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HUMANITIES ALIVE 10

AUSTRALIAN CURRICULUM | THIRD EDITION

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

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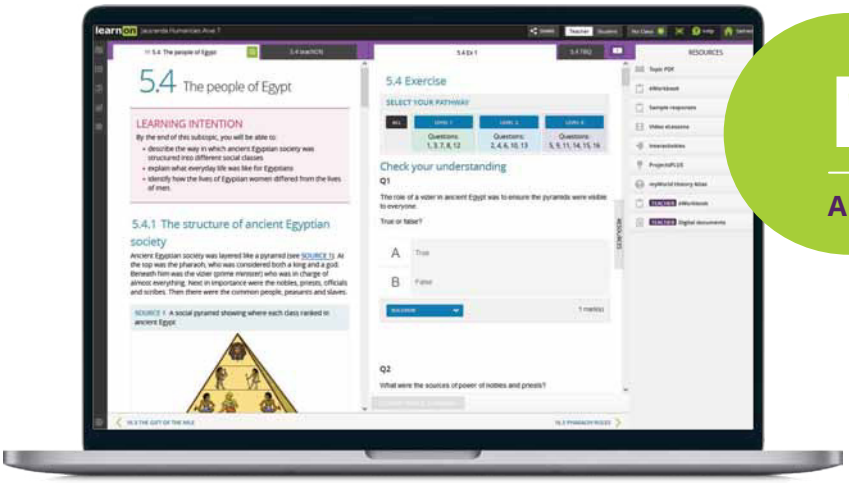
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About this resource



NEW FOR

AUSTRALIAN CURRICULUM V9.0



JACARANDA

HUMANITIES ALIVE 10 AUSTRALIAN CURRICULUM

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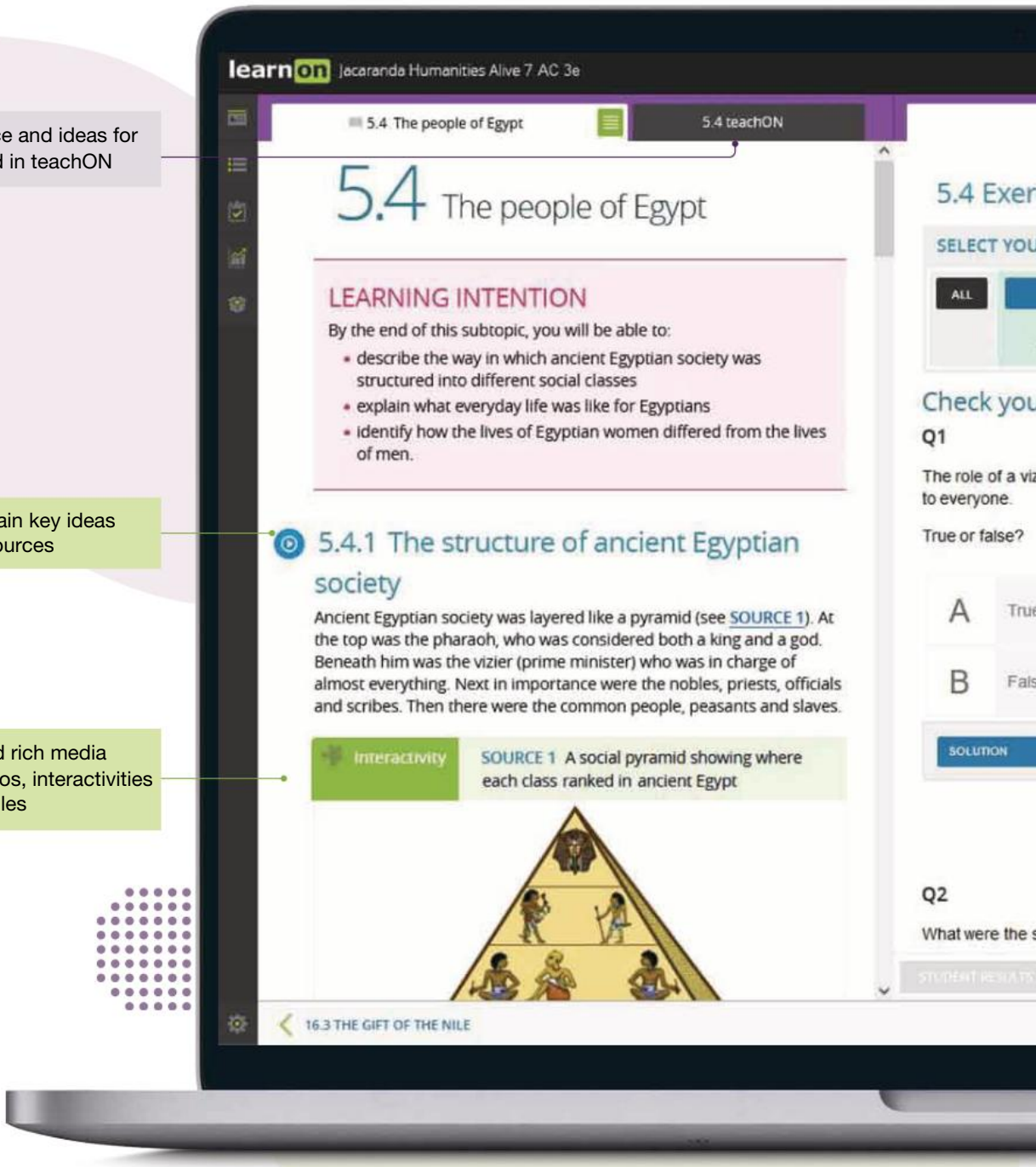
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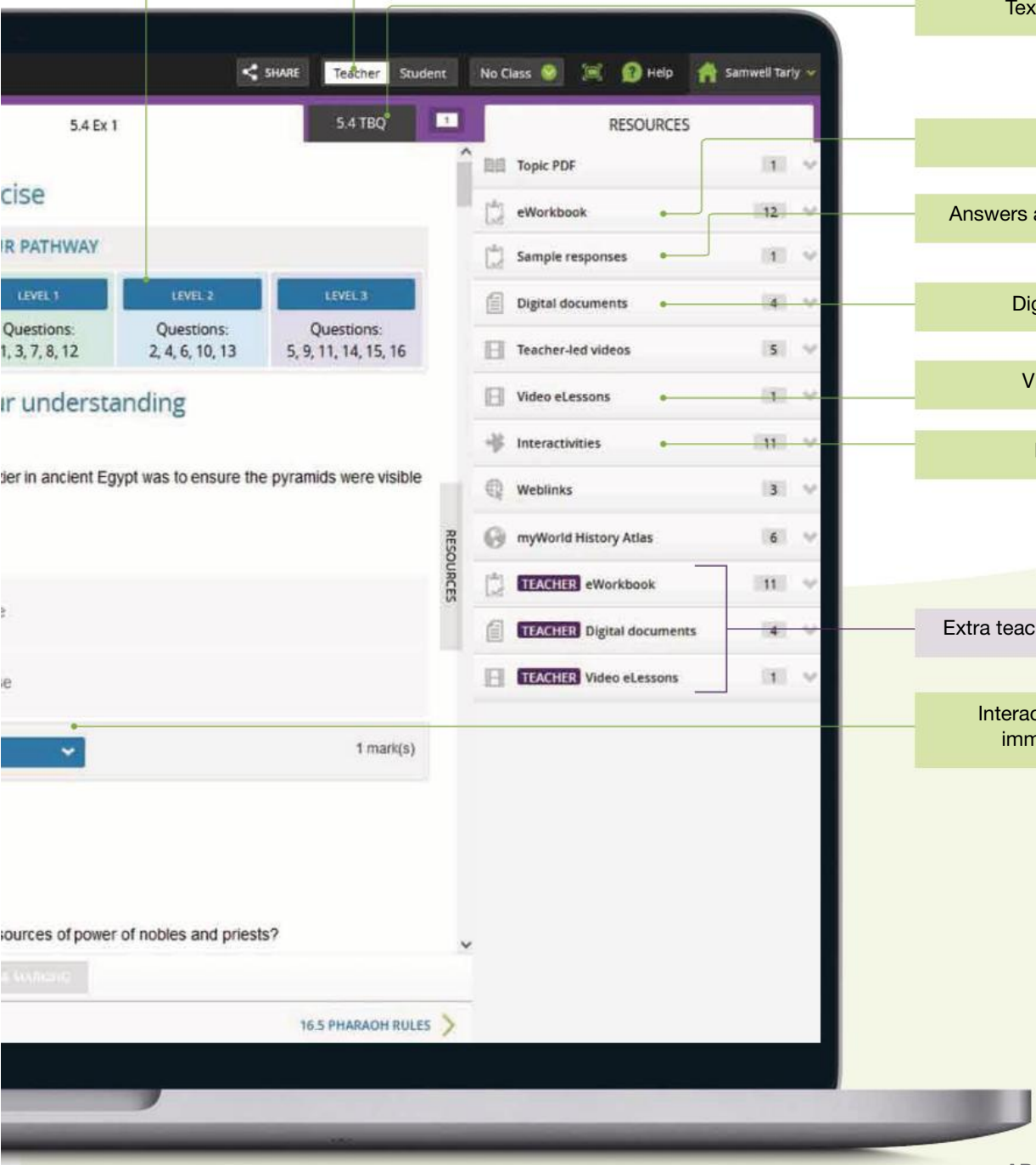
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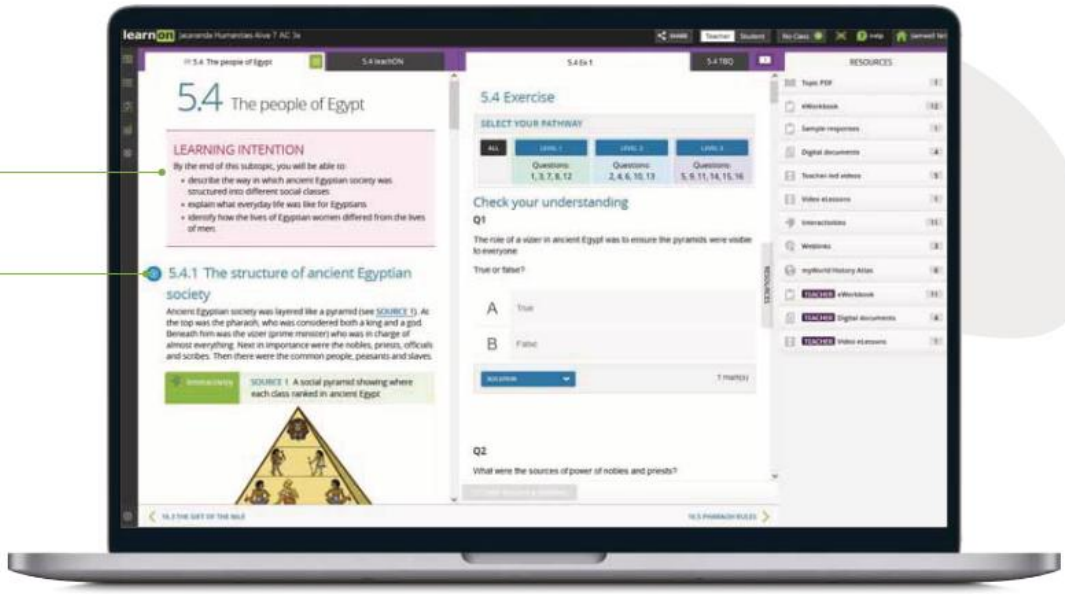
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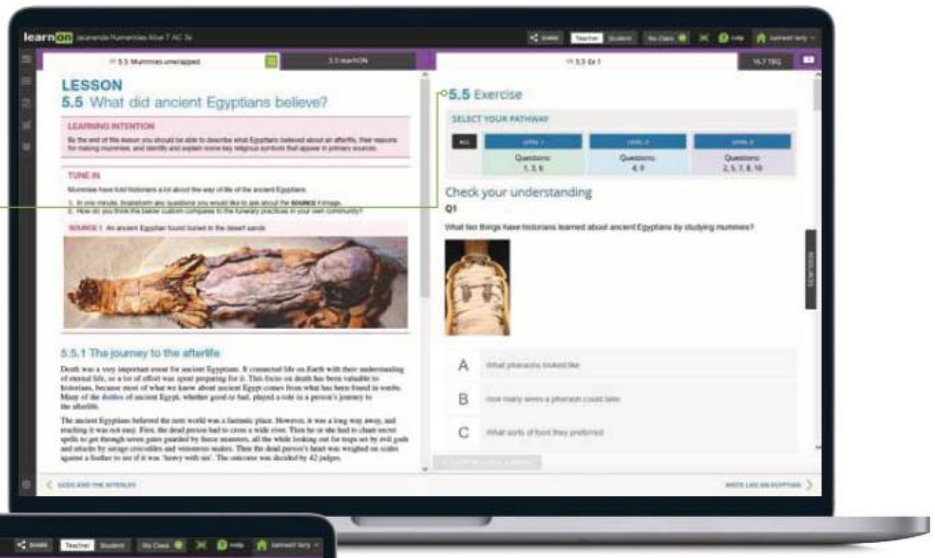
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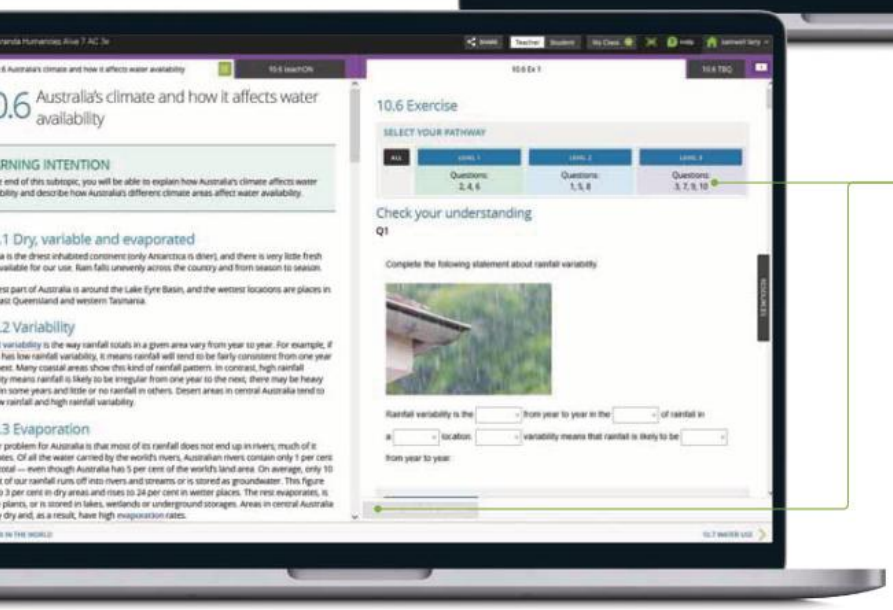




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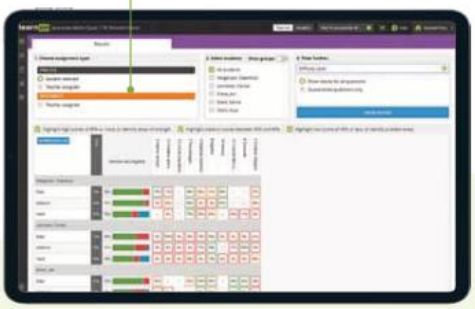
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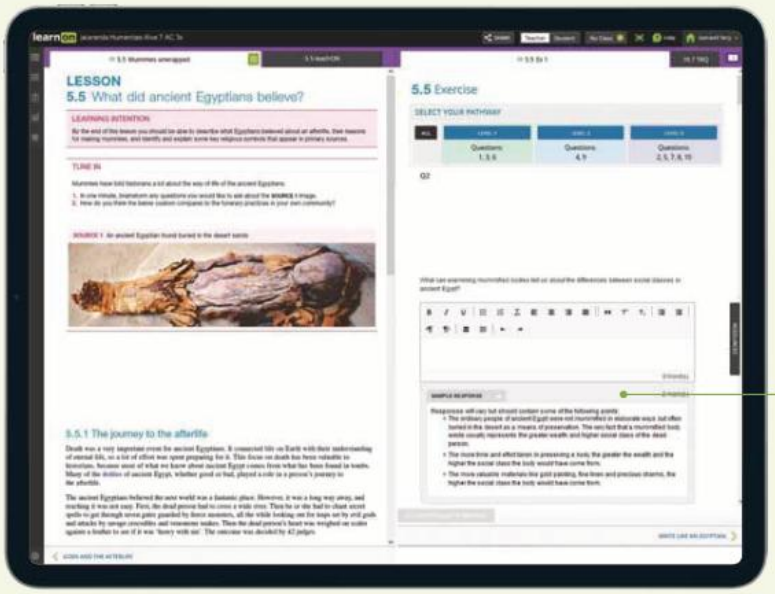




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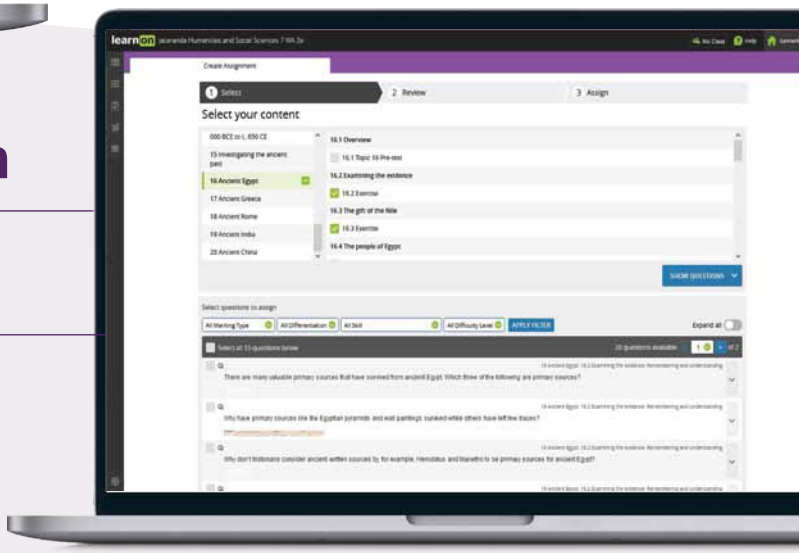
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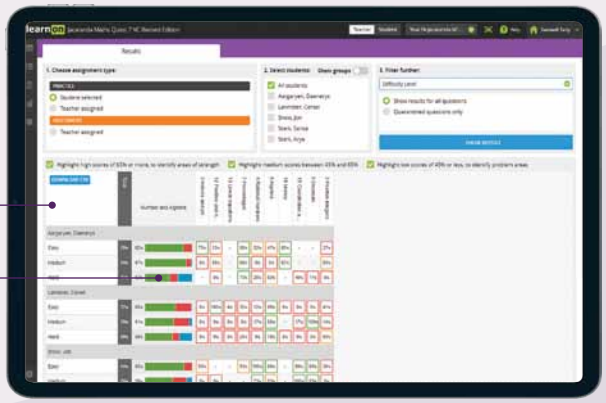
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Understanding cognitive verbs

Cognitive verbs in the Australian Curriculum

The Australian Curriculum aims to develop students' disciplinary knowledge, skills, understanding and general capabilities across the curriculum. Students are also expected to progressively develop their thinking skills.

In the Australian Curriculum, cognitive verbs are used as signposts for this depth of thinking. Cognitive verbs signify different types of thinking and are already used in the classroom by many teachers and students.

Questions within Jacaranda resources use these cognitive verbs to support students in cognitive verb 'thinking'. The following list describes the cognitive verbs that are frequently used in Years 9 and 10.

Cognitive verb	Description
analyse	considering something in detail, finding meaning or relationships and identifying patterns. In an analysis you may reorganise ideas and find similarities and differences.
apply	using knowledge and understanding in order to solve a problem or complete an activity; activities and problems may be familiar or unfamiliar; applying knowledge and understanding can require recalling previous experiences.
compare	recognising how things are similar and dissimilar. Concepts or items are generally grouped before a comparison is made.
decide	selecting from available options. This may involve considering criteria on which to base your selection.
describe	giving an account of a situation, event, pattern or process. A description may require a sequence or order.
develop	bringing something to a more advanced state. Processing and understanding are required to develop an idea or opinion. Developing an idea or opinion may also involve considering feedback or the collective thoughts of a group.
evaluate	making a judgement using a set of criteria. This may include considering strengths and limitations of something in order to make a judgement on a preferred option.
examine	considering the information given and recognising key features. This might require making a decision, which involves gathering more information.
explain	making an idea, concept or relationship between two things clear by giving in-depth information. Explanations may include details of who, what, when, where, why and how in a step-by-step format.
identify	recognising and showing particular features of something. This might also include showing what or who something or someone is.
interpret	gaining meaning from text, graphs, data or other visuals. An interpretation includes stating what something might mean and drawing a conclusion.
select	choosing the most suitable option from a number of alternatives. This might require some consideration of context.
investigate	planning, collecting and interpreting data and information, and drawing conclusions.
synthesise	combining elements (information, ideas and components) into a connected or coherent whole.

Source: Adapted from the QCAA Cognitive Verbs.

HISTORY

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WORLD WAR II

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BUILDING MODERN AUSTRALIA (POST-1945)

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THE GLOBALISING WORLD

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MACQUARIE ST

1 History concepts and skills

LESSON SEQUENCE

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1.3 Skills in History 17
1.4 SkillBuilder: Sequencing events in chronological order ..... online only
1.5 SkillBuilder: Analysing cause and effect with graphic organisers ..... online only
1.6 SkillBuilder: Analysing political cartoons and propaganda posters ..... online only
1.7 SkillBuilder: Historical debate ..... online only
1.8 Review 20



LESSON
1.1 Overview

Hey students! Bring these pages to life online

Watch videos

Engage with interactivities

Answer questions and check results

Find all this and MORE in jacPLUS



1.1.1 Links with our times

History is more than just dates or random names or events that occurred in the past. History is the story of humanity and as such it captures the heart and soul of all of our societies. People throughout the world commemorate important events in a variety of ways.

The men in the image below were participating in a 1940s 're-creation' weekend in Pickering, North Yorkshire, England. The attendees were dressed in a variety of 1940s clothing including military or civilian dress, which contributed to a realistic atmosphere. The men in the photo were dressed as soldiers of the United States Army in World War II.

World War II was fought between the Allied powers (Britain, the United States, the USSR, France, Australia, New Zealand and others) and the Axis powers (Germany, Italy and Japan). This conflict took more lives and destroyed more property across the world than any war before it or since.

It is through historical records such as archives, letters, weapons and other historical sources that historians are able to discover the mysteries of our past. Historians research, compile, evaluate and report their findings in an attempt to discover the truth about our past in an unbiased manner.

SOURCE 1 Men participating in a weekend event in which they reconstructed life in war time 1940s



on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11483)

Video eLessons Between World Wars (eles-1061)
History concepts and skills (eles-6124)

LESSON
1.2 Concepts in History

LEARNING INTENTION

By the end of this lesson you should be able to explain how and why we study History, and describe the six historical concepts and explain why they are important.

1.2.1 Why study History?

History is full of stories of individuals living, striving to survive and often dying in challenging, difficult times as well as stories of individuals thriving in times of peace. History can confuse you, amaze you and even shock you with these stories; at times it is difficult to understand the mindset of people and societies of the past, while at other times it is easy to relate to their lives and the decisions they made in the situations they faced.

What is a historian?

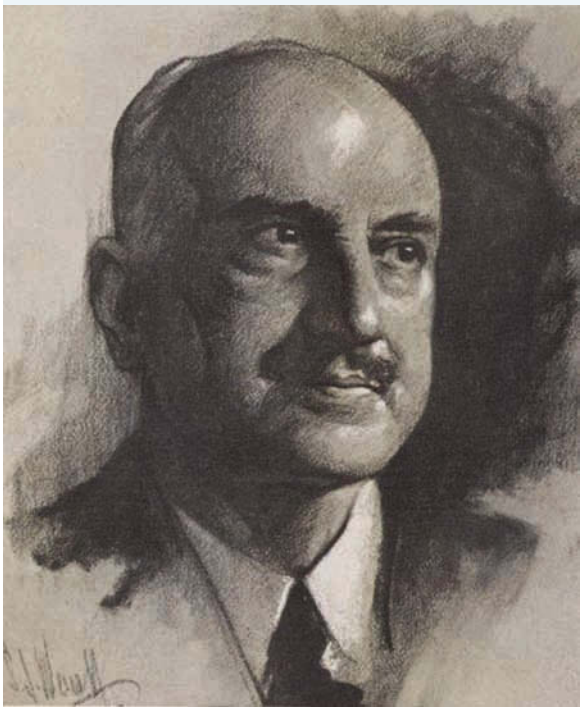
A historian is a person who researches, interprets and writes about the past, including the history of countries, people, periods of time, and particular events and issues. Historians conduct research into past civilisations, cultures and societies. They try to build up a picture of how people in other times lived and acted. Historians try to make sense of past ideas, customs and beliefs, the ways people were ruled and how they made their living. Historians inquire into the past by examining sources, including archives, diaries, books and artefacts. They also try to understand and explain how people's lives were shaped by other people and events, what they thought about their times and how they brought about changes in their own world.

1.2.2 The value of history

History is more than just the study of events of the past and the discovery of why events occurred. As stated previously, history is the story of individuals and how they react to the events surrounding them.

The term history originates from the ancient Greek term *historia*, which originally referred to inquiry or the act of acquiring knowledge through inquiry. The study of History is important as it allows us to understand our heritage, to understand where our ideas, society, laws and other aspects of life come from, and by doing so hopefully prevent similar events from occurring again. History allows us to realise that while humanity is made up of a variety of cultures and societies it is more importantly made up of individuals who have more similarities than differences.

SOURCE 1 A drawing of the philosopher George Santayana (1863–1952) from the cover of *Time* magazine in February 1936. He is popularly known for the aphorism 'Those who cannot remember the past are condemned to repeat it'.



History, the present and the future

The phrase 'hindsight is 20/20' is often used after an event occurs when people wish they had chosen differently; however, the future is difficult to predict. History allows us to look back at our past, reflect on the actions taken and hopefully avoid repeating the past mistakes to make the world a better place in the future.

History, work and leisure

The study of History not only teaches us about our past it also prepares us for our future by teaching us a variety of skills that are easily transferable to any chosen career. These skills will enable you to:

- carry out research
- organise information and determine its accuracy
- draw conclusions and make decisions based on evidence
- recognise the difference between fact and opinion
- understand that there are a variety of opinions when approaching any problem
- think critically
- communicate effectively
- present your findings and conclusions through reports, media, books, lectures and exhibitions.

SOURCE 2 Visitors in front of room 306 at the National Civil Rights Museum in Memphis, Tennessee (in the United States). The museum is built around the former Lorraine Motel, which was one of only a few hotels for black people. The motel was where civil rights campaigner Martin Luther King Jr. was assassinated. While staying in room 306 in April 1968, King was fatally shot on the balcony outside the room. A local not-for-profit group saved the site for use as a civil rights museum.



A person trained in History may conduct research and analysis for governments, businesses, individuals, historical associations and other organisations. They may work in administrative or policy roles where they can make use of their research and analysis skills. A person trained in history may be involved in preserving artefacts or historic records. Conservation work similar to that shown in **SOURCE 2** is one of the key responsibilities of historians and archaeologists.

There are a number of other careers related to historians. These include:

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

A knowledge of history not only gives us a variety of transferrable skills, but also gives us insight into the people, places and events often discussed in movies and books. It also allows us to appreciate historical sites such as the Colosseum in Rome, Italy or Auschwitz-Birkenau in Krakow, Poland because we know the events that occurred there and the stories of the individuals that were involved.

History and democracy

Australia is a democratic society; our political representatives and leaders of our country are chosen through the electoral process and we vote for the party we believe will best represent us in parliament. However, to vote responsibly and make sound judgements about the issues that the politicians raise it is important to understand the historical basis of those issues.

DISCUSS

How may understanding our past help us avoid repeating mistakes in the future?

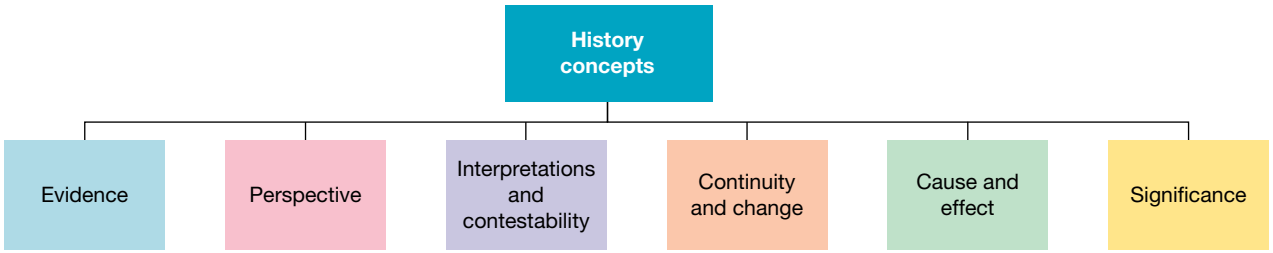
1.2.3 What are the History concepts?

History can be compared to a jigsaw puzzle, with each piece representing an event, issue or person that interlinks with the pieces surrounding it. Each piece cannot give a precise picture of our history on its own, it needs the surrounding pieces in order to give the full picture of what occurred and how it affected society; the puzzle is ongoing, each day another piece is added. The jigsaw puzzle tells the stories of individuals living, striving to survive and often dying in challenging, difficult times as well as stories of individuals thriving in times of peace.

Through historical records historians attempt to discover the truth about our past in an unbiased manner. They do this using a variety of important historical concepts in order to determine the story of humanity.

The concepts are discussed here in detail and an understanding of them will help you successfully study History and gain a complete understanding of the topics covered in Year 10.

SOURCE 3 A diagram showing the six concepts in History



1.2.4 Evidence

Primary and secondary sources provide **evidence** for historians to present the story of an event, issue or person. This evidence helps historians to construct the historical narrative (story) that they are researching, support their hypothesis, or prove or disprove a conclusion. Primary and secondary sources are also used by historians to support their arguments or to argue against claims they disagree with.

Sources

To complete this historical jigsaw puzzle, historians often relate their studies to a mystery; there are a variety of clues scattered across the world in museums, libraries, archaeological digs and other sources that will allow the historian to hypothesise what occurred in the past, the events that caused it and the after-effects.

It is the role of the historian to question everything, to never take anything at face value and always critically analyse historical sources to ensure that a balanced evaluation of the event/issue/person can be given.

Historical sources are the clues to the history mystery that historians are attempting to solve. Like detectives or scientists, historians form a **hypothesis** to explain what may have occurred and then use the historical sources to support their hypothesis, they also review sources that contradict their hypothesis to ensure a balanced understanding is created.

Just like in any other mystery not all clues will be easily available and at times historians will have to make educated guesses with the evidence that they have before them.

evidence information that indicates whether something is true or really happened

hypothesis (plural: hypotheses) a theory or possible explanation

Primary and secondary sources

Historical sources are divided into primary and secondary sources; they are the key sources of information that historians use to complete their historical research. **Primary sources** were created during the period of time that the historian is investigating; for example, a film clip of Martin Luther King Jr's 'I have a Dream Speech'. **Secondary sources** are reconstructions of the past, created by people after the time period that the historian is studying; for example, a documentary about Martin Luther King Jr's fight for civil rights culminating in his 'I have a Dream' speech in Washington D.C.

Primary sources can be broken down into written and archaeological sources. Written primary sources include letters, newspapers, songs and poetry, as well as social media accounts, such as Twitter. Archaeological sources are often called **artefacts** (they can sometimes include written sources if writing is inscribed on them; for example, on a tomb or pottery) and include works of art, weapons, toys and jewellery.

Secondary sources are just as varied as primary sources and can include books, articles, websites, models, **timelines**, computer games and other software, and documentaries. In order to create secondary sources historians will:

- base their research on primary sources
- interpret their research
- use the research to explain what happened to others.

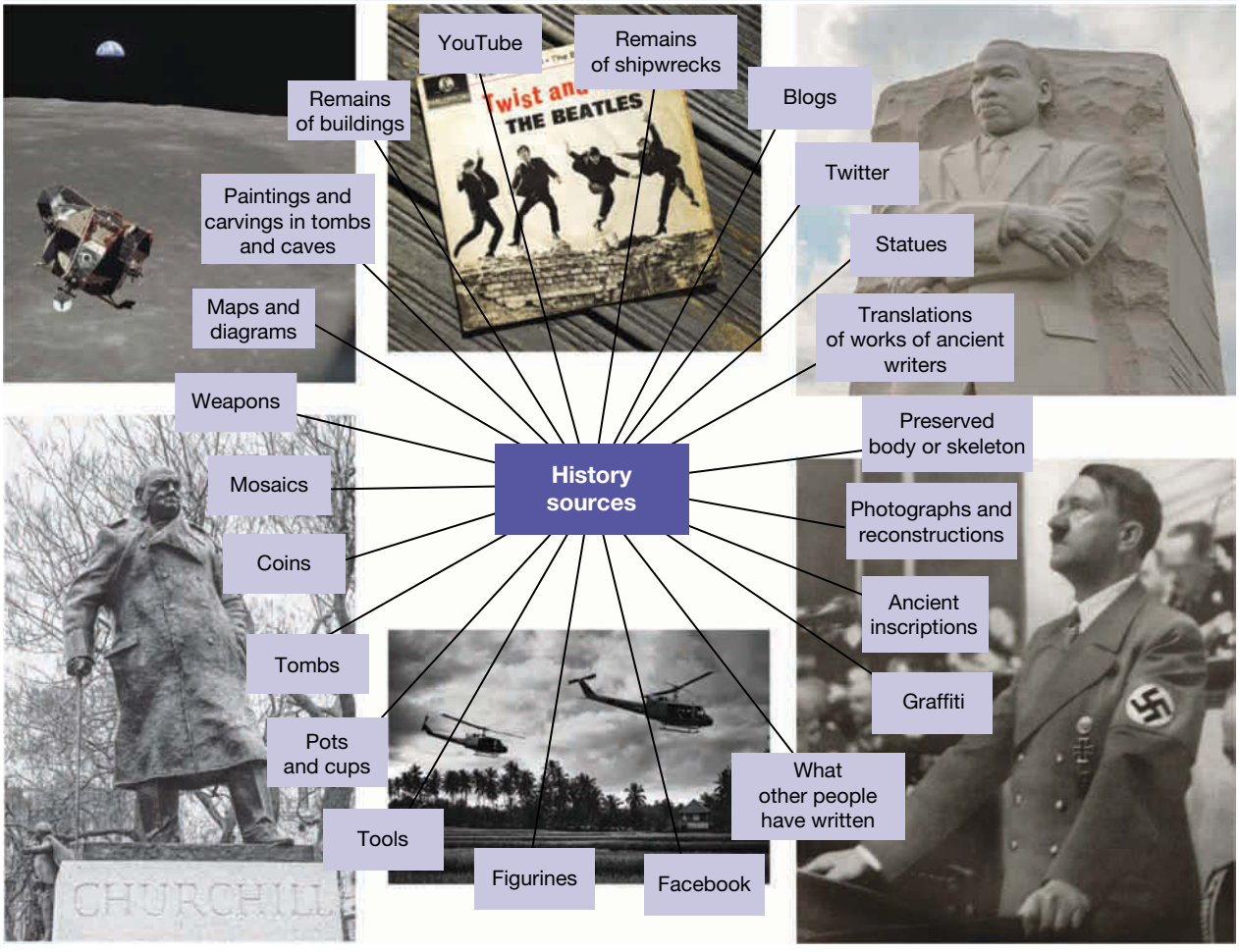
primary sources objects and documents that were created or written in the period that the historian is investigating

secondary sources reconstructions of the past written or created by people living at a time after the period that the historian is studying

artefact an object made or changed by humans

timeline a diagrammatic tool representing a period of time, on which events are placed in chronological order

SOURCE 4 Some types of primary sources



Analysing and evaluating sources

Having obtained a variety of primary and secondary sources, historians must analyse and evaluate them in order to present information in a clear manner. They pose a variety of critical analysis questions about the sources and attempt to answer them to create a thorough understanding of the historical sources.

Examples of historical source analysis questions are:

- What is the message (what is the creator trying to tell us)?
- What is the purpose (why was the source created)?
- What is the author's perspective?
- What is the historical context (what was happening at the time the source was created)?
- How contestable are the sources?

While the historian is evaluating the sources, it is important that they are respectful of the cultures and people groups that these sources originate from and ensure their research recognises the work of other historians in the correct manner. They do this in a variety of ways when they collate their information and subsequently present their findings.

For example, when researching the Stolen Generations (the removal of First Nations Australian children from their families by the Australian government) it is crucial that historians take into consideration the perspectives of the people who were directly affected, their children and that of the government. Doing this will give the historian a clear picture of the causes of the Stolen Generations and give an understanding of its effects.

Historians identify information within these sources that can assist them in their studies. They realise that historical sources contain lots of information, and at times only portions of that information is relevant to their study. After obtaining that information, historians will critically analyse the evidence using a variety of questions, such as those listed above.

Using evidence

It is often said that history is written by the victors; this means that only those who were successful at any given time present their version of the events. However, there is always a variety of evidence available and it is the job of the historian to find and evaluate it.

Recognising that there are a variety of interpretations and opinions relating to any historical event, issue or person allows historians to gather significant amounts of information, analyse it and present a clear unbiased picture. For example, Adolf Hitler was heralded as the saviour of Germany by some people in the country, after Germany's defeat in World War I, its treatment within the Treaty of Versailles and the economic crises faced during the Great Depression. This viewpoint is presented in the text excerpt in **SOURCE 5**, written by Joseph Goebbels to commemorate the Führer's birthday.

aud-0525

SOURCE 5 Propaganda chief Joseph Goebbels talking about Adolf Hitler in an article titled 'Our Hitler', published in April 1935 to commemorate the Führer's birthday

Fellow citizens! I believe it is time to portray to the entire nation the man Hitler, with all the magic of his personality, all the mysterious genius and irresistible power of his personality.

There is probably no one left on the planet who does not know him as a statesman and as a remarkable popular leader. Only a few, however, have the pleasure of seeing him as a man each day from close up, to experience him, and as I might add, to come as a result to a deeper understanding and love for him. These few wonder how it is possible that a man who only three years ago was opposed by half of the nation stands today above any doubt and every criticism. Germany has found a unity which will never be shaken. Adolf Hitler is the man of fate, who has the calling to save the nation from terrible internal conflict and shameful foreign disgrace, to lead it to longed-for freedom.

If this was the only historical evidence that historians used to research Hitler, we would not get an accurate representation of the man who was to become responsible for the death of nearly 6 million European Jews as well as countless Romani, homosexuals and other political prisoners.

However, to gain a true representation of Hitler, historians should explore a wide range of sources, for example **SOURCE 6**, a report written by a British businessman working in Germany in 1937 about the bombing of Almeria, a Spanish town, by the Nazis.

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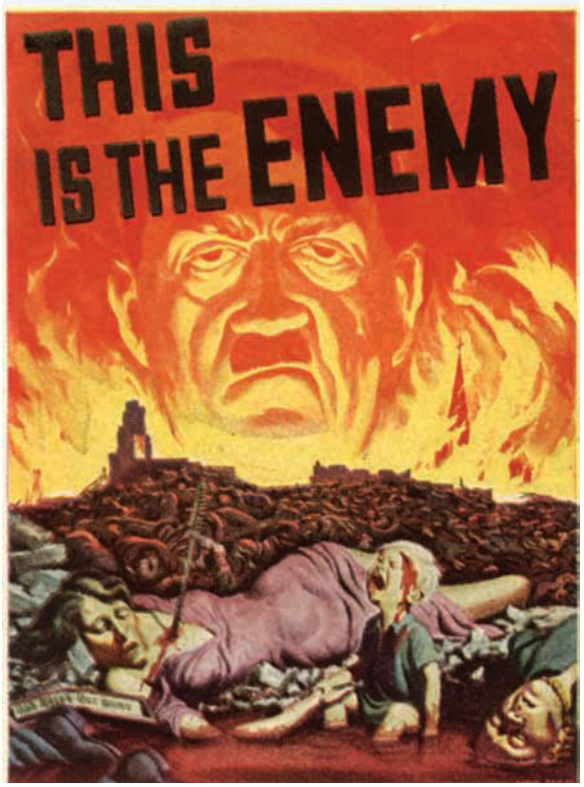
SOURCE 6 Report by Mr Law, a British businessman, about the bombing of Almeria

I am told, on what I believe to be very good German authority, that really the most dangerous man of all is the Führer himself. He falls into fits of passion and will listen to no advice. It was on his orders and against the advice of the Foreign Office and the army that recently an American was beheaded. It was again on his direct orders and before he could receive any advice that the bombardment of Almeria took place.

If this is true — as I believe it to be — the picture is not a cheerful one. No-one wants war; certainly, but when you have a passionate lunatic at the top who still commands the devotion of the populace and who is evidently prepared to run great risks, then already the situation is dangerous . . .

By evaluating different pieces of evidence, historians can see that Hitler was a complex individual who fostered devotion from those who were members of his Nazi party, but was rightly considered an extremely dangerous individual by others.

SOURCE 7 Propaganda poster from the USA in the 1940s depicting Hitler as a merciless dictator to be feared and hated



SOURCE 8 Propaganda poster from Germany in the 1930s depicting Hitler as a brave and powerful leader who loves his country



Without evidence, historians are merely telling a story without supporting their research and it can become nothing more than a myth or legend with little substance.

1.2.5 Perspective

One of the most important concepts that must be used when studying History is perspective. This includes empathy. It is important for historians to empathise with the people they study; without empathy it is near impossible to fully understand what people experienced in the past.

Empathy is the ability to understand how people thought and felt in the past; it is the ability to put yourself in the position of the person you are studying at their time in history. In order to use empathy, you need to imagine; however, it is not the kind of imagination that is required to write a creative writing piece, instead it is historical imagination based on evidence. Having empathy allows historians to not only appreciate what people experienced, but also to identify the motives behind actions and differing opinions, how beliefs and values were an influence and to compare the experiences of people in the past.

Empathy is related to **perspective**, as perspective is understanding the past through the points of view of the people who lived through these events. Historians gain perspective through reading diaries of individuals and visiting museums or historical sites of important events in history. Perspective also allows historians to recognise differing opinions, attitudes and values and by analysing the similarities and differences of individuals, historians are able to gain a full understanding of the history they are studying.

empathy the ability to understand and share another person's thoughts and feelings

perspective the way in which a person views things based on their current position; reflects current views and is affected by personal circumstances

It is equally important to realise that as we learn about people from the past and attempt to understand their perspective to empathise with them, it is often difficult to understand their actions as we may be judging them from our contemporary mindsets. Instead we need to take into consideration the values and attitudes of the society that is being studied to appreciate why the decisions were made.

SOURCE 9 Anne Frank was a Jewish girl who kept a diary during World War II documenting her experience in hiding during the Nazi occupation. Anne's diary is the second-most widely read non-fiction book in history and has allowed millions of people around the world to connect empathetically with her experience.





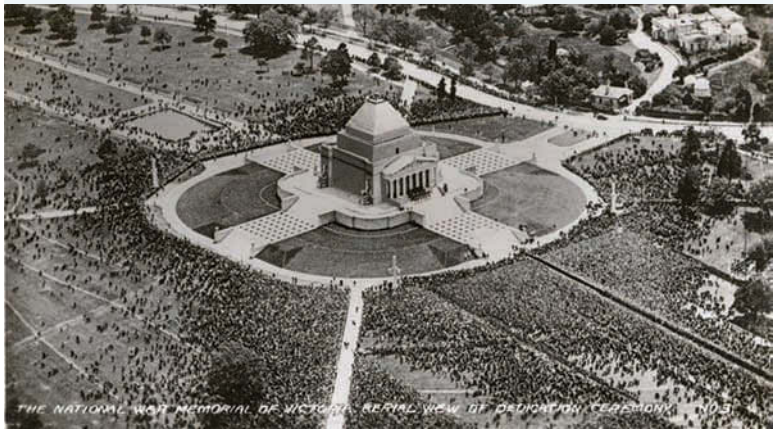
1.2.6 Interpretations and contestability

Throughout their research, historians will come across sources that have different interpretations than their own, and this leads to debates and further understanding of the issues they are researching. This is known as **contestability**, and it is an important concept to understand in the study of History. Historical understanding of any event, issue or person is always influenced by the historian's own experiences, background and level of education, as well as what the historical source contains within it and omits. For example, an article praising Adolf Hitler written by Himmler will be contestable as it will only present the bias of the Nazi regime and deny the fear felt by the Jewish population of eastern Europe.

1.2.7 Continuity and change

History allows us to look back at our past, reflect on the actions taken and hopefully avoid repeating past mistakes to make the world a better place in the future. Historians identify the changes that have occurred over time throughout societies all over the world; they also identify times throughout history where it appears as if nothing major has changed. This is known as **continuity and change**. At its most basic, change refers to something that is different from what has occurred in the past. This change may occur suddenly, like a sudden change in political leadership, or take considerable amounts of time; for example, changes in technology. Continuity refers to things that endure and remain relatively unchanged over time; this is often seen in smaller communities or tribes that are isolated from the modern world.

SOURCE 10 An aerial view of the ceremony dedicating the Shrine of Remembrance in Melbourne, 1934. The shrine was built in remembrance of the men and women of Victoria who served, and those who died, in World War I.



SOURCE 11 An aerial view of the Shrine of Remembrance, Melbourne, present day



By comparing historical events that occur at the same time, between and among historical periods, and between the past and the present, historians are able to understand the sequence of events, causes and effects and therefore pinpoint those events that become known as turning points within history.

Continuity and change can be seen by comparing objects from the past to similar objects in today's modern society — for example, mobile phones from the 1980s that were the size of house bricks, compared to modern smartphones that have more technology in them than was used to power the mission to the Moon. It can also be seen when we analyse daily life and the changes that have occurred within society. There have been several changes within society in relation to the role of women in the last 50 years; prior

contestability when particular interpretations of the past are open to debate

continuity and change the concept that while many changes occur over time, some things remain constant

to World War II, most women were housewives and if they did work it was in secretarial, nursing or teaching roles. However, after World War II, women moved into non-traditional roles throughout society and men took on more responsibilities in raising children.

The use of timelines is an excellent way to display continuity and change as well as showing cause and effect throughout societies. It assists historians to recognise patterns of continuity and change, often through researching societal viewpoints on religion, human rights, key events and the actions of individuals and groups. An example is investigating how Charles Perkins was seen to bring change to Australian society and the way that First Nations Australian communities and individuals were treated throughout New South Wales in particular; he did this by organising the Freedom Rides through New South Wales to show the inequality between the white community and the First Nations Australian communities.

1.2.8 Cause and effect

The historical concept of **cause and effect** is used to examine relationships between historical events, issues and people; how they relate to other events, issues or people; and how one event can cause another or have a short- or long-term effect. For example, Germany was not allowed to participate in the Paris Peace Conference after World War I, or have a say in the terms of the Treaty of Versailles; the Allies dictated the terms within the treaty to Germany and Germany was told that if they did not sign the Treaty they could be faced with war starting up again. The short- and long-term effects of this decision were disastrous for the world at large; within Germany it caused much political unrest, which ultimately led to the rise of Hitler who went on to invade Poland, start World War II and murder millions of Jews, Romani, homosexuals, political prisoners and others in his attempts to create the perfect German nation.

SOURCE 12 Traders gather in growing panic outside the New York Stock Exchange on 24 October 1929



Historians need to demonstrate the relationships between events and developments within the different communities around the world. The example above shows how the Paris Peace Conference and the Treaty of Versailles can be considered to be contributing causes of the rise of Hitler and the start of World War II. At the same time as Germany was coming to terms with the Treaty of Versailles, the United States of America was entering a period of time known as isolationism — which means they did not want to participate in world politics at all. However, the crash of the US stock market in October 1929 would lead to the Great Depression, resulting in the United States calling for many of its international loans to be repaid immediately in an effort to bolster and secure its economy. Unfortunately, this led many countries around the world to also feel the effects of the stock market crash and the Great Depression became a global event.

As they study the cause and effect of events, historians also make judgements about the importance of these events and how they relate to other similar events throughout history, thus enabling them to see whether there are similarities or differences and what they are.

cause and effect the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences

DISCUSS

Working in small groups, think of something that happens in our own time that some people believe is wrong. An example could be the way some countries are wealthy, while in others children die of starvation and preventable diseases. Do you think that at some time in the future people might consider ours to have been an unjust age?

1.2.9 Significance

As historians place historical **significance** upon events, issues or people of the past, they begin to critically evaluate the information they have researched and analysed, and attempt to propose explanations, trends and relationships that caused the issues and the subsequent effects.

Historians critically evaluate all of the information from a variety of sources, both primary and secondary, and will often work with other historians and academics to draw their conclusions; occasionally they will have to negotiate and/or resolve issues that are causing debates.

Historians give significance to important turning points throughout history that affected not only their local societies but the world at large. However, the subject of History is so immense that it is virtually impossible for us to learn or study all of it. Therefore, by evaluating data and information, historians identify the significance in what they believe are the most important events — and this is where debate may occur. When applying significance to any turning point within society, historians recognise that there are a variety of viewpoints to any historical story, depending on who is telling the story. This can be seen when viewing and critically analysing historical sources and evaluating the information in them.

As the historian is evaluating the information they have gathered, they must be able to justify why it is of historical significance to a larger audience. Furthermore, it is important to realise that the historical significance may change over time and may vary between groups of people. An excellent example of this is the Korean War, which has greater significance to the people of North and South Korea, for example, than for the general public of Australia (see **SOURCE 13**).

significance the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites

SOURCE 13 Here, South Korean military forces are evacuating Suwon Air Base as a result of the rapid advance of communist North Korean troops in 1950.



The Korean War was a war between North Korea (supported by China and the USSR) and South Korea (supported by the United Nations), which lasted from 1950 to 1953. The fighting received little public attention in western countries, such as the United States and Australia, particularly in comparison to the war that preceded it (World War II) and the war that came after it (the Vietnam War). For this reason, the Korean War is often referred to as 'The Forgotten War'. However, millions of people lost their lives during the conflict, including soldiers and civilians, and the war had a long-term detrimental effect on all of Korea. North Korea and South Korea remain divided.

1.2 SKILL ACTIVITY: Questioning and researching, Historical perspectives and interpretations

1. Using the internet and/or other information sources, find the meaning of the word 'sympathy'. **Explain** how empathy is different from sympathy.
2. Why can history be compared to a jigsaw puzzle?
3. Complete the following paragraph by choosing words from the box.

civilisations	beliefs	cultures	events	research	sources	people

Historians conduct _____ into past _____, _____ and societies. Historians try to build up a picture of the ideas and _____ of people in the past, how they lived and acted and how their lives were shaped by other _____ and _____. They inquire into the past by examining _____, including archives, diaries, books and artefacts.

4. **Explain** why evidence is important in the study of History.
5. Why are perspective and empathy considered two of the most important concepts in studying History?
6. **Examine SOURCE 2**. The National Civil Rights Museum in Memphis was the first civil rights museum in the United States. Room 306 has been kept just as it was when Martin Luther King was assassinated in 1968. Why do you think so much effort goes into conserving such traces of the past?
7. **Compare** and **contrast SOURCES 5** and **6**. **Identify** the similarities and differences they have.
8. Imagine you are a historian from 2080, writing a report on historical events of 2022. **Identify** events you believe are historic turning points, and **justify** your decision.
9. Imagine that you are one of the people or groups being persecuted by the Nazis during World War II. How would you feel after reading **SOURCE 5**? Would you feel scared or confused? **Explain**.
10. **Suggest** why any one of the following possible events might have historical significance in the future for a historian researching and writing about the age we are living in.
    a. There was an increase in the number of Australians who did not practise religion.
    b. Inequality (the gap between rich and poor) increased in Australia.
    c. The government did impose lockdown measures during the COVID-19 pandemic.

LESSON
1.3 Skills in History

1.3.1 What skills will you build this year?

This year, you will continue to build your ability to use the four broad categories of skills in History. The following points will remind you of these four key skills.

Questioning and researching

Involves locating relevant and detailed information and/or data from a range of appropriate sources. In Year 10 History this includes researching some major turning points of World War II.

Using historical sources

Involves identifying and using primary and secondary sources, including explaining how useful and reliable they are. In Year 10 History this includes sources about the impact of the deep social divisions of the Great Depression on the rise of fascist and communist ideologies.

Historical perspectives and interpretations

Means using historical thinking. It involves considering historical concepts such as cause and effect, continuity and change, and significance to help you understand the past. It requires taking into account ambiguities and multiple perspectives in a source and proposing potential responses to contemporary challenges or issues. In Year 10 History this includes understanding the multiple causes of World War II.

Communicating

Your ideas means presenting information in a range of formats to suit the intended audience and purpose. It involves using historical sources to describe, explain and argue points of view about the past. This includes essays, oral presentations, debates, tables and cartoons. Reflecting on your skills is also an important part of the process. In Year 10 History this includes political cartoons and propaganda posters.

1.3.2 SkillBuilders in this topic

In addition to these broad skills, there is a range of essential practical skills that you will learn as you study History. The SkillBuilder lessons in this topic will tell you about the skill, show you how to apply the skill and let you practise the skill with tasks related to the concepts covered in this subject.

The SkillBuilders you will use in Year 10 are listed below:

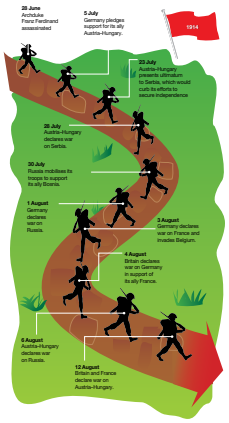
- SkillBuilder: Sequencing events in chronological order
- SkillBuilder: Analysing cause and effect with graphic organisers
- SkillBuilder: Analysing political cartoons and propaganda posters
- SkillBuilder: Historical debate

LESSON
1.4 SkillBuilder: Sequencing events in chronological order

online only

What is a timeline?

A timeline is a diagrammatic tool for placing events in *chronological order* (the order in which they happened). A simple chronology would be one, for example, that showed in sequence, or time order, key events of a day in your life. Generally, timelines are constructed using a sequence of dates with the addition of descriptive labels. A timeline may cover a short period or many centuries. Timelines may be as simple as a horizontal or vertical line, or highly visual with use of colour and images.



Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

LESSON
1.5 SkillBuilder: Analysing cause and effect with graphic organisers

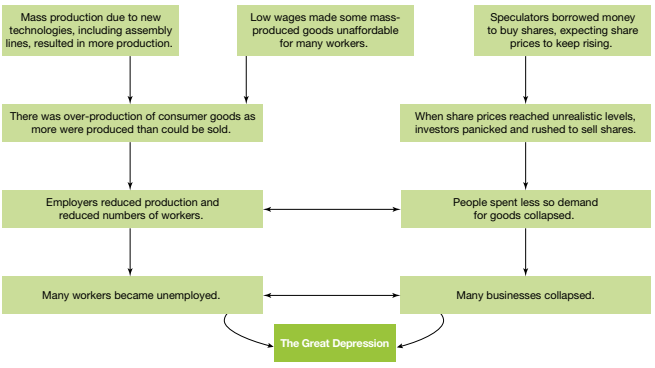
online only

What are graphic organisers and how can they be used to analyse cause and effect?

A graphic organiser is a visual or diagrammatic way of representing facts and concepts; for example, an analysis of historical causes and effects.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.



LESSON
1.6 SkillBuilder: Analysing political cartoons and propaganda posters

online only

What are political cartoons and propaganda posters?



Political cartoons are drawings cartoonists make to comment on the political issues of the time. They use a range of techniques including humour to make serious points about these issues.

Propaganda posters use images and text with the aim of influencing people's attitudes or behaviour. What is presented may be true or false, according to the poster's target audience and its purpose.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

LESSON
1.7 SkillBuilder: Historical debate

online only

What is a historical debate?



A historical debate is an argument that reflects opposing or contesting views on an event or a period in time, the historical evidence for which may be interpreted in different ways.

Select your learnON format to access:

- an explanation of the skill (Tell me)
- a step-by-step process to develop the skill, with an example (Show me)
- an activity to allow you to practise the skill (Let me do it)
- questions to consolidate your understanding of the skill.

LESSON
1.8 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

Find all this and MORE in jacPLUS



1.8.1 Key knowledge summary

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

1.2 Concepts in History

- Historians investigate and interpret the past.
- History helps us to understand our heritage and appreciate other cultures.
- History helps us to understand the present and what the future may hold.
- History provides us with essential skills.
- Historical sources are divided into primary and secondary sources.
- Continuity and change is the ability to recognise that while many changes occur over time, some things remain constant.
- Cause and effect relates to understanding that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences.
- Significance is the ability to make judgements about the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites.
- Historians try to discover how people thought and felt at different times in the past.
- Using historical imagination requires using your imagination but basing your ideas on evidence.
- We should avoid judging people from the past by the standards of our own age.
- Contestability reflects that historians can have differing interpretations about sources and this leads to debates and further understanding of the issues they are researching.

1.3 Skills in History

- Questioning and researching involves locating relevant and detailed information and/or data from a range of appropriate sources.
- Using historical sources involves identifying and using primary and secondary sources, including explaining how useful and reliable they are.
- The skill of historical perspectives and interpretations is about thinking like a historian. It uses historical concepts of continuity and change, cause and effect and historical significance to help understand the past and to analyse different opinions about it.
- Communicating involves using historical sources to describe, explain and argue points of view about the past, using appropriate formats and text.

1.8.2 Key terms

artefact an object made or changed by humans
cause and effect the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences
contestability when particular interpretations of the past are open to debate
continuity and change the concept that while many changes occur over time, some things remain constant
empathy the ability to understand and share another person's thoughts and feelings
evidence information that indicates whether something is true or really happened
hypothesis (plural: hypotheses) a theory or possible explanation
perspective the way in which a person views things based on their current position; reflects current views and is affected by personal circumstances
primary sources objects and documents that were created or written in the period that the historian is investigating
secondary sources reconstructions of the past written or created by people living at a time after the period that the historian is studying
significance the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites
timeline a diagrammatic tool representing a period of time, on which events are placed in chronological order

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11483)
Reflection (ewbk-11485)

Interactivity History concepts and skills crossword (int-7660)



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LESSON
1.4 SkillBuilder: Sequencing events in chronological order

LEARNING INTENTION

To come

1.4.1 Tell me

What is a timeline?

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

SOURCE 1 A simple chronology



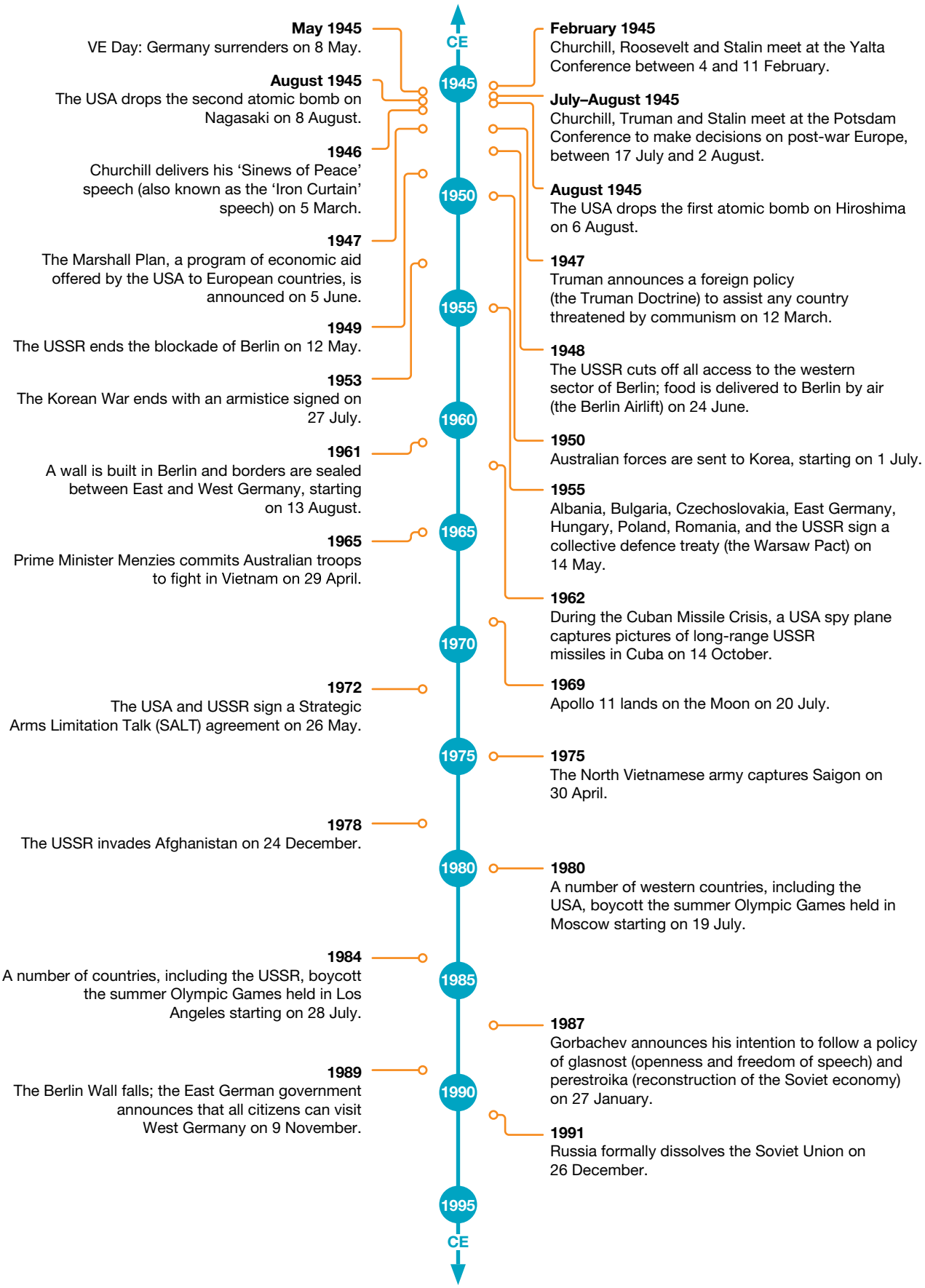
Why are timelines useful?

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

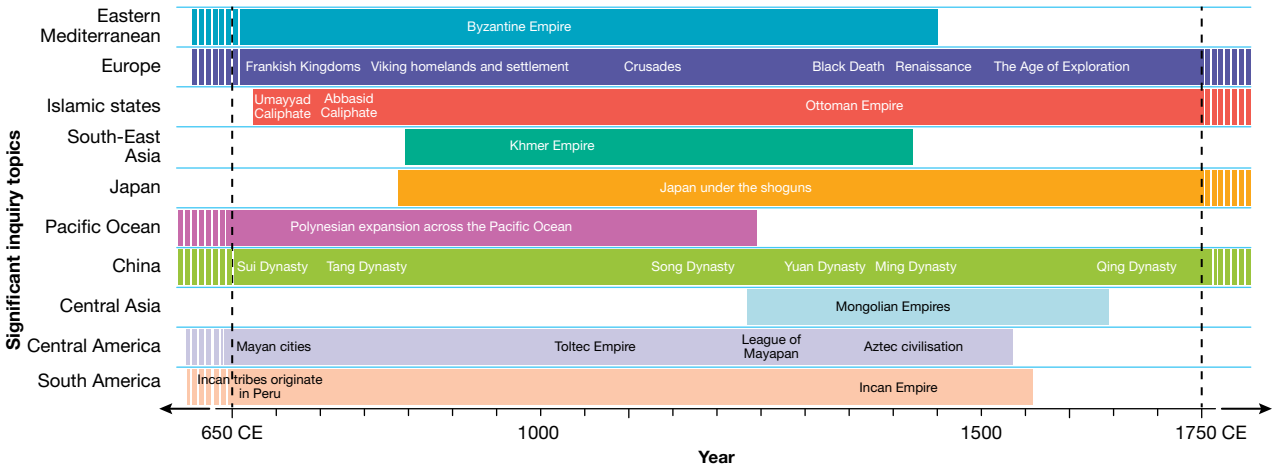
- understand the order in which events occurred
- describe the time distances between events
- identify what has changed over time
- identify what has stayed the same over time
- analyse how one event might relate to other events
- compare what might have been happening in different places at the same time
- assess if one event might have led to another event (cause and effect).

Generally, timelines are constructed using a sequence of dates with the addition of descriptive labels. The timeline may cover a short period (see **SOURCE 2**) or many centuries (see **SOURCE 3**). In print, timelines may be as simple as a horizontal or vertical line, or highly visual with use of colour and images. Using digital technology, online timelines can be interactive, where users can click on a date and see a descriptive label or an image, or even hear an audio narrative or sound effects.

SOURCE 2 Timeline of the Cold War between 1945 and 1991



SOURCE 3 An example of a horizontal timeline that uses coloured bars to compare significant events in different places at the same point in time



1.4.2 Show me

How to create a timeline

Timelines can cover very short or very long periods of time.

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

Step 1

Study the source timelines in this lesson. Look at the way they have been constructed. When creating a timeline you need to consider:

- will it be vertical or horizontal?
- will you use images and a diagrammatic approach or a simple ruler structure?
- what will the time division be?
- what scale will you use to represent time periods?

Step 2

Mark events alongside the appropriate time period of the timeline. Use pointers to indicate the exact location on the timeline where the event belongs.

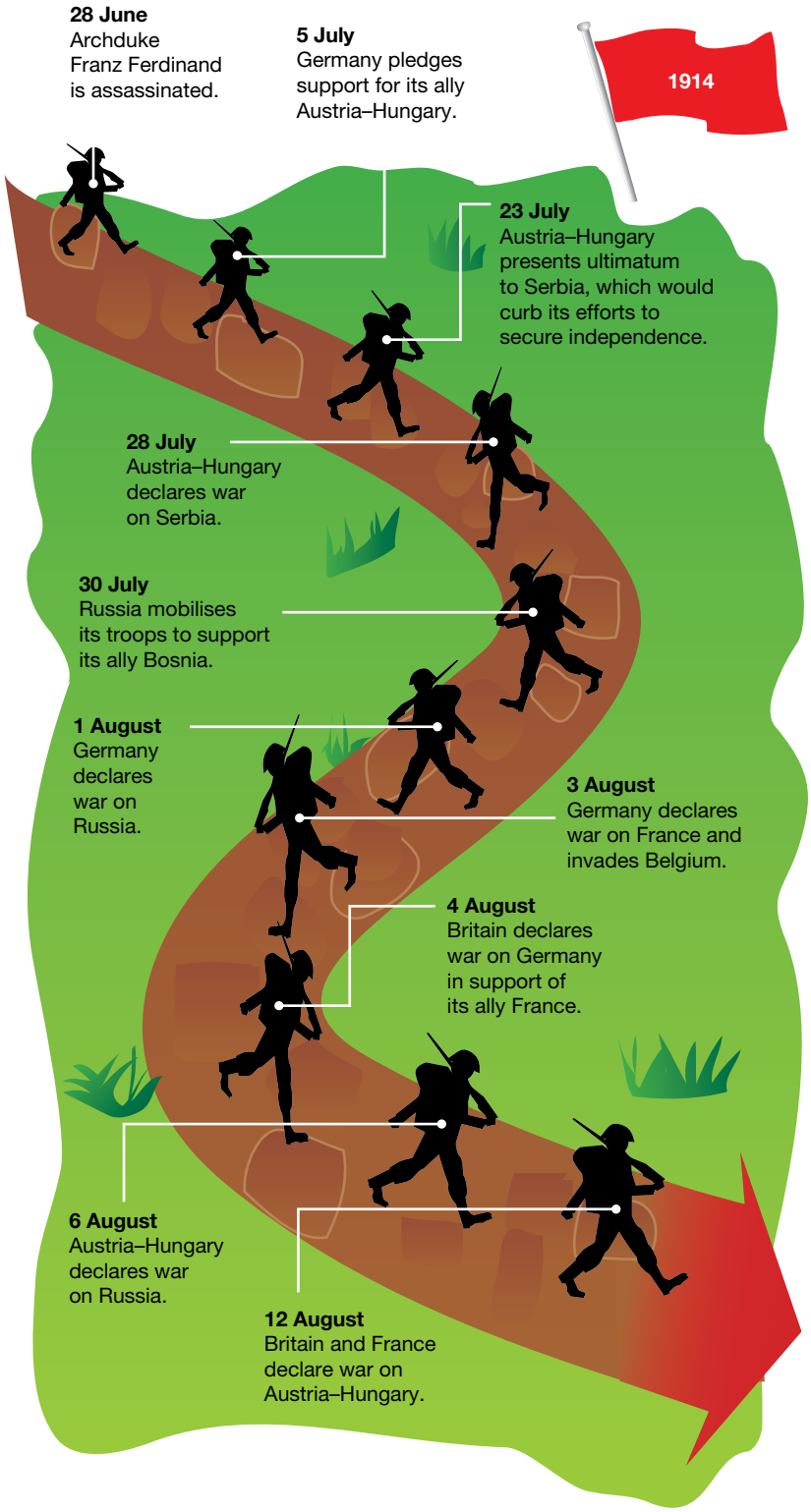
Step 3

Make sure your completed timeline has a clear title. The title should state:

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

Model

SOURCE 4 The steps by which countries were drawn into World War I



1.4.3 Let me do it

Complete the following activities to practise this skill.

1.4 ACTIVITIES

1. Construct a timeline of key events relating to the modern world and Australia during the period 1939–2016.
- Use a vertical or horizontal timeline.
- Decide on the scale you will use.

Key events for your timeline:

1939	Britain declares war on Germany.
1940	The Battle of Britain prevents a German invasion of Britain.
1941	Australians hold out for months against German forces in the Tobruk siege.
1942	Australians turn back the Japanese advance in Papua.
1944	The 'D Day' landings take place in France.
1945	Germany surrenders on 7 May.
1945	Japan formally surrenders on 2 September.
1948	The UN adopts the Universal Declaration of Human Rights.
1949	Immigrants from many European nations are employed in the Snowy Mountains Hydro-electric Scheme.
1950	North Korea invades South Korea on 25 June.
1953	The Korean armistice is signed.
1954	Pro-French forces defeated in Vietnam; the Geneva Conference divides Vietnam into North and South.
1956	Australia airs its first television broadcast on 16 September.
1956	Melbourne hosts the Summer Olympics, starting on 22 November.
1962	Australia sends military advisers to South Vietnam.
1967	In a referendum, more than 90 per cent of Australians vote for Aboriginal and Torres Strait Islander peoples to be included in determinations of population.
1973	Australia's voting age is lowered from 21 to 18.
1975	The North Vietnamese army captures Saigon on 30 April.
1975	The Whitlam government is dismissed on 11 November.
1983	A High Court ruling blocks the damming of Tasmania's Franklin River.
1992	In the Mabo case, the High Court recognises Indigenous ownership of the land for the first time.
2000	Sydney hosts the Summer Olympics.
2008	Prime Minister Kevin Rudd delivers a formal apology to the members of the Stolen Generations.
2015	In Paris, 150 countries sign a draft Agreement at the United Nations Framework Convention on Climate Change to work towards capping global temperature rise to 1.5 degrees Celsius.
2016	The High Court dismisses a challenge to the legality of the Immigration Detention centre on Nauru.

Your timeline will help you to analyse and compare events. For example, you could use it to answer questions such as the following:
- When did World War II begin and end?
- Which city first hosted the Summer Olympic Games in Australia?

2. Apply your skills to answer the following questions.
   a. What time span does your timeline cover (i.e. how many years in total are covered by your timeline)?
   b. How many years elapsed between the end of World War II and the start of the Korean War?
   c. Which came first — the High Court's recognition of Indigenous ownership of the land or Kevin Rudd's formal apology to the members of the Stolen Generations?
   d. Identify five events that were significant for Australia during the period of time illustrated on the timeline.
   e. What events of significance for Australia occurred during the period of the Vietnam War?
   f. What was the consequence of the defeat of the French Union forces in 1954 and the decision to divide Vietnam into North and South? (*Hint*: Look for the events that happened after these events.)

LESSON
1.5 SkillBuilder: Analysing cause and effect with graphic organisers

LEARNING INTENTION

By the end of this lesson you should be able to use graphic organisers to analyse cause and effect.

1.5.1 Tell me

What are graphic organisers and how can they be used to analyse cause and effect?

Graphic organisers are visual ways of representing many things including cause and effect. They can be used to show:

- who or what made something to happen or change
- who supported the change and who opposed it
- which effects were intended and which were unintended
- how an event affected individuals and the wider world.

Graphic organisers are particularly useful where:

- there are multiple causes that could have led to the one event
- there is a chain of causes in which some factors lead to events that then contribute to causing a further event
- there are multiple effects flowing from an event.

There are a variety of different types of graphic organisers that are suitable to effectively show the causes and effects of a historical event or issue, these include cause and effect chains, T-charts and fishbone diagrams. The number of causes or effects will determine which type of graphic organiser is used; some can be modified when the causes and effects are more complex.

Why is it important to analyse causes and effects?

Historians analyse cause and effect to understand why events happened as they did and the consequences of the events. If we understand the causes of devastating events, such as the Great Depression and World War II, we have a better chance of avoiding them in future. However, it is important to recognise that identifying sequences of events does not in itself prove cause and effect and that sometimes a range of factors might have contributed to an event.

The following example can be used to illustrate this point. An intoxicated driver crashes his or her car into a tree. In such an event it might at first seem that cause and effect are very easy to explain. The driver was drunk and therefore the driver caused the crash. However, what if there were other possible causes? Suppose the road was slippery because of heavy rain? Suppose also that the car's steering or brakes were found to be faulty? Suppose the driver had to swerve towards the tree to avoid an oncoming vehicle that was on the wrong side of the road. In such circumstances, the driver's state of intoxication may not have been the cause of the crash. However, it might still have contributed to the event if a sober driver could have controlled the car and avoided the crash. Using graphic organisers will not necessarily prove one explanation to be better than another, but it will help us to see the different factors at play and to weigh up the evidence.

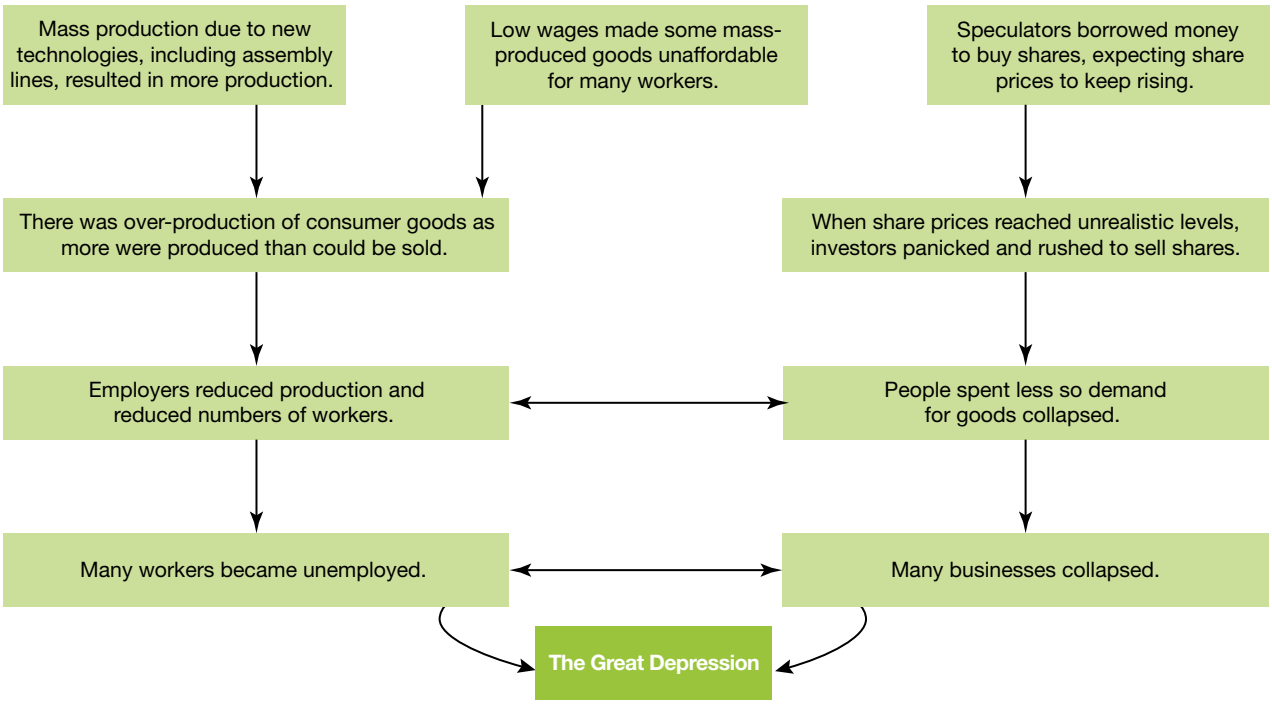
1.5.2 Show me

There were a number of developments that contributed to the outbreak of World War II. These include the peace treaties that followed World War I, the weaknesses of the League of Nations, the Great Depression and the rise of European fascism and Japanese militarism. These events can be considered to be causes of World War II, but they were also effects of other issues. We can use graphic organisers to show what caused each of these events.

Example 1: Causes of the Great Depression

Using the graphic organiser in **SOURCE 1** we can see how a chain of causes led to the Great Depression.

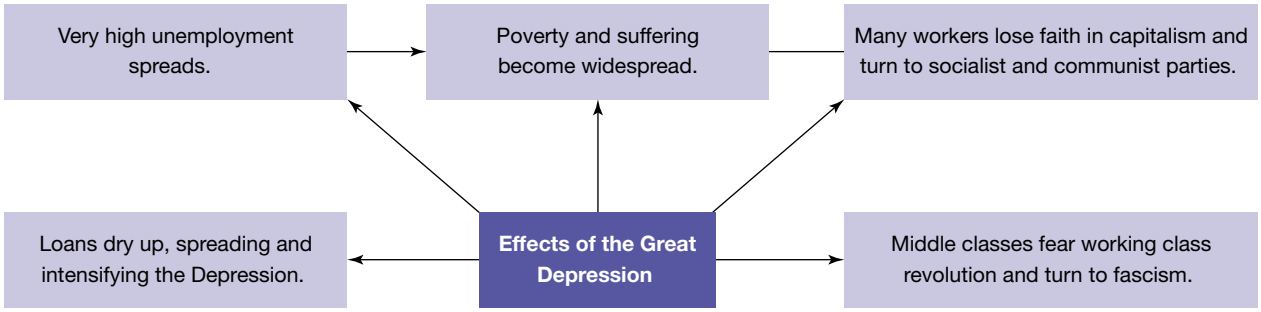
SOURCE 1 Causes of the Great Depression



Example 2: Effects of the Great Depression

When an event has multiple effects a different type of graphic organiser can be useful. The example in **SOURCE 2** could be used to show the effects of the Great Depression.

SOURCE 2 Effects of the Great Depression



1.5.3 Let me do it

Complete the following activities to practise this skill.

1.5 ACTIVITIES

1. Design and complete an appropriate graphic organiser to analyse the causes of World War II. (Refer to topics 20 and 21 for more information.) You should aim to demonstrate the relationships between the following factors in your graphic organiser:
   - the peace treaties that followed World War I
   - the effects of the weaknesses of the League of Nations
   - the Great Depression
   - the rise of European fascism
   - the rise of Japanese militarism
   - Japanese aggression in China
   - Nazi Germany's defiance of the Treaty of Versailles
   - aggression by Nazi Germany and fascist Italy
   - appeasement.
2. Use your graphic organiser for the causes of World War II to answer the following questions analysing cause and effect. (Refer to topics 20 and 21 for more information.)
   a. Explain how the terms of the World War I peace treaties contributed to the rise of European fascism.
   b. Explain how the Great Depression contributed to the rise of European fascism.
   c. How did the weakness of the League of Nations encourage aggression by the fascist powers?
   d. How did the Western policy of appeasement encourage aggression by the fascist powers?
   e. How did the rise of militarism lead to Japanese aggression?
   f. Identify the consequences of unchecked Japanese aggression in China.

LESSON
1.6 SkillBuilder: Analysing political cartoons and propaganda posters

LEARNING INTENTION

By the end of this lesson you should be able to analyse political cartoons and propaganda posters.

1.6.1 Tell me

What are political cartoons and propaganda posters?

Political cartoons are drawings created by cartoonists to comment on political or societal issues of the time. They often use humor, irony, symbolism and other persuasive techniques to reflect on these issues. Political cartoons are often published in newspapers or magazines as well as online.

Propaganda posters use similar techniques and images as political cartoons in order to persuade societies' attitudes or behavior towards an issue — for example, persuading men to join the Australian Army and serve in World War II. Political groups and other organisations also use propaganda to push their specific agendas to persuade people to agree with them and may spread false information in the form of exaggeration or hyperbole to convince individuals to join them. Propaganda posters can and often do present facts within them, however, it is important to note that most of them contain a fair amount of bias within them.

Why is it important to analyse political cartoons and propaganda posters?

Propaganda posters and political cartoons are both excellent examples of primary sources and are extremely useful in understanding the history of periods of time in which they were created. During World War II, propaganda posters and cartoons used several techniques, including playing on people's fears or prejudices. Their aims were varied, from urging people to grow their own food to encouraging them to enlist. These posters and cartoons can tell us a great deal about the time and give us insights into people's perspectives, as well as helping us to evaluate how their perspectives were influenced by events, ideas and beliefs.

1.6.2 Show me

In order to accurately analyse a propaganda poster or political cartoon, historians consider the subject matter, aims and techniques within the text to ensure that they gain a full understanding of it. When analysing the text the following questions maybe asked:

1. Who created the poster or cartoon (if known)?
   - Where, when and for what organisation was it created?
   - What was occurring during the period of historical study when the text was produced?
2. What is the main subject/issue of the text?
   - What background and/or minor details are shown?
3. What techniques were used — for example, symbolism, specific colours? And what effect do these techniques have on the text?
4. What is the message of the text?
   - What is the creator of the text trying to tell us about the subject/issue? What writing can be found within the source?
5. What is the purpose of the text?
   - Why was it created and for whom?
6. What is the author's perspective?
7. How useful is the text in providing us information about the subject/issue?

8. How contestable is the text?
   - To what extent is the text accurate and reliable?
   - What information does it include and what information does it exclude?

These questions have been applied to **SOURCES 1** and **2**, which are examples of World War II posters and cartoons.

SOURCE 1 'This is the Enemy', a poster produced in the United States by artists Karl Koehler and Victor Ancona in 1942 for the Artists for Victory Campaign



AUSTRALIAN WAR MEMORIAL ARTV10464

SOURCE 2 'What's Cookin'?', a cartoon produced in Australia by artist Noel Counihan in 1944



AUSTRALIAN WAR MEMORIAL ART90007

Source: © Noel Counihan/Copyright Agency, 2020.

The bold italicised words within the questions about each source are the correct terms that are used in our study and assessments of History in Year 10 and ATAR History studies.

Questions about SOURCE 1	Answers
1. Who created the poster or cartoon (if known)? • Where, when and for what organisation was it created? • What is the historical context of the text that was produced?	It was created by Karl Koehler and Victor Ancona in the United States in 1942 for the Artist for Victory Campaign. The ***historical context*** of the poster is that the United States had entered World War II the day after the Japanese attack on Pearl Harbor on 7 December 1941.
2. What is the main subject/issue of the text? • What background and/or minor details are shown?	The main subject of the image is the face of a Nazi officer. There are no background details but reflected in the officer's monocle (eye glass) is a victim of Nazism hanging from a gallows.
3. What techniques were used — for example, symbolism, specific colours? And what effect do these techniques have on the text?	The gallows is used as a symbol of Nazi atrocities. The stark use of black and white rather than colour for the gallows symbolises death. The way the officer's face is drawn is a caricature, with downturned lips and a sharp nose suggesting extreme harshness and cruelty.
4. What is the ***message*** of the text? • What is the creator of the text trying to tell us about the subject/issue? • What writing can be found within the source?	The ***message*** of the text is that the Nazi officers are to be considered enemies. The only text is 'This is the enemy', which reinforces the idea that everything this man represents is a threat to humanity.
5. What is the ***purpose*** of the text? • Why was it created and for whom?	The United States entered the war in late 1941 after the Japanese attack on Pearl Harbor so the ***purpose*** of the cartoon is to help rally support for the US war effort against Nazi Germany as well as Japan. Its intended audience is the US public, particularly those who may have had doubts about the reasons for US involvement in the war against Nazi Germany.
6. What is the author's ***perspective***?	The author's ***perspective*** is strongly anti-Nazi and its message is that Nazi Germany is an evil, cruel enemy.
7. How useful is the text in providing us information about the subject/issue?	The poster provides ***useful*** evidence for US commitment to the war in 1942 and the US government's efforts to influence public opinion in favour of the war effort by portraying Nazis as evil murderers.
8. How ***contestable*** is the text? • To what extent is the text accurate and reliable? • What information does it include and what information does it exclude?	***Contestability*** of the poster can be seen in two different aspects: 1. The accuracy and reliability of the message are overwhelmingly supported by other primary sources that are available from this time period. 2. The information that it provides to the reader is that it clearly states the US government's opinion regarding the Nazi regime and the dangers they represent to the world. However, the poster excludes any perspectives from other countries (ally or enemy).

Questions about SOURCE 2	Answers
1. Who created the poster or cartoon (if known)? • Where, when and for what organisation was it created? • What is the ***historical context*** of the text that was produced?	It was created by Noel Counihan in Australia in 1944. We do not know what organisation it was created for. The ***historical context*** of the poster is that by 1944 the tide of war had turned firmly against Nazi Germany.
2. What is the main subject/issue of the text? • What background and/or minor details are shown?	The main subject of the image is Adolf Hitler. He is depicted sitting on a huge bomb with a burning fuse that does not have long to go before it explodes.
3. What techniques were used — or example symbolism, specific colours? And what effect do these techniques have on the text?	The bomb is a symbol of the destructive power unleashed by the war. The cartoon caricatures Hitler by depicting him looking ridiculous as he sits forlornly wringing his hands, unable to avoid Nazism's coming fate.
4. What is the ***message*** of the text? • What is the creator of the text trying to tell us about the subject/issue? • What writing can be found within the source?	The ***message*** of the poster is that days of Hitler and the Nazi regime are numbered. The creator of the text is clearly stating that the war against Nazi Germany is successful and it is only a matter of time before they are defeated. The only text is 'What's cookin'?', which means 'What is happening?' Clearly Hitler is about to be 'cooked'.
5. What is the ***purpose*** of the text? • Why was it created and for whom?	The ***purpose*** of the poster is to give people hope and some pleasure after years of hardship and sacrifice. Its intended audience is the Australian public.
6. What is the author's ***perspective***?	The author's ***perspective*** is strongly anti-Nazi and its message is that Hitler will soon suffer the fate he deserves.
7. How ***useful*** is the text in providing us information about the subject/issue?	The poster provides very ***useful*** evidence for attitudes in Australia in 1944, at the time when it was clear that the Axis was losing the war.
8. How ***contestable*** is the text? • To what extent is the text accurate and reliable? • What information does it include and what information does it exclude?	***Contestability*** of the poster can be seen in two different aspects: 1. It is probably accurate and reliable in representing Australian attitudes during this time period towards Germany and the war. However, as Germany was not defeated until May 1945, the poster's accuracy is questionable as it does not display an accurate or reliable representation of the actual war situation. 2. The information seen within the poster shows Australian attitudes and a hope for a better future; however, it does not clearly state the attitudes and hopes of Australia's allies or that of Germany and her allies.

1.6.3 Let me do it

Complete the following activities to practise this skill.

1.6 ACTIVITIES

1. Now that you have seen two examples, use the questions in the Show me section to analyse **SOURCES 3** and **4**.

SOURCE 3 'This is the Most Important Job you Ever Did: Australian Textile Industry . . . and that Means You', a poster issued by the Department of War Organisation and Industry in Australia in 1942



Source: Australian War Memorial ARTV02161

SOURCE 4 'Which Way?', a poster created by Daryl Lindsay and issued by the Australian Commonwealth Military Forces Southern Command in Australia between 1939 and 1943



Source: Australian War Memorial ARTV06721

2. Based on your analysis of **SOURCES 3** and **4**, answer the following questions.

- **a.** How are Australian women depicted in **SOURCE 3** and why?
- **b.** In what two ways are Australian men depicted in **SOURCE 4** and why?
- **c.** Describe the different aims of these two propaganda posters.
- **d.** What aims do the two posters share?
- **e.** Why might these posters have been effective or ineffective in achieving their aims?
- **f.** Write a general statement summarising reasons why propaganda posters can be very useful evidence for historians investigating World War II.

LESSON
1.7 SkillBuilder: Historical debate

LEARNING INTENTION

By the end of this lesson you should be able to analyse a historical debate.

1.7.1 Tell me

What is a historical debate?

A debate is an argument between two or more people in which opposing views are expressed regarding a particular issue. Its purpose is both to reveal the 'truth' and, in the case of a public debate, to influence public opinion. Debates can occur face to face or be conducted using a range of different media such as newspapers, social media or television.

Why is a debate a valuable source of information?

Debate is important to historians because it reveals information, not only about the issue at its centre, but about those involved in the debate as participants and audience members. In this case, you will be analysing opinions expressed about the dropping of atomic bombs on Japan to force their surrender at the end of World War II. Some historians argue that this action was justified and save many other lives in the long-term; others argue that the action was not justified because there was evidence that the Japanese were already beginning to discuss options for negotiating an end to the war.

1.7.2 Show me

How to analyse a historical debate — a step-by-step approach

One of the most challenging aspects of analysing a debate is working out what is fact and what is simply designed to 'score points' with the readers, listeners or viewers. Examine each excerpt in turn, asking the following questions:

a. What are the major arguments that have been made?
b. Are there any obvious flaws in the arguments presented; for example, are they simplistic, unrealistic or irrelevant?
c. What supporting evidence is given for each argument, and how accurate do you think this evidence is?
d. Are some points skimmed over or ignored? If so, why might this be?
e. Does the writer/speaker criticise the character of his or her opponent(s)? If so, what words/phrases are used to characterise them?
f. Is there any evidence of bias? If so, what is it?

The final stage of your analysis involves drawing conclusions about the validity of the arguments presented. The conclusions you draw are always open to challenge and should be revised if you find compelling evidence to the contrary.

Model

SOURCE 1 From 'Nightmares beyond atomic bombs', in *Wartime*, the official magazine of the Australian War Memorial, Winter 2015, by Richard Frank

The advent of the reality of nuclear weapons will continue to focus the attention of later generations on the end of the Asia-Pacific War. Yet ... With the evidence now available, the nightmare recognised at the time — that an invasion of the Japanese home islands would produce stupendous casualties on both side — is more than validated.

a. *What are the major arguments made?*
   The main argument is that dropping atomic bombs on Japan resulted in fewer deaths and casualties than invading Japan would have caused.
b. *Are there any obvious flaws in the arguments presented — for example, are they simplistic, unrealistic or irrelevant?*
   The argument is simplistic because it overlooks the fact that both options would have meant significant loss of life and injury.
c. *What supporting evidence is given for each argument, and how accurate do you think this evidence is?*
   The evidence is referred to, but it is not described in detail. The view is simply asserted as being 'validated' because of the existence of 'evidence'.
d. *Are some points skimmed over or ignored? If so, why might this be?*
   One of the key points that is ignored is that the one significant differences between the two options (in terms of loss of life and injury) was that dropping the atomic bomb only killed Japanese people, whereas an invasion would have also killed allied soldiers.
e. *Does the writer/speaker criticise the character of his or her opponent(s)? If so, what words/phrases are used to characterise them?*
   People who oppose the view are not directly criticised, but the description of 'later generations' suggests that people with other views are too removed from the 'real' situation to understand it fully.
f. *Is there any evidence of bias? If so, what is it?*
   The publisher of this text is the Australian War Memorial, so it is likely the writer will be biased towards showing Australian military allies and their actions in a positive light.

1.7.3 Let me do it

Complete the following activities to practise this skill.

1.7 Activities

1. Analyse **SOURCE 2** using questions a–f detailed in the Show me section.

SOURCE 2 Extracts from an article arguing for the banning of nuclear weapons, published on *The Conversation*, 6 August 2015. Written by Tilman Ruff, Associate Professor, International Education and Learning Unit, Nossal Institute for Global Health, School of Population and Global Health, University of Melbourne.

Ban the bomb: 70 years on, the nuclear threat looms as large as ever

On this day 70 years ago, the world and the preconditions for its health and survival changed forever. A crude bomb containing 60 kilograms of highly enriched uranium exploded 580 metres above Hiroshima. Equivalent to 15 000 tons of TNT, it was 2000 times more powerful than the British Grand Slam bomb, the largest produced until then. . .

Rumours had been circulating in Hiroshima that the city was being saved for something special. It was. The burst of ionising radiation, blast, heat and subsequent firestorm that engulfed the city on August 6 killed 140 000 people by the end of 1945. Many were incinerated or dismembered instantly; others succumbed over hours, days, weeks and months from cruel combinations of traumatic injury, burns and radiation sickness.

Three days later, another B-29 carrying a bomb equivalent to 21 000 tons of TNT headed for Kokura. Because of clouds blocking visibility, its cargo was dropped over Nagasaki instead, raining similar radioactive ruin and killing 90 000 people by the end of 1945.

In both cities, ground temperatures reached about 7000° Celsius. Radioactive black rain poured down after the explosions. . .

The survivors of the two bombings bore the legacy of terrible injuries and scars on top of the cataclysmic trauma of what they witnessed. They also faced discrimination and ostracism, reduced opportunities for employment and marriage, and increased risks of cancer and chronic disease, which stalk them, even 70 years later, for the rest of their days.

Over the past 30 years I have had the privilege of visiting Hiroshima and Nagasaki on a number of occasions. What never ceases to amaze me is the extraordinary compassion, wisdom and humbling humanity of hibakusha [people affected by the atomic bombings]. Never have I heard even the slightest hint of an understandable desire for revenge or retribution.

The constant yearning of hibakusha is that no-one else should ever suffer as they have suffered: nuclear weapons must be removed from the face of the earth.

2. Sometimes a photograph can provide a very persuasive argument in a debate. Analyse **SOURCE 3**, using questions a–f in the Show me section as a guide to your thinking, and write a paragraph discussing the impact of adding this photograph to an article advocating the banning of nuclear weapons.

SOURCE 3 Hiroshima, Japan, after the atomic bomb was dropped, 1945



2 World War II

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LESSON
2.1 Overview

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What were the causes and consequences of World War II, how was Australia affected and what are the contested debates?

2.1.1 Introduction

During the twentieth century more than 230 million people died in wars; many others have been killed since the beginning of this century. After World War I, people were horrified to learn that almost nine million troops had died on both sides in that terrible conflict. Yet World War II cost many times more lives.

Historians' estimates of the numbers of dead vary from over 50 million to over 70 million. Whatever the correct figure, World War II was by far the deadliest conflict in human history. In this war, the number of civilian deaths was approximately double the number of military deaths, and more than a third of the civilian deaths were deliberate killings in Japanese, Nazi and other fascist war crimes.

SOURCE 1 The slouch hat is a recognisable symbol of the Australian army who fought in both World War I and World War II and whose sacrifices and efforts we still commemorate on Anzac Day every year.



on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11486)

Video eLesson World War II (eles-2600)

int-6693

SOURCE 2 A timeline of the course and consequences of World War II



BCE

1938

1938
German troops occupy Austria. Czechoslovakia is weakened as the Sudetenland is ceded to Germany at the Munich Conference.



1939
Britain declares war on Germany. Australia forms the 2nd AIF.



1940

1940
Germany overruns Western Europe. The Battle of Britain prevents a German invasion of Britain. British and Australian forces inflict defeats on Italian troops in North Africa.

1941
The AIF achieves victories over Italian forces in Libya and over the Vichy French in Syria. Germany invades Yugoslavia, Greece and the USSR. Australians hold out for months against German forces in the Tobruk siege. Japan enters the war on the side of the fascist powers with attacks on the US naval base at Pearl Harbor and on British Malaya. The USA enters the war.



1942

1942
Japanese conquer most of South-East Asia. Singapore falls. Darwin is bombed. The Battles of the Coral Sea and Midway are setbacks for Japan. Japanese submarines raid Sydney Harbour. Australians turn back the Japanese advance in Papua. German forces are defeated in El Alamein.

1943
Australians defeat Japanese forces in New Guinea. The Russian Red Army defeats Germans at Stalingrad and in the Battle of Kursk. Mussolini is overthrown in Italy.



1944
The 'D Day' landings take place in France. British and Indian forces drive the Japanese back in Burma. The US defeats Japanese forces on Pacific islands.

1944

1945
Germany surrenders in May. Atomic bombs are dropped on Hiroshima and Nagasaki in August. Japan formally surrenders in September. The United Nations is formed.





1946

CE

LESSON
2.2 What do sources tell us about World War II?

LEARNING INTENTION

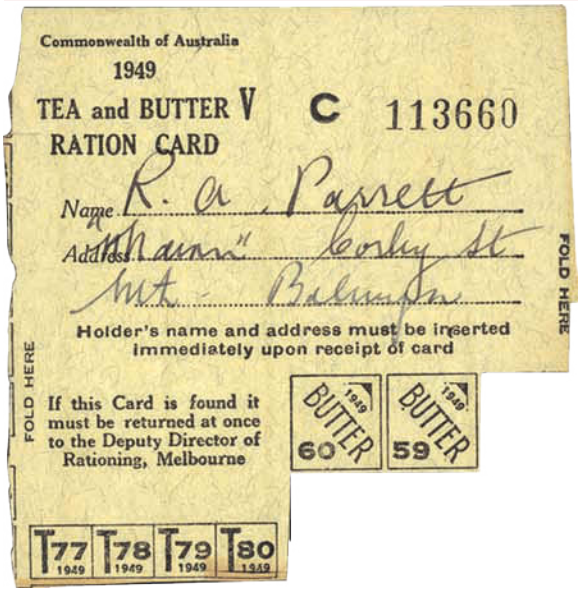
By the end of this lesson you should be able to describe the wide range of sources that can provide evidence about the history of World War II and Australia's involvement in it.

TUNE IN

In 1942 rationing was introduced in Australia for food and clothing. To buy clothing, tea, sugar, butter and meat, you needed to use coupons.
Examine **SOURCE 1** and discuss the following:

1. Can you imagine what it would be like having essential items like food rationed?
2. Why would rationing have been necessary in Australia during and even after World War II?
3. What would you think if food was rationed today?

SOURCE 1 A ration card for tea and butter



2.2.1 How do we know about World War II?

In this topic we investigate World War II, especially Australia's involvement in the terrible conflict. Nearly 40 000 Australians died on active service, including almost 8000 Australian prisoners of war who died mostly from malnutrition, diseases and mistreatment. The human cost of World War II was even more horrific for many other nations.

Because of its global scale and its impact, the range of sources of evidence for World War II is truly enormous. These sources include artefacts as well as written and visual sources.

Written sources and artefacts

Many thousands of books and articles have been written about World War II. Vast quantities of written primary sources and material remains are held in museums, archives and libraries. They include military records, campaign maps, soldiers' letters, diaries and memoirs, propaganda and weapons, as well as other kinds of evidence. Australia has extensive collections of such sources, including military equipment and dioramas depicting specific battles. Many can be viewed online through the Australian War Memorial website.

aud-0577

SOURCE 2 Tom Uren was a former minister in the Whitlam Labor Government (1972–75). In this extract from his memoirs he describes events before his unit became prisoners of war on 23 February 1942.

All the blokes in our unit were excited and couldn't wait to go . . . A brigadier gave a talk about what the Japanese were doing in the countries they had overrun, such as China; we were told they were raping women and bayoneting children . . . We disembarked at Koepang on the western side of Timor on 12 December 1941 . . . From 19 January 1942 we endured almost daily bombing raids by the Japanese . . . On 20 February 1942 we heard a rumour that the Japanese had landed on the other side of the island and most of our troops were sent around to engage them . . . Our first engagement was with Japanese paratroops who had landed on the outskirts of a village called Babaoe . . . We got on the last truck pulling out of the village just as the Japanese paratroops came up the main street firing at us. It was a pretty narrow escape . . . The Japanese were not taking prisoners.

About 500 paratroopers had landed and in the four days of intense fighting that ensued, we killed almost all of them. During those four days of the battle, brutal things were done on both sides. Some of our stretcher-bearers had their throats cut [by the Japanese] and were hung up by their feet . . . In the heat of war, man is capable of the most barbaric and inhumane actions.

Visual sources

World War II was the first major conflict in which movie cameras were used extensively to document events and make propaganda films. The best-known Nazi propaganda films were made by Leni Riefenstahl. In her first documentary *Der Sieg des Glaubens* (Victory of Faith), Riefenstahl recorded the 1933 Nuremberg Nazi Party rally to portray Adolf Hitler as a great German statesman rather than the cruel dictator he was.

Film was also used by the Allies both for propaganda and to record events. American director John Ford filmed battles in which US Marines overcame fierce Japanese resistance in the Pacific in 1944 and 1945. Art and still photography were also widely used to record wartime events, as they had been during World War I. Art and photographs provide some of the starkest evidence of this conflict.

SOURCE 3 Nurses searching through rubble after German bombers struck a children's hospital in London in 1940



Source: AWM 003288.

SOURCE 4 During the German siege of Stalingrad in the USSR in 1942, Russian women risked their lives carrying supplies to the city's defenders.



Source: AWM P02018.133.

SOURCE 5 This aerial view shows the results of the Allied bombing of the ancient monastery of Montecassino in Italy on 29 February 1944. The Germans had used the monastery as a position for firing down upon advancing Allied soldiers.



Source: AWM MED1826.

2.2 SKILL ACTIVITY: Using historical sources, Historical perspectives and interpretations

Study **SOURCE 6** and read the full caption.

SOURCE 6 The central figure in this painting is a blind prisoner struggling through a concentration camp just after it was liberated by the Allies.



1. **Describe** the scene. What can you see? How does it make you feel?
2. **Explain** how this artwork conveys the horror of concentration camps. Think about the figures shown, the colours used and any other aspects.

Resources

Video eLesson The Blitz in Britain (eles-2601)

2.2 Exercise

learnon

2.2 Exercise

Learning pathways

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

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Check your understanding

1. Where would you find written primary sources from World War II?
   - **A.** Diaries, letters, newspaper articles, official documents
   - **B.** Photo albums
   - **C.** Old battle sites
   - **D.** WWII film footage
2. The use of _____cameras expanded the kinds of evidence that we have for World War II. World War II was the first major conflict to feature the extensive use of movie cameras. Used for a variety of purposes in the war, movie cameras showed a _____ of war never before seen by the public. The public received regular updates through _____, while cameras were used extensively by both the Nazis and the Allies to produce _____ films.
3. Determine whether the following statements are true or false.
   - **a.** Leni Riefenstahl made the best known Nazi propaganda films.
   - **b.** The majority of Australian prisoners of war during World War II died due to malnutrition, diseases and mistreatment.
   - **c.** Australia's involvement in World War II resulted in the loss of approximately 40 000 Australian lives.
4. **Name** the types of visual sources that we have for World War II.
5. **Identify** in which theatre of World War II John Ford directed films.

Apply your understanding

Using historical sources

6. **Examine SOURCE 2**.
   - **a.** Why were the men in Tom Uren's unit eager to fight the Japanese?
   - **b.** What was Tom Uren's view of the way this part of the war was fought?
7. **Compare SOURCES 3** and **4**. What do they reveal about some of the reasons why civilians made up so many of the casualties in World War II?
8. **Describe** what you see in **SOURCE 5**.
9. **Justify** why you think it was necessary for the Allies to destroy the historic monastery in **SOURCE 5**.

Communicating

10. Referring to all of the sources in this lesson, **create** a half-page summary **describing** the ways in which vast numbers of people suffered and died in World War II.

LESSON
2.3 How did the Nazis take power in Germany?

LEARNING INTENTION

By the end of this lesson you should be able to explain how the Nazis gained and consolidated power. You should also be able to explain how they were helped by the following factors: the hardship of the Great Depression, resentment against the Treaty of Versailles, and the myth that Germany had been betrayed in World War I.

TUNE IN

Can you imagine what it would be like if money you or your family had worked hard for and struggled for years to save suddenly lost all its value and in a very short time you became desperately poor? Imagine if soon after that your country was devastated by a depression and your family lost their jobs.

During the hyperinflation of the early 1920s, German Deutschmarks lost so much of their value that, as shown in **SOURCE 1** they were used as waste paper, insulation and fuel for heating. Middle-class people saw their savings wiped out.

Examine **SOURCE 1** and answer the following.

1. If you were in this predicament, would you be likely to believe propaganda that placed the blame for your suffering on people who were not to blame?
2. Do conspiracy theories circulated on the internet play a similar role to such propaganda today?

SOURCE 1 German Deutschmarks being used as waste paper, insulation and fuel for heating.



2.3.1 The *Dolchstosslegende* and economic woes

The main cause of World War II was aggression by the Nazi regime that controlled Germany from 1933 to 1945. This fascist party, headed by Adolf Hitler, led Germany into war in 1939. But how did it gain power? Three factors in particular helped the rise of the Nazis: resentment of the Treaty of Versailles; the myth that Germany had been betrayed; and the Great Depression.

Many Germans bitterly resented the harsh terms of the Treaty of Versailles and its humiliating clause blaming Germany for the war. German **right-wingers** reacted with the *Dolchstosslegende*, the 'stab in the back' myth. It held that Germany had not been defeated but was betrayed by the 'November criminals', the democratic socialists who created the republic, signed the armistice and accepted the hated treaty. This myth undermined the **Weimar Republic** from the beginning.

right-wingers supporters of conservative beliefs, such as individual enterprise, and the belief that government should not intervene in the economy

Weimar Republic the democratic system of government in Germany from 1919 to early 1933, so called because its constitution was written in the city of Weimar

hyperinflation such an extreme rise in prices that a currency loses any real value

The impact of the 1930s Depression

In the early 1920s, Germany suffered **hyperinflation**, which wiped out the value of its currency (see **SOURCE 1**). However, from 1924 to 1929 the government

managed to improve Germany's finances and international relations. Under the 1924 Dawes Plan, reparations payments were spread over a longer period and Germany was given loans to help rebuild its economy. Under the Locarno Treaty of 1925, Germany accepted its western borders set by the Treaty of Versailles, and in 1926 Germany was admitted to the League of Nations. However, as the Great Depression spread through industrialised countries from 1929, Germany was most severely affected. As foreign loans dried up, investment fell and by 1932 six million Germans were unemployed.

DID YOU KNOW?

In September 1918, General Ludendorff, who had almost dictatorial powers in Germany, persuaded the Kaiser to transfer power to a civilian government and demand that it seek an armistice. Germany's military leaders then shifted the blame for the nation's defeat and humiliation from the military and the old order to the new democratic government.

2.3.2 The fall of democratic government

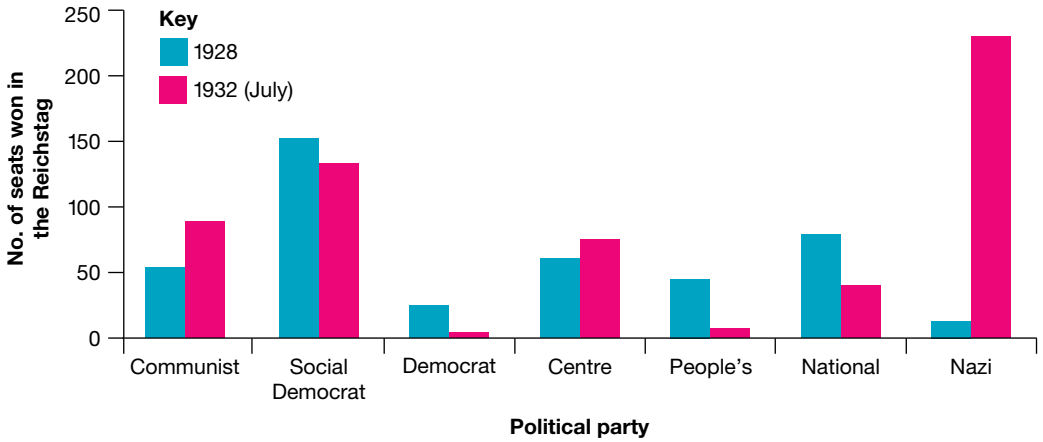
When the Depression hit, Germany had a coalition government headed by the Social Democratic Party (SPD). The SPD wanted to raise taxes on the rich to maintain payments to the unemployed. The non-socialist parties opposed this, so the coalition split and the government collapsed. President Hindenburg used the crisis to appoint an authoritarian Centre Party government that lacked support in the **Reichstag**. When elections were held in September 1930, moderate parties lost ground. The Communist Party increased its percentage of votes from 10.6 to 13.1, but the Nazi Party climbed from just 2.6 to 18.3 per cent.

Hindenburg still refused to appoint a government that had majority support, so new elections were scheduled for 27 July 1932. Before the elections, the Nazis' **paramilitary** wing, the *Sturmabteiling* (known as the SA), launched a wave of street violence against the **left-wing** parties. In the elections the Nazis gained 37.3 per cent of the vote to become the largest party in the Reichstag. Following a Reichstag vote of no confidence in the government, further elections were held in November. Although the Nazi vote fell by 4 per cent, on 30 January 1933 Hindenburg invited Hitler to become Chancellor (prime minister) of a right-wing coalition government. In less than two months Germany would be transformed into a Nazi dictatorship.

Reichstag the German Parliament
paramilitary armed forces outside the official military
left-wing support for progressive beliefs, such as the intervention of government in society to create greater equality

int-6690

SOURCE 2 Numbers of seats won by parties in the Reichstag in 1928 and 1932



Nazi ideology and tactics

How did the Nazis get so far? In 1921 Hitler had become their first president, and the SA was created to terrorise socialists and communists. By 1923 the party had support from several army officers.

The basic ideas of Nazi ideology were:

- only the strong survive
- communism is a Jewish ideology
- the Germanic master race must defeat its racial enemies, especially the Jews
- Germany must gain *Lebensraum* (living room) for its expanding population by taking land from non-**Aryan** races
- the *Führerprinzip* (leader principle) dictates that all opposition must be crushed and there must be total obedience to the leader.

tlvd-10694

SOURCE 3 Hitler Youth recruitment poster circa 1939, stating 'Youth Serves the Führer' and 'All 10 year olds in the Hitler Youth'



After a failed attempt to seize power in 1923, Hitler focused on building support. The Hitler Youth was founded in 1926 to indoctrinate young Germans. The Nazis gained supporters through public spectacles such as the Nuremberg rallies, through the support of influential individuals, such as Alfred Hugenberg, who controlled 700 newspapers, and through propaganda blaming Germany's problems on communists and Jews. Joseph Goebbels was appointed to head the Nazi propaganda unit in 1929. He organised the party's election campaigns and won over many middle-class voters, who turned from other conservative parties to the Nazis out of fear of communism.

2.3.3 Consolidating power

A month after Hitler became Chancellor, the Reichstag was severely damaged by fire and the Nazis stirred up fears of a communist uprising. Hitler persuaded Hindenburg to issue a Decree for the Protection of People and State. This allowed for imprisonment without trial and the abolition of freedom of the press, speech and assembly. During the weeks preceding the March 1933 elections, the Nazis used the decree to restrict campaigning by other parties. Despite their intimidation of voters, the Nazis won only 43.9 per cent of the vote, so they formed a coalition with the small Nationalist Party and barred the Communists from taking the seats they had won.

The Enabling Act of 23 March 1933 gave Hitler dictatorial powers and gave his government the power to make laws and change the Constitution as it wished. In the Reichstag, only the SPD had the courage to vote against the Act.

Nazification of Germany

By 1934 the Nazis controlled German social, political, economic and cultural life.

- Nazi courts were established to try 'political criminals'.
- Anti-Nazis and Jews were forced out of jobs in the civil service.
- Trade unions were abolished and the German Labour Front was established to control workers.
- 'Un-German' books were publicly burned.
- Like the Communist Party, the SPD was banned. Other parties dissolved themselves.
- German communists, socialists and other anti-Nazis were sent to **concentration camps**.
- Education was made a tool of Nazi propaganda.
- The Nazis organised attacks against Jews and Jewish property and a boycott of Jewish businesses; they also banned Jews from the civil service and professions.
- Under the Nuremberg Laws of 1935, Jews lost their German citizenship and political rights. Marriage and sexual relations between Jews and Aryans were banned.

Aryan term used by the Nazis to describe 'pure-blooded' Germanic peoples

concentration camps prison camps where people were beaten, tortured, starved and used as slave labour

int-9074

SOURCE 4 A modern artist's impression of a Nazi rally





A Hitler appealed to almost all members of society. He promised to take care of the workers and farmers, and to return the middle class to the good fortune and peace they remembered from childhood.

B Hitler saw himself as a symbol of Germany. Before every speech, he studied pictures of himself to perfect his movements and signals. Before speaking, he paused for a long time, forcing the crowd to wait, hushed, for him to begin. Then he spoke passionately, often spitting with the effort.

C By the mid 1930s, six out of every ten young German people had joined the Hitler Youth. They could join when they were ten years old, with separate organisations for boys and girls. As Hitler Youth members, they were brainwashed with Nazi Party ideology, particularly anti-Semitism (anti-Jewish views). By 1936 there were about four million members.

D Hitler was the first world leader to make political use of filmmakers. Films demonstrated to his supporters that he was moving with the times, but they did something more important: if the Third Reich was to last for 1000 years, as he promised, these films would be kept for future generations.

To prepare for war, Hitler needed the support of the army leaders so he eliminated Ernst Röhm and other SA leaders, who wanted the regular army to be amalgamated with the SA under SA leadership. On the 'Night of the Long Knives', 30 June 1934, Hitler used the other Nazi paramilitary force, the *Schutzstaffel* (or SS), to murder around 180 leading SA members and more than 200 other political opponents. To justify this, Hitler claimed that the SA was planning an uprising. The murders created a close relationship between the Nazi regime and the army, and led to the dominance of the SS in the Nazi state.

When Hindenburg died on 2 August 1934, Hitler assumed total power as *Führer* (absolute ruler) of Germany. He became commander-in-chief and all soldiers were required to take a personal oath of loyalty to him.

DISCUSS

Could the Nazis have gained power in Germany without Adolf Hitler? Is there a Hitler in every great leader who seeks power?

SkillBuilders to support skill development

- 1.6 SkillBuilder: Analysing political cartoons and propaganda posters

2.3 SKILL ACTIVITY: Using historical sources

Analyse SOURCE 5 (the Nazi poster) as an example of Nazi propaganda by considering its use of persuasive techniques. Pay attention to the use of colour, the symbols used, the foreground and background, as well as the individuals, their expressions, and where they are facing.

1. Why do you think Hindenburg is made to look conservative and reliable?
2. Why is he shown gripping Hitler's hand? Does that grip suggest that Hitler can be trusted?
3. How is Hitler looking at him? Is that look respectful?

Evaluate why the poster could appeal to middle-class voters. **Consider** the following facts about the middle class in Germany at the time.

- Many middle-class voters turned from other conservative parties to the Nazis out of fear of communism.
- Their savings were wiped out.
- The Nazis promised to return the middle class to the good fortune and peace they remembered from childhood.

SOURCE 5 The text on this Nazi propaganda post translates as: 'In the deepest need, Hindenburg chose Adolf Hitler as Reich Chancellor. You too should vote for List 1'.



2.3 Exercise

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2.3 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false
   - A. Hitler needed the support of the army so eliminated his SA rivals.
   - B. Hitler was appointed Chancellor of Germany following the November elections in 1932, where the Nazi Party gained the majority of votes.
   - C. The Enabling Act of 23 March 1933 granted Hitler dictatorial powers and allowed his government to change laws and the Constitution as desired.
2. **Identify** three of the main features of Nazi ideology.
   - A. Survival of the strong
   - B. Rights of the Germans as the master race
   - C. Need for territorial expansion
   - D. Value of multiculturalism
3. **Describe** the tactics used by the Nazis to gain power.
4. What methods were used by the Nazis to eliminate their opponents in 1933–34?
   Hitler persuaded President _____ to issue a decree for the protection of the people and state, which allowed for _____ without a trial and abolition of _____ of the press, speech and assembly.
5. Why was the *Dolchstosslegende* myth so damaging to democratic government in Germany?

Apply your understanding

Using historical sources

6. **Explain** why the situation in **SOURCE 1** could have driven many middle-class Germans into supporting extreme right-wing parties.
7. Use **SOURCE 2** to work out which parties gained votes and which lost votes between 1928 and 1932. **Identify** the reasons for these changes.
8. **Investigate SOURCE 4** and explain how the Nazis used slogans, film and public rallies as part of their tactics to take over Germany.

Historical perspectives and interpretations

9. **Create** a timeline of events between 1919 and 1935 that contributed to Germany becoming a Nazi dictatorship and beginning its persecution of Jews and anti-Nazi Germans.
10. **Consider** the historical significance of Adolf Hitler for the Nazis' success in gaining power in Germany and transforming that country. **Consider** also whether you think the Nazi victory could have been achieved without Hitler, and whether or not it depended on him as an individual.
    Write a response to the following question: How did Hitler establish himself and his party as the absolute rulers of Germany during the 1930s?

LESSON
2.4 Where did Japanese aggression begin?

LEARNING INTENTION

By the end of this lesson you should be able to describe how extreme nationalists and militarists in Japan shared many values of European fascists, and explain how nationalists and militarists gained control of Japan during the 1930s and committed aggression in China.

TUNE IN

If you have ever visited Japan, you will have been impressed by the politeness, helpfulness and kindness of the people. Yet Japan's military committed terrible atrocities in China in the 1930s, which Japanese nationalists have continued to deny, and committed many more atrocities during World War II.

Examine **SOURCE 1** and discuss the following.

1. How would you explain such a difference in the behaviour of a nation?
2. Is it ever fair to blame a nation for terrible things done by a previous generation?

SOURCE 1 Location of Japanese aggression in north-east Asia, 1894–1938



Source: Map by Spatial Vision.

2.4.1 Japanese imperialism

Fascist regimes in Germany and Italy would soon threaten world peace. However, peace was already threatened by **militarism** and extreme nationalism in Japan. World War II began in 1939, but for the Chinese people the war began with a Japanese invasion in 1931 and expanded with a further invasion in 1937. This was the beginning of Japan's attempt to create an Asia–Pacific empire.

Since the late nineteenth century, Japan had wanted to follow the European powers' example by creating an empire. In the Sino-Japanese War (1894–95) Japan invaded Korea and took Formosa (modern Taiwan) and the Ryuku Islands from China. In the Russo-Japanese War (1904–05) Japan gained control of much of Manchuria. Then, in 1910, Japan annexed Korea. During World War I, Japan sided with the Allies to gain Germany's territorial rights in China and German colonies in the north Pacific.

militarism excessive influence of military values and pro-war ideas

Aggression in Manchuria

The Great Depression contributed to the rise of Japanese militarism, as economic hardship led to growing support for the military and nationalists who wanted Japan to gain colonies for raw materials and export markets. Japan's military soon had more power than its civilian government. When the Japanese prime minister opposed an aggressive foreign policy in 1930 he was shot by an extreme nationalist.

In the following year an explosion on the Japanese-owned South Manchurian railway line was used as a pretext for an invasion of Manchuria. By early 1932 the Japanese military, acting against instructions from Japan's government, had occupied all of Manchuria, changed its name to Manchukuo and claimed it was not part of China. In the same year, the Japanese bombed Shanghai and occupied parts of northern China. China protested to the League of Nations but, when it censured Japan in 1933, the Japanese withdrew from the League. Because they were more concerned with threats to peace in Europe, the Western powers and the League took no effective action.

DID YOU KNOW?

On 12 December 1937 Japanese aircraft deliberately sank a US gunboat that was escorting oil tankers in China. Japan apologised for this 'accident' and paid compensation. The United States did not retaliate.

2.4.2 Fascist alliances and the second Sino-Japanese War

Japanese ultra-nationalist societies had much in common with European fascists. They encouraged fanatical devotion to military values and to the emperor, who was considered to be divine. These societies were violently nationalist, racist, anti-communist and anti-democratic.

They assassinated their political opponents or frightened them into silence. In 1932 a new Japanese prime minister was assassinated for speaking out against the military. By 1937, Japanese schoolchildren were being indoctrinated in extreme nationalist values and forced to take part in military training.

SOURCE 2 A Japanese soldier about to behead a Chinese prisoner during the massacre known as the 'Rape of Nanjing'. This photograph is one of several that were preserved by a Chinese employee of a photo studio.



The Axis and the invasion of China

Japan and Germany became allies through the Anti-Comintern Pact in November 1936. When Italy joined the pact in 1937, these three powers were united in the Rome-Berlin-Tokyo Axis.

In July 1937 Japan launched a full-scale attack against China, quickly taking the cities of Beijing, Guangzhou and Nanjing. The Chinese Communists and Nationalists had been fighting a civil war since 1927, but in 1937 they agreed to an armistice to enable them to form a united front. For the next eight years they fought back against the Japanese from their country's vast interior.

SOURCE 3 This photo, taken in Nanjing in 1937, shows Japanese soldiers watching as Chinese civilian prisoners are placed in a pit to be buried alive.



The Rape of Nanjing

The most appalling Japanese atrocities took place in the Chinese city of Nanjing (formerly called Nanking). There, between December 1937 and January 1938, the Japanese slaughtered between 200 000 and 300 000 Chinese civilians and prisoners of war. There were mass rapes of Chinese women and other atrocities including burying or burning people alive and using prisoners for bayonet practice.

DISCUSS

Even wars are supposed to have rules. So why did soldiers like those described in section 2.4.2 and **SOURCE 4** commit atrocities? Are soldiers more ethical in today's wars?

2.4 SKILL ACTIVITY: Using historical sources, Historical perspectives and interpretations

Read **SOURCE 4**. Edgar Snow was an American journalist who was present in Nanjing and witnessed much of what he described.

SOURCE 4 From American journalist Edgar Snow's eyewitness description of Japanese atrocities in Nanjing in 1937

> Mothers had to watch their babies beheaded then submit to raping . . . Thousands of men were lined up and machine gunned. Sometimes groups were used for bayonet exercises. When the [Japanese] victors grew bored . . . they tied their victims, poured kerosene on their heads and cremated them alive.

1. **Describe** the kinds of atrocities Snow reported.
2. Does being an eyewitness make his evidence more reliable?
3. How do you think right-wing Japanese nationalists could have continued to deny such war crimes?

2.4 Exercise

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2.4 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. World War II began in 1932 for China.
   b. The League of Nations took effective action against Japan's invasion of Manchuria in 1932.
   c. Japan's militarism and extreme nationalism were major factors that led to the outbreak of World War II.
2. What values were shared by Japanese extreme nationalists and European fascists?
   A. Ultra-nationalist
   B. Communist
   C. Militaristic
   D. Democratic
   E. Racist
3. In 1930 the Japanese _____ opposed an aggressive foreign policy and so he was shot by a nationalist.
4. **Explain** why the League of Nations failed to take any effective action against Japanese military aggression in China.
5. **Outline** the steps Japanese militarists took between 1894 and 1937 to start building an empire.

Apply your understanding

Using historical sources

6. Use **SOURCE 1** to locate and **identify** the sites of Japanese aggressive militarism from 1894 to 1938.
7. **Describe** what is being done in **SOURCE 2** and explain how this evidence survived.
8. **Explain** what is occurring in **SOURCE 3**.
9. **Communicate** how **SOURCES 2** and **3** provide supporting evidence for Edgar Snow's evidence in **SOURCE 4**.

Communicating

10. The Western powers condemned Japanese aggression but took no effective action against it. Imagine you are a Western newspaper journalist in 1937. **Create** an article supported by sources to convince your readers that action should be taken.

LESSON
2.5 What steps led to war in Europe?

LEARNING INTENTION

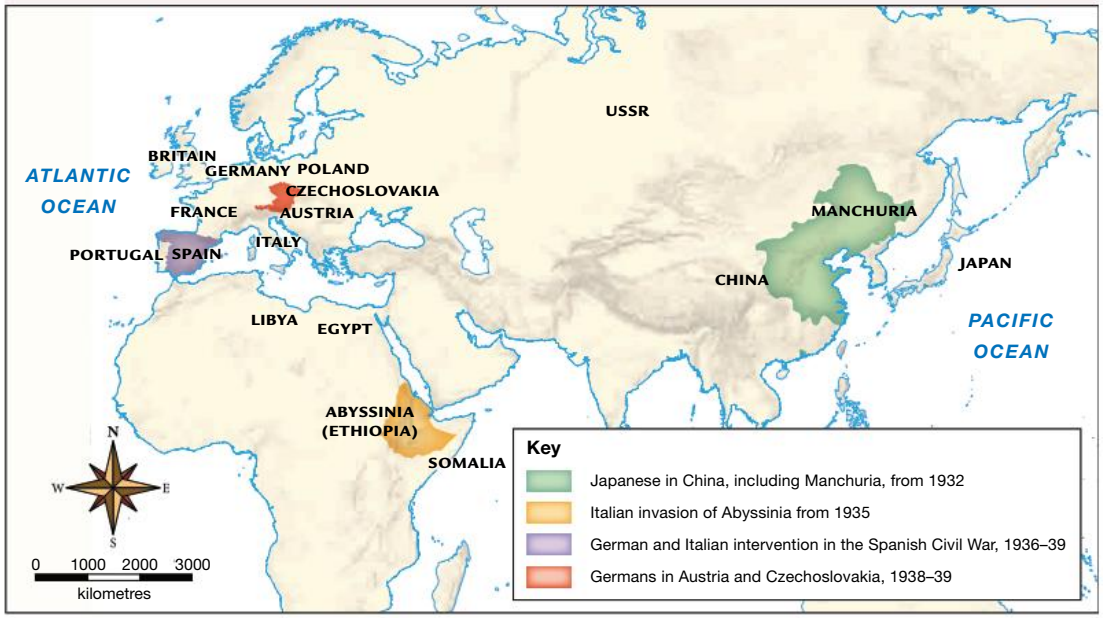
By the end of this lesson you should be able to explain the steps that led to the outbreak of World War II in Europe in September 1939, identify a series of aggressive acts by fascist Italy and Nazi Germany and describe the failure of Western democracies to act against such aggression.

TUNE IN

It must seem strange to learn that when World War II broke out in 1939, Australia had no independent foreign policy. Australia was a dominion of the British Empire. You might think that Australia only lacked an independent foreign policy at that time because it was founded as a British colony. But the dominions had had the right to have their own foreign policies since 1923 and this was recognised in British law in 1931 under the Statute of Westminster. Canada, Ireland and South Africa took up this independence but Australia did not.

int-9074

SOURCE 1 Aggression by fascist powers in the 1930s



Source: Map drawn by Spatial Vision.

Examine **SOURCE 1** and discuss the following.

1. Do you think Australia feared that, if it took up an independent foreign policy, Britain might not feel obliged to defend it and it would not be able to defend itself?
2. Does Australia still cling to powerful allies?

2.5.1 Aggression and appeasement

Germany, Italy and Japan all threatened world peace, and in 1936–37 the danger increased when they became allies. The world's best hope for preserving peace was the League of Nations, but it proved to be ineffective. By 1939, the world was once more on the brink of war.

Hitler wanted alliances with Britain (as a fellow Aryan nation) and Italy (as a fellow fascist nation). The main foreign policy aims of Nazi Germany were to:

- overturn the Treaty of Versailles and reclaim territory lost under the treaty
- take territory from the Slavic 'racial inferiors' of the Soviet Union
- destroy world communism
- control sources of raw materials for Germany's economy and for rearmament
- unite all German people in the **Third Reich**.

Mussolini also wanted to gain territory. In the 1920s Italy had established control over Albania and waged military campaigns to assert control over two of its North African colonies — Somalia and Libya. Until 1936, however, Italy and Germany were potential enemies. Mussolini saw Germany as a danger to Austria's independence and therefore to the stability of Italy's northern frontier. In April 1935 Italy joined Britain and France in protesting against German rearmament in defiance of the Treaty of Versailles.

Italy invades Abyssinia

Mussolini ordered Italian military attacks on **Abyssinia** in October 1935. Italy used poison gas and extremely brutal tactics to overcome the poorly armed Abyssinians. Italian forces captured the capital, Addis Ababa, in May 1936, but the Abyssinians continued to wage a guerrilla war.

As a League member, Abyssinia demanded action against Italy. In November 1935 the League voted for economic sanctions (no arms sales to Italy and a ban on importing Italian goods) to force an Italian withdrawal. But in December, Britain and France made a secret agreement to hand part of Abyssinia to Italy. Public outrage forced them to abandon this agreement. However, the League's sanctions were ineffective because Germany, Japan and the United States did not support them and because oil was not embargoed. With Britain and France supporting League sanctions, Mussolini moved closer to Hitler.

Appeasement

After the terrible human cost of World War I, there was very little support in the Western democracies for risking another war by standing up to fascist aggression. The United States could not be counted on for support because it had adopted an **isolationist** foreign policy to avoid being drawn into Europe's conflicts. Also, there was much sympathy for fascism among many British conservatives, who saw Hitler as a bulwark against communism. France feared to take a stand without British support so the Western democracies followed a policy of appeasement. This meant giving in to Japan, Germany and Italy, hoping they would be satisfied and war would be avoided.

Steps in appeasement

The Western democracies took no effective action against several German breaches of the terms of the Treaty of Versailles:

- In March 1935 Hitler announced that Germany had an air force and was reintroducing conscription. Britain and France protested but did nothing more.
- In June 1935 the Anglo-German Naval Agreement allowed Germany a navy 35 per cent the size of Britain's Royal Navy.
- In March 1936 Britain and France failed to act when Hitler marched 20 000 troops into the demilitarised Rhineland.

Uniting the fascists

The Spanish Civil War brought Germany and Italy together as allies. Many British conservatives also sympathised with General Franco's fascists in Spain. Britain and France failed to aid the elected Spanish Republic and even denied it the right to buy arms to defend itself.

Third Reich the Nazi name for their regime in Germany. Reich means empire.

Abyssinia the only independent African state in 1935; now called Ethiopia

isolationist foreign policy based on avoiding involvement in the affairs of other countries

From 1934 the Soviet Union had adopted a policy of building **United Fronts** with the Western democracies against fascist aggression. After Germany and Italy sent military aid to Franco, the Soviets sent aid to the Spanish Republic. But by the end of 1938, when it was clear that Britain was willing to accept a pro-fascist victory in Spain, the Soviet Union abandoned Spain and the aim of building an alliance with the democracies. The defeat of the Spanish Republic meant the end of any hope of a united front against fascism, the strengthening of the fascist alliance and encouragement of further aggression.

United Fronts policy of communist parties forming alliances with other parties to combat fascism

2.5.2 The final steps to war

At the Hossbach Conference of November 1937, Hitler told his generals to prepare for a major war in the mid 1940s. Between 1938 and 1939 Germany and Italy committed more acts of aggression. The Treaty of Versailles banned any *Anschluss* (union) of Germany and Austria, but on 12 March 1938 the German army invaded Austria and received a warm welcome. Germany then annexed Austria. In April Britain recognised the enlarged Germany.

Hitler used false claims that Germans were being persecuted in Czechoslovakia to destroy that country in 1938–39. When Czechoslovakia was created in 1919, it included the mainly German population of the Sudetenland. From March 1938 Hitler encouraged Sudeten Germans to cause unrest. In October 1938 at the Munich Conference, after Hitler had prepared for war, British prime minister Neville Chamberlain agreed to Hitler's demand for immediate control of the Sudetenland. In March 1939, in breach of the Munich Agreement, Hitler invaded and broke up what remained of Czechoslovakia.

Britain and France now saw that appeasement had failed and resolved to resist any further Nazi aggression. When Hitler demanded territory from Lithuania and Poland at the end of March 1939, Britain and France gave guarantees to Poland of aid against aggression. In April Italy annexed Albania and in May Germany and Italy signed the Pact of Steel, promising military support if either of them was at war.

SOURCE 2 This composite photograph was made soon after the 1938 Munich Conference. It shows the four leaders who signed the Munich Agreement playing cards. They are from left to right: Hitler; Edouard Daladier, the French president; Neville Chamberlain, the British prime minister; and Mussolini.



SOURCE 3 A Sudeten woman tearfully salutes Hitler as he rides through territory taken from Czechoslovakia under the Munich Agreement



Source: AWM P02436.001.

World War II begins

On 23 August 1939, after failing to make progress towards a military alliance with Britain and France, the Soviet Union did a complete about-face, signing a non-aggression pact with Hitler. The pact provided for a secret carve-up of Poland and the Baltic states. The Soviet dictator, Joseph Stalin, thought this pact removed the danger of being isolated in a war against Germany.

Germany could now invade western Poland without risking Soviet opposition. On 1 September 1939 the German invasion of Poland began. Britain responded by declaring war on Germany on 3 September. Hitler was surprised that this invasion provoked Britain and France into declaring war. He had wanted a war of conquest in eastern Europe. Instead he had provoked a war with the western European powers.

SOURCE 4 Soviet dictator Joseph Stalin in 1938



on Resources

Video eLesson Hitler at the Nuremburg rally (eles-2599)

aud-0528

2.5 SKILL ACTIVITY: Communicating

Read **SOURCE 5** and answer the questions that follow.

SOURCE 5 From a speech by Australian prime minister Robert Menzies, in *The Sydney Morning Herald*, 26 August 1939

It may well be that Germany still has some grievances which would be all the better for . . . discussion. But if, instead of entering into discussion, instead of going into friendly conference, instead of recognising that there are, after all, two sides to most questions, the attitude of Germany is to be, 'We will take whatever our military strength will permit us to take, and we will not negotiate with our military inferiors', there is obviously an end to all law and order among the nations, and the absorption of Poland would lead to attacks upon other smaller European countries, upon one ground or another, until a vast dominion of force has been established . . . the British and French Governments have given their pledge to Poland and to several other European countries . . . those pledges will be honoured.

We in Australia are involved, because the destruction or defeat of Great Britain would be the destruction or defeat of the British Empire, and leave us with a precarious tenure on our own independence.

1. How does Menzies describe the situation in Europe?
2. Why does he say, 'We in Australia are involved'?
3. Menzies had supported Britain's policy of appeasement, giving in to fascist demands, until the situation reached this stage. Why do you think he did so?

2.5 Exercise

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2.5 Exercise

Learning pathways

LEVEL 1	LEVEL 2	LEVEL 3
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Check your understanding

1. **Identify** the aims of German and Italian foreign policies.
   - A. To gain territory
   - B. To promote democracy
   - C. To gain access to raw materials
   - D. To defend fascism
   - E. To support the League of Nations
2. **Determine** whether the following statements are true or false.
   - a. The annexation of Austria was considered an act of aggression because the Treaty of Versailles banned any union of Germany and Austria.
   - b. The Spanish Civil War brought Germany and Italy together as allies.
   - c. The League of Nations proved to be effective in preserving peace during the prelude to World War II.
3. Complete the following sentence.
   Britain and France followed a policy known as _____ because they feared another terrible war.
4. **Identify** and **explain** the reasons Italy changed from opposing German rearmament to becoming Germany's ally.
5. How did Britain and France betray Czechoslovakia at the Munich Conference?

Apply your understanding

Using historical sources

6. **Investigate SOURCE 1** to locate and list the sites of fascist aggression in the 1930s.
7. A composite photograph is an image made up of several photographs. What do you think the creator of **SOURCE 2** was saying about the roles of these four leaders in the 1938 agreement that destroyed Czechoslovakia? **Consider** the following questions in your response:
   - a. Why are the leaders depicted as card players?
   - b. Which leaders have laid their cards on the table?
   - c. Which are still holding their cards?
   - d. What do each of the actions listed above symbolise?
8. **Propose** two possible reasons for the tears of the woman in **SOURCE 3**.
9. **Explain** why Stalin (pictured in **SOURCE 4**) had wanted a united front with the Western democracies but finally settled on a pact with Hitler.

Historical perspectives and interpretations

10. **Create** a timeline of steps towards war in Europe from 1935 to 1939. **Explain** why the appeasement policy could be regarded as a cause of World War II.

LESSON
2.6 How did the war progress up to 1944?

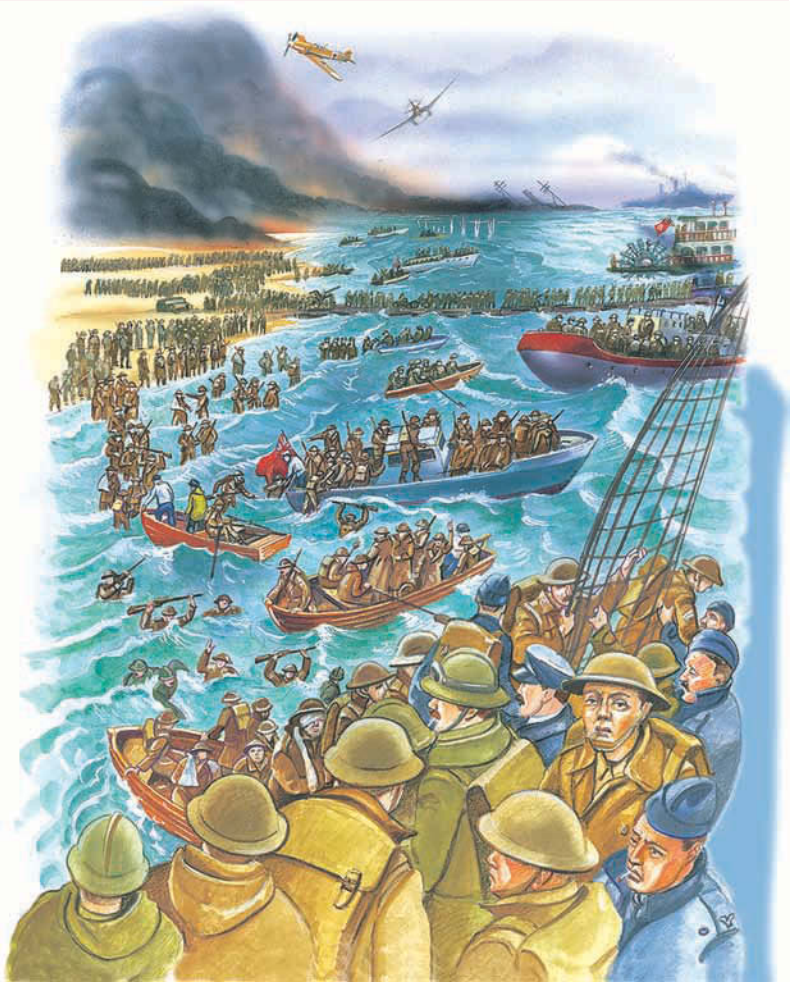
LEARNING INTENTION

By the end of this lesson you should be able to describe how the war developed between 1 September 1939, when Nazi Germany invaded Poland, and 'D-Day' 6 Jun 1944, when British, US and Canadian troops landed on the beaches of Normandy in France.

TUNE IN

Have you seen any movies about the evacuation of 340 000 Allied soldiers from the beaches of Dunkirk in June 1940? There are at least two such movies that are very realistic. It is rare for a retreat to be celebrated but what was achieved at Dunkirk was amazing and if Britain had not been able to rescue large numbers of these troops and get them safely to Britain there would have been very few trained Allied soldiers ready for the following stage of the war.

SOURCE 1 A modern artist's impression of the Dunkirk evacuation



Examine **SOURCE 1** and discuss the following.

1. Are you aware that many of these troops were evacuated by civilians in at least 800 small boats?
2. How risky would this have been for the British and Allied soldiers and for the boat crews who saved them?

2.6.1 The war in Europe and North Africa

World War II began in Europe but soon spread to North Africa and then to Asia and the Pacific. Its battles were fought on land, in the air and at sea, and its combatants included **partisans** as well as regular forces. Unlike World War I, it really was a war of **ideologies**, a war the Allies fought to stop the expansion of fascist rule.

When Germany invaded Poland on 1 September 1939 it used a new tactic — *blitzkrieg*. This method of high-speed attack used tanks supported by fighter planes and dive-bombers. Britain, Australia, New Zealand and France declared war on 3 September. However, British and French troops were too far away to provide any help to the Poles. Despite heroic resistance, western Poland fell to the Nazis and eastern Poland was occupied by the Soviet Union. In April 1940 Germany overran Norway and Denmark to secure iron-ore supplies. In May it again used *blitzkrieg* tactics to invade the Netherlands, Belgium and France. In late May Belgium surrendered. France was defeated by 17 June.

The British Empire stands alone

While Germany occupied most of France, a right-wing, pro-German French government was set up under Marshal Pétain in the south. Vichy France, as this regime was known, was now Germany's ally. The British Empire stood alone, facing German-occupied Europe. With the United States and the USSR remaining neutral, Britain's only allies were the defeated European nations' governments-in-exile.

The Battle of Britain

When the new British prime minister, Winston Churchill, made it clear that his country would not negotiate for peace, Hitler planned Operation Sea Lion, the invasion of Britain, in which devastating air attacks were to be followed by landings of German troops.

For a seaborne invasion to succeed, Germany first had to win control of the air. On 10 July 1940 the **Luftwaffe** struck convoys of ships in the English Channel. It then targeted airfields, military installations, ports and cities, killing 15 000 British civilians. But the **Royal Air Force (RAF)** fighter aircraft fought the Luftwaffe tenaciously during the Battle of Britain. Over 500 airmen lost their lives, but they denied the Nazis control of the air and the invasion was prevented.

aud-0529

SOURCE 2 From speeches by Prime Minister Winston Churchill in 1940

We . . . shall defend our island whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the hills; we shall never surrender . . .

I expect that the Battle of Britain is about to begin. Upon this battle depends the survival of Christian civilisation . . . Hitler knows that he will have to break us in this island or lose the war. If we stand up to him all Europe may be free . . .

New battlefields after 1940

By the end of 1940 the war had reached a stalemate. Germany had failed to crush Britain, but Britain lacked the capacity to invade Europe. Direct battles could and did take place in North Africa and the Balkans, however. Italy had entered the war as Germany's ally in June 1940, and within a month Italian forces had captured British Somaliland and parts of Egypt. In November 1940 the British struck back with a devastating air attack on the Italian fleet and a land attack that forced an Italian retreat. German forces came to Italy's aid and the British were pushed back into Egypt in February 1941. Germany then attacked Yugoslavia and Greece, conquering those countries in April and May 1941. With their nations overrun, Yugoslav and Greek partisans continued to fight behind German lines.

partisans irregular fighters using guerrilla tactics behind enemy lines

ideologies sets of ideas or beliefs that guide an individual, group, society or nation and provide the basis of political systems

Luftwaffe the German air force during World War II

Royal Air Force (RAF) Britain's Royal Air Force

Germany invades Russia

In June 1941 Hitler betrayed Stalin by launching Operation Barbarossa to achieve his original aim, the conquest of the Soviet Union. The invasion force included three-quarters of Germany's armed forces, as well as Hungarian, Romanian, Finnish and Italian troops and 'volunteers' from 'neutral' Spain. Partly because Stalin failed to respond quickly, many Soviet planes were destroyed on the ground and the Axis forces were at first able to advance quickly. But *blitzkrieg* tactics were ineffective on Russia's vast plains. As rain turned the roads to mud the German advance slowed. By December it was halted by the harsh Russian winter and by fresh Soviet divisions from Siberia who drove the invaders back from Moscow. The attack on the USSR gave the British Empire a powerful ally.

aud-0530

SOURCE 3 From a letter from Hitler to Mussolini explaining the reasons for the German invasion of Russia

The martial spirit to make war, after all, lives only on hopes. These hopes [of the British] are based solely on two assumptions: Russia and America. We have no chance of eliminating America. But it does lie in our power to exclude Russia. The elimination of Russia means, at the same time, a tremendous relief for Japan in East Asia, and thereby the possibility of a much stronger threat to American activities through Japanese intervention.

int-6694

SOURCE 4 Europe at the beginning of 1942



Source: Map by Spatial Vision

2.6.2 The Pacific War

Japan was Germany's Axis partner, but with a million troops engaged in China it did not widen its role until December 1941. Japan sought an Asian and Pacific empire, or what it described as the 'Greater East Asian Co-prosperity Sphere'. Its first step was the occupation of French Indochina in July 1941 with the cooperation of Vichy French authorities.

On 7 December 1941 waves of Japanese planes from aircraft carriers struck the US naval base at Pearl Harbor in Hawaii, destroying half the US fleet. US president Franklin D. Roosevelt had strongly sympathised with the Allies, but many Americans opposed America's involvement in the war. The attack ensured public support when Roosevelt declared war the very next day. Britain had gained another powerful ally.

On 8 December the Japanese invaded Malaya and attacked other British, Dutch and US colonies in Asia. By April 1942 the Japanese had taken Hong Kong, the Philippines, Malaya, Singapore, the Dutch East Indies and much of Burma. However, in May 1942 in the Battle of the Coral Sea, a US aircraft carrier force engaged Japanese warships and troopships heading for Port Moresby in Papua. Although both sides suffered heavy damage, the Japanese were prevented from taking Port Moresby by sea.

SOURCE 5 US battleships burn after the Japanese attack on Pearl Harbor



int-6695

SOURCE 6 The extent of the Asia–Pacific region controlled by Japan by July 1942



Source: Map by Spatial Vision. Reproduced with permission from Pearson Australia, (Re) *History Zone* 2 by Robert Darlington, Vicki Greer, John Hospodaryk.

2.6.3 Turning points and counter-offensives

Crucial land, air and sea battles in 1942 and 1943 represented turning points in the European and Pacific wars. Counter-offensives against the Axis powers and Japan began to inflict serious defeats on both these enemies.

- In the Battle of Midway in June 1942 Japan lost its aircraft carriers, inflicting damage to its naval strength.
- In October 1942 British Empire forces defeated German forces at El Alamein in Egypt. By November the Germans were retreating in North Africa, and in May 1943 they were forced to surrender.
- From November 1942 Soviet Red Army troops fought back ferociously at Stalingrad. On 2 February 1943 the German 6th Army surrendered. In July 1943, in the Battle of Kursk, the biggest tank battle of World War II, Germany's tank force was almost completely destroyed.

The Allied counter-offensives

- By 1943 the Axis powers were clearly losing the war. Bombing raids by US and British Empire aircraft were destroying German cities and industry.
- After British and US troops invaded Italy in July 1943, Mussolini was killed by Italian anti-fascists and the Allies fought a bloody campaign against German forces in Italy's north.
- On 'D-Day', 6 June 1944, British, US and Canadian troops landed on the beaches of Normandy in France and began driving the Germans out of western Europe.
- By the end of 1943 the Germans were retreating before the Red Army all along the Eastern Front.
- In the Pacific War, Australian troops defeated the Japanese in Papua between July 1942 and January 1943, and then fought them in New Guinea. In November 1942 the United States inflicted another big naval defeat on the Japanese, and by March 1944 British and Indian troops were turning the Japanese back in Burma while US forces were destroying Japanese bases in the islands of the Pacific.

DID YOU KNOW?

The Battle of the Coral Sea in May 1942 marked the first time US and Australian forces halted the Japanese advance in the Pacific.

2.6 SKILL ACTIVITY: Questioning and researching, Historical perspectives and interpretations

Conduct research into the Battle of Stalingrad or the Battle of Kursk. Prepare a report on whether the battle should be considered a major turning point in the war in 1943.

Questions to **consider** include:

- Look at **SOURCE 7**. Do you think Soviet troops might have had some advantages in winter conditions?
- How relevant was this battle to people living at the time?
- How many people were affected?
- How long were people's lives affected?
- How important and long-lasting were the consequences?

SOURCE 7 Soviet troops advancing on German positions during winter fighting on the Eastern front



2.6 Exercise

learnon

2.6 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. Japanese aggression enabled US President Roosevelt to overcome American opposition to involvement in the war
   b. The Battle of Britain was a decisive victory for Germany, allowing them to proceed with the invasion of Britain.
   c. The Battle of Midway in June 1942 resulted in significant losses for Japan and weakened their naval strength.
2. **Describe** the situation facing the British Empire after 17 June 1940.
   By the end of 1940, the war had reached a _____. Although _____ attacks had weakened Britain, they had not been able to achieve Hitler's ultimate goal. The British lacked the resources and capacity to launch any substantial _____. Outside of Europe, both British and _____ powers launched a series of attacks on respective colonial outposts in Northern _____. Yet again, a definitive result in these conflicts was unable to be found.
3. **Identify** how the war expanded to North Africa, the Balkans and the Soviet Union (USSR) in 1940–41.
   A. Germany launched Operation Barbarossa.
   B. Britain launched a counter-offensive in Europe.
   C. Germany seized territory in East Europe and the Balkan region.
   D. Britain captured territory in Somaliland.
   E. Germany was in an alliance with Italy, and Italy was on the offensive in North Africa.
4. **Identify** the events that can be regarded as significant turning points in the war in Asia and the Pacific between 1942 and 1944.

Apply your understanding

Using historical sources

5. Read **SOURCE 2**.
   a. According to Churchill, what was at stake in the Battle of Britain?
   b. **Clarify** how such speeches would have helped to strengthen the will of the British people to fight.
6. Read **SOURCE 3** and **identify** two reasons Hitler gave for attacking the USSR. State them in your own words.
7. Study **SOURCE 4** and **recall**:
   a. Nazi Germany's allies in Europe by 1942
   b. countries occupied by Germany by 1942
   c. countries occupied by Italy by 1942
   d. neutral countries.
8. **Describe** what is shown in **SOURCE 6**. **Explain** Japan's motives for widening its role in the war from China to the wider Asia-Pacific region from December 1941.
9. Look at **SOURCE 5**. **Explain** how such images would have enabled US President Roosevelt to overcome US opposition to involvement in the war.

LESSON
2.7 Where did Australians fight up to 1942?

LEARNING INTENTION

By the end of this lesson you should be able to explain how Australia responded to the outbreak of war and identify where Australians fought against Axis forces up to 1942.

TUNE IN

Around 60 000 Australians lost their lives in World War I. How do you think Australians would have felt about another world war just two decades later? How would the memory of World War I affect recruitment for World War II?

aud-0531

SOURCE 1 Extract from Michael McKernan, *All In! Australia During the Second World War*, Thomas Nelson, Melbourne, 1983. Michael McKernan was a senior lecturer in history and an assistant director of the Australian War Memorial.

Unfortunately for the patriots, recruiting proved to be a great disappointment. Instead of a flood there was a trickle in all centres . . .

Uncertainty over the use of the special force and rates of pay influenced some 'eligibles' not to enlist . . .

Many of the early recruits testified that their army pay was the first wage they had ever received, moving from school to the dole to the army.

Recruiting in 1939 was, therefore, utterly different from the wild, excited scenes enacted outside army depots in 1914 . . .

The failure of recruiting . . . alarmed the government . . .

Read **SOURCE 1** and discuss the following.

1. Form groups of two and imagine that one of you lost their father in World War I. The other has been unemployed since leaving school.
2. Imagine the different feelings you might have. Conduct a dialogue giving your different perspectives on whether or not to enlist.

2.7.1 Enlisting for the war

On 3 September 1939 Prime Minister Robert Menzies announced in a radio broadcast that, because Britain had declared war on Germany, 'Australia is also at war'. While most Australians agreed it was their duty to support Britain, after the experiences of World War I, they no longer imagined that war was a glorious adventure.

Menzies' statement was a continuation of Australia's adherence to a common British Empire foreign policy and it was immediately supported by the Labor Party. Yet, Australia was ill-prepared for another world war. The Royal Australian Navy (RAN) had been equipped to assist the Royal Navy, so it was better prepared than the other services. But the Royal Australian Air Force (RAAF) had only 3500 personnel in 1939 and no modern warplanes, while the army had only a small core of professional soldiers and a militia of part-time reserves, who met once a week for training.

Much larger land forces had to be recruited but the Australian government was at first reluctant to send troops to Europe, as it feared that Japan might suddenly enter the war and threaten Australia. However, many Australians believed that their government had a duty to help Britain as quickly as possible. The result was that Australia formed two separate land forces. The militia, or Citizen Military Forces, was expanded by voluntary and compulsory service for the defence of Australia. A second Australian Imperial Force (2nd AIF) was raised by voluntary enlistment for service overseas.

Recruiting the Second AIF

Recruiting for the 2nd AIF began in October, but there was no great rush to enlist. This was partly because there was little action at this stage of the war, which came to be called the 'phoney war'. Hitler had completed the invasion of Poland, but the Allies took no effective steps against him. It was not until the lightning-fast German advances between April and June 1940 that most Australians realised how serious the war situation was.

At least two other factors impeded recruiting. One was that Australia still discriminated against First Nations Australian volunteers through the requirement that recruits must be 'substantially of European origin', although First Nations Australians were soon to be fighting in the overseas campaigns of 1940–41. Another reason was that the Great War had shattered the myth of war as a glorious adventure. People now understood that victory, if it could be won at all, would come at a high cost in lives.

There was, however, a rush to enlist in the RAAF, as many young men realised that this would be an aerial war. But the RAAF was initially prepared to accept only a tiny fraction of the almost 70 000 who had applied to join by March 1940.

2.7.2 The Second AIF goes to war

Four divisions were raised for the Second AIF. As there had been five divisions in the First AIF, these new divisions were called the 6th to the 9th divisions. The 6th, 7th and 9th Divisions were sent to the Middle East. The 8th was sent to Malaya. Early in 1940 the 6th Division was trained in Palestine. In battles in Libya, between January and March 1941, the 6th Division achieved spectacular victories over the Italians. By March, ten Italian divisions had been destroyed, tens of thousands of Italian troops had surrendered and British Empire forces had gained their first victory of the war.

SOURCE 2 Theatres of war involving Australian forces in North Africa, the Middle East and Greece, 1941–42

int-6696



Source: Map by Spatial Vision. Reproduced with permission from Pearson Australia, (Re) *History Zone 2* by Robert Darlington, Vicki Greer, John Hospodaryk.

Greece and Crete, March–May 1941

The next campaign, in Greece, saw a tragic defeat. The Australian 6th Division fought alongside Greek, British and New Zealand troops to halt the German invasion. But the Germans used tanks supported by dive-bombers, and the under-equipped Allied defenders were forced to retreat to Crete, where they fought a **rearguard action**. While the main army was evacuated, the Australian 2/7th Battalion held the Germans back. More than 3000 Australians were taken prisoner.

rearguard action direct engagement with the enemy by troops protecting a retreating force

DID YOU KNOW?

Approximately 39 800 Australian soldiers, sailors and airmen and 700 civilians were killed in World War II from a population of almost seven million, compared with around 60 000 out of fewer than five million in World War I.

aud-0532

SOURCE 3 From the diary of Major Henry G. Quinn of the Australian 2/7th Battalion, written during the fighting in Crete

30 May 41
FOOD SHORTAGE ACUTE and plane not yet arrived, as arranged …

High ridge on right fwd flank occupied by enemy — from here he directed fire onto our posns [positions]. Our fire unable to reach them . . .

Heat terrific and nerves straining under the terrific hammering. All troops anxious to be allowed to attack . . .

31 May 41
ORDERS TO HOLD ON for another 24 hrs . . . position hopeless, and the fact that no further ammn [ammunition] is arriving, makes it necessary to safeguard every round.

NO AIR SUPPORT is rendering our position untenable . . . orders to withdraw received . . . a nightmare trip down the cliffs to the beach.

BN [BATTALION] PERSONNEL EMBARK BUT MAJORITY LEFT 12 Bn personnel got aboard a barge, but nothing seen of the rest . . . there were no more barges left.

4 Jun 41

	OFFICERS	ORs [other ranks]
Unit strength, as at 10 Apr 41, when Bn sailed for GREECE	33	726
Lost in Greece	2	150
Bn strength on landing on CRETE	31	576
Lost on CRETE	24	511
Total of the remaining members of the Bn.....	7	65

Tobruk and El Alamein

In June 1941 two brigades of the Australian 7th Division took part in a campaign to defeat Vichy French forces in Syria. The Australians captured several forts and defeated the experienced French Foreign Legion.

Meanwhile, the defeat of the Italians in Libya had forced Hitler to send in German forces in February 1941. The Allies were pushed back to Tobruk, on Libya's coast, where an epic siege began. The Allied troops were ordered to hold Tobruk to delay the German advance on the Suez Canal and the Persian Gulf oilfields. The garrison of 24 000 included 14 000 Australians, mostly of the 9th Division. The siege of Tobruk lasted from April to December 1941. The defenders suffered from disease, flies, fleas, intense heat and insufficient water. They sustained 3000 casualties during daily German air raids and ground attacks led by tanks. The defenders were caught in a trap so the Germans called them the 'Rats of Tobruk'. The Australians adopted that name with pride.

When Japan entered the war in December 1941, all AIF divisions except for the 9th were shipped home to face the new danger. The 9th Division **spearheaded** the British infantry in the first major Allied victory over the Germans. This was the 12-day-long Battle of El Alamein in October 1942.

spearhead to lead an attack

SOURCE 4 Australian defenders using a captured Italian anti-aircraft gun to ward off German planes during the siege of Tobruk



Source: AWM 040609.

DID YOU KNOW?

The English-language German radio program called 'Germany calling' that described the Allied troops as 'poor desert rats in a trap' was not a propaganda success in this case. Thumbing their nose at the suggestion, the Australian soldiers even cast an unofficial medal for themselves depicting a rat. The metal used to make the medals came from a German bomber the Australians had shot down with captured German guns.

2.7 SKILL ACTIVITY: Historical perspectives and interpretations, Questioning and researching

Your task is to **evaluate** the historical significance of the 'Rats of Tobruk' in giving Australia a World War II legend to rival the original Anzac legend. You will need to **conduct** some **research** and the best place for it is the website of the Australian War Memorial.

Prepare a report that includes:

- When and where the siege took place
- Who was involved in the fighting
- Why the siege was significant
- How much it affected the course of the war
- How important the consequences were

2.7 Exercise

learnon

2.7 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. The new AIF divisions were called the 6th, 7th, 8th and 9th.
   b. Australia initially hesitated to send troops to Europe due to the fear of Japanese entry into the war.
   c. Australia declared war on Germany in September 1939 after Britain's declaration.
2. **Identify** how attitudes to enlistment were affected by the experience of World War I, the 'phoney war', and discrimination against First Nations Australians.
   A. The 'phoney war' made the war appear lacking in urgency.
   B. The experience of World War I made people disenchanted with the 'glory' of war.
   C. The Australian population no longer believed that there was a duty to help Britain.
   D. Discrimination against First Nations Australian volunteers meant potential recruits were not eligible to enlist.
   E. People believed that there was no threat to Australia.
3. The Australian government sent only three of the four AIF divisions to the Middle East during World War II because the 8th was sent to _____.
4. **Describe** the state of Australia's readiness for war in 1939.
5. **Describe** the strength of the RAAF in 1939.

Apply your understanding

Using historical sources

6. Read **SOURCE 1**.
   a. **Explain** why this source can be regarded as reliable.
   b. Why was recruiting a 'great disappointment'?
7. Using **SOURCE 2** and other information in this lesson, briefly **summarise** the campaigns in which Australians fought around the Mediterranean in 1941–42.
8. **Investigate SOURCE 3**.
   a. **Explain** why this diary should be considered a reliable source.
   b. Using the diary extracts as your evidence, **explain** why the losses suffered by the 2/7th Battalion were so great.
9. **Evaluate** why the Australians in **SOURCE 4** were using captured Italian weapons.

Communicating

10. Imagine you are a war correspondent reporting on the AIF in the Middle East. Use the sources to **create** a short article about Australians in that theatre of war.

LESSON
2.8 How did Japan change the war for Australia?

LEARNING INTENTION

By the end of this lesson you should be able to describe how Australia responded to Japan's entry into World War II, and explain the significance of the fall of Singapore for Australia's defence during the remainder of the war.

TUNE IN

Imagine this situation today: Nearly all of our trained defence force is deployed on the other side of the world fighting in support of our oldest ally. Suddenly we have reason to believe that we are under almost immediate threat of invasion.

aud-0533

SOURCE 1 Curtin's call for American help against Japan

The Australian government . . . regards the Pacific struggle as one in which the United States and Australia must have the fullest say in the direction of the Democracies' fighting plan . . . Australia looks to America, free of any pangs as to our traditional kinship with the United Kingdom.

We know the problems that the United Kingdom faces. We know the constant threat of invasion . . . But we know too that Australia can go, and Britain can still hold on.

We are therefore determined that Australia shall not go, and we shall exert all our energies towards shaping a plan, with the United States as its keystone, which will give to our country some confidence of being able to hold out until the tide of battle swings against the enemy.

After reading **SOURCE 1,** answer the following:

1. How would we react?
2. How would we expect our government to react?
3. Would we expect it to do what our old ally wanted or would we expect it to do whatever was needed to protect Australia?

2.8.1 A major turning point in the war for Australia

Australia's deepest fear became reality when Japan entered the war in December 1941. Australia's most experienced troops, three of the four AIF divisions, were far away, fighting alongside British forces. Australians had hoped that, if Japan entered the war, the British would defend Australia. But Britain was fighting for its own survival and lacked the resources to protect Australia and the Asia–Pacific region.

On 27 December 1941 Japanese troops were advancing quickly down the Malay peninsula towards Singapore. On that day John Curtin, Australia's recently elected Labor prime minister, declared that Australia would look beyond Britain to shape its own foreign policy.

'Fortress Singapore' falls

To Australia's near north, Malaya and Singapore were defended by more than 130 000 British Empire troops, consisting of Indian and British forces and the Australian 8th Division. It was said that Singapore, with its British naval base, could not be taken, but by the end of January 1942 Malaya had fallen and Singapore was directly threatened. Japanese bombers had sunk two British battleships sent to Singapore within a few days of the attack on Pearl Harbor.

Singapore's defence was poorly organised and, on 15 February 1942, the British commander surrendered his army to a Japanese force that was less than half its size and would soon have run out of ammunition. Singapore's defenders, including 15 000 Australians, became prisoners of war (POWs).

Australia exposed

When Singapore fell, Australians felt even more exposed. Their fears were justified when, on 19 February, Darwin was hit in two Japanese air raids by about 90 bombers with fighter escorts. At least 243 people were killed and there was widespread panic. Many more air raids followed throughout 1942 and 1943. The Japanese had overrun Rabaul, in New Britain, on 23 January, and captured the small Australian forces on Java, Ambon and Timor in February. However, 'Sparrow Force', an independent Australian company, waged guerrilla warfare on Timor with the help of Timorese people until 1943.

Despite Australia's concerns, both Winston Churchill and the US government wanted the Australian 7th Division, returning from the Middle East, to be sent to Burma. Curtin, however, angrily insisted that these men return to Australia. They were later to fight in the New Guinea campaigns.

SOURCE 2 Japanese troops advancing during the invasion of Malaya on 14 January 1942



Source: AWM 127894.

SOURCE 3 British and Australian POWs in Korea on 24 October 1942. These soldiers were transported to Korea after being captured at the fall of Singapore.



Source: AWM 041103.

DID YOU KNOW?

On 1 June 1942 the war came even closer when two Japanese midget submarines were sunk in Sydney Harbour. Although it is now clear that Japan did not have the resources to invade Australia in 1942, the threat was frighteningly real at the time.

2.8.2 The cruel fate of the people of Singapore

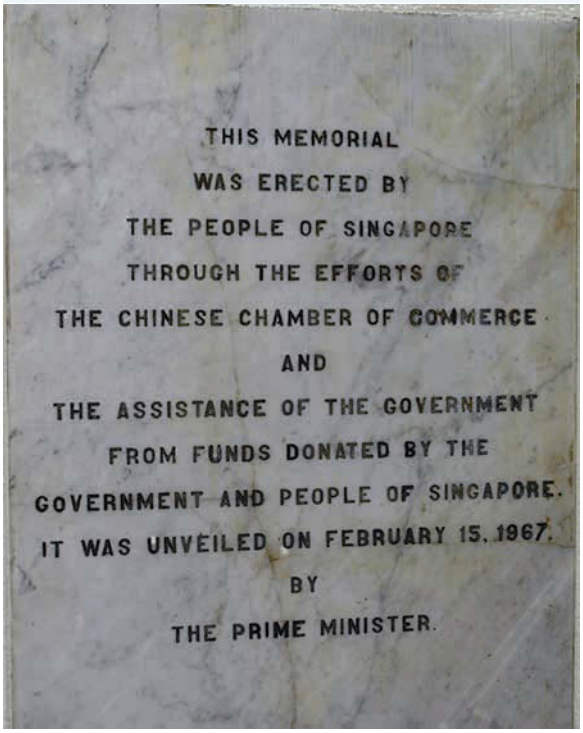
Australian historians have tended to focus their research on the consequences of the fall of Singapore for Australia and particularly for the POWs. However, vast numbers of Singaporeans were also to die as a result of the Japanese occupation that followed the British surrender. As it had done in China from 1937, the Japanese Imperial Army unleashed a reign of terror against the ethnic Chinese in Singapore. The main aim appears to have been to destroy ethnic Chinese resistance before it could begin. Under a system called *Sook Ching*, the *Kempeitai*, the Japanese military police, rounded up ethnic Chinese civilians, took them to isolated spots and slaughtered them. Estimates of the numbers killed this way range between 25 000 and 50 000. In 1962, the unidentified remains of many of the victims were unearthed and in the following year they were buried beneath the site where a memorial was to be erected (see **SOURCES 4** and **5**).

During the remaining years of the occupation, the *Kempeitai* maintained control through a network of informers who reported on any signs of resistance among the ethnic Chinese population. Singaporean schoolchildren were forced to learn Japanese and to sing the Japanese national anthem, and the people lived in constant fear of further Japanese atrocities.

SOURCE 4 The Memorial to the Civilian Victims of the Japanese Occupation, in Singapore



SOURCE 5 The inscription on the Memorial to the Civilian Victims of the Japanese Occupation



2.8 SKILL ACTIVITY: Using historical sources, Communicating

During the two decades following the Paris Peace Conferences of 1919, Australia had shown almost no independence from Britain. John Curtin's 'Australia looks to America' speech of 27 December 1941 is regarded as a turning point in Australian foreign policy. Curtin was strongly criticised by former Prime Minister Robert Menzies, who was intensely pro-British, and by other anti-Labor politicians, who called the speech 'deplorable'.

1. Read **SOURCE 1**. What did Australian Prime Minister John Curtin say about the danger to Australia?
2. What change in foreign policy did Curtin call for?
3. How did that change involve relations with the United States?
4. How did it involve relations with Britain?
5. Why could that change offend politicians who were very pro-British?

Conduct a roleplay of an argument between Labor politicians, led by Curtin, and anti-Labor politicians about whether, in light of the threat from Japan, Australia was right to shift the focus of its foreign policy towards the United States. Try to convey their different perspectives and the reasons for their differences.
Consider the following:

- What mattered to them?
- What did they believe in?
- What were their hopes and fears?

For example:

Labor perspective	Anti-Labor perspective
1. The United States can offer Australia security.	1. The United Kingdom and Australia share a traditional kinship.
2. The Japanese have brought down 'Fortress Singapore'.	2. It is Australia's duty to support Britain.
3. Darwin was hit in two air raids.	3. A British Empire foreign policy is in Australia's interests.

2.8 Exercise

learnon

2.8 Exercise

Learning pathways

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

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Check your understanding

1. What events in December 1941 aroused great fears in Australia?
   - A. The fall of Singapore
   - B. Japan's entry into the war
   - C. AIF Divisions stationed far away from Australia
2. **Determine** whether the following statements are true or false.
   - a. The Australian Prime Minister, John Curtin, clashed with Britain over the redeployment of the Australian 7th Division in World War II.
   - b. Singapore's defence during the Japanese invasion in 1942 was well-organised and successfully held off the enemy forces.
   - c. Following the fall of Singapore, the Japanese conducted multiple air raids on Australian cities, including Darwin.
3. **Identify** reasons Australia lacked troops for its defence in December 1941 and reasons for Britain's inability to assist Australia.
4. What groups composed the British Empire troops defending Singapore?
5. **Complete** the following sentence.
   The Japanese motive for *Sook Ching* appears to have been to destroy ethnic _____ resistance to Japanese control.

Apply your understanding

Using historical sources

6. **Analyse SOURCE 1** to complete the following short summary of the meaning of Prime Minister John Curtin's speech.
   Curtin believed that the danger to _____ was very real and that Australia had to find ways to ensure her security. While acknowledging the challenges and dangers Britain faced, Curtin believed that _____ would be able to survive ('hold on') but could no longer be counted on to protect Australia. For Australia to survive it must look to a closer alliance with the _____ rather than with its traditional ally. Curtin believed that Britain was better placed to defend itself rather than was Australia, but Australia was determined not to give in.
7. **SOURCES 2** and **3** depict Japanese troops advancing through Malaya, and British and Australian prisoners of war. **Determine** what effect such images would have had on the morale of both sides.
8. **Investigate SOURCES 4** and **5**. What does the memorial reveal about Japanese treatment of Chinese civilians in Singapore and about Singaporean feelings about those experiences?

Historical perspectives and interpretations

9. Referring to all sources in this lesson, **consider** why the fall of Singapore and the bombings on the Australian mainland should be regarded as a turning point in the war.
10. With reference to **SOURCE 1**, **state** two reasons why the alliance with the United States was regarded as such a turning point in Australia's foreign policy.

LESSON
2.9 Why did Australians fight on the Kokoda Track?

LEARNING INTENTION

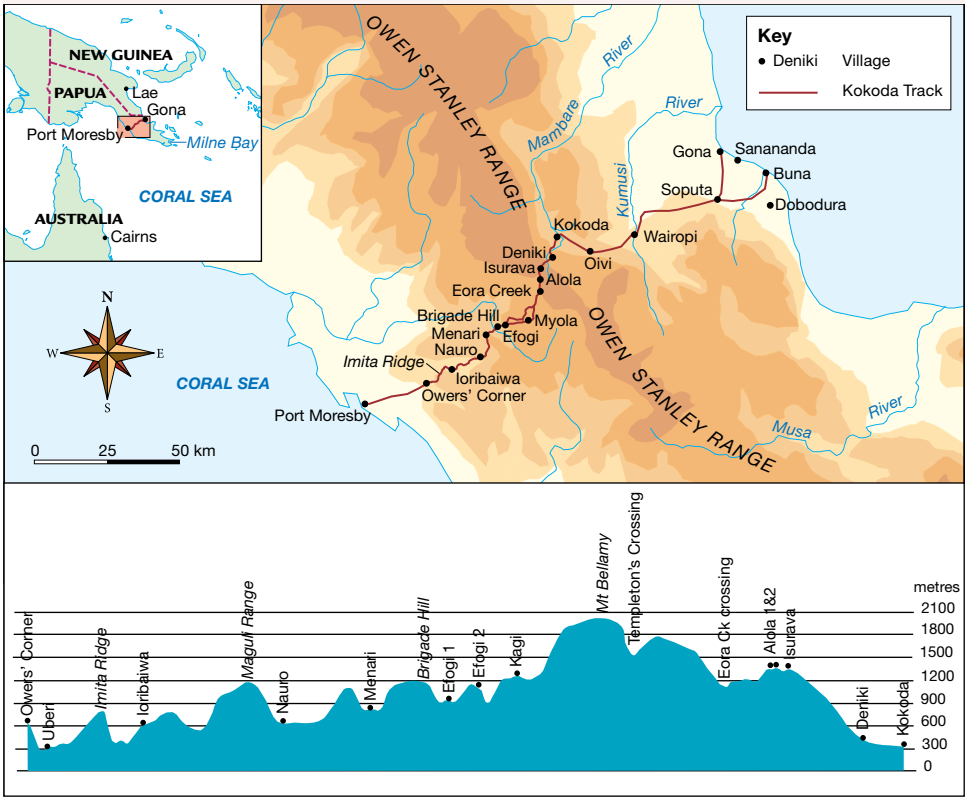
By the end of this lesson you should be able to describe and identify how Australian troops had their first victory against the Japanese Imperial Army when they turned the tide of battle against the Japanese on the Kokoda Track in Papua.

TUNE IN

Have you heard of Kokoda Track hiking treks? In recent years these trips have become increasingly popular for a growing number of Australians. They are advertised as adventures offering an authentic World War II experience of the track in Papua along which Australians first stopped and turned back the Japanese Imperial Army in 1942.

int-6697

SOURCE 1 Map and cross-section of the Kokoda Track



Source: MAPgraphics Pty Ltd, Brisbane.

Examine **SOURCE 1** and answer the following questions.

1. How challenging would it be to walk the Kokoda Track?
2. How do you predict you would cope on such a trek?

2.9.1 The Kokoda Track

In early 1942 Japan's advances in the Pacific seemed unstoppable. Australia lacked the ships and planes to prevent a Japanese landing on the north or west of the Australian mainland. If that happened, a '**scorched earth**' policy was to be adopted. In fact, by March the Japanese had insufficient ships and troops to invade Australia. However, their

'scorched earth' military strategy of destroying or removing everything that could be used by an advancing enemy

fortress at Rabaul was crucial for their Pacific operations and they wanted to occupy Papua and New Guinea to strengthen their hold on it. A Japanese invasion force was sent to take Port Moresby, in Papua. But between July and November 1942 Australian troops repelled them on the Kokoda Track.

With the AIF 6th and 7th Divisions not yet available, the 8th Division in captivity and the 9th Division in the Middle East, the only Australian troops standing in the way of a Japanese invasion of Papua were three **militia** battalions stationed in Port Moresby. The Kokoda Track was a steep and muddy trail that wound from Port Moresby through the dense jungle, across the rivers and over the mountains of the rugged Owen Stanley Range (see **SOURCE 1**). In June 1942 militiamen of the 39th Battalion were ordered to advance with troops of the Papuan Infantry Battalion (PIB) along this track to stop any Japanese advance towards Port Moresby from Papua's north coast.

Japan's attempt to take Port Moresby by sea had already been prevented by the Battle of the Coral Sea in May. So the Japanese planned to capture it by two land attacks. The first was to be across the Kokoda Track, the second was to follow a landing at Milne Bay. For their Kokoda advance, almost 6000 Japanese troops were landed near Gona on Papua's north coast on 19 July.

DID YOU KNOW?

The Kokoda campaign is sometimes called the 'Battle for Australia'. Had the Japanese captured Port Moresby, they would have been able to dominate the Coral Sea and bomb Queensland, almost at will.

2.9.2 The Kokoda battles

The men of the 39th Battalion were mostly 18- and 19-year-old Victorian conscripts. They were barely trained, under-equipped, poorly supplied and at times outnumbered. They reached Kokoda village on 15 July and on 23 July they first clashed with the Japanese at Awala. The Australians and Papuans were forced back to Kokoda village and then further back to Deniki. After more than two weeks of attacks and counterattacks, the defenders were carrying out a fighting retreat. On 14 August they fell back to Isurava.

It was not until late August that reinforcements from the 53rd Battalion of militia and the 7th Division AIF began to reach them. But even with these reinforcements, the Australians were forced back to Imita Ridge, just 50 kilometres from Port Moresby, on 17 September. They were ordered to hold that position at any cost. On 24 September lack of supplies forced the Japanese to withdraw in a fighting retreat. The tide of the battle had turned. On 2 November the Australians regained Kokoda. During the campaign, 607 Australian troops lost their lives and 1015 were wounded. There is no accurate record of the numbers of Papuans who gave their lives in this crucial campaign.

militia a body of men called up for military service only in emergencies

aud-0534

SOURCE 2 An account of Japanese tactics in the Kokoda campaign

[Japanese] tactics appeared to follow a definite pattern. A mobile spearhead advanced rapidly . . . While the spearhead deployed and engaged the opposition, support troops would site a machine-gun . . . Feint or deliberate attacks disclosed the width and strength of the defensive positions by drawing the enemy's fire . . . The stronger support elements, coming forward, cut their way round their opponents' flanks, either to force a withdrawal or to annihilate the defenders in a surprise attack from the rear.

aud-0535

SOURCE 3 From the war diary of the 39th Battalion for 29 July 1942

ENEMY were reported to be advancing on our posns [positions] from the NORTH. Lt. Col. OWEN . . . was hit just above the right eye by a sniper . . . By this time (0320 hrs) the ENEMY were firing from our rear and closing in on the flanks . . . Our line then broke completely and orders were given for a hasty withdrawal . . . Our tps [troops] retired to DENEKI where they again took up defensive posns. They were very tired and morale was low.

SOURCE 4 Members of 39th Battalion after fighting at Isurava, September 1942



Source: AWM 013288.

on Resources

Weblink The Kokoda Track

2.9 SKILL ACTIVITY: Using historical sources

In any area of history, accepted truths are challenged as new evidence is located and interpreted. For a very long time, it was an accepted fact that, throughout the battles on the Kokoda Track, the troops of the Australian militia and the Papuan Infantry Battalion were always greatly outnumbered. But this interpretation has been challenged by recent research.

Compare the following secondary sources:

aud-0536

SOURCE 5 From Australian Government, *Remembering and Reconciling on Kokoda – Remembrance Day 2017*

It is 75 years since Australian soldiers, outnumbered and in great peril, slowed the Japanese advance along the now famous 96-kilometre Kokoda Trail in Papua New Guinea.

aud-0537

SOURCE 6 From Peter Williams, *The Kokoda Campaign 1942: Myth and Reality*, Cambridge University Press, 2012

The core of the Kokoda myth is that during the Japanese advance towards Port Moresby the Australians were greatly outnumbered. Those in the front line were convinced of this, and their word has been accepted. Japanese veterans often say the same thing — that the Australians significantly outnumbered them. It may be that in jungle fighting, where the enemy is rarely seen, there is a tendency to imagine that he is in great strength. In truth, during the Japanese advance, the Australians were rarely outnumbered by their enemy. . . . In fact [during most of the campaign] the numbers were equal with about 2300 being engaged on either side. With the exception of the first Eora–Templeton's Crossing fighting, where the Japanese did have almost twice as many troops as the Australians, the Australians fought the Japanese at one-to-one. . . .

1. **Identify** on what crucial details these secondary sources disagree.
2. The writer of **SOURCE 6** used Japanese records as well as Australian records in his research. **Evaluate** how this has assisted his estimates of numbers on each side.

2.9 Exercise

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2.9 Exercise

Learning pathways

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

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Check your understanding

1. The Japanese sent an invasion force to capture _____ because three Australian battalions were stationed there.
2. **Identify** reasons why the Australian government would have considered it vital to hold Port Moresby.
   - A. Port Moresby was located within striking distance of Japan.
   - B. Port Moresby was located close to the Torres Strait Islands and the Australian mainland.
   - C. Port Moresby was located near Pearl Harbor.
   - D. Port Moresby was strategically located for Japan's continued invasion across the Pacific.
3. **Determine** whether the following statements are true or false.
   - a. During the Kokoda campaign, 607 Australians were killed and 1015 were wounded.
   - b. The Japanese forces successfully captured Port Moresby during their second land attack at Milne Bay.
   - c. The Battle of the Coral Sea prevented the Japanese from taking Port Moresby by sea.
4. **Describe** the assistance they received from August 1942.
5. **Identify** the disadvantages the Australian troops had in the first Kokoda battles.

Apply your understanding

Using historical sources

6. Using the scale and other information from **SOURCE 1**, **describe** the kinds of difficulties soldiers would have experienced along the Kokoda Track.
7. Draw a diagram to **illustrate** the tactics described in **SOURCE 2**.
8. **Explain** how **SOURCE 3** provides supporting evidence for **SOURCE 2**.
9. **Summarise** the conditions shown in **SOURCE 4** and **explain** how such conditions would have added to the hardships of the Kokoda campaign.

Historical perspectives and interpretations

10. Before Kokoda, the militia was popularly regarded as inferior to the AIF. **Communicate** how its achievements on the Kokoda Track would have changed that view.

LESSON
2.10 Where else did Australians serve in the war?

LEARNING INTENTION

By the end of this lesson you should be able to describe how Australian troops were deployed, identify what they achieved following the Kokoda campaign and explain the roles played by the Royal Australian Air Force (RAAF) and the Royal Australian Navy (RAN) during the war.

TUNE IN

In World War II, the casualty rate in the RAAF was much higher than in the army or navy. More than 10 500 Australian airmen lost their lives and three-quarters of these were killed fighting Germany and Italy.

Discuss why you think the casualty rate was so high for airmen in World War II.

aud-0538

SOURCE 1 From the author's interview with former RAAF wireless gunner Max Hadley in 2005

RD: How old were you when you joined the RAAF?

MH: I was just 17 years old.

RD: Where did you serve and what was your job on the planes?

MH: I was the wireless gunner on an Avro Lancaster Heavy Bomber flying bombing raids over Germany. That meant I was in the turret on top towards the back of the plane.

RD: Didn't that mean that you were exposed to attacks by German fighter planes? Weren't you frightened of being killed?

MH: When you are 17, you think you are invincible.

2.10.1 Papua and New Guinea and the 'unnecessary campaigns'

During the remainder of the war Australian soldiers fought the Japanese in several parts of the south-west Pacific. The Royal Australian Navy (RAN) and RAAF played a wider role, being involved in both theatres of the war.

While the Kokoda campaign was being fought, 9000 Australian and US troops stopped the Japanese force that landed at Milne Bay on the night of 25/26 August 1942. RAAF Kittyhawk fighter planes destroyed many Japanese landing barges, and by 6 September the outnumbered survivors were defeated.

During December and January, Australian and US troops defeated the Japanese in their well-prepared positions at Gona, Buna and Sanananda. The fighting and tropical diseases took a heavy toll on both armies. The Papuan campaign ended on 22 January 1943 with the surrender of those Japanese who had not fought to the death.

Australia's next and biggest campaigns were in the soaking jungles of New Guinea. In March 1943, in the Battle of the Bismarck Sea, the Japanese lost eight troop transports and four destroyers, so only 850 Japanese reinforcements were able to land at Lae. From then on they received few supplies. By September 1943 the Australians had captured Lae and Salamaua, and by April 1944 they had defeated most of the Japanese in New Guinea.

SOURCE 2 This painting shows Australian infantry, supported by tanks, breaking through Japanese **bunkers** and **foxholes** at Buna.



Source: Mainwaring, Geoffrey, *Australian Action at Buna* (1932). Oil on canvas, 274 × 137 cm, Australian War Memorial ART27547.

'Unnecessary campaigns'

After 1944 Australia expected that its troops would join with US forces in recapturing the Philippines. Instead they were used in wasteful campaigns against isolated Japanese garrisons in New Guinea, New Britain, Bougainville and Borneo. The 6th Division fought to clear the remaining Japanese from New Guinea. On New Britain, where the Japanese had 90 000 troops around their base at Rabaul, militia divisions recaptured three-quarters of the island. On Bougainville the militia fought a Japanese garrison of 40 000 troops. Three campaigns in Borneo were fought by the AIF 7th and 9th Divisions. These six campaigns cost more than 1000 Australian lives but had no influence on the outcome of the war.

2.10.2 The RAAF and RAN

The RAAF

During the war the RAAF grew from 3500 personnel to a peak of 184 000, including 18 000 women. In the war's early stages, the RAAF trained Australians to serve in Britain's RAF. About 100 Australian airmen fought with the RAF in the Battle of Britain. Australian airmen fought in the Middle East, India, Burma and Italy and in the strategic bombing offensive over German-occupied Europe. Throughout 1943 and 1944, RAAF squadrons raided Japanese positions and helped to destroy Japanese air and sea power at Rabaul. They also helped to protect the US Army during its drive into the Philippines.

The RAN

When Japan entered the war the Royal Australian Navy was fighting in the Mediterranean. Its ships were ordered back home to face the threat, and several were sunk fighting the Japanese. By 1942 the RAN had 68 ships and nearly 20 000 men. It supported US landings in the Solomon Islands and helped the Royal Navy against the Germans and Italians, and against the Japanese in Burma and Japan's home islands in the final months of the war.

bunker a fortified underground shelter, usually with openings from which to fire at enemies

foxhole a concealed dugout or pit used by one person to shelter from and shoot at the enemy

tlvd-10695

SOURCE 3 An RAAF recruiting poster, from 1940



Source: RAAF (publisher), *Coming? Then hurry! (1940).* Photolithograph, 100.5 × 73.2 cm, Australian War Memorial ARTV04297.

SOURCE 4 HMAS Sydney is shown steaming past the crippled Italian cruiser *Bartolomeo Colleoni*, which sank in the Mediterranean on 19 July 1940. The *Sydney* sank with no survivors during an encounter with the German raider *Kormoran* off Western Australia on 19 November 1941.



Source: Norton, Frank, *HMAS Sydney in action against Italian cruisers* (1941). Oil on artist's board, 30.5 × 37.4 cm Australian War Memorial ART30095.

2.10 SKILL ACTIVITY: Questioning and researching

Use the internet to locate three photographs depicting experiences of members of the Australian Army, RAN and RAAF during 1944–45. The Australian War Memorial has many excellent images that can be viewed online.

Create at least three questions you could use to **analyse** each of your chosen photographs.

2.10 Exercise

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2.10 Exercise

Learning pathways

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

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Check your understanding

1. **Identify** the places where Australians fought the Japanese Imperial Army after late August 1942.
   - A. Gona, Buna and Sanananda
   - B. Goa, Buna and Somalia
   - C. Bismarck Sea, Lae and Salamaua
   - D. Bismarck Strait, Lae and Samoa
   - E. New Britain, Bougainville and Borneo
2. **Determine** whether the following statements are true or false.
   - a. After initially serving in the Mediterranean the RAN was ordered back to face theJapanesethreat and to help avert an invasion of Australia. It was engaged in the Solomon Islands, Burma and the Japanese home islands. It was used in support roles to the US and British fleets.
   - b. The Battle of the Bismarck Sea in March 1943 resulted in the loss of several Japanese troop transports and destroyers.
   - c. Australian troops joined US forces in recapturing the Philippines in 1944.
3. Complete the sentence **explaining** why the campaigns against isolated Japanese garrisons in the closing stage of the war are called the 'unnecessary campaigns'.
   The unnecessary campaigns were waged against isolated garrisons of Japanese soldiers when the real difference to Japanese fighting capabilities would have come with the Allied recapture of the _____.
4. **Describe** the outcomes of those battles and the reasons for those outcomes.
5. **Recount** some of the achievements of the RAAF in World War II.

Apply your understanding

Using historical sources

6. **Analyse SOURCE 2**.
   - a. **Describe** the details in this painting.
   - b. **Explain** what it reveals about tactics on both sides.
   - c. Why would it be impossible for a war photographer to have recorded this event in such detail?
   - d. **List** the types of primary sources that the artist could have used to ensure the accuracy of the painting.
7. Do you think **SOURCE 3** would have been effective as an RAAF recruiting poster? In your answer, **consider** whether it conveys a sense of glamour and excitement.
8. **Examine SOURCE 4** and **describe** the particular kinds of dangers faced by sailors.

Historical perspectives and interpretations

9. Using the information and sources in this lesson, **determine** the ways in which Australia's armed services changed due to the demands of World War II.
10. **Evaluate** the contribution of Australia's three armed services to the war effort in both theatres of the war.

LESSON
2.11 What were the experiences of Australian POWs?

LEARNING INTENTION

By the end of this lesson you should be able to describe how Australian troops were treated as prisoners of the Germans and of the Japanese, explain why they were treated diffirently by Japan and Germany and how many Australians died and describe how others survived terrible ordeals over almost four years in Japanese POW camps.

TUNE IN

Did you know that during World War II thousands of civilians, including many children, became prisoners of the Japanese Imperial Army? They were kept in prisoner of war (POW) camps where food was scarce and medicines almost non-existent. By the war's end, many had died.

Discuss what challenges might have been common for a prisoner to face in a POW camp.

aud-0539

SOURCE 1 From John Robertson, *Australia Goes to War 1939–1945*, Doubleday Australia, Lane Cove, 1984, p. 206

Hundreds of Australians, including some women, were massacred by the Japanese upon capture. Thousands more endured forced labour, brutality and near starvation. They had grossly inadequate medical facilities to treat their diseases. They were virtually denied mailing rights and the Japanese also refused to distribute supplies from Allied Red Cross societies . . .

Germany and Italy informed the Allies of the names of their prisoners of war, who were allowed some meagre correspondence with their relatives. Photographs were published in Australia of groups of Australians in German prison camps . . .

Prisoners of the Japanese just disappeared . . . For long periods, families in Australia had no knowledge of [their] fate or whereabouts.

2.11.1 Contrasting motives for treatment of POWs

Among the most appalling atrocities of the war was the brutal treatment inflicted upon many prisoners. Over 30 000 Australians became POWs. Of the 8591 Australians captured by the Germans, 97 per cent survived the war, despite inadequate food and illness. A total of 21 467 Australians, over two-thirds of all Australian POWs, were taken prisoner by the Japanese, mostly in Singapore and the Dutch East Indies at the beginning of 1942. Almost 8000 of those prisoners died in captivity due to disease, malnutrition and mistreatment. Historians view the fact that the remaining Australian POWs survived as an achievement that owed much to their tradition of mateship and sharing what little they had.

Why were Australian POWs generally treated so much worse by Japanese captors compared with German captors? Much can be explained by differing ideas about race, about conquered peoples and about soldiers who surrendered. Small numbers of Australian POWs were placed in Nazi slave labour camps and those prisoners suffered terrible conditions. However, because of Nazi racial ideas, the vast majority of Australian POWs, like British, American and Western European POWs, rarely suffered the kinds of brutalities, including genocide, that the Germans inflicted on Jews and Slavs (see lesson 2.16).

The main victims of Japanese racism were the Chinese, who were slaughtered in their millions. But the Imperial Japanese Army had little respect for the rights of conquered peoples generally. Some South-East Asian nationalists at first looked upon the Japanese as liberators from colonial rule, but they soon found that the Japanese treated them with brutality as conquered subjects. Soldiers of the Japanese army were told to fight to the death and had contempt for soldiers who surrendered. Most POWs suffered years of starvation, disease, brutal treatment and forced labour.

2.11.2 Experiences of Australian prisoners of the Japanese

Nearly all Australian prisoners of the Japanese spent the remainder of the war as slave labourers in camps in Singapore, Malaya, Borneo, Timor, Burma, the Dutch East Indies, Thailand, the Philippines, China, Korea and Japan. All suffered but not all in the same ways.

During the war, the Japanese executed some 600 Australian POWs. About another 1500 died when the US Navy sank ships transporting them to Japan. Many thousands of POWs were used along with many more conscripted Asians to build the Burma–Thailand railway. Here, men who looked like living skeletons were forced to work in the jungles for 12 hours a day and sometimes longer. Many suffered severely from tropical diseases, such as dysentery, malaria and cholera, as well as tropical ulcers and malnutrition. Often, terribly sick men went out to do hard labour in the place of others who were even sicker. For POWs who tried to escape, there was the Japanese prison at Outram Road in Singapore that was run by the dreaded *Kempeitai*. POWs held there were not even allowed to move about or talk in their tiny cells and were sometimes brutally beaten.

The Sandakan death marches

The worst single atrocity against Australian POWs took place in North Borneo. In 1942 and 1943, the Japanese shipped almost 3000 POWs, of whom almost two-thirds were Australians, to North Borneo to construct an airfield at Sandakan. There they were beaten, starved and overworked. Ten men died under torture when they were caught stealing food. On 2 March 1944, Captain Lionel Matthews and eight other men, including six Chinese, were executed following the discovery of two secret radios.

During the Allied offensive in January 1945, a group of 470 of the Sandakan POWs were marched 260 kilometres west to Ranau but only 350 survived the ordeal. At the end of May, a second death march was ordered for the remainder of the surviving POWs at Sandakan. These POWs had almost no food and those who collapsed with exhaustion were shot. On 26 June, the survivors arrived at their destination. From the 500 who began the second march, only 142 Australian and 61 British POWs reached Ranau. There they met five Australians and one British POW, the only men remaining alive from the 350 survivors of the first death march. At the end of July, only 30 POWs survived at Ranau. Those who remained were shot on 1 August.

Only six of the original Sandakan POWs survived. Two had escaped into the jungle during the second march and been cared for by villagers. Five others had escaped from Ranau and had hidden in the jungle, but one died before they were rescued by Australian guerrilla units. The survivors included Warrant Officer William Sticpewich, who was warned by a sympathetic Japanese guard to get away or be shot.

aud-0540

SOURCE 2 From the memoirs of former POW and Labor Member of Parliament, Tom Uren, in *Straight Left*, Random House, Sydney, 1994, p. 40

Japanese military discipline was sadistic . . . This was also carried out on their own troops, but when it was administered to prisoners it was particularly vicious and brutal . . . Whilst I was in Fukuoka camp I met a young Aboriginal who had no legs. He had been punished [by the Japanese] by being made to kneel on a piece of bamboo for several days. The bamboo cut into his knees and gangrene set in. In the end they had to amputate both his legs.

int-6698

SOURCE 3 A modern artist's impression of life in a Japanese POW camp in South-East Asia



A Japanese officers believed in the bushido code of the Japanese warrior, which states that prisoners are disgraced persons. Hence, there was seldom any compassion shown for the lot of the prisoners.

H Punishment — in the form of withdrawing food, forcing the sick or injured to work, being locked in a bamboo box placed in the sun, being beaten, or even killed — was meant to deter further disobedience.

F Escape was difficult, but not impossible. Any escapee who was recaptured was usually executed.



J POWs were sometimes paid in cigarettes for the work they did. This system helped to establish a black market within the camps.

G Forced labour tasks ranged from clearing land to building railroads and bridges.

I Mateship was maintained by Australian soldiers, even under the most difficult circumstances. Soldiers shared the workload, as well as the food and money.

DID YOU KNOW?

Thousands of civilians — men, women and children — also became prisoners of the Japanese. By the war's end, some young children had spent almost their entire lives in prison camps.

2.11 SKILL ACTIVITY: Using historical sources

Read **SOURCE 4** below.

aud-0541

SOURCE 4 From an interview with Sylvia McGregor, a former member of the Australian Army Nursing Service who became a POW when Singapore fell to the Japanese

You cannot explain to anybody what it is to be hungry and there is nothing to eat and no way of getting any . . . some of the Indonesian women showed us what plants you could eat . . . In some camps they would bring you in food and put it outside the barbed wire. Now, if you went out, there were guards there all the time and you were shot . . .

1. How does Sylvia McGregor describe the hardship suffered due to lack of food?
2. **Outline** what difference was made by the courage of Indonesian women.
3. **Propose** three questions you would like to put to Sylvia McGregor about the way she and others were treated and about her feelings towards her captors and the Indonesian women.
4. **Identify** the kinds of sources you could use to verify this account.

2.11 Exercise

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2.11 Exercise

Learning pathways

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

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Check your understanding

1. Approximately how many Australians became POWs during World War II?
   - A. 15 000
   - B. 20 000
   - C. 25 000
   - D. 30 000
2. Determine whether the following statements are true or false.
   - a. The Sandakan death marches are considered the single worst atrocity committed by the Japanese Imperial Army against Australian POWs.
   - b. Australian POWs received better treatment from their Japanese captors compared to their German captors.
   - c. Only six of the original Sandakan POWs survived, with some escaping into the jungle and others being rescued by Australian guerrilla units.
3. **Explain** how Japanese treatment of prisoners was influenced by racial ideas and beliefs about rights of people who surrendered.

4. **Complete** the description of the conditions for prisoners working on the Burma–Thailand railway and in the Outram Road prison in Singapore.
   Prisoners, already gaunt and emaciated, were force to work in jungles for 12 hours a day and sometimes longer. Many suffered severely from tropical diseases, such as _____, malaria and chloera, as well as tropical _____ and malnutrition. Often, terribly sick men went out to do hard labour in the place of others who were even sicker. Any POWs who tried to escape were sent to the _____ Road Prison in _____. Here, they were housed in tiny cells without being allowed to move or even talk.
5. **Explain** how German treatment of prisoners was influenced by Nazi racial ideas.

Apply your understanding

Using historical sources

6. **Examine SOURCE 1.**
   a. **Communicate** the examples that Robertson gives of contrasting German and Japanese treatment of Australian POWs.
   b. **Explain** what difference it might have made to POWs and their families to have at least some contact by mail.
7. **Investigate SOURCE 2.**
   a. **Describe** how the young Aboriginal prisoner was treated by the Japanese guards.
   b. **Identify** evidence in this source that helps to explain why so many POWs died.
   c. How reliable would you judge this source to be?
8. **Analyse SOURCE 3.**
   a. Why were POW camps rife with diseases?
   b. Why would POWs often be starving?
   c. **Summarise** the types of punishments inflicted on POWs.
   d. What happened to escapees who were recaptured?

Historical perspectives and interpretations

9. **Clarify** how the experiences of POWs would have affected attitudes of many Australians to Japan after the war.
10. Several Australian historians have attributed the survival of almost two-thirds of Australian POWs under such terrible conditions to their tradition of mateship and sharing. **Justify** why you would agree or disagree with this interpretation and the reasons for your opinion.

LESSON
2.12 What was the war like on the Australian home front?

LEARNING INTENTION

By the end of this lesson you should be able to describe how World War II changed Australian life on the home front including through homeland defence initiatives and increased government powers.

TUNE IN

Read **SOURCE 1** below and answer the questions that follow.

aud-0542

SOURCE 1 Morrie Vane was a signaller in north-west Western Australia. His group of coastwatchers was taught to live off the land with the help of local Aboriginal people. From D. Connell, *The War at Home*, ABC, Crows Nest, NSW, 1988, p. 69.

If the Japanese had been there, we wouldn't have been able to light a fire and cook the food. That meant we had to be able to eat the food raw . . . to eat a bird raw is quite an experience. I think you've got to be very hungry, and you need to be physically tired. When it comes to eating the whole lot — I mean the gizzards and things like that . . . you've got to be out in the bush with ants, snakes and mosquitoes and nothing else in your pack except salt. We used salt a lot . . . when we looked like cracking up, after two or three days on raw animals, the Aborigines produced these tins [of canned meat]. We opened them and ate the meat and that gave us enough energy to ride back.

1. What do you think it would be like to have been a coastwatcher in a remote area?
2. Do you think you could have eaten raw animals?

2.12.1 Homeland defence

Thanks to the efforts of Australia and the United States in the Pacific, the Japanese launched very few attacks against the Australian mainland. However, the war caused changes politically, financially and socially, the effects of which we still feel today.

While Australian forces were fighting in Pacific battles, thoughts of those at home turned to defending Australia itself, including its thousands of kilometres of vulnerable coastline. Protecting vital infrastructure such as public utilities also became a priority for citizen volunteers.

SOURCE 2 Australian air-raid wardens practise bomb removal in 1940. Other precautionary measures taken included installing air-raid sirens and distributing tin helmets and respirators.



Source: AWM 027451.

Coastwatchers

When an invasion of Australia by the Japanese seemed likely, it was decided to station small groups of highly trained soldiers, called coastwatchers, at key points along the coast. If the Japanese invaded, their task was to travel alongside the enemy, undetected, and monitor their movements. They would then report back to the army, who would arrive and, it was hoped, repel the invasion.

Most coastwatchers never saw the Japanese. Their enemy, instead, was loneliness. One of Morrie Vane's fellow 'knackeroos' (as they were known) cracked under the strain of having to remain constantly alert in case of invasion. He kept a rifle under his bed just in case, and started firing it one night, shouting, 'They're here!'

The Volunteer Defence Corps

As the war continued, many citizens, including World War I veterans, became increasingly anxious about the idea of sabotage from within Australia. They wanted to do something to protect public utilities such as water, energy and public transport systems. These citizens met publicly, giving speeches, running drills and taking oaths of allegiance. The government quickly realised that it was not good for public law and order to have citizens taking things into their own hands, and so the Volunteer Defence Corps was established. Its responsibilities were to 'preserve law and order, protect public utilities and prevent subversive activities by **aliens** or disaffected persons'. This charter effectively restricted what the volunteers could do, while still encouraging their contributions. Many became air-raid wardens, teaching others what to do in case Australian cities were bombed.

Before the Japanese threat to Australia, during the period of 'business as usual', many Australians felt the war, although serious, had no direct impact on them. For many this was entirely the case. But the situation changed with the attack on Pearl Harbor and, particularly, with the fall of Singapore. People started digging air-raid trenches and building shelters. They filled sandbags to help brace buildings in an air attack, blackened or bricked up windows to dim lights, and removed any public signs or street names that might help an enemy.

2.12.2 Government powers for the war effort

As the war effort increased after the Pacific War began, supplying both troops abroad and citizens at home placed an ever-increasing burden on the government. At a security level, peacetime laws would not suffice in a time of war. The government of Australia needed increased powers.

Rationing

In order to maintain supplies for the people at home and for the troops, **rationing** was introduced in 1942. Ration tickets were issued to every household, but they were useless without money; just as money was useless without the tickets. Because supply of so many items was restricted, people had to put their name down on a list if they wanted common household goods such as lamps, irons and radios. Petrol was also rationed. People learned to go without, or to use their imaginations. Garments were cut down to make other clothes, women drew lines up the backs of their calves to look like stocking seams, and plants such as the maidenhair fern were used to make tea.

Internment

The slogans 'loose lips sink ships' and 'even the walls have ears' were devised to make ordinary people careful about what they said and what they wrote in letters. However, this campaign also made many Australians suspicious of their neighbours.

For the second time in 25 years, recent immigrants to Australia (and even some Australian citizens of foreign origin) were locked up in **internment** camps. These people, often respected members of the community, were targeted because they were of German, Italian or Japanese descent. People with particular political or religious beliefs were also interned. The Australian Communist Party was banned, and many of its members were locked up. The Jehovah's Witnesses were targeted because their refusal to bear arms was seen as a show of support for the Nazis.

alien a person born in another country who is not yet a citizen of the country in which they live

rationing controlling the distribution of something when supplies are low

internment to be put in prison for political or military reasons, either real or perceived

Widening powers

The dangers and hardships of World War II generally helped to unite Australians. The Curtin government convinced the people to accept a war effort that affected the lives of almost everyone. During World War I the burdens had been borne mainly by the workers, so Curtin wanted to ensure that this time there would be equality of

sacrifice. To achieve that aim, the government introduced controls over wages, profits, rents and prices. Besides rationing essentials, interning 'enemy aliens' and banning organisations that might hinder the war effort, the Commonwealth Government assumed wide powers to:

- declare any goods to be essential for the war effort
- require factories to manufacture war materials
- compel people to work in jobs necessary for the war effort
- control banks and shipping
- increase taxation on high incomes
- censor newspapers
- ban public meetings and acts that might hinder the war effort
- restrict sporting events and non-essential travel
- extend conscription to include overseas service.

SOURCE 3 Every effort was made to conserve resources, recycling wherever possible. This photograph shows scouts collecting tyres and hoses for recycling.



Source: AWM 027451.

SOURCE 4 Australians at home were encouraged to support the war effort.



DID YOU KNOW?

John Curtin led Australia through its time of greatest danger, but from mid-1944 his health was failing under the strain of work. He died on 5 July 1945, two months before the final Allied victory, and his death was mourned by the nation.

Conscription

Introducing limited conscription for overseas service was one of the government's most difficult decisions. Curtin himself had been imprisoned for opposing conscription during World War I, but he recognised that defending Australia against Japan meant fighting outside Australian territory (then defined as Australia and Papua). The conscription issue had torn Labor apart during World War I, and Curtin had a hard task convincing many Labor Party members that it was now necessary. The Militia Bill that was passed on 3 February 1943 enabled the government to send conscripts to any area within the **South-West Pacific Zone**.

2.12.3 The effects of the war on children

The war was a tough time for all family members, but it was particularly tough for children. It was confusing for them to deal with the fact that their father (and possibly one or more of their brothers) was, perhaps, many thousands of kilometres away fighting a war, and it would have been hard for them to see family members being constantly unhappy and worried. Some children had to cope with their pets being put down, rather than

South-West Pacific Zone area, including New Guinea and what is now Indonesia, within which Australian conscripts could be sent to fight after February 1943

allowing them to starve to death because of the severe rationing. For Christmas 1942, wording such as 'Christmas', 'yuletide' and 'festive season' was forbidden in advertising, to discourage people from purchasing non-essential items such as toys, dolls, sporting goods and musical instruments.

aud-0543

SOURCE 5 John Spencer recalls his schooldays during the war. From D. Connell, *The War at Home*, ABC, Crows Nest, NSW, 1988, p. 35.

Every child had to carry across his or her shoulder a small calico bag, usually made by the mother, in which had to be a set of ear-plugs, a clothes peg, a number of bandages and some dehydrated food, usually in Aspro-sized pellets. These bags were not to be opened except during the regular drills, which we had every day. A particular type of bell ring meant that everyone should evacuate the building. Each class would evacuate in order [to the air-raid trenches] . . . We used to practise this and it was considered deadly serious. What they didn't do, of course, was put in a drainage system, so when we had the normal Sydney rain the trenches were about three feet deep in water. We just had to wait till it drained away before we could have air-raid drill again.

SOURCE 6 Children during these times had to do more than just schoolwork. They had to know how to move into the trenches dug on school grounds (in the event of an air raid). Some even dug trenches at home. Wastage of almost anything was severely frowned on. Children also helped the war effort by collecting small metal items (such as tins and saucepans) as scrap.



Source: AWM 045120.

2.12 SKILL ACTIVITY: Historical perspectives and interpretations

When John Curtin first raised the issue of conscription for overseas service in November 1942, he was bitterly attacked by senior Labor Party members including Arthur Calwell, E. J. Ward and H. E. Boote, who publicly called for conscription to be rejected in a front-page article in the *Australian Worker*. While the Labor Party was divided over the issue, Curtin was supported on conscription by the anti-Labor press and by the Communist Party. However, when the Labor Party held its federal conference in January 1943, Curtin's proposal for a limited form of conscription was supported by 24 votes to 12.

1. Curtin had opposed World War I, regarding it as a war between imperialist powers. He had strongly opposed conscription during World War I and spent five days in jail for his anti-conscription activities. **Analyse** why Curtin would have regarded World War II as a very different kind of war.
2. **Evaluate** why, given the situation in late 1942, Curtin would have come to believe that a limited form of conscription was necessary.
3. **Consider** if it would have been very difficult for Curtin to support conscription when he had strongly opposed it during World War I.

2.12 Exercise

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2.12 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. Coastwatchers were highly trained soldiers who were responsible for tracking and targeting intelligence on enemy movements.
   b. Rationing was introduced in Australia during World War II to ensure a fair distribution of essential goods and supplies.
   c. The government assumed wide powers during World War II, including controlling banks and shipping, censoring newspapers and banning public meetings.
2. **Explain** what motivated members of the Volunteer Defence Corps.
   A. Prevent subversive activities
   B. Preserve law and order
   C. Take on the role of local government
   D. Protect public utilities
   E. Provide civilians with a local defence force
3. Complete the following sentence.
   Recent immigrants to Australia were often regarded with suspicion during World War II. The government adopted a policy of targeting some migrant groups and placing them into _____ camps.
4. **Name** three examples of ways in which people learned to go without items that were restricted by rationing.
5. **Explain** why the Australian government assumed wide powers, including limited conscription for overseas service.

Apply your understanding

Using historical sources

6. Look at the details in **SOURCE 2**. **Clarify** what is being done and why this practice would have been undertaken.
7. Using **SOURCES 3** and **4** as evidence, **summarise** ways in which civilians helped the war effort while helping themselves to cope with shortages.
8. **Compare SOURCES 5** and **6**. **Describe** the activities in these sources and **explain** why children might have seen them as adventures as well as hardships.
9. **Evaluate** the extent to which activities shown in **SOURCES 2**, **3**, **4**, 5 and **6** might have helped in maintaining morale on the home front.

Historical perspectives and interpretations

10. The policy of interning 'enemy aliens' was a continuation of the policy during World War I. But, during World War II the 'enemy aliens' who were interned included anti-fascists, several of whom had struggled against fascism in Europe and had come to Australia to escape fascist rule. **Discuss** whether the Australian government could have recognised such changes and distinguished between supporters and opponents of fascism.

LESSON
2.13 How did Australian women contribute to the war effort?

LEARNING INTENTION

By the end of this lesson you should be able to explain how World War II brought about changes in the roles for Australian women, and identify women's contribution to the war effort in industry, the armed services and nursing services.

TUNE IN

Today we live in an age when, in Australia, there are few barriers to women having the same rights and opportunities as men. However, there are still crucial issues that have to be addressed. These include domestic violence, sexual assault and harassment, and equal pay. But it is at least illegal to discriminate against women. You might be surprised to learn that, even when Australia was threatened by invasion during World War II, there were Australians who resisted changes that enabled women to contribute to the war effort.

1. When were women first permitted to join Australia's armed services?
2. When did women achieve most of the rights we now take for granted?

SOURCE 1 Women loading bullets at the government munitions factory in Footscray, Victoria, in 1940



2.13.1 The role of women at home

Most Australian women wanted to do whatever they could to help the war effort. When war was declared in September 1939, few people could have predicted its effects on the roles of women. During World War I traditional roles hardly changed at all in Australia. Some women had entered the paid workforce for the first time during World War I, but the activities of most women were confined to charity work and fund raising. During World War II many women demanded to be much more directly involved.

Women eagerly joined voluntary organisations in which they learned new skills that would be valuable if the war reached Australia. Some voluntary war work followed traditional patterns, but new organisations also trained women in air-raid precautions, first aid, military drill and skills such as shooting, signalling, driving and mechanical work.

Women in industry

A significant social change brought by World War II was the huge increase in the paid employment of women. In munitions and other war materials production, the number of men employed rose from 11 000 in 1939 to 459 000 in 1943. During the same period the number of women employed in such work jumped from 1000 to 145 000.

Increasingly women were needed in traditionally male jobs because of increased wartime production and the need to replace men who had enlisted. Women worked in jobs as varied as aircraft maintenance, truck and bus driving, and bread and postal deliveries. Yet, for doing the same work as men, women were paid much less. Despite this, women in cities were soon found in factories and steel mills. In rural areas they took on shearing, dairying, crop planting and harvesting.

SOURCE 2 Despite the crucial role women played during the war, they were sometimes ridiculed by newspaper cartoonists.



Opposition

The federal government began an intensive campaign from 1942 to encourage more women to join the workforce, but this change encountered hostility from some sections of society. At first, several newspapers ridiculed women who took on factory work. Sections of the Catholic Church warned against the consequences of such social change. Some trade unions feared that the employment of women would lead to a reduction in men's wages as women took on jobs that had traditionally been for men only.

SOURCE 3 Australian average weekly wages in shillings (s) and pence (d)

Year	Wages	
	Males	Females
1939	95s 3d	52s 8d
1940	98s 1d	54s 3d
1941	104s 3d	58s 2d
1942	115s 8d	64s 4d
1943	119s 5d	68s 4d
1944	119s 6d	71s 11d
1945	120s 4d	72s 0d

Source: S. J. Butlin and C. B. Schedvin, *War Economy 1941–45*, Australian War Memorial, Canberra, 1977, p. 561.

The Women's Land Army

An important part of the war effort was the creation of the Australian Women's Land Army (AWLA). Early in the war, land armies operated in some Australian states. In 1942 the official Women's Land Army was formed under Australian government control. By December 1943 it had almost 3000 members doing the jobs of country men who had joined the services. Frequently these women were sent to work and live in bush camps in remote areas and many farmers developed a strong respect for their achievements. Yet when the war was over the government neglected to provide Land Army members with any ex-service benefits.

2.13.2 Women's war services

During World War I, nurses were the only women permitted to serve with the Australian armed forces. During World War II, prejudice in Australia against women joining the armed services was still strong. However, it was overcome by pressure from the voluntary organisations, the scale of Australia's involvement in the war and the perceived threat of invasion, which forced both government and service chiefs to follow the example of Britain. Around 78 000 Australian women enlisted in the various services, including the AWLA. Almost 4000 of those women served overseas. Yet women were often admitted grudgingly, denied interesting jobs and rewarded with only half to two-thirds the pay of servicemen doing the same jobs.

The AWAS, WAAAF and WRANS

The largest of the women's services was the Australian Women's Army Service (AWAS). It was not an auxiliary but was fully incorporated into the Army. It trained women to take over in transport, communications, maintenance and other areas. It also trained them for combat, in case Australia was invaded. The AWAS had a total enlistment during the war of 31 000.

SOURCE 4 An artist's depiction of women in the Australian Women's Land Army taking a break from farm work.



Source: Taylor, Grace, *Smoko time with the AWLA (1945).* Oil on hardboard, 45.7 × 55.8 cm Australian War Memorial ART29758.

Perhaps because it was the newest of the services and therefore less tied to tradition, the RAAF was the first of the Australian services to enlist women. By 1944 there were over 18 000 women in the Women's Auxiliary Australian Air Force (WAAAF).

The Naval Board fought against accepting women and, although as many as 3000 women enlisted in the Women's Royal Australian Naval Service (WRANS), none was allowed to go to sea. WRANS carried out essential work in dozens of areas including education, interpreting, signalling and code work.

One of the most outstanding women to wear the WRANS uniform was an honorary WRAN, Ruby Boye, the only woman among the silent army of coastwatchers scattered behind Japanese lines through the islands of the Pacific. She lived in constant danger of capture, reporting enemy movements with her short-wave radio from the Solomon Islands.

tlvd-10696

SOURCE 5 *Release a Man. Join the A.W.A.S.*, a recruiting poster for the Australian Women's Army Service



Source: AWM ARTV01049.

DID YOU KNOW?

In 1943, Ruby Boye was air-dropped a WRANS uniform by parachute and appointed an honorary third officer. This was so that she would not be executed as a spy if captured. However, she was also given a revolver to take her own life rather than be interrogated by the Japanese. She received several decorations but no payment for her lonely and heroic work.

2.13.3 Women in medical and nursing services

Some 10 000 women served in the Australian Army Medical Women's Service (AAMWS) after it was formed in December 1942. Many of its members had already served as members of the Voluntary Aid Detachments of the Red Cross (VADs). They carried out a vast range of jobs in Army hospitals. Another 3500 women served in the Australian Army Nursing Service (AANS). Nurses served in every theatre of war in which the Australian Army was involved. The Navy and Air Force also formed nursing services, but these were much smaller organisations.

As the account by Matron Kathleen Best of the 5th Army General Hospital (**SOURCE 7**) shows, for nurses serving overseas, conditions could be as dangerous as for many servicemen. When the tiny ship *Vyner Brooke* fled Singapore early in February 1942, its passengers included 65 members of the AANS. Fifty-three managed to swim ashore when Japanese bombers sank the ship. Twenty-two were machine-gunned on the beach after surrendering to the Japanese. The remainder became POWs but only 24 survived the war.

SOURCE 6 Memorial plaque in St Andrew's Cathedral, Singapore, for Australian nurses killed in and following the sinking of the *Vyner Brooke*



on Resources

Weblink Australia's war

2.13 SKILL ACTIVITY: Using historical sources

Read **SOURCE 7** and answer the questions that follow to compare different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values.

aud-0544

SOURCE 7 Extract from an account by Matron Kathleen Best of the 5th Army General Hospital, staffed by members of the AANS during the ill-fated campaigns in Greece and Crete in 1941. Her account describes the response of her nurses when the hospital had to be evacuated but 39 of the nurses were needed to stay with those of the wounded who could not be moved.

> I told the Sisters . . . that those who volunteered would stay behind with the Hospital and that they would in all probability be captured [by the Germans]. I asked them to write, on a slip of paper, their names and either 'stay' or 'go' and hand them in to me . . . not one sister wrote 'go' on her paper. I then selected thirty-nine Sisters to remain. The task was an extremely difficult one . . . I suggested that if anyone wished to change her mind that both myself and everybody else would understand and that I would be in my room for about ten minutes if anyone wished to come and discuss the situation with me. No one came.

1. **Identify** the request that Matron Best made.
2. How would you **describe** the nurses' response to her request?
3. Considering what you have learnt so far, **explain** why this act is heroic.
4. During and after World War II, many people continued to believe that women were inferior to men. **Decide** if you think they were unaware of the courage shown by these nurses and others OR if you think they were incapable of changing their prejudices?

2.13 Exercise

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2.13 Exercise

Learning pathways

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

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Check your understanding

1. **Identify** the new types of voluntary work and paid work undertaken by Australian women during World War II.
   - A. Truck driving
   - B. Nursing
   - C. Machinery operating
   - D. Aircraft construction
2. The _____ (AWLA) was created to fill the shortfall in rural labour due to the war.
3. Determine whether the following statements are true or false.
   - a. Ruby Boye was the only woman among the silent army of coastwatchers scattered behind Japanese lines through the islands of the Pacific.
   - b. The Women's Royal Australian Naval Service (WRANS) allowed women to go to sea and carry out essential work in various areas.
   - c. Women in Australia were paid equally to men for doing the same work during World War II.
4. **Explain** the probable reasons for the willingness of the RAAF to enlist women and the reluctance of the RAN to do the same.
5. **Describe** the roles undertaken by the AAMWS, VADs and AANS.

Apply your understanding

Using historical sources

6. **Explain** what evidence each of **SOURCES 1, 4** and **5** provide for a study of women's contributions to the war effort.
7. **Analyse SOURCE 2** using the following questions:
   - a. Who was most likely to be the intended audience for this cartoon?
   - b. What situation does it depict?
   - c. What is its intended message?
   - d. Why might some Australians have agreed with that message at the time and why might others have been appalled by it?
8. **Examine SOURCE 3**, and calculate the percentage of male wages that was paid to women in 1939 and 1945.
9. **Investigate SOURCE 6** and explain what it reveals about the risks faced by nurses in World War II.

Historical perspectives and interpretations

10. There were no plans to maintain women's services permanently, and the Australian government intended to replace women workers with men as soon as they were available. Towards the end of the war, women were more frequently reminded of their traditional roles by churches and the press. **Determine** how women, who had proved what they could do, felt about being expected to return to those roles whether they wished to or not.

LESSON
2.14 How did the war affect relations with the United States?

LEARNING INTENTION

By the end of this lesson you should be able to explain how World War II brought about an alliance between Australia and the United States.

TUNE IN

In Brisbane, on the night of 26 November 1942, in the most violent of many clashes, one Australian was killed and eight were wounded when an American opened fire during a brawl between Australian and US troops. On the following night, bands of Australians hit Brisbane's streets seeking revenge.

1. When an event like this could happen less than a year after John Curtin's 'call to America' speech, what do you think could have caused such hostility between allies?
2. Was the alliance with the USA as smooth as it has often been portrayed?

SOURCE 1 Prime Minister Curtin (far right) introducing US General Douglas MacArthur to Robert Menzies, the leader of the Opposition in federal parliament, at a dinner given in MacArthur's honour on 18 March 1943



Source: AWM 140631.

2.14.1 The US alliance

Prime Minister Curtin's 'call to America' on 27 December 1941 (see **SOURCE 1** in lesson 2.8) is often seen as a turning point in Australia's foreign relations. This was partly because Australia did not have an independent foreign policy until the Curtin Labor government asserted that right. It is also because Australia worked closely with the United States through most of the remainder of the war and because the United States, rather than Britain, became Australia's closest ally after the war. Many Australians believed the United States had saved Australia from a Japanese invasion. However, Australia's wartime relationship with the United States was more complicated than that and it did not always run smoothly.

US forces needed a base from which to direct operations against the Japanese in the south-west Pacific. The Curtin government was grateful that Australia was to become that base because it assured Australia's security at a time when Britain could not do so. When Britain agreed, in March 1942, that Allied operations against Japan should be under US direction, Curtin accepted US General Douglas McArthur as commander of all Allied troops in the south-west Pacific. However, the Australian government retained the right to decide where Australian troops could serve and the right to refuse to have them used in operations it regarded as unwise.

Image and reality

MacArthur and Curtin respected each other. Unlike his own government and the British government, MacArthur shared Curtin's view of the importance of defeating Japan before Germany. Publicly, the US–Australia relationship was warm. But there were underlying tensions: racism was strong in the United States and its segregated army meant African Americans could not serve alongside Caucasian Americans. While this appalled some Australians, others were grateful for the US policy of stationing black soldiers away from cities. Tensions between Australian and US troops led to several riots because US soldiers were boastful, had more money and attracted Australian girls.

2.14.2 Growing tensions in the alliance

Australian and American priorities were not always the same, and the Australian government soon found it had very little influence on MacArthur's decisions. Although Australian troops did most of the fighting in the Papua and New Guinea campaigns, MacArthur used his censorship powers to glorify his own achievements and to deny credit to Australian soldiers. MacArthur also excluded Australian troops from his campaign to free the Philippines. That was why the AIF and militia spent the war's closing stages fighting unnecessary battles in Borneo, New Guinea, New Britain and Bougainville. Curtin knew the US wanted to dominate the Pacific after the war, and from 1944 he was calling for closer relations between the countries of the British Commonwealth.

2.14 SKILL ACTIVITY: Historical perspectives and interpretations, Using historical sources

In speeches, Australian politicians often refer in glowing terms to the history of Australian–US relations. Historians are more likely to look closer and to question assumptions.

aud-0548

SOURCE 2 A military historian's view of what Curtin thought of the US alliance. From Michael McKernan, *All In! Australia During the Second World War*, 1983.

> Curtin acted because Australia was at risk . . . Curtin turned increasingly to America to convince Australia's newest ally [the US] that Australia must be preserved if the Japanese were to be driven back from territory already won . . . Australian priorities centred on Australia . . . therefore Australian and British priorities were in conflict.

aud-0549

SOURCE 3 A different view of what Curtin thought of the US alliance. From Clem Lloyd and Richard Hall, *Background Briefings, John Curtin's War*, National Library of Australia, 1997, pp. 32, 35.

> Curtin may have looked to America without inhibition, but there is no evidence that he did so with any enthusiasm . . . Twice in his final briefings, Curtin went out of his way to insist that Australia would not be pushed around by America in negotiations over a post-war civil aviation scheme . . . Clearly, Curtin resented the manner in which he had been made to sweat it out at the height of the war.

1. **Analyse SOURCES 2** and **3**, identifying:
   a. the main point of each historian's argument
   b. the details used to support each argument.
2. **Explain** how these two arguments differ in relation to Australia's wartime relations with the United States.

2.14 Exercise

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2.14 Exercise

Learning pathways

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

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Check your understanding

1. **Identify** the reasons why Australia and the US agreed that US troops should be based in Australia.
   - A. US forces were stronger than Australian forces.
   - B. US forces needed a South Pacific base.
   - C. Britain had lost her influence in the Asia–Pacific region.
   - D. Australia needed the support of the United States because Britain was not in a position to help secure Australia.
2. **Determine** whether the following statements are true or false.
   - a. While agreeing to place Australian troops under US direction, Australia lost the right to decide where Australian troops could be deployed.
   - b. Racism and segregation within the US military caused tensions between Australian and US troops during the war.
   - c. Australian troops played a significant role in the Papua and New Guinea campaigns, but MacArthur denied them credit for their achievements.
3. Complete the following sentence:
   MacArthur and Curtin were in agreement that the military priority was to defeat _____ before Germany.
4. **Describe** the reasons for tensions between US troops and Australians.
5. **Explain** why Australia would have had very little power to influence MacArthur's decisions.

Apply your understanding

Using historical sources

6. **Describe** what **SOURCE 1** suggests about the relationship between Curtin and MacArthur.
7. **Explain** why the value of such photographs might be limited as historical evidence.
8. Referring to all three sources, **determine** what factors strengthened the US–Australia alliance from 1942 to 1945 and what factors weakened it.

Historical perspectives and interpretations

9. **Discuss** whether or not the Australia–US alliance would have been formed had it not been for Britain's inability to help Australia when Australia was most at risk.

Communicating

10. **Develop** a brief outline expressing your understanding of the Australia–US alliance, and whether it would have been formed if Britain had the capability to help when Australia's security was at risk.

LESSON
2.15 How did the war end?

LEARNING INTENTION

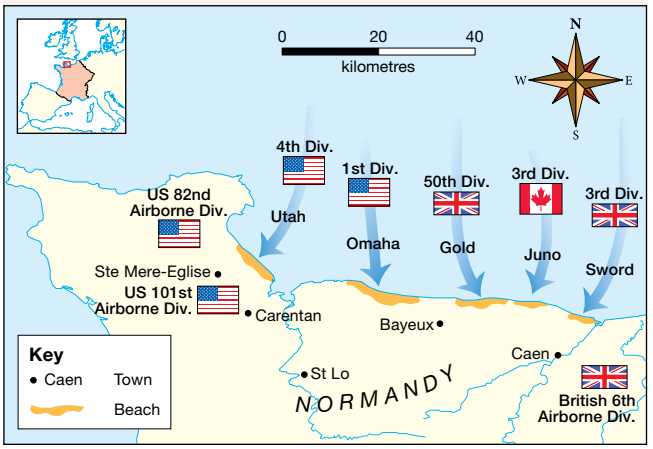
By the end of this lesson you should be able to describe how victory in Europe in May 1945 and victory in the Pacific in August 1945 were achieved, bringing about the end of World War II.

TUNE IN

During preparations for the D-Day landings in which the Allies landed in German-occupied Europe, the Allies bombed French towns that were occupied by German troops.

1. Was that unavoidable? How would you decide on an answer to this question?
2. In a major war, even one in which the enemy powers have committed terrible atrocities, is it justifiable to bomb friendly civilians as part of an attack to bring the war to an end?
3. What kinds of considerations should be taken into account to decide such a terrible question?

SOURCE 1 The D-Day beaches on the coast of Normandy, in France



Source: Map by Spatial Vision.

2.15.1 Victory in Europe

The last year of the war, in both Europe and the Pacific, saw some of the most desperate and vicious fighting of the entire conflict. For the first time both Germany and Japan were now fighting in the defence of their very homelands. Neither would capitulate easily.

Since mid-1943 the Axis powers had been steadily in retreat. Italy had surrendered and the German army had been turned back at Stalingrad, in Russia.

SOURCE 2 US soldiers wading ashore on Omaha Beach



The Allies realised that the key to success was to open a second front in western Europe, but invading Hitler's **'Fortress Europa'** would be no easy task. On 6 June 1944 the largest invasion fleet of all time set sail from the southern coast of England to land an invasion force on the coast of **Normandy**. Codenamed Operation Overlord, the 'D-Day' landings took place on five key beaches along the French coast — codenamed Gold, Juno, Sword, Omaha and Utah. Despite American losses at Omaha being heavy, the majority of troops from Britain, Canada and the United States managed to establish a foothold in Europe and began to drive the Germans back. Paris was liberated on 25 August and the Allied commanders were eager to maintain the momentum.

Fortress Europa the term used by Hitler to describe the defences along the coastline of Europe from Denmark to southern France

Normandy a region of France on the Atlantic coast

Hoping to capitalise on the success of the D-Day landings, another massive operation was launched over the Netherlands, named Operation Market Garden. Unfortunately it did not meet with the same success as Operation Overlord, as there was fierce German resistance, particularly in the Dutch town of Arnhem. In December 1944 the Germans launched their last major offensive of the war through the Ardennes Forest in Belgium. The American soldiers were caught by such surprise that maps of the front line positions showed a massive bulge where the Germans had broken through. The ensuing battle became known as the Battle of the Bulge.

SOURCE 3 Soviet soldiers raising the flag over the Reichstag in Berlin



The year 1945 saw the Allies regain the initiative; they crossed the border into Germany and began the advance on Berlin. With the Soviets advancing from the east it was only a matter of time before the capital would fall, and fall it did, with Soviet troops capturing the Reichstag on 30 April 1945, the same day that Hitler committed suicide in his underground bunker. One week later, on 7 May, Germany signed an unconditional surrender. After six years of bloody conflict, the war in Europe was over.

2.15.2 Victory in the Pacific

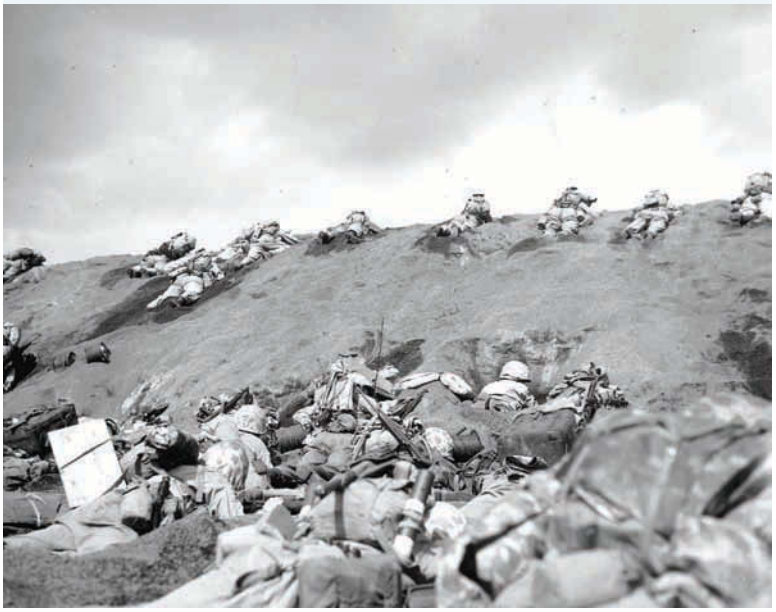
From late 1943 the United States adopted a two-pronged strategy in the Pacific. While MacArthur's forces advanced to the Philippines, Admiral Nimitz's forces fought their way towards Japan in an 'island-hopping' campaign. Isolated Japanese garrisons that were unable to contribute to resisting the Allied advance were bypassed.

However, on islands that had to be captured, such as Saipan, Iwo Jima and Okinawa, most Japanese troops fought to the death and US Marines paid a high price for each victory.

The island-hopping campaigns gave the United States island bases from which it could bomb Japan. From October 1944 the Japanese adopted a last desperate tactic as kamikaze pilots sacrificed their own lives to crash their planes into US warships.

Between November 1944 and August 1945 the Allies flew over 30 000 bombing raids on Japan, causing more than 660 000 civilian deaths. Japan's government opposed acceptance of the Allies' demand for Japan's unconditional surrender. US forces

SOURCE 4 US Marines inch their way up the beach at Iwo Jima.

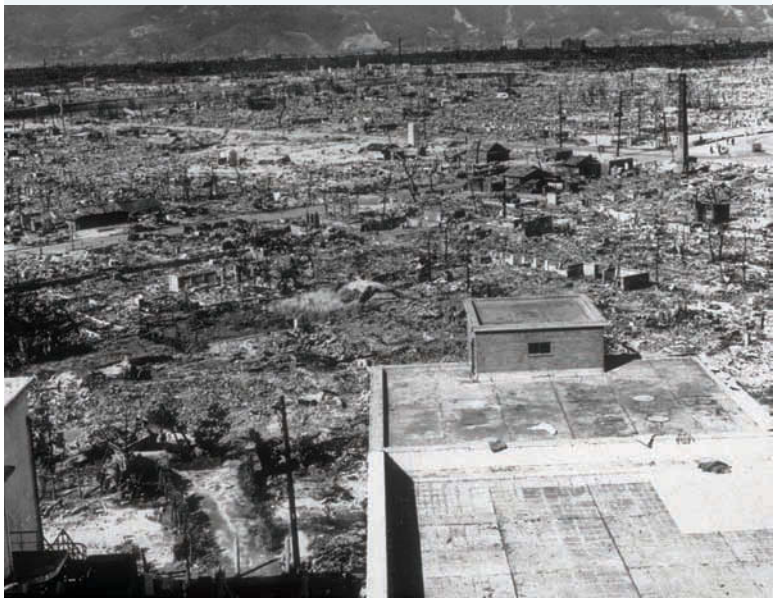


suffered very heavy losses capturing Okinawa and it was clear that enormous casualties would be suffered in any invasion of Japan. However, there was another option to force the Japanese to surrender.

Nuclear bombs

In the top secret 'Manhattan Project', scientists in the United States had been racing to develop a nuclear weapon, fearing that Nazi Germany might beat them to it. The first US test of a nuclear weapon on 16 July 1945 marked the beginning of the nuclear age. Several US scientists and political and military leaders recommended that the power of nuclear bombs be demonstrated to Japan rather than used on people without warning. However, the US government decided that its two remaining nuclear bombs would be used. On 6 August the first atomic bomb was dropped on the city of Hiroshima and the United States warned Japan of 'ruin from the air' if it did not surrender. On 9 August the second atomic bomb was dropped on Nagasaki. Japan accepted unconditional surrender on 14 August and signed the formal surrender on 2 September. Close to 115 000 Japanese were killed by the initial blasts of the two bombs, and years later many more were still dying from radiation sickness. Other victims included children who were born with terrible deformities because their parents had been exposed to radiation.

SOURCE 5 The remains of Hiroshima after the bombing in 1945



SOURCE 6 The Japanese surrender on board the USS *Missouri*



There is little doubt that the Allies would have suffered enormous casualties in an invasion of Japan or that in such an invasion Japan's losses would have been greater than those in Hiroshima and Nagasaki. However, many historians argue that the use of nuclear bombs was unnecessary because the Japanese were already seeking ways to negotiate for peace, and a demonstration of the power of nuclear bombs would have convinced them to surrender. In any case, the Japanese were given little time to reach a decision before the second bomb was dropped on the city of Nagasaki.

But using the bomb also served another purpose. World War II changed the old balance of world power. Just two great powers emerged from the conflict: the United States and the Soviet Union. World War II had made them temporary allies, but even before its end tensions were rising over which power would be the dominant influence. Bombing Hiroshima and Nagasaki was one way of demonstrating US power to the Soviets, at least until they too acquired nuclear weapons.

2.15 SKILL ACTIVITY: Historical perspectives and interpretations, Communicating

Hold a class **discussion** on the significance of the use of atomic bombs in 1945 in ending World War II and ushering in the nuclear age.

You could have a debate, with teams arguing whether or not the use of atomic bombs was justified. You can find historians' views on this in lesson 2.18.

2.15 Exercise

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2.15 Exercise

Learning pathways

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

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Check your understanding

1. Which of the following were possible reasons for the US decision to use nuclear bombs in Japan?
   - **A.** The United States wanted to totally destroy Japan.
   - **B.** The United States wanted to intimidate Japan into unconditional surrender.
   - **C.** The United States wanted to avoid any further US casualties.
   - **D.** The United States wanted revenge for what Japan had done in China.
2. **Determine** whether the following statements are true or false.
   - **a.** The two-pronged military strategy used by the United States in the Pacific involved an advance to the Philippines and another advance towards Japan.
   - **b.** The Japanese government readily accepted the Allies' demand for unconditional surrender.
   - **c.** Many historians argue that the use of nuclear bombs was unnecessary because Japan was already seeking ways to negotiate for peace.
4. **Describe** the role of the Soviet advance on the Eastern Front in ending the war in Europe.
5. The D-Day landings took place on 6 June 1944 on which five key beaches along the French coast?
6. How many Japanese died in the initial blasts of the atomic bombs dropped on Hiroshima and Nagasaki? Why did many more die later?

Apply your understanding

Using historical sources

6. **Describe** what is shown in **SOURCES 1** and **2** and **explain** why such landings would result in very high casualties.
7. Soviet forces had turned retreat into attack from the Battle of Stalingrad in 1942-43. **Evaluate** the importance of the scene in **SOURCE 3** in ending German will to continue fighting.
8. Look closely at **SOURCE 4**. **Explain** why US forces paid a high price for their victories in the islands of the Pacific.
9. **Analyse SOURCES 5** and **6** and explain why the destruction shown in **SOURCE 5** contributed to the Japanese surrender in **SOURCE 6**.

Communicating

10. Imagine that you are a news reporter writing an article in 1945. Choose two of the photographs in this lesson and write captions and **create** a short news article to accompany your chosen images.

LESSON
2.16 What war crimes were committed and how were they punished?

LEARNING INTENTION

By the end of this lesson you should be able to describe the horrific crimes that were committed against civilians and prisoners of war, mostly by the German Nazis and Japanese military, and explain the victorious Allies' attempts to punish those responsible for these atrocities.

TUNE IN

We should begin by thinking about what constitutes a war crime. One thing to consider is the question: 'What is the difference between a war crime and the killing and maiming in battle that takes place in any armed conflict?'

1. Is it a war crime to kill enemy soldiers after they have surrendered?
2. Is it a war crime to deliberately kill civilians?
3. Is it a war crime to use weapons such as napalm, which burns people alive?
4. Is it a war crime to rape or torture people?
5. Should people on the winning side of a war be tried and punished for war crimes along with people from the defeated side?

SOURCE 1 At Rabaul, New Britain, on 15 November 1945, Japanese POWs were paraded to enable victims to identify suspected war criminals.



Source: AWM 098776.

2.16.1 Japanese war crimes

In almost every armed conflict throughout history, terrible things have been done. There have been times in most wars when soldiers on both sides killed enemy troops when they could have taken prisoners. Civilians have always been among war's victims. But from the late nineteenth century, attempts were made to reduce suffering by putting legal limits on what could be done during wars. The Geneva Conventions of 1864, 1906 and 1929 attempted to frame rules to protect civilians and prisoners of war. Despite this, during World War II many atrocities were committed. The overwhelming majority and the most cruel and horrific of these were the deliberate work of the Japanese military and the German Nazis. The Geneva Conventions made it possible for at least some of the perpetrators to be tried and punished for war crimes.

In earlier lessons you learned about horrific Japanese atrocities in China and the brutal Japanese treatment of POWs, including many Australians. Throughout occupied China and in South-East Asia, the Japanese military killed millions of civilians. Millions more died as a result of exhausting slave labour or starvation as their food was confiscated to supply the Japanese. Most victims were Chinese. Among the vast numbers of Chinese whom the Japanese killed, many were executed, tortured to death or deliberately infected with diseases.

The Allies determined that those responsible for Japanese war crimes would be punished. The trials were overseen by the newly formed International Military Tribunal for the Far East. They were conducted in Japan and throughout South-East Asia and the Pacific. Of 25 Japanese wartime leaders who were tried and found

guilty, seven were condemned to death and executed. Approximately 5700 Japanese, including many military officers, were tried for committing atrocities against civilians and POWs. Nine hundred were convicted. Many were executed and the others received prison sentences.

2.16.2 Nazi and other fascist war crimes

During the war's closing stages, the Allied leaders agreed to replace the failed League of Nations with a new world body, the United Nations (UN), to settle disputes between countries and to work towards the kind of freedom and prosperity that might prevent future wars. In 1945 the UN Charter asserted its determination 'to save succeeding generations from the scourge of war'. The UN supported the Allies' decision in August 1945 to put leading Nazis and others on trial for war crimes, crimes against humanity, crimes against peace and conspiracy to commit these crimes.

How the Germans and their European fascist allies treated conquered peoples and POWs was largely determined by Nazi ideas about race. In most cases, western European, British and American POWs were treated reasonably well, unless they tried to escape. However, racism always played a role. When France surrendered, the Germans shot North African troops serving in the French military. In western Europe, acts of resistance also brought savage reprisals. For example, if even one German soldier was killed by partisans, ten or more civilians would be executed.

German forces were completely ruthless towards the peoples of eastern Europe, who were described in Nazi ideology as 'racial inferiors'. When the Axis invaded the Soviet Union, Hitler demanded total brutality towards the Slavic 'sub-humans' and their 'Jewish-Bolshevik' leaders. Special SS task forces called *Einsatzgruppen* were ordered to kill all Jews, communists and partisans. Around nine million Soviet soldiers and twice as many Soviet civilians died during the war, and many of these were killed deliberately. Of the 5.7 million Soviet POWs in Nazi hands, almost two-thirds were murdered, starved or worked to death in concentration camps. Where Soviet or other Slavic civilians resisted, the populations of entire towns and villages were massacred.

SOURCE 2 Members of a British Parliamentary delegation view piles of bodies at Buchenwald concentration camp, near Weimar, in Germany, in July 1945.



Source: AWM P02018.390.

SOURCE 3 This carriage is a replica of one used by prisoners to haul stone at Buchenwald. The surrounding ground marks the site of demolished prisoners' barracks. Buchenwald was established in 1937. Over the next eight years it held over 250 000 inmates, including communists and socialists, Jews, Jehovah's Witnesses, mentally ill people, homosexuals, gypsies, and Polish and Soviet POWs. From 1958 much of the site was preserved as a memorial to remind people of the horrors of Nazism.



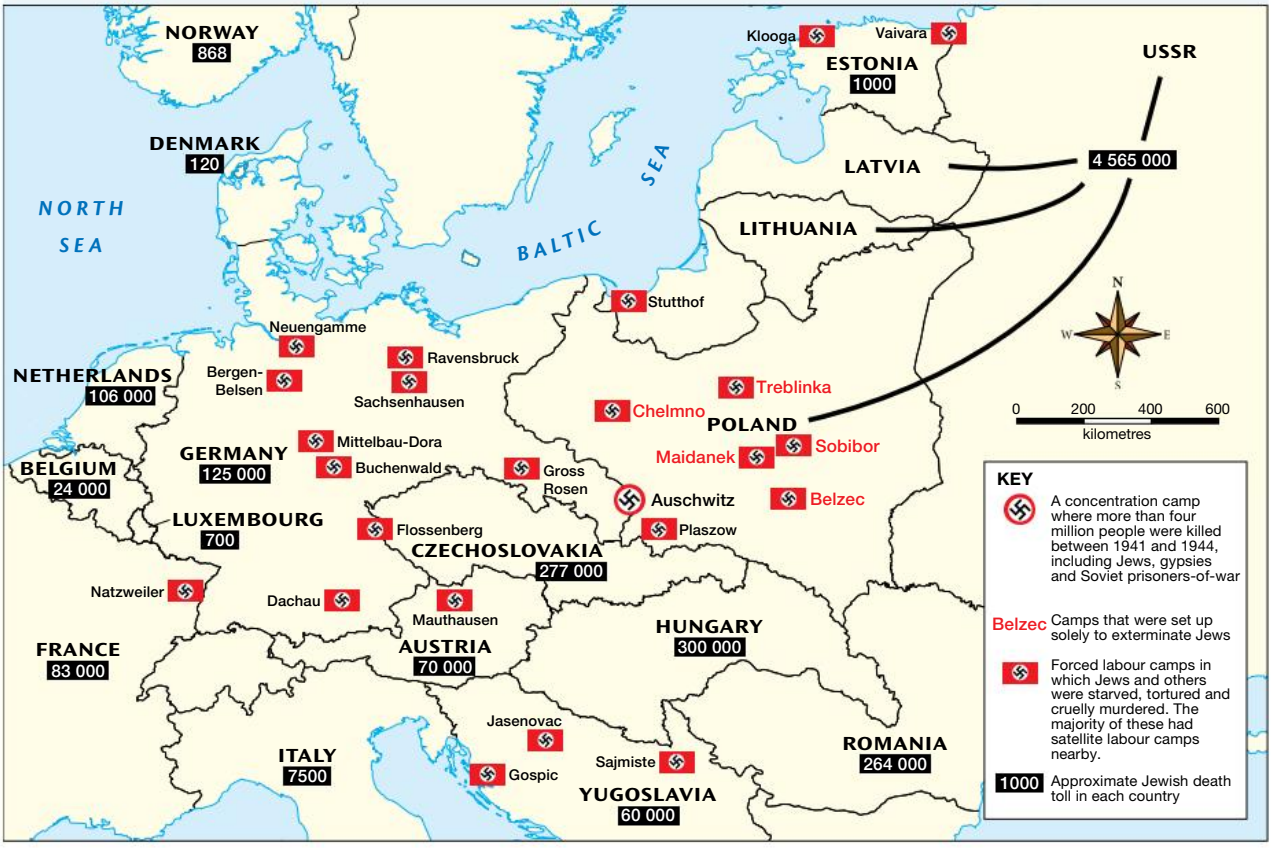
SOURCE 4 These gas ovens at Buchenwald were used to burn bodies. Buchenwald was not a planned extermination camp like Auschwitz. Its prisoners were used as slave labour in the camp and surrounding armaments factories. Nevertheless, there were mass killings of prisoners, especially Soviet and Polish POWs. Many inmates died during Nazi medical experiments and others were sent on from Buchenwald to be killed at Auschwitz.



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SOURCE 5 Concentration camps and Jewish deaths in Europe during World War II



Source: Map by Spatial Vision.

The Holocaust

The Holocaust was the most systematic of all Nazi war crimes. It was an act of genocide intended to wipe out European Jews. Nazi persecution of Jews intensified after the outbreak of the war and the mass murder of Jews began in 1941. When the Nazis invaded Poland and the Soviet Union they killed anyone who might resist, but all Jews were singled out for destruction. Poland's Jews were forced into enclosed ghettoes where survival was a struggle. During the invasion of the Soviet Union, the Germans carried out mass shootings of communists and Jews. In Latvia in 1941, 327 000 Jewish men, women and children were murdered in two mass shootings. The SS also conducted experimental gassings of Jews and Soviet POWs in specially converted vans.

In 1941 Hitler decided that the 'final solution to the Jewish problem' would be mass extermination in SS-run concentration camps. Auschwitz concentration camp was ordered to prepare for mass gassings. On 20 January 1942 an SS document called *Final Solution to the European Jewish Question* stated that healthy Jews would be exterminated through slave labour. Throughout the remainder of the war, Jews from all over Nazi-controlled Europe were transported to death camps. The sick, young children and elderly people were immediately forced into gas chambers disguised as showers. There they were gassed to death and their bodies were then incinerated in gas ovens. Others who were fit were selected for slave labour and killed later when they became too weak to work. In the largest camps thousands of prisoners could be gassed in a day. Altogether, around six million Jews were murdered.

The Nuremberg war crimes trials

At the war's end, the Allies put the leading Nazis and concentration camp commandants on trial. To conduct trials of the surviving Nazi leaders, the International Military Tribunal was formed with judges from Britain, France, the United States and the Soviet Union. Hitler and several other Nazi leaders had already committed suicide. Among leading Nazis who received death sentences were Joachim von Ribbentrop, Hitler's Foreign Minister; Alfred Rosenberg, Minister for Occupied Territories; and Hermann Goering, Luftwaffe Commander-in-Chief from 1936 and Economics Minister from 1937. Goering committed suicide the day before he was to be hanged.

A significant number of Nazi war criminals, along with many Nazi collaborators who committed war crimes in occupied countries and in Axis satellite states such as Croatia, managed to avoid arrest. Some adopted new identities and escaped from Europe. Martin Bormann, Hitler's secretary and the second most powerful person in Nazi Germany, vanished; he was **tried in absentia** and sentenced to death. Adolf Eichmann, who played a leading role in the Holocaust, was captured by Israeli agents in Argentina in 1960, tried in Israel and hanged in 1962.

tried in absentia tried even though the accused is not present in court

SOURCE 6 A twisted pile of corpses lies in a burial pit at Bergen-Belsen concentration camp. When British troops liberated the camp on 15 April 1945 they found 10 000 dead inmates, mainly Jews, who needed to be buried quickly to stop the spread of typhus and other deadly diseases. The camp's former SS guards were forced to bury them. This photograph was taken by Alan Moore, an official Australian war artist.



Source: AWM P03007.015.

SOURCE 7 *SS guards burying dead, Belsen*, painted in 1947 by Australian official war artist Alan Moore, who witnessed the liberation of Belsen



Source: Moore, Alan, *SS guards burying dead, Belsen* (1947). Oil on canvas, 46.2 × 61.4 cm, Australian War Memorial ART27621.

on Resources

Weblink Interactive map of Auschwitz

2.16 SKILL ACTIVITY: Historical perspectives and interpretations

1. **Conduct** an activity to **identify** views on the following statement: 'Those who committed war crimes during World War II were only following orders'.
   First, divide into four groups according to whether you strongly agree, somewhat agree, disagree or strongly disagree with the statement.
   Then, in your group, **discuss** your perspectives on the issue to discover why you hold this view.
   Now swap with someone who holds an opposing view and **discuss** your different perspectives. Try to discover why you hold opposing views.
   Then answer this question: How well, if at all, can you understand an opposing view?
2. Many people regard the war crimes trials at the end of World War II as inadequate because many fascist war criminals escaped justice and only totally defeated powers could be held to account for war crimes. **Conduct research** to find out what steps have been taken since World War II to punish war crimes and how successful such measures have been.

2.16 Exercise

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2.16 Exercise

Learning pathways

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Check your understanding

1. **Identify** who were the special SS task forces ordered to kill all Jews, communists and partisans.
   - A. Belsen
   - B. Einsatzgruppen
   - C. Bolsheviks
   - D. Weimar
2. **Complete** the description of the court established to try Japanese war criminals.
   The Japanese accused of war crimes were tried at the _____ for the Far East.
3. **Determine** whether the following statements are true or false
   - a. Nazi ideas about race determined the manner in which German prisoners of war and conquered peoples were treated.
   - b. The Geneva Conventions of 1864, 1906 and 1929 attempted to establish rules to protect civilians and prisoners of war during armed conflicts.
   - c. The International Military Tribunal for the Far East convicted all 25 Japanese wartime leaders who were tried for war crimes.
4. **Describe** the nature of Japanese war crimes.
5. **Describe** Nazi policies towards Jews and **explain** the consequences of the Holocaust.

Apply your understanding

Communicating

6. Imagine you are one of the POWs called on to identify the suspected Japanese war criminal in **SOURCE 1**. **Describe** how you would feel if you recognised the suspect and how the suspect would be feeling.

Questioning and researching

7. **Create** at least three questions you would ask about each of **SOURCES 2**, **3**, **4**, **6** and **7** in an investigation of Nazi atrocities.

Using historical sources

8. **Examine SOURCE 5**.
   - a. List, in descending order, the countries in which there were the most concentration camps.
   - b. **Explain** why Auschwitz was the most notorious of all the concentration camps.
9. **Evaluate** the significance of the war crimes trials as a turning point in attitudes to wartime atrocities.
10. **Elaborate** why it can be soundly argued that the extent of the Holocaust, for which evidence is provided in **SOURCES 2**, **3**, **4**, **5**, **6** and **7**, was directly caused by the policies of Hitler and the leading Nazis.

LESSON
2.17 How were Australia's international relations changed by the war?

LEARNING INTENTION

By the end of this lesson you should be able to describe the progressive policies adopted by the Australian Labor Government regarding international relations following World War II.

TUNE IN

We would expect Australia's international relations to have been changed by World War II; so much was changed by this terrible war. But exactly how would Australia change its relations with other countries?

1. What attitude would you expect Australia to have towards the newly formed United Nations Organization?
2. Would you expect Australia to support independence movements in Asian colonies of European nations or to support European nations trying to regain their control of colonies?
3. Would you expect Australia to regard Britain or the United States as its main ally?

SOURCE 1 Dr H.V. Evatt (second from left) was Minister for External Affairs and Attorney-General in the Curtin Labor government. Here Evatt is receiving a vote of thanks as 'the champion of small nations' at the 1945 conference which established the United Nations and framed its charter.



2.17.1 Australia and the United Nations

The end of World War II was not to bring lasting peace. Instead it ushered in the era of the Cold War, which was to last until the late 1980s. This was an age of tension and sometimes of confrontation between blocs of countries led by the Soviet Union (USSR) and the United States, the two world powers that had contributed most to winning World War II. It was also an age of wars in developing countries in which opposing sides were backed by the communist and anti-communist blocs. How would Australia shape its international relationships in this new and hazardous world?

Because of the horrors of World War II, the United Nations Organization (UN) was formed in 1945 to replace the failed League of Nations in the quest for world peace, freedom and prosperity. Australia's Labor government strongly supported the UN. As leader of Australia's delegation to the San Francisco Conference in April–June 1945, Dr H.V. Evatt, known to his friends as 'Doc Evatt', gave Australia its first progressive voice in world affairs (see **SOURCE 1**). Evatt clashed with the big powers when he spoke on behalf of the world's small nations, the poor and the oppressed. He played a leading role in shaping the Charter of the United Nations. The charter was endorsed by the UN's original 51 member states in October.

The UN had (and still has) three main organisations: the Secretariat, which handles its administration, the Security Council, which acts to preserve international peace and security, and the General Assembly, in which all member states vote. Evatt was elected President of the General Assembly in 1948 and in that year he presided over the UN's adoption of the Universal Declaration of Human Rights. Evatt's influence is evident in the opening statement of the Declaration, which states that recognition of equal and inalienable human rights is 'the foundation of freedom, justice and peace in the world'.

2.17.2 Australia and Asia

Australia's relations with Asian countries were influenced by the emergence of Asian movements for independence from colonial rule. When World War II ended, European colonial powers tried to resume ruling their Asian colonies as if nothing had been changed by the war. Such attempts conflicted with the hopes of Asian independence movements. In Singapore, where Britain's Asian subjects had witnessed the humiliating spectacle of a huge British army surrendering to a smaller force of Japanese, the British assumed that they could return and rule as before the war. While some Asian leaders had collaborated with the Japanese, others, particularly those led by communists, had helped the Allies by waging guerrilla warfare behind Japanese lines. In Vietnam, for example, communist guerrillas had fought the Japanese. But, when the war ended, the French returned, and Britain supported their return. This caused the Indochina War, which ended with French defeat in 1954.

Australia and Indonesia

In the Australian labour movement there was strong support for Asian independence and for the Australian Labor government's independent foreign policy. On 17 August 1945, in the Japanese-occupied Dutch East Indies, Indonesian nationalists clashed with the Japanese and declared their country's independence. From late 1945, after Japan's surrender, Indonesians resisted Dutch attempts to regain their former colony. The Australian government supported Indonesian independence and recognised the newly proclaimed Republic of Indonesia on 9 July 1947. But on 20 July the Dutch launched a major offensive so Australia called on the UN Security Council, which ordered a cease-fire. Australia served on the UN committee that worked for a negotiated peace. Despite further clashes, Indonesian independence was granted in August 1949. Australia appointed its first ambassador to Indonesia and sponsored Indonesian membership of the UN in 1950.

SOURCE 2 An Indonesian family crowds into the one remaining room of their bullet-riddled home in 1945



SOURCE 3 Australia's Ambassador J. Hood handing his credentials to Indonesian President Sukarno on 19 February 1950



2.17.3 Relations with Britain and the United States

Australians had fought in Britain's colonial wars and in World War I out of loyalty and because they believed that if they defended the Empire, then Britain would always protect Australia from any invasion from Asia. However, when the Japanese swept south in 1942, Britain was struggling for its own survival. As you learned in earlier lessons, Australia turned to the United States, and this has often been seen as a turning point in Australia's foreign relations.

SOURCE 4 From the late 1950s, Australian–Indonesian relations deteriorated, and from 1963 to 1965 Australia sent troops to Borneo to help stop a small-scale Indonesian invasion of Malayan territory. In this 1964 photograph, Australian troops are holding weapons captured from Indonesians.



Although Japan did not have plans to invade Australia and, after May 1942, it lacked the capacity to invade, a majority of Australians believed that the United States had saved Australia from invasion, and so they came to believe that Australia must give the same loyalty to its new powerful friend as it had previously given to Britain. Thus, along with a short-term legacy of hatred towards Japan, the war left a longer legacy of trust in the United States.

Cold War tensions increased after China's communists won power in 1949. Under the conservative governments that ruled Australia from December 1949, Australia recognised that Britain's power was declining. Despite this, Australia retained ties, sending troops to Malaya from 1955 to 1958 to help the British suppress a communist uprising. Increasingly, however, Australia looked to the US as its new protector.

Fears and treaties

Although it had made some moves towards close relations with Asia under the Labor government, Australia retained the White Australia policy, which excluded Asians from migrating to Australia. If anything the wartime experience had increased fears of Asia in the minds of many Australians. During the 1950s, fear of the 'Yellow peril' would merge with fear of communism, the 'Red peril'. Such thinking would lead Australia into the ANZUS pact in 1951 (a military alliance of Australia, New Zealand and the United States) and into the South-East Asian Treaty Organization (SEATO) in 1954. Despite its title, SEATO's only Asian members were dictatorial governments in Pakistan, Thailand and the Philippines. Both treaties were anti-communist, not pro-democratic. Tragically, such fear also led Australia into the Vietnam War in the 1960s. Until the 1970s, only a small minority warned that fighting America's wars in return for protection could be just as misguided as the much older faith in the British Empire.

2.17 SKILL ACTIVITY: Historical perspectives and interpretations, Communicating

Identify a source in this lesson that represents continuity in Australian foreign policy and a source that represents change. **Explain** why you chose each of these sources.

To what extent did it make a difference in Australian foreign policy when a Labor government was in power up to 1949 and when a Liberal government was in power from 1949?

If you think it did make a difference, give at least one example.

2.17 Exercise

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2.17 Exercise

Learning pathways

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Check your understanding

1. The United Nations was formed to replace the failed _____.
2. **Identify** Australia's role in the formation of the United Nations.
   - A. Australia played a role in the formation of the United Nations.
   - B. Australia played a role in shaping the charter of the United Nations.
   - C. Australia played a role in heading the Security Council.
3. Determine whether the following statements are true or false.
   - a. Cold War tensions decreased after the Communist Party gained control of China in 1949.
   - b. The end of World War II marked the beginning of the Cold War between the Soviet Union and the United States.
   - c. Australia's Labor government strongly supported the United Nations and played a leading role in shaping its Charter.
6. **Identify** reasons why trust in the United States was a legacy of the war for many Australians.
7. **Compare** and **contrast** the attitudes of the Australian post-war Labor government and the colonial powers (Britain, France and the Netherlands) to Asian independence movements.

Apply your understanding

Using historical sources

6. **Explain** what evidence **SOURCE 1** provides for Dr H.V. Evatt's role in shaping the United Nations.
7. **Evaluate** what evidence **SOURCE 2** provides for the hardships suffered by ordinary Indonesians in their struggle for independence.
8. **Describe SOURCE 3** and **explain** what it reveals about Australian–Indonesian relations in 1950.
9. Using S**OURCES 2**, **3** and **4** as supporting evidence, **illustrate** how events changed Australia's relationship with Indonesia between 1945 and 1964.

Communicating

10. **Summarise** Australia's changing relationship with Britain and the United States during and after World War II.

LESSON
2.18 How has the war been commemorated and what debates have been contested?

LEARNING INTENTION

By the end of this lesson you should be able to describe the ways in which Australia has commemorated World War II, and identify some of the history of World War II that continues to be debated by historians.

TUNE IN

How should we expect Australia to commemorate World War II? Anzac Day was intended to commemorate World War I but has come to commemorate Australian losses in all wars in which Australians have taken part.

SOURCE 1 Avro Lancaster Mk I bomber 'G for George', 460 Squadron, RAAF on display at the Australian War Memorial. This plane flew 90 operations over occupied Europe with 27 crews, mostly Australians, between December 1940 and April 1944. During these operations, the aircraft was damaged by enemy fire more than 20 times.



Discuss the following:

1. As Australia suffered great losses in World War II, should we have a separate day to commemorate World War II?
2. Anzac Day is held each year on the anniversary of the Gallipoli landing. Is there an equally significant day on which World War II could be commemorated?

2.18.1 Commemorating World War II

On 14 August 1945, Japan accepted US terms for unconditional surrender. The following day was called VP Day (Victory in the Pacific). On that day, 15 August, Australians celebrated wildly. The fear of a future under tyranny was now just a memory and so, they hoped, were the long years of hardship. But almost 40 000 Australians had given their lives in this brutal conflict and, as in World War I, Australians were determined that their sacrifice would not be forgotten. Historians were also determined to understand what had happened. How have Australians commemorated World War II and what aspects of the war have been the subject of contested debates?

After World War I, Anzac Day had been adopted as the national day for remembrance of those who served and, particularly, those who died in the Great War. Rather than have a separate day of remembrance, Anzac Day also became the day for remembering those who fought and died in World War II. Veterans marched with their World War II units each Anzac Day in Australian cities and towns, and Anzac Day speeches paid tribute to them along with Great War veterans. As the numbers of surviving World War I veterans dwindled over the later decades of the twentieth century, Anzac Day marchers were then mostly from World War II until their ranks too were thinned by age and death.

After World War II, new memorials were not constructed in Australian cities and towns as they had been after World War I. Rather, new sections were added to existing memorials with the names of local people who had lost their lives in World War II. The Australian War Memorial in Canberra developed a new section dedicated to World War II. It commemorates the sacrifices of all branches of World War II services. As the casualty rate in the RAAF was the highest of the three services, it is fitting that the Australian War Memorial has paid a special tribute to the RAAF in its displays (see **SOURCE 1**).

2.18.2 Contested debates about World War II

Many aspects of World War II have been the subject of ongoing debates between historians. As you have seen, historians have given conflicting interpretations of the meaning and significance of Prime Minister John Curtin's 'call to America', and the concept of a 'Battle for Australia' has also been contested.

Historical debate over the European theatre of the war

Controversy has surrounded several aspects of the war in Europe, including the reasons for early Axis successes, the collapse of the French Republic in 1940, the significance of various battles and the decision making that shaped the course of the war. Some historians have argued that the conflict did not become a world war until Germany invaded the Soviet Union in June 1941 and Japan bombed Pearl Harbor in December 1941. There has also been debate about the responsibility of different factors in the European war — the Treaty of Versailles, fascism, appeasement and the extent to which the war was caused by Nazi plans for conquest or by miscalculation.

Controversy over the Holocaust

There is probably no modern historical issue that has created more controversy than the Holocaust. Issues include how far most of the German people supported Nazi policies and to what extent ordinary Germans knew what went on in the concentration camps and death camps. Most historians distinguish between Nazis who supported the crimes committed during the Holocaust, including those who actually took part in them, and the great majority of Germans who took no part in such atrocities or were not aware that they were taking place. Historians have pointed out that major death camps like Auschwitz were outside Germany, while others have stressed that, due to the involvement of police, soldiers, guards, railway staff and bureaucrats, there had to be widespread knowledge of atrocities.

Debates about the Pacific theatre of the war

There has been ongoing historical debate about many aspects of the Pacific War. Controversial topics include the quality of military leaders, especially MacArthur; the decisions of political leaders, including Churchill, Curtin, Roosevelt and his successor Truman; and the conduct of specific campaigns and battles. Here we will look at a debate that is ongoing.

Debates over the use of atomic bombs to force Japan's surrender

Probably no issue has been more controversial than the use of atomic bombs to force Japan's surrender. Here are three examples of historians arguing that it was not necessary to use those horrific weapons to end the war.

In *Japan's Decision to Surrender* (1954), the US historian Robert J. Butow argued that the United States made it impossible for Japan to surrender without losing face. He argued that the Japanese would have been much more willing to surrender if the Allied terms had been transmitted to them without publicity.

In *Brighter than a Thousand Suns* (1965), Robert Jungk pointed out that the Japanese were attempting to have the Soviet Union help them in negotiating peace. Jungk argued that, as it had captured all vital islands near the Japanese home islands, the United States could have maintained the blockade of Japan and used diplomatic pressure to end the war without the need for more casualties.

SOURCE 2 A sculpture depicting the horrors of the atomic bomb in Nagasaki Peace Park



In *A History of Modern Japan* (1976), the British historian Richard Storry argued that the Japanese leaders could have been persuaded to surrender had the United States demonstrated its power by dropping the bomb on open country. Storry argues that the US knew that the Japanese were trying to seek peace and that the entry of the Soviet Union into the Asia–Pacific War with an attack on Japan on 8 August was just as important a factor in leading to the Japanese surrender as was the atomic bomb.

Other historians have argued that any alternative to the atomic bombs would have caused even more suffering (see **SOURCE 3**).

aud-0545

SOURCE 3 From 'Nightmares beyond Atomic Bombs', in *Wartime*, the official magazine of the Australian War Memorial, Winter 2015, by Richard Frank

The advent of the reality of nuclear weapons will continue to focus the attention of later generations on the end of the Asia–Pacific War. Yet . . . With the evidence now available, the nightmare recognised at the time — that an invasion of the Japanese home islands would produce stupendous casualties on both sides — is more than validated.

2.18 SKILL ACTIVITY: Historical perspectives and interpretations

It was not until the 1990s that any significant movement began for a specific day to commemorate Australia's role in World War II.

In 2008, the RSL finally achieved success in a decade-long campaign to commemorate the 'Battle for Australia', a series of separate battles in 1942 that included the Battle of the Coral Sea, the Battle of Milne Bay and the Kokoda Track battles. The Australian government proclaimed in 2008 that 'Battle for Australia Day' would be observed each year on the first Wednesday in September. However, several historians were critical of the idea that there was a 'Battle for Australia'. They argued that these were separate battles and there was no coordinated Japanese campaign to invade Australia.

SOURCE 4 Japanese school children in Nagasaki, inspecting a replica of the atomic bomb that destroyed their city



Have a class **discussion** on the question of why Australians saw no particular historical significance in the idea of a 'Battle for Australia Day'.

You could begin by **considering** the following:

1. Is there any specific battle that was more vital to Australia's survival than other battles?
2. Was Australia really in as much danger in 1942 as people believed it to be in?
3. Why did the idea of a 'Battle for Australia Day' fail to capture the public imagination in anything like the way that Anzac Day has done?

2.18 Exercise

learnon

2.18 Exercise

Learning pathways

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

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Check your understanding

1. **Complete** the following sentence.
   VP Day commemorating Australians serving in World War II is held on 15 _____.
2. **Determine** whether the following statements are true or false.
   a. Anzac Day and Remembrance Day are other ways in which Australians commemorate World War II.
   b. The Australian War Memorial in Canberra developed a new section dedicated to commemorating the sacrifices of all branches of World War II services.
   c. After World War II, new memorials were constructed in Australian cities and towns to commemorate the war.
3. **Identify** two aspects of World War II that have been the subject of historical debates.
   A. The reasons for early Axis success
   B. The reason Australia entered the war
   C. The extent to which the war was due to Nazi planning or poor judgement
4. **Identify** the different factors that historians have blamed for causing World War II.
5. **Describe** two opposing arguments in debates on the war in Europe.

Apply your understanding

Using historical sources

6. **Discuss** why 'G for George' (**SOURCE 1**) is considered a fitting memorial for Australian participation in World War II.
7. **Investigate SOURCE 4**. Use your imagination to suggest what these Japanese children would be thinking and feeling.
8. Look closely at **SOURCE 2** and **identify** features of this sculpture that express the horrors inflicted by the atomic bombs.
9. **Explain** the main arguments used by Butow, Jungk and Storry against the idea that the use of atomic bombs was necessary to force Japan to surrender.
10. Read **SOURCE 3** and **summarise** the main point of Richard Frank's argument.

LESSON
2.19 INQUIRY: Recognising and honouring First Nations Australians' service in World War II

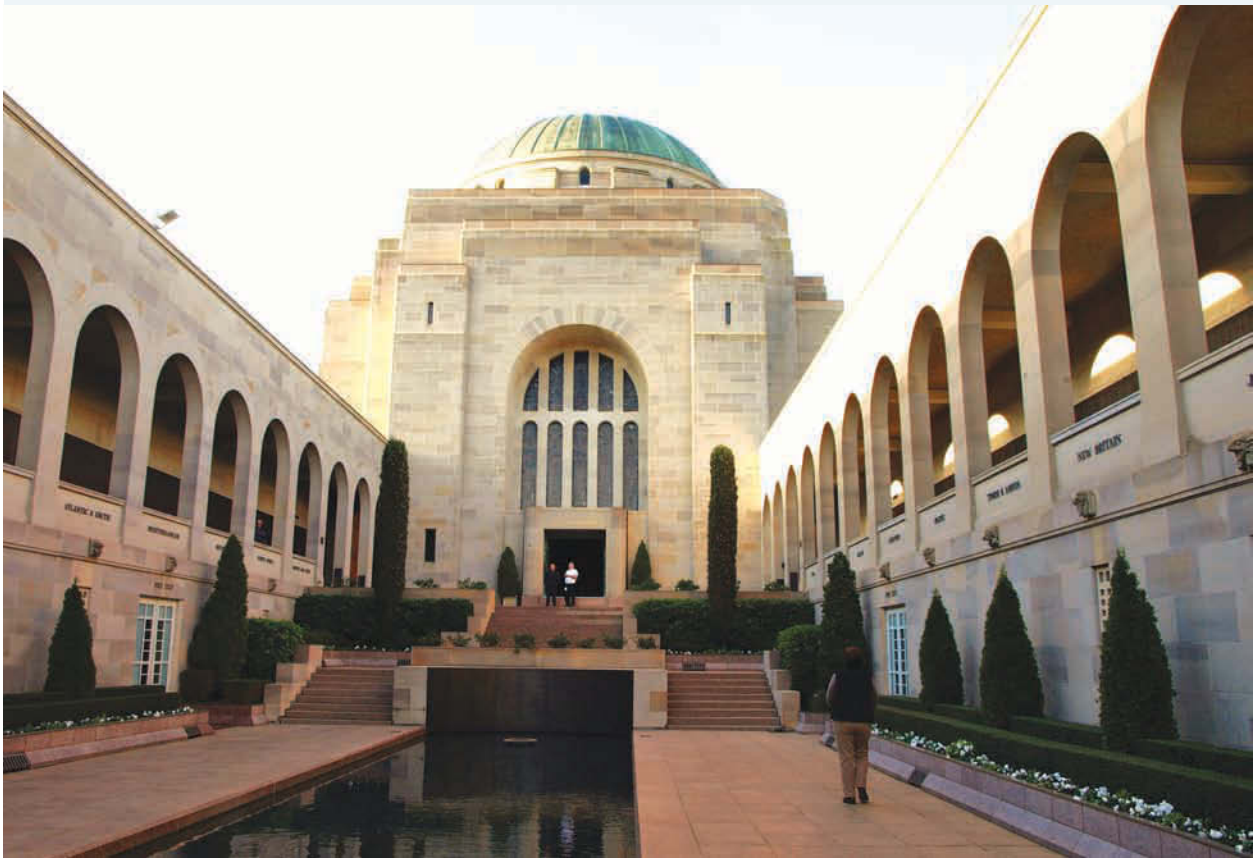
LEARNING INTENTION

By the end of this lesson you should be able to comprehensively summarise the contribution of First Nations Australians in WWII.

Background

The Australian War Memorial estimates that during World War II between 3000 and 4000 First Nations Australians served as enlisted service members. They included over a thousand who served in the Second AIF and many who served as members of irregular units or support units. These enlistments were despite the fact that most did not have citizenship rights and there was official discrimination against them at the point of enlistment. First Nations Australians served in both theatres of the war and several rose through the ranks. They included Airmen like Flight Sergeant Arnold Lockyer, who was shot down over the Celebes (in what is now Indonesia) and killed by his Japanese captors.

SOURCE 1 The Commemorative Courtyard of the Australian War Memorial



Suppose that you are to deliver a speech at your school's Anzac Day commemoration. You have been asked to focus on the service contribution of First Nations Australians, a topic that has only recently been given the attention it deserves. You can begin by drafting an inquiry question to focus your research.

Before you begin

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

Inquiry steps

Step 1: Questioning and researching

Write your inquiry question. It could be based on anything like one or more of the following:

- What views on this issue have been expressed by historians?
- Why has it taken so long for the contribution of First Nations Australians in the armed services to be recognised?
- What was changed in Australia due to the wartime service of First Nations Australians participating in World War II services?
- What were the Torres Strait Light Infantry Battalion and the Northern Territory Special Reconnaissance Unit?
- Who were some of the First Nations Australians in the wartime services and where did they serve?

Research your question. Begin by visiting the website of the Australian War Memorial. Under 'Learn', go to 'Encyclopedia', then to 'Aboriginal and Torres Strait Islander Peoples in the Australian Defence Force'.

Step 2: Using historical sources

- **Analyse** your sources.

Step 3: Historical perspectives and interpretations

- **Evaluate** the information and arguments in the sources.

Step 4: Communicating

- **Communicate:** What is your answer to your inquiry question? Present your findings in a format that suits the speech task. Support your answer with examples from your research, analysis and evaluation.

Complete your self-assessment using the **Inquiry rubric** or access the 2.19 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39871)

LESSON
2.20 Review

Hey students! Now that it's time to revise this topic, go online to:

- **Review your results**
- **Watch teacher-led videos**
- **Practise questions with immediate feedback**

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2.20.1 Key knowledge summary

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

2.2 What do sources tell us about World War II?

- We have enormous amounts of written primary sources and artefacts from World War II in museums and archives.
- World War II was the first major conflict in which movie cameras were used extensively and there are many visual sources that were created for propaganda or to document events.

2.3 How did the Nazis take power in Germany?

- The rise to power of the German fascists, the Nazis, was aided by the Great Depression and middle-class fears of communism.
- Hitler consolidated Nazi power through violence and propaganda.
- From 1934, the Nazi regime controlled all aspects of German political, economic, social and cultural life.

2.4 Where did Japanese aggression begin?

- Extreme nationalists in Japan shared most traits with European fascists.
- The Japanese military used terror against their opponents at home and committed aggression in Manchuria from 1932.
- From 1937, Japan launched a full-scale invasion of China and committed terrible atrocities.

2.5 What steps led to war in Europe?

- During the 1930s, Italy and Germany committed acts of aggression in Europe and Africa.
- The Western powers adopted policies of appeasement, which only encouraged further fascist aggression.
- The West finally took a stand over threats to Poland.
- After Germany invaded Poland on 1 September 1939, Britain and France declared war on Germany.

2.6 How did the war progress up to 1944?

- Nazi Germany quickly overran Western Europe in 1940, leaving the British Empire standing alone.
- The Axis invasion of the USSR gave Britain a powerful new ally.
- The beginning of the Pacific War brought the war close to Australia, but it also brought the United States into the conflict.
- There were several turning points in the war in Europe and the Pacific in 1942.
- From 1943, the Axis powers were losing the war.

2.7 Where did Australians fight up to 1942?

- Australia was unprepared for war and, unlike in World War I, there was no enthusiastic rush to enlist.
- Australians achieved victories in the Middle East and suffered defeat in Greece and Crete in 1941.
- After Japan entered the war in December 1941, only the 9th Division of the AIF was kept in the Middle East.

2.8 How did Japan change the war for Australia?

- In December 1941, Curtin issued his 'call to America'.
- 'Fortress Singapore' fell to the Japanese in February 1942 and soldiers of the 8th Division AIF became POWs.
- Japanese bombing raids took place over northern Australia.
- Curtin clashed with the British over deployment of the Australian 7th Division.

2.9 Why did Australians fight on the Kokoda Track?

- Australians feared invasion in 1942, although it later became known that Japan had no plans nor the capability to invade Australia.
- Australian militia and Papuan infantry struggled to hold the Japanese on the Kokoda Track until they were reinforced.
- Lack of supplies forced a Japanese retreat from late September.

2.10 Where else did Australians serve in the war?

- Australians fought the Japanese in Papua and New Guinea from 1942 to 1944.
- In the closing stages of the war, Australians were deployed in 'unnecessary campaigns' in New Guinea, New Britain, Bougainville and Borneo.
- The RAAF and RAN both played wider roles in the war in Europe, Asia and the Pacific.

2.11 What were the experiences of Australian POWs?

- Australians experienced different kinds of treatment in the hands of the Germans and Japanese.
- More than two-thirds of Australian POWs were prisoners of the Japanese and more than one-third of those prisoners died due to brutal treatment, overwork, starvation and diseases.
- Conquered Asians, especially Chinese, suffered terribly at the hands of the Japanese.

2.12 What was the war like on the Australian home front?

- The Australian government assumed sweeping powers in order to direct the war effort, including limited conscription.
- Civilians were heavily involved in the war effort through war work and volunteer activities.

2.13 How did Australian women contribute to the war effort?

- Australian women helped the war effort through voluntary work, taking jobs in munitions and replacing men who had enlisted in the services.
- The Women's Land Army had around 3000 members who carried out rural jobs in place of men who had enlisted.
- Tens of thousands of women served in the AWAS, WAAAF and WRANS and the medical and nursing services.

2.14 How did the war affect relations with the United States?

- The alliance between Australia and the United States has been seen as a turning point in Australia's foreign relations.
- It was convenient in 1942 for both countries.
- There were underlying tensions and conflicting priorities.

2.15 How did the war end?

- In 1944 the Allies opened a new front with the D-Day landings in France while the Red Army advanced against Germany along the eastern front.
- Soviet troops captured Berlin in 1945.
- Hitler committed suicide and one week later, on 7 May 1945, Germany surrendered, ending the war in Europe.
- The Pacific War ended in August 1945 following the dropping by the United States of two atomic bombs on Japanese cities.

2.16 What war crimes were committed and how were they punished?

- The decision of the Allies to put Nazi and Japanese war criminals on trial was supported by the newly formed United Nations Organization (UN).

- Japanese war criminals were prosecuted though the International Military Tribunal for the Far East.
- Nazi war criminals were prosecuted through the International Military Tribunal at the Nuremburg War Crimes trials.

2.17 How were Australia's international relations changed by the war?

- Australia's Labor government was a strong supporter of the UN.
- Dr H.V. Evatt played a leading role in shaping the UN Charter.
- Under Labor, Australia supported Indonesia's quest for independence.
- Australia realised that it could not depend on British protection and it moved closer to the US, expecting it to take the place of Britain as Australia's new protector.

2.18 How has the war been commemorated and what debates have been contested?

- Anzac Day became a day for the remembrance of sacrifice in World War II as well as World War I.
- The concept of a 'Battle for Australia Day' was advanced in the 1990s and adopted in 2008, but it was and is still controversial.
- There have been many contested debates about crucial aspects of World War II and they are ongoing.

2.19 INQUIRY: Recognising and honouring First Nations Australians' service in World War II

- Many First Nations Australians served in WWII and their contributions are now being recognised.

2.20.2 Key terms

Abyssinia the only independent African state in 1935; now called Ethiopia
alien a person born in another country who is not yet a citizen of the country in which they live
Aryan term used by the Nazis to describe 'pure-blooded' Germanic peoples
bunker a fortified underground shelter, usually with openings from which to fire at enemies
concentration camps prison camps where people were beaten, tortured, starved and used as slave labour
Fortress Europa the term used by Hitler to describe the defences along the coastline of Europe from Denmark to southern France
foxhole a concealed dugout or pit used by one person to shelter from and shoot at the enemy
hyperinflation such an extreme rise in prices that a currency loses any real value
ideologies sets of ideas or beliefs that guide an individual, group, society or nation and provide the basis of political systems
internment to be put in prison for political or military reasons, either real or perceived
isolationist foreign policy based on avoiding involvement in the affairs of other countries
left-wing support for progressive beliefs, such as the intervention of government in society to create greater equality
Luftwaffe the German air force during World War II
militarism excessive influence of military values and pro-war ideas
militia a body of men called up for military service only in emergencies
Normandy a region of France on the Atlantic coast
paramilitary armed forces outside the official military
partisans irregular fighters using guerrilla tactics behind enemy lines
rationing controlling the distribution of something when supplies are low
rearguard action direct engagement with the enemy by troops protecting a retreating force
Reichstag the German Parliament
right-wingers supporters of conservative beliefs, such as individual enterprise, and the belief that government should not intervene in the economy
Royal Air Force (RAF) Britain's Royal Air Force
'scorched earth' military strategy of destroying or removing everything that could be used by an advancing enemy
South-West Pacific Zone area, including New Guinea and what is now Indonesia, within which Australian conscripts could be sent to fight after February 1943
spearhead to lead an attack
Third Reich the Nazi name for their regime in Germany. Reich means empire.
tried in absentia tried even though the accused is not present in court
United Fronts policy of communist parties forming alliances with other parties to combat fascism
Weimar Republic the democratic system of government in Germany from 1919 to early 1933, so called because its constitution was written in the city of Weimar

2.20.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What were the causes and consequences of World War II, how was Australia affected and what are the contested debates?

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

Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11486)
Reflection (ewbk-11575)

Interactivity World War II crossword (int-7662)

2.20 Review exercise

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Multiple choice

1. In May 1940, German *blitzkrieg* tactics were used to overrun which countries?
   - A. Austria, Russia and Greece
   - B. The Netherlands, Belgium and France
   - C. Somaliland, Egypt and Syria
   - D. Britain, Russia and the USA
2. In its invasion of the Soviet Union, Germany was assisted by troops from which countries?
   - A. Hungary, Romania and Finland
   - B. Portugal, Ireland and Türkiye
   - C. Japan, Korea and China
   - D. Sweden, Denmark and Norway
3. Where did three AIF divisions fight in 1940 and 1941?
   - A. Türkiye, Greece and Spain
   - B. France, Belgium and the Netherlands
   - C. Russia, Japan and Singapore
   - D. Libya, Greece and Syria

4. Where were most Australian prisoners of the Japanese captured?
   - **A.** At sea
   - **B.** Papua and New Guinea
   - **C.** Singapore and the Dutch East Indies
   - **D.** Malaya and Burma
5. When John Curtin insisted that the 7th Division AIF be returned to Australia, where did the British want them to be sent?
   - **A.** The Middle East
   - **B.** Europe
   - **C.** India
   - **D.** Burma
6. Why did the Japanese Imperial Army attempt to take Port Moresby?
   - **A.** They planned to invade Australia.
   - **B.** They needed Port Moresby as a base for their Pacific operations.
   - **C.** They wanted to strengthen their hold on their fortress at Rabaul.
   - **D.** They could use it for submarine attacks on Sydney.
7. What is regarded as the single worst Japanese atrocity against Australian POWs?
   - **A.** The Sandakan death marches
   - **B.** The Burma–Thailand Railway
   - **C.** The Outram Road prison
   - **D.** The use of POWs as slave labour in Japan
8. Jobs performed by members of the Women's Land Army included which of the following?
   - **A.** Aircraft maintenance and signalling
   - **B.** Munitions work and postal deliveries
   - **C.** Factory work and mining
   - **D.** Shearing, dairying and crop harvesting
9. What was the largest of the women's war services?
   - **A.** The Women's Royal Australian Naval Service
   - **B.** The Voluntary Aid Detachments
   - **C.** The Australian Women's Army Service
   - **D.** The Australian Army Nursing Service
10. Who was the US officer in charge of Allied troops in the south-west Pacific?
    - **A.** Colonel Sanders
    - **B.** General Paton
    - **C.** General MacArthur
    - **D.** General Montgomery
11. Why was the Battle of Kursk a significant turning point in 1943?
    - **A.** The Germans won the battle.
    - **B.** The Soviet Red Army almost completely destroyed Germany's tank force.
    - **C.** The US Army entered the battle.
    - **D.** The Japanese Imperial Army took part in it.
12. Which of these South-East Asian countries did Australia assist in gaining its independence?
    - **A.** Indonesia
    - **B.** Vietnam
    - **C.** Malaya
    - **D.** The Philippines

Short answer

Using historical sources

13. **Compare SOURCES 1 and 2.**

aud-0546

SOURCE 1 An Australian soldier's description of the conditions faced by soldiers fighting at Tobruk in Libya during the war against Germany published in *The Age*, 24 November 1941

Dust storms, heat, fleas, flies, sleepless nights, when the earth shook with the roar of the enemy's fury, daring raids into no man's land through mine fields and barbed wire, scorching day after day in the front line, where no man dared stand upright, but crouched behind a knee high protection of rocks — all these things had been the lot of the defenders of Tobruk.

a. How do they differ in the evidence they provide about conditions during the siege of Tobruk?
b. How might this difference be explained?
c. How would a historian further investigate conditions at Tobruk?

14. Look closely at **SOURCE 3**. In this attack on 19 February 1942, nine of thirteen ships in Darwin Harbour were sunk, there was widespread panic in Darwin and 243 people were killed. The Australian government used censorship to prevent the public from knowing the extent of the disaster.

a. **Identify** reasons why the painting might or might not be reliable as a historical source.
b. **Explain** why the government would have thought it necessary to censor reporting of such an event.
c. **Discuss** whether censoring the true story of the event would really have prevented Australians from finding out about it.

Communicating

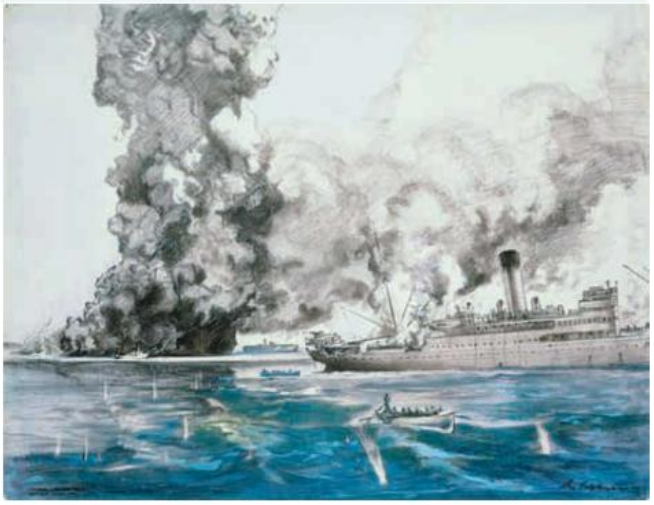
15. Read **SOURCE 4**. Write a short essay, commenting on what Paul Keating is saying about the significance of Australia's campaigns in Papua New Guinea during World War II. What arguments does he present here? Based on what you have studied in this topic, do you agree or disagree with his assessment? If you have recently studied World War I, you may be able to **compare** Australia's involvement in that war with its involvement in World War II.

SOURCE 2 Australian soldiers on sentry duty near Tobruk in September 1941



Source: Australian War Memorial 020623.

SOURCE 3 This source was painted in 1942 by Roy Hodgkinson from photographs taken by an Australian seaman. The painting depicts Australian ships under attack in the first of 62 Japanese air raids on Darwin. There were also raids on Townsville, Broome, Port Hedland and Wyndham.



aud-0547

SOURCE 4 An extract from a speech by Prime Minister Paul Keating in Port Moresby on Anzac Day 1992

The Australians who served here in Papua New Guinea fought and died, not in the defence of the old world, but the new world. Their world.

They died in defence of Australia and the civilisation and values which had grown up there.

That is why it might be said that, for Australians, the battles in Papua New Guinea were the most important ever fought.

They were fought in the most terrible circumstances. One correspondent wrote: 'Surely no war was ever fought under worse conditions than these. Surely no war has ever demanded more of a man in fortitude.'

They were fought by young men with no experience of jungle warfare. By the very young men of the militia with no experience of war at all.

They were fought by airmen of outstanding courage, skill and dedication.

They were fought against a seasoned, skilful and fanatical enemy.

At Milne Bay the Australians inflicted on the Japanese their first defeat on land.

Sir William Slim, who was then commanding the 14th Army in Burma, wrote: 'It was Australian soldiers who first broke the spell of invincibility of the Japanese army: those of us who were in Burma have cause to remember.'

On the Kokoda Trail it was again the young and inexperienced militia men — this time of the 39th and 53rd battalions — later reinforced with soldiers of the 7th Division, who fought gallantly — and eventually won.

When it seemed that Papua New Guinea would fall, when it seemed it would be another Singapore, another Rabaul, these troops gallantly held out and finally drove the enemy back to the sea.

These were the heroic days of Australia's history.

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3 Rights and freedoms (1945 to present)

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First Nations Australian readers are advised that this topic may contain images of and references to people who have died.

Warning: This topic uses some words and terms used in the past that would be considered inappropriate today.



LESSON
3.1 Overview

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How was Australian society affected by global events such as the US civil rights movement and the Universal Declaration of Human Rights?

What are the significant events in the movement for the civil rights of First Nations Peoples of Australia?

3.1.1 Introduction

According to the United Nations, 'human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status.

Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination'.

Throughout the twentieth century, Australia grappled with many social and political changes, including for women and **First Nations Peoples of Australia**.

And yet, while there have been great improvements in some aspects of these people's lives, the struggle is not over.

This issue is evident in publications such as the 'Wiyi Yani U Thangani (Women's Voices): Securing Our Rights, Securing Our Future 2020' report, created by the Australian Human Rights Commission in consultation with 1700 First Nations women and 594 First Nations girls from around Australia. Importantly, it is expressed in their words.

SOURCE 1 This diagram reflects the principles that the women and girls who participated in the Wiyi Yani U Thangani (Women's Voices) project felt should underpin any attempt at reform.



First Nations Peoples of Australia (or First Nations Australians) an inclusive term used to refer to groups that make up the Aboriginal and Torres Strait Islander communities

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11488)

Video eLesson Rights and freedoms (eles-2605)

int-6707

SOURCE 2 A timeline of the struggle for rights and freedoms (1945–present)

CE

1880

1920

1924
Fred Maynard founds the Australian Aboriginal Progressive Association (AAPA).



1930

1938
First Nations Peoples of Australia proclaim the 150th anniversary of settlement a 'Day of Mourning'.

1935

1943
Australia's first female parliamentarians elected: Dame Enid Lyons and Dorothy Tangey.

1940

1945



1948
The UN adopts the Universal Declaration of Human Rights.

1950



1955

1967
In a national referendum, 90 per cent of voters vote for First Nations Australians to be included in the national census.

1960

1962
Almost 60 years after their non-Indigenous counterparts, First Nations women are given the right to enrol and vote in federal elections.

1965

1966
First Nations workers walk off Vestey's cattle station at Wave Hill, demanding better pay and conditions.



1970

1975



1992
In the Mabo case, the High Court of Australia recognises First Nations Australians' ownership of the land for the first time.

1980

1972
The Conciliation and Arbitration Commission acknowledges that women should be paid equally to men. It would take another two years before the minimum wage for women would be raised. The contraceptive pill, which had previously been made available only to married women, becomes widely available.



1985

1990

1997
The *Bringing Them Home* report, tabled in Parliament, outlines the damage done to the Stolen Generations.

1995

2000

2008
Prime Minister Kevin Rudd delivers a formal apology to survivors of the Stolen Generations and their families.



2010
Julia Gillard become Australia's first female Prime Minister.

2005

2010

2017
At a meeting of the First Nations National Constitutional Convention, 250 delegates representing First Nations Australian communities across the country develop the 'Uluru Statement'. This statement establishes future directions for more accurately recognising First Nations Peoples in the Australian Constitution.



2015

2017

2016
Linda Burney is the First Nations Australian woman elected to the House of Representatives.

2022

CE

LESSON
3.2 What do sources tell us about rights and freedoms?

LEARNING INTENTION

By the end of this lesson you should be able to use political speeches to investigate a historical issue.

TUNE IN

Political speeches are one of the most important ways that a political party, via a specific politician, attempts to express the views and values of their constituency — that is, the people they represent. As such, they can provide valuable insight into how a certain subsection of Australians felt at a particular time. They are, however, often coloured by the views and values of the speaker.

SOURCE 1 shows Linda Burney MP, the first First Nations woman elected to the House of Representatives, delivering her first speech.

SOURCE 1 Linda Burney, ALP Member for Barton, presents her Maiden Speech



1. What role an official speech can play in presenting an issue?
2. Is it a reliable source in understanding how the majority of people felt about the issue?
3. Is a political speech an example of an objective or subjective source?

SOURCE 2 is an excerpt from Linda Burney's speech. In her speech, Ms Burney reflects on what her election to the position means to her personally and as a First Nations woman. As such, it conveys a lot about her own identity and that of First Nations Australians at the time of her election. The annotations provided demonstrate how you might analyse this source.

int-9101

SOURCE 2 An excerpt from the Maiden Speech by Linda Burney MP

1 'It was in this chamber I experienced one of the most remarkable moments of my life. I was in that gallery just up there. It feels like it was just yesterday. But I will tell you that story of truth-telling and generosity in a moment.

2 Ballumb Ambul Ngunawhal Ngambri yindamarra. Ngadu bang marang Ngadhu Ngu-nha winhanga nha nulabang nguwandang. Ngadhu biyap yuganha. Birrang a ngawaal. Ngadhu, yand yaman gid yal. Yindyamarra. Mandaang. Ngarind-ja.

3 I have just said, in the language of Wiradjuri, my people: 'I pay respect to the ancient Ngunawhal and Ngambri. I say this: good day. I am giving my first speech and I am deeply moved. I have journeyed to another place — a powerful place. I am one person. I wish in this House to honour, to be respectful, to be gentle and to be polite. I am thankful, happy. I could weep.' However, I say to my elders and to you, Mr Speaker, that that last bit may not always apply in question time!

4 I mention respectfully the traditional owners of the seat of Barton — three clans of the Eora, the Bidjigal, the Gweagal and the Badigal, custodians of the land from the Cooks River to the shores of Brighton-Le-Sands and out to the Georges River. It is strong country. And to the traditional owners of all the lands from which members of this chamber and the other place come: these lands are, always were and always will be Aboriginal land — sovereignty never ceded.

So, what was that remarkable moment? Many of you were here. It was the first sitting of the new Labor government, on 13 February 2008. Kevin Rudd was the new Prime Minister, Jenny Macklin the minister for Indigenous affairs, and Brendan Nelson the opposition leader.

5 Our nation had been holding its breath for a long time, waiting for three words: 'We are sorry.' There was the stubborn refusal of the previous Prime Minister to apologise for policies which had ripped many thousands of Aboriginal children from their family, culture and country — the devastating effects still felt today. But around the perimeter of this chamber sat some of those children, now old people, still wearing the scars of forced removal on their faces. They were joined by all surviving prime ministers bar one.

6 Finally, as the words rang out across this chamber, across this land and around the world, 'For this we are sorry,' the country cried and began to breathe again.

As the speeches concluded, two women stood and handed the Prime Minister, Leader of the Opposition and minister an empty coolamon — and I beg the indulgence of the House in carrying a coolamon in here today. It was the most gracious and generous thing I had ever seen. It was profound, a gesture that made us all better people. Friends, a coolamon is what we carried our babies in, which is what made it such an amazing, generous thing to do.

I carry this empty coolamon into this place today as a reminder of that moment, of the power we exercise in this building today, and that it must be for the good of all. It must be gracious. But it has not always been so. But it can be. That day the truth was told in this place, and the power of generosity was writ large. So, Mr Speaker, the significance of coming down from that gallery up there to the floor of this chamber is not lost on me.

1 As Linda Burney demonstrates, a political speech does not have to be dry and stuffy. It can be quite personal, filled with stories and emotion.

2 From the very start, the minister establishes that she is not just a politician; she is a proud First Nations Australian woman. She does this, in part, by using her traditional language.

3 This is an example of humour, which helps to humanise Linda Burney and lighten the mood, at least momentarily.

4 It is important to remember that a political speech, whether it is a maiden speech or any other, is created by a particular speaker to express a certain point of view about an issue. Because the speech will be recorded for posterity, it will also — one day — become an important part of their own legacy. Because of this, they are always subjective. You will need to look for clues in the text that might affect the reliability of the speaker. Because of this, speeches must always be compared with, and corroborated by, other evidence when you are using them as part of a historical inquiry.

5 This speech is made by a single person, and yet she is well aware that she represents many other First Nations Peoples, both those who voted for her and those who came before, who never had the chance to vote for a First Nations Australian representative. She also represents, of course, the generations of First Nations People of Australia — post settlement — who were denied the right to vote in national elections.

6 Linda Burney MP chose to illustrate her speech by bringing the coolamon. This acts as a powerful reminder of another day in parliament, and as a symbol of the many thousands of First Nations Australian children removed from their parents as part of the Stolen Generations.

3.2 SKILL ACTIVITY: Questioning and researching

Now that you have seen how to **analyse** a political speech, you are ready to locate and **analyse** some other speeches to gain an understanding of the issues they present.

While it is possible to search for political speeches on Hansard, the official records of the Parliament of Australia, the sheer number of transcripts available can feel overwhelming. It can be helpful to know, first, what you are looking for.

Using **SOURCE 1** as an inspiration, visit the website for the **Museum of Australian Democracy** (MoAD), and its digital resource HansART, which offers interpretations of Hansard.

Select the Hansard Speeches pack that includes either Women's Rights or Indigenous Rights. From within these speeches, choose three speech excerpts from within your selected collection.

In each case, ask:

- What comment does it make about the rights and freedoms of either women or First Nations Australians?
- How has the speaker used specific words, including symbolism, to convey this message or explore this issue?
- How does the speaker feel about the issue, and how can you tell?
- What does the combination of these speeches tell you about the way that this issue has and has not changed over the years?
- What other sources would you need to find to corroborate the claims made in these speeches?

on Resources

Weblink Museum of Australian Democracy: HansART

3.2 Exercise

Learning pathways

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

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Check your understanding

1. These days, we have access to a range of primary and secondary sources to better understand First Nations Australian experiences. **Identify** whether the following are primary or secondary sources.
   a. Official reports
   b. Media commentary
   c. First Nations Australians' stories
2. **Identify** the statement Linda Burney MP is trying to make in **SOURCE 2**.
   A. That she is grateful for the opportunity to represent First Nations Australians
   B. That she understands the symbolic importance of her new role
   C. That she is going to hold the government to account when it comes to its treatment of First Nations Australians
   D. All of the above
3. **Describe** the strengths of asking First Nations Australians to recount their own experience.
4. **Describe** the strengths and limitations of the views of non-Indigenous Australians, such as journalists and academics, about the experience of First Nations Australians.

Apply your understanding

Using historical sources

5. **Consider** the source below. What might be its strengths and weaknesses as a historical source? What other sorts of evidence would you look for if you wanted to confirm the statements made by Colin Dillon?
   The text below presents a First Nations Australian perspective on a particular event — the swearing-in ceremony for police constables. In 1999, at the 50th Anniversary of Australian Citizenship Conference, ATSIC Commissioner Colin Dillon talked about his experience as a First Nations Australian and police officer during the mid 1960s.

> On entering police training in 1965, two years before the referendum, I found it frightening to realise that I was the only Aboriginal person on the police force. The only others were the Black Trackers, universally regarded as inferior with no police powers.
>
> It was conveyed to me — informally but very bluntly — that I had entered the wrong profession, that there was no place for a black man as a sworn officer in an all-white police force. I persevered and endured the **unfettered** racism and hard training and was eventually formally sworn in as a Constable.
>
> Yet even as I stood in the parade that day for the ceremonial swearing in of constables — a moment that should have been the proudest in my life — I remember the Commissioner as he made his inspection. On coming to me he commented to the parade Sergeant 'He's a bit on the dark side'.
>
> My troubles continued — not only was I not wanted within the police force but my chosen profession and its associated tasks **alienated** me from my own people. Even the enactment of the Racial Discrimination Act in 1975 offered no respite, as it would have been sheer **folly** to formally complain in a work environment that quite openly tolerated racial and discriminatory practices.

unfettered unrestricted
alienate to cause someone to feel isolated or separated
folly foolishness; lack of good sense

6. **Infer** what statement/s Linda Burney is trying to make in **SOURCE 2**. What do you think her purpose was in writing and presenting her speech in this way? Who do you think it was aimed at and what makes you think this? Do you think it succeeds in conveying her intentions? **Explain** your answer.

LESSON
3.3 How did the First Nations Australian protest movement begin?

LEARNING INTENTION

By the end of this lesson you should be able to identify and explain the demands for rights and freedoms made by First Nations Australian advocacy groups from 1920 onwards.

TUNE IN

On 26 January 1938, white Australia prepared to celebrate the 150th anniversary of the arrival of the First Fleet in New South Wales. Meanwhile, many First Nations Australians did not see this as a day of celebration and instead turned to protest.

1. When do we usually mourn and why?
2. Look at **SOURCE 1**. Based upon what you can see, what were the protesters trying to achieve on this 'Day of Mourning'?
3. Discuss who is represented in this image, and who is not. What does this suggest about who did and did not support the cause in 1938?

SOURCE 1 The Day of Mourning: two of the day's organisers, William Ferguson and Jack Patten, are pictured at far left and right, respectively.



Source: News Ltd / Newspix.

3.3.1 Protests during the 1920s

When Captain James Cook claimed Australia's east coast on behalf of Britain in 1770, the principle of **terra nullius** that was applied meant that no treaty was ever made with the First Nations Peoples of Australia. The arrival of the First Fleet in Sydney Cove on 26 January 1788 marked the beginning of settlement (from a European perspective) or, from a First Nations' perspective, the invasion of a land they had lived in continuously for tens of thousands of years.

The First Nations Australian political organisations were formed in the 1920s. Foremost among these was the Australian Aboriginal Progressive Association (AAPA) formed by Fred Maynard in New South Wales in 1924. Maynard had been inspired by black activists in the United States. At the forefront of the Association's goals was the right for self-determination, including a right to land and an end to children being forcibly removed from their families. Street rallies, well-publicised meetings, letter-writing campaigns and petitions gained public attention. Jane Duren, a member of the Association, wrote a letter to King George V about conditions for First Nations Australians. In 1927, Fred Maynard wrote a letter of protest to the Premier of New South Wales, Jack Lang, calling for the restitution of First Nations Australian land (see **SOURCE 2**). By late 1927, the Association had disbanded after a concerted campaign against Maynard and the Association by the New South Wales Aboriginal Protection Board, which administered the *Aborigines Protection Act 1909*.

terra nullius ('land belonging to no-one') in Australia, the legal idea that since no-one was 'using' the land when the first Europeans arrived, it could be claimed by the British Crown

aud-0553

SOURCE 2 Fred Maynard's letter of protest to the New South Wales Premier in 1927

I wish to make it perfectly clear on behalf of our people, that we accept no condition of inferiority as compared with European people. Two distinct civilisations are represented by the respective races ... That the European people by the arts of war destroyed our more ancient civilisation is freely admitted, and that by their vices and diseases our people have been decimated is also patent. But neither of these facts are evidence of superiority. Quite the contrary is the case. Furthermore, I may refer in passing, to the fact that your present scheme of old age pensions was obtained from our more ancient code, as likewise your child endowment scheme and widows pensions. Our divorce laws may yet find a place on the Statute Book. The members of the Board [the AAPA] have also noticed the strenuous efforts of the trade union leaders to attain the conditions which existed in our country at the time of the invasion by Europeans — the men only worked when necessary, we called no man 'master' and we had no king. We are therefore, striving to obtain full recognition of our citizen rights on terms of absolute equality with all other people in our land. The request made by this Association for sufficient land for each eligible family is justly based. The Australian people are the original owners of this land and have a prior right over all other people in this respect. Our request to supervise our own affairs is no innovation. The Catholic people in our country possess the right to control their own schools and homes, and take pride in the fact that they possess this privilege. The Chinese, Greeks, Jews and Lutherans are similarly favoured and our people are entitled to precisely the same conditions.

3.3.2 A day of mourning

In an echo of the earlier AAPA, in 1937 the Aborigines Progressive Association (APA) was formed in New South Wales with three main aims: full citizenship rights for First Nations Peoples of Australia, representation in parliament and abolition of the New South Wales Aboriginal Protection Board. For the newly formed Association, Australia Day 1938 became a focus for action. The anniversary of the day Captain Arthur Phillip planted the British flag at Port Jackson was 26 January 1938. All six state premiers had arrived in Sydney; the finishing touches were being put on 120 street floats and the crowds were gathering as the city prepared for a spectacular show. Having been denied access to Sydney Town Hall, activists and community members, led by William Cooper and Jack Patten, walked in silent protest to Australia Hall, which they had to enter via the back door. So began Australia Day 1938: for the country's white population, this was a day to celebrate; for First Nations Australians, it was a day of mourning.

SOURCE 3 As dignitaries watched on, people, brought to Sydney especially for the event, re-enacted the landing of the First Fleet at Farm Cove in 1938.



Source: Mitchell Library, State Library of NSW. Call no. Home & Away – 17963.

DID YOU KNOW?

The First Nations Australians brought by the federal government from country New South Wales as forced participants in a re-enactment ceremony were kept locked in the stables at the Redfern police station until the ceremony.

Building a movement

In the months leading up to January 1938, Jack Patten, the first president of the APA, and William Cooper, secretary for the Australian Aborigines League, had visited missions and reserves to gain support for the Day of Mourning protest. Patten had also worked with William Ferguson, founder of the APA, to put together a 12-page document entitled 'Aborigines claim citizenship rights', which ran in many national newspapers. Despite widespread support for the event within First Nations Australian communities, only about 100 people attended because Australian law forbade First Nations Australians from gathering to protest. Despite the printed

warning that 'Aborigines and persons of Aboriginal blood only are invited to attend', four non-Aboriginal people attended the gathering. Two were police officers; the others were representatives from *Man* magazine, who would document the day's events for a story entitled 'Aborigines meet, mourn while white-man nation celebrates'.

3.3.3 Results of the Day of Mourning

As the Day of Mourning protest began, telegrams of support from around Australia were read out. Then Jack Patten read the following resolution (see **SOURCE 4**):

SOURCE 4 APA President Jack Patten (right) reads the resolution.



Source: Mitchell Library, State Library of NSW. Call no. MLQ 059/9.

> We, representing the Aborigines of Australia ... on the ... 150th anniversary of the whitemen's seizure of our country, hereby make protest against the callous treatment of our people ... and we appeal to the Australia nation of today ... for ... full citizen status and equality within the community.

During the protest, the group discussed the brutal treatment by the Aboriginal Protection Board and the unfair removal of children from reserves, as well as the need for equal rights. The protest culminated in the formation and approval of a ten-point plan for equality. The plan outlined the need for:

- full citizenship status
- access to education, health services and employment
- the right to own property
- the right to a bank account
- the right to a pension.

These were rights automatically granted to Australian citizens. The day ended with members of the protest walking to La Perouse, one of the original landing spots for the First Fleet, where they released funeral wreaths into the sea.

Following the success of the Day of Mourning protest, a delegation of 20 people led by Jack Patten and William Ferguson presented the Australian Prime Minister, Joseph Lyons, with the ten-point plan for equality. William Ferguson wrote to the National Missionary Council of Australia, requesting that they support an annual protest against Australia Day. As a result, from 1940 to 1955, many churches around Australia dedicated the Sunday before Australia Day to what was termed 'Aborigines Day'. In 1957, with the support of First Nations Australians, Aborigines Day was shifted to the first Sunday in July, and the focus expanded from protest to a celebration of First Nations Peoples' cultures. The group founded to oversee this day of remembrance and celebration was called the National Aborigines Day Observance Committee (NAIDOC). It still exists today.

SOURCE 5 Following the Day of Mourning, Australia's First Nations community began publishing its first newspaper, *Abo Call*, edited by Jack Patten.

To all Aborigines!

'The Abo Call' is our own paper.

It has been established to present the case for Aborigines, from the point of view of the Aborigines themselves.

This paper has nothing to do with missionaries, or anthropologists, or with anybody who looks down on Aborigines as an 'inferior' race.

We are NOT an inferior race, we have merely been refused the chance of education that whites receive. 'The Abo Call' will show that we do not want to go back to the Stone Age.

Representing 60 000 Full Bloods and 20 000 Halfcastes in Australia, we raise our voice to ask for Education, Equal Opportunity, and Full Citizen Rights.

'The Abo Call' will be published once a month. Price 3d [3 pence].

The Editor asks all Aborigines and Halfcastes to support the paper, by buying it and also by acting as agents for sale to white friends and supporters.

3.3 SKILL ACTIVITY: Questioning and researching

Research the history of Australia Day. In your research, find out when the date was first celebrated, why it was chosen, and what it was designed to represent. Then **research** other names that have become associated with the day over time, including the Day of Mourning, Invasion Day and Survival Day, outlining when each of these terms was used for the first time, who used it, and why.

Your research report should be approximately 400 to 500 words in length, and should **demonstrate** that you have consulted a range of credible sources (three to five), including at least two written by First Nations Australians/organisations, to substantiate your claims.

3.3 Exercise

learnon

3.3 Exercise

Learning pathways

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

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Check your understanding

1. The Australian Aboriginal Progressive Association (AAPA) was formed by _____ in New South Wales in _____.
2. **Identify** which three of the following were goals of the Australian Aboriginal Progressive Association.
   - A. First Nations Australians' self-determination
   - B. A right to land
   - C. The right to vote
   - D. An end to children being forcibly removed from their families
3. Only about 100 people attended the Day of Mourning protest because the law forbade First Nations Australians from gathering to protest. True or false?
4. **Select** how the leaders of the Day of Mourning Protest built up support in the months leading up to January 1938.
   - A. By visiting missions and reserves, as well as running a campaign in magazines
   - B. By visiting missions and reserves, as well as running a campaign in the newspapers
   - C. By visiting missions and reserves, as well as running a campaign on television
   - D. By visiting missions and reserves, as well as running a campaign in shopping centres
5. **Explain** why First Nations Australian activists released funeral wreaths into the sea following their protest.

Apply your understanding

Using historical sources

6. **Consider SOURCE 2** and answer the following questions.
   - a. **Identify** what Fred Maynard suggests is contrary evidence to the superiority of European people.
   - b. **Identify** who the 'Australian people' referred to in this letter are. How do you know this?
   - c. **Determine** what arguments are presented for the rights of First Nations Australians to supervise their own affairs.
   - d. What assumptions might you make about the writer of this letter? **Justify** these.
7. **Examine** the introduction to the *Abo Call* (see **SOURCE 5**) and answer the following questions.
   - a. What was the purpose of the paper? How can you tell?
   - b. In what ways did the *Abo Call* seek to challenge white preconceptions about First Nations Australians?
   - c. In what ways did it encourage First Nations Australians to think for themselves?

Communicating

8. **Identify** what changes in politics and society you think would need to have taken place before First Nations Australians would be given citizenship. **Reflect on** whether you are surprised that gaining citizenship took almost 30 years after the Day of Mourning.
9. Based on what you have read in this lesson, **determine** whether you consider the Day of Mourning a turning point for First Nations Australians. Write 150 words **explaining** your position.
10. Use the internet or your local library to learn more about the National Aborigines Day Observance Committee (NAIDOC). In your research, **investigate,**
    - a. Who were its original members?
    - b. What was its mission?
    - c. How has this changed since it was founded?
    - d. What do changes to this organisation suggest about the changing perception of First Nations Australian cultures by those within the cultures and those outside them?

LESSON
3.4 What did the members of the Stolen Generations experience?

LEARNING INTENTION

By the end of this lesson you should be able to describe the hardships faced by members of the Stolen Generations, and the ways that these hardships affect First Nations Australian communities today.

TUNE IN

The girls pictured in **SOURCE 1** were members of the Stolen Generations, children forcibly removed from their families, supposedly for their protection. These girls lived at the Cootamundra Domestic Training Home for Aboriginal Girls, where they were taught to undertake domestic work such as cleaning.

SOURCE 1 Residents of the Cootamundra Domestic Training Home for Aboriginal Girls



1. Look at **SOURCE 1**. How would you describe the girls' facial expressions and body language?
2. How would you describe their living conditions (as much of them as you can see)?
3. Why might they have been posing for this photograph? What makes you think that this might be the case?
4. These girls were being prepared for domestic work. What does this suggest about the sorts of capabilities the Aboriginal Protection Board believed First Nations Australian children and adolescents did and did not have? Discuss in small groups and share your answers in a class discussion.

3.4.1 Government policy: from 'protection' to assimilation

During the 1800s the colonial authorities argued that a protection system was the best way to look after the First Nations Peoples of Australia. This often meant setting up special communities for them where they could farm the land and live off the produce. However, this forced change was completely foreign and did not fit First Nations Australians' culture or practices; it involved moving people from their Country, way of life and often their families. The welfare act was ostensibly designed to allow the government to remove children from homes in which they were neglected. However, they were often removed when this was not the case.

tlvd-10740

SOURCE 2 Extract from the *Aborigines Act,* Act No 14, 1905

WESTERN AUSTRALIA.

ANNO QUINTO

EDWARDI SEPTIMI REGIS,

XIV.

No. 14 of 1905.

AN ACT to make provision for the better protection and care of the Aboriginal inhabitants of Western Australia.

[*Reserved, 23rd December*, 1905.]

BE it enacted by the King's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and Legislative Assembly of Western Australia, in this present Parliament assembled, and by the authority of the same, as follows :—

1. This Act may be cited as the *Aborigines Act*, 1905, and shall come into operation on a day to be fixed by proclamation. Short title.

2. In this Act, unless the context otherwise requires,— Interpretation.

"Aboriginal institution" means and includes any mission, reformatory, orphanage, school, home, station, reserve, or other institution for the benefit, protection, or care of the aboriginal or half-caste inhabitants of the State, and in receipt of any annual or other subsidy or grant from the Government.

"Chief Protector" means the Chief Protector of Aborigines appointed under this Act.

"Department" means the Aborigines Department.

"District"

The *Aborigines Protection Act (NSW) 1909* gave the authorities licence to 'provide for the custody, maintenance and education of the children of aborigines'. By 1911 the Northern Territory, along with all states except Tasmania, had given the Board for Protection control over First Nations Australians. The Board was also made the legal guardian of all First Nations Australian children. Enforcing this legislation was left to 'protectors' who were usually police officers. Those children who were taken from their families are known as the 'Stolen Generations'.

Governments believed the best way to ensure that First Nations Australian children (especially those of mixed descent) were **assimilated** into European society was to remove them — forcibly, if necessary — from their families and raise them in institutions or foster homes. Paul Hasluck, who was appointed Federal Minister for

assimilation the process by which a minority group gives up its own customs and traditions and adopts those of the dominant culture

Territories in 1951, articulated the thinking behind this strategy: 'Assimilation means, in practical terms, that, in the course of time, it is expected that all persons of aboriginal blood or mixed blood in Australia will live like other white Australians do'. This policy was highly problematic. It suggested that living like white Australians should be the aim of every Australian, thereby denying the value of the long-established heritage and cultures of First Nations Australians.

The NSW *Child Welfare Act 1939* had provided parents with the right to contest the removal of their children, though often they actually had no choice in their removal, and no knowledge of what 'consent' meant for them or how to object. However, with many Children's Courts located far from the communities, missions and reserves from which the children had been taken, and with no legal assistance provided for parents, it was extremely difficult for parents to get their children back. Once they had been removed, many First Nations Australian children were abused and exploited for labour, and were denied any contact with their families or a connection to their Country, culture or language. Between 1910 and 1970 it is estimated that 10 to 30 per cent of First Nations Australian children were forcibly removed from their families in the name of protection and assimilation. This means that many First Nations Australian families, from every state and territory, were directly affected by the forced removal of one or more children across one or many generations.

SOURCE 3 An extract from the 1989 book *Wanamurraganya: The Story of Jack McPhee*.

'This part is called the compound,' he told me, 'there's the church, sewing room, dormitories where they keep all the kids, store, you've seen the office and the hospital.'

'Whose kids are they?'

'Anybody's. Some got their names changed. You know whitefellas, if they can't get their tongue around your name they call you something else. No one be able to find these kids now.'

I was thinking to myself, to take a child from its mother is a cruel thing. The mother has given the life, suffered for it, it's not right that life is taken from her.

'When a family comes in,' said Jack, 'the kids live in dormitories, others down in the camp.' ...

'Jeez, Jack, is this a prison?'

He laughed. 'Trackers here too. Bring you back if you run away.'

'Can't you do something?'

'Who will listen, brother? Boss reads all the mail that goes out and comes in.'

3.4.2 CASE STUDY: Life in the Homes

At Kinchela Boys Home on the mid-north coast of New South Wales, First Nations Australian boys were taught to farm the land and operate heavy machinery such as tractors. Between 1924 and 1970, approximately 600 boys were taken to Kinchela, where they were stripped of their names and given numbers instead, were forbidden from speaking their own language and were severely punished by the staff for disobedience. According to Cecil Bowden, a former resident, the most brutal punishment was being sent 'down the line': 'They'd have to walk the line and 60 or 70 boys would have to punch them, punch that person as hard as they could, just to satisfy those people who were running the home'.

The Cootamundra Domestic Training Home for Aboriginal Girls was the destination for generations of First Nations Australian girls removed from their families between 1911 and 1969. The girls would stay at Cootamundra in the South West Slopes region of New South Wales until the age of 14, when they would be sent to work as domestic servants in the homes and farms of New South Wales' middle class. Once in domestic service, many girls became pregnant, only to have their own children removed and placed with white families.

aud-0554

SOURCE 4 An extract from the *Bringing Them Home* report. Rose lost contact with her brothers and sisters in 1958, when she was 9 years old.

The kids was glad to see Mum and Dad at court. They were jumping all over them. Glad to see them. When the Welfare took the kids off Mum and Dad they were holding out their arms trying to stay with Mum and Dad. Everyone was crying sad. Sad. Sad.

After the kids had gone to the home Mum and Dad hit the grog hard as they had done everything in their power and in their hearts to keep us away from the (predators) the Welfare. But they sniffed us out of the bush like dogs.

My parents couldn't handle the trauma of not having the closest warmth loving caring family we were. They separated. My Mum went one way; my Dad went his way.

And I was 9 years of age left to go my way. I didn't know anyone. So I lived with Koori families who took me in. And in return I would look after their kids while they went picking just so I had some sort of family caring. I done this for years. Still not knowing where my brothers and sisters were. I tried hard to find them but couldn't.

The families that took me in I have a lot of respect for them because they tried to mend a 9 year old's broken heart ...

3.4 SKILL ACTIVITY: Using historical sources

You have been asked to **design** a museum exhibit about the experiences of the Stolen Generations from your local area. By consulting with your local community, and using your library and the internet for reference, locate primary and secondary evidence that can be placed in the exhibit.

The evidence you **select** might be archaeological, such as an object; written, such as a letter or newspaper article; or audio–visual, such as an interview with a person who lived through the events. Alongside each item, write a **descriptive** label **explaining** why it is significant to understanding the experience of the Stolen Generations. Finally, come up with a suitable title for the exhibition you have curated.

on Resources

Weblinks Archival copy of the *Aborigines Act 1905* (WA)

Stolen Generations (South West Aboriginal Land & Sea Council)

3.4 Exercise

learnon

3.4 Exercise

Learning pathways

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

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- Access sample responses
- Track results and progress

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Check your understanding

1. By _____ all states and territories, except _____, had given complete control over First Nations Australians to the Board of Protection.
2. **Determine** whether the following statements are true or false.
   a. 'Assimilation' means to absorb or blend into the community.
   b. The NSW *Child Welfare Act 1939* provided parents with the right to contest the removal of their children, making it relatively easier for parents to regain custody.
   c. The *Aborigines Protection Act (NSW) 1909* granted authorities the power to control and provide for the custody, maintenance and education of First Nations Australian children, making the Board for Protection the legal guardian of these children.
3. The purpose of the assimilation policies was to make all First Nations Australians live like the 'white' Australians:
   A. because that's what they wanted.
   B. because even though they didn't know it, they wanted it.
   C. whether they wanted to or not.
   D. because that was the best outcome.
4. **Explain** why First Nations Australian children were stolen from their families. **List** as many reasons as you can.
5. Why was it so difficult for parents to contest the removal of their children?

Apply your understanding

Using historical sources

6. **SOURCE 2** is the beginning of the *Aborigines Act 1905.* After reading it carefully, **explain** what you think the purpose of the Act was. What beliefs about First Nations Australians do you think the people who wrote the Act held?
7. It is the morning after four children have escaped from the compound described in **SOURCE 3**. **Infer** what you think might happen to the children still in the compound.
8. Study **SOURCE 4** and answer the following questions.
   a. **Explain** the effects of forcible removal on Rose's parents and siblings.
   b. Why do you think Rose may have been left behind?
   c. **Analyse** which people were directly or indirectly affected in a negative way by the welfare workers' decision to remove Rose's brothers and sisters from the family.
9. **Evaluate** the usefulness of using individual stories such as **SOURCE 3** and **SOURCE 4** as evidence to assist our understanding of the impact of government policies of child removal on the First Nations Peoples of Australia.
10. Do **SOURCES 1**, **3**, and **4** offer support for each other? **Explain** your answer fully.
11. Use a fishbone diagram to **identify** the causes of why children were 'stolen' and the consequent effects.

LESSON
3.5 Who were the major figures in the world's civil rights movement?

LEARNING INTENTION

By the end of this lesson you should be able to identify some of the major figures in the world's civil rights movements during the early to mid twentieth century. You should also be able to explain the term 'non-violent protest' and outline why this form of protest was so successful for activists.

TUNE IN

On the first school day of 1957, nine African-American students enrolled at Little Rock Central High.

Thereafter known as the 'Little Rock Nine', the students were met by an angry mob, 1200 soldiers sent to the school for their protection and the world's media.

1. Look at **SOURCE 1**. How would you describe the actions of the mob? What evidence can you see about their mood and actions?
2. Would you go to school if you had to battle through an angry crowd to get there?
3. What do you think it was about this photograph, and those like it, that would inspire other African-Americans at the time? Discuss with a small group and share your answers in a class discussion.

SOURCE 1 On 4 September 1957, the Little Rock Nine attended their first day at a formerly all-white school. This simple act would change the United States forever.



3.5.1 International call for civil rights

In the 1940s, many of the rights and freedoms enjoyed by white people in colonised nations such as the United States and Australia were not shared by all. To many people this seemed wrong, but it would be the mid 1950s before leaders would emerge to challenge this widespread inequity and mistreatment. They were part of the civil rights movement. This movement would build during the 1960s, generating a worldwide demand for change.

On 10 December 1948 the United Nations General Assembly adopted the Universal Declaration of Human Rights (UDHR), an international agreement that outlined the rights and freedoms that should be

SOURCE 2 A photograph of Eleanor Roosevelt holding the Universal Declaration of Human Rights



accorded to all people. As a founding member of the UN, Australia played a prominent role in establishing the Declaration under the guidance of Dr Herbert Vere Evatt, who became the president of the United Nations General Assembly in 1948. Dr Evatt, a former High Court judge, Attorney General and Minister for External Affairs, was known for defending civil liberties. The Declaration began by recognising that 'the inherent dignity and the equal and **inalienable** rights of all members of the human family is the foundation of freedom, justice and peace in the world'. Although it was not a **treaty**, the Declaration was seen as an international call for civil rights.

inalienable belonging to a thing by its nature; not able to be taken away

treaty an agreement between two or more sovereign states (countries) to undertake a particular course of action. It usually involves matters such as human rights, the environment or trade.

SOURCE 3 Eleanor Roosevelt became the First Lady of the United States when her husband, Franklin Delano Roosevelt, was elected president in 1933. An author and activist in her own right, Eleanor Roosevelt was a US delegate to the United Nations General Assembly from 1945 to 1952. One of the UN's most highly regarded statespeople, she played a crucial role in developing the Universal Declaration of Human Rights.

Where, after all, do human rights begin? In small places — close to home — so close and so small that they cannot be seen on any maps of the world. Such are the places where every man, woman and child seeks equal justice, equal opportunity, and equal dignity, without discrimination. Unless these rights have meaning there, they have little meaning anywhere.

3.5.2 Civil rights in America — desegregation

On 1 December 1955 an African-American seamstress named Rosa Parks sat halfway down a bus in Montgomery, Alabama, just behind the section reserved for white passengers (see **SOURCE 4**). When a white man got on the bus, the driver asked her to stand to make room for him, but Rosa Parks politely refused. 'When I made that decision,' she said later, 'I knew that I had the strength of my ancestors with me.'

For her refusal to give up her seat, Rosa Parks was arrested and charged with breaking the segregation laws. At the time, the African-American community made up the majority of Montgomery's bus passengers. Sparked by Rosa Parks's defiance, they began to refuse to take the bus. The Montgomery bus boycott lasted 381 days until the politicians caved in and abolished the bus segregation laws.

aud-0555

SOURCE 4 This excerpt from the Montgomery City Code refers to segregation of black and white people on the buses, which was the basis of Rosa Parks's protest.

Sec. 10. Separation of races — Required.

Every person operating a bus line in the city shall provide equal but separate accommodations for white people and negroes on his buses, by requiring the employees in charge thereof to assign passengers seats on the vehicle under their charge in such manner as to separate the white people from the negroes, where there are both white and negroes on the same car; provided, however, that negro nurses having in charge white children or sick or infirm white persons, may be assigned seats among white people.

Nothing in this section shall be construed as prohibiting the operators of such bus lines from separating the races by means of separate vehicles if they see fit.

DID YOU KNOW?

Racism is based on the belief that a person's race determines their ability and attributes, and that some people are inherently inferior to others. In the 1930s Hitler invoked racist theories to justify his persecution of the Jewish people. The same theories were used to justify racial segregation in the United States, South Africa and Australia.

Little Rock, Arkansas

On 17 May 1954 the US Supreme Court ruled that segregation of public schools was **unconstitutional**. Later that year the Little Rock, Arkansas, school board had agreed to gradually desegregate its schools. Desegregation began on the first day of the school year, 1957.

During the year she attended Little Rock Central High, Minnijean Brown-Trickey was verbally abused, pushed down the stairs and spat on. Not all the white students were hostile towards the new arrivals, but those who showed them kindness were liable to be beaten up themselves. Later she would recall, 'There were 100 bad kids and 1900 silent witnesses'. Her story, and those of the other eight students, would go on to inspire a generation of African-Americans.

Looking back on her year at Little Rock Central High, Minnijean Brown-Trickey said, 'History holds up a mirror showing the good things about us and the bad things about us. We have to choose. Do we want to be part of the mob attacking children or the children walking with dignity?'

3.5.3 Protests in the United States gain momentum

As the civil rights movement in the United States grew, particularly in the southern states where segregation was worse, there was great potential for violence. Although violence did erupt in states like Alabama, there were other voices preaching another way.

eles-2606

tlvd-10741

SOURCE 5 Dr Martin Luther King Jr (centre) in the March on Washington for Jobs and Freedom, August 1963



Martin Luther King

The Montgomery bus boycott had been organised by the Montgomery Improvement Association. Made up of religious ministers and activists, the group was led by a charismatic young civil rights campaigner named Martin Luther King Jr. His philosophy was simple: anything could be achieved by using non-violent resistance, so long as you could convince enough people to join the cause.

This philosophy was based on both his training as a minister and his interest in the work of Mohandas (Mahatma) Gandhi, whose non-violent protests had successfully challenged the British and won independence in India. Dr King summed up his philosophy by suggesting that 'the Christian doctrine of love operating through the Gandhian method of non-violence was one of the most potent weapons available to oppressed people in their struggle for freedom'. One of Dr King's most well known actions was the March on Washington for Jobs and Freedom (1963), where he delivered his most famous speech, remembered by the words, 'I have a dream ...'

unconstitutional not in accord with the principles set forth in the Constitution

3.5.4 Freedom Rides in the United States

The Freedom Rides in the United States began in May 1961. The riders were volunteers — 13 activists from the Congress of Racial Equality (CORE) and Student Nonviolent Coordinating Committee (SNCC). The activists set out from Washington DC to journey through the southern states of Virginia, North and South Carolina, Georgia, Alabama and Missouri to a planned rally in Louisiana. The white response in the states through which the two buses journeyed was often violent and full of hate. White mobs wielded baseball bats, bicycle chains and iron bars. Near Anniston, Alabama, on 14 May 1961, a white mob smashed the bus windows, slashed the tyres and later firebombed the bus. Several Freedom Riders were badly injured. Violence continued over subsequent rides with state authorities doing little to intervene.

SOURCE 6 Freedom Riders sit beside their burned out bus near Anniston, Alabama, 14 May 1961



int-6708

SOURCE 7 Map showing the routes taken by the Freedom Riders



Source: Spatial Vision.

Although Martin Luther King never joined the Freedom Riders' campaign, he became one of their major spokespeople. When a 3000-strong mob blockaded the First Baptist Church in Montgomery, Alabama, where King was rallying support for the campaign, authorities responded only when US Attorney-General, Robert Kennedy, mobilised the National Guard who dispersed the mob with tear gas.

Results of the Freedom Rides

The Freedom Rides and the violent responses to them resulted in international media attention, embarrassing the US government. Although federal laws existed that ruled segregation illegal, state administrations, particularly in the south, ignored them. The Freedom Rides continued until the Interstate Commerce Commission (ICC) forced bus companies to introduce desegregation. The goals of the campaign — to create headline news internationally and to gain publicity for the civil rights movement — were in large part achieved. Civil disobedience had proved a powerful way to protest against racist policies and effect change.

3.5 SKILL ACTIVITY: Using historical sources

Martin Luther King Jr is often remembered as one of the most significant figures of the twentieth century, not only in America but around the world, both because of what he fought for — namely racial equality — and the way he chose to wage that battle. Use the **Trove** weblink in your online Resources to find out how he was remembered by the Australian people and press, immediately following his death in 1968.

Using at least three sources, **decide**:

- What did people admire about him?
- What lesson/s did they take from his life?
- What evidence is there (if any) within these reports that his influence was beginning to affect discussions about race relations in Australia?

Based upon your findings, write a 300-word response to the question, 'How significant was Martin Luther King Jr's influence in Australia following his death?' Use key quotes to support your claims.

on Resources

Weblink Trove

Video eLesson Lyndon B. Johnson announces the passing of the Civil Rights Act (eles-2607)

3.5 Exercise

learnon

3.5 Exercise

Learning pathways

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

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Check your understanding

1. Rosa Parks was an African-American seamstress. Why was she arrested in 1955?
   - A. For fighting with a white passenger on a bus
   - B. For politely refusing to pay for her ticket on a bus
   - C. For politely refusing to give up her seat to a white passenger
   - D. For politely refusing to give up her seat to an older passenger
2. What resulted from Rosa Parks' arrest and the subsequent boycott? **Select** all possible answers from the options below.
   - a. Rosa Parks was arrested and charged with breaking the segregation laws.
   - b. Rosa Parks caught taxis to work over the next 381 days.
   - c. Montgomery's majority of African-American bus passengers boycotted the buses.
   - d. After 381 days of the boycott, politicians caved in and repealed the bus segregation laws.
3. **Determine** whether the following statements are true or false.
   - a. A treaty is a formal agreement between states. Because the UDHR is not a formal agreement between states, it could not be a treaty.
   - b. The Freedom Rides resulted in international media attention and embarrassed the US government.
   - c. The US Supreme Court ruled that segregation of public schools was unconstitutional in 1954.
4. **Identify** when the United Nations General Assembly adopted the UDHR. Use your general knowledge to **explain** what previous event had led to this point.
5. Who was Dr Evatt and what was his contribution to the history of civil rights? Why do some argue that he should be more widely recognised in Australia?

Apply your understanding

Using historical sources

6. **Explain** what the term 'civil disobedience' means in your own words, and give three examples of types of civil disobedience.
7. Read the Eleanor Roosevelt quote in **SOURCE 3**.
   - a. **State** what this quote means.
   - b. Who does it seem to be aimed at?
   - c. **Explain** how its message could be seen to be reflected in the UDHR.
8. The Montgomery City Code (see **SOURCE 4**) claimed to offer 'separate but equal' treatment to white and black passengers. **Identify** words and phrases in the source that might be said to contradict this claim.
9. **Examine SOURCE 5** and answer the following.
   - a. What were these protesters aiming to achieve?
   - b. What examples of non-violent protest are evident?
   - c. What role do white people appear to be playing in the protest?
10. **Analyse** what **SOURCE 6** tells you about the risks undertaken by a Freedom Rider.
11. **Using SOURCES 1**, **2**, **5** and **6**, **explain** the power of photography as a source of historical evidence.

Communicating

12. **Identify** the significant events mentioned in this lesson and rank them in order of their impact on bringing about change. Be prepared to **justify** your ranking.

LESSON
3.6 What impact did the Freedom Ride have in Australia?

LEARNING INTENTION

By the end of this lesson you should be able to describe the role of Charles Perkins in First Nations Australians' fight for civil rights.

TUNE IN

As a young man, Arrernte and Kalkadoon man Charles Perkins regularly took the bus from Sydney University to his home in Bondi. Photojournalist Robert McFarlane captured this image in 1961, when Perkins was just beginning to gain attention for his activism.

1. Look at **SOURCE 1**. Why might McFarlane have chosen to photograph Perkins on a bus? (Hint: Think about the historical and cultural significance of this location at the time.)
2. What does this facial expression and body language convey to you as a viewer?
3. Discuss how you imagine this image may have been viewed by white Australians at the time. In what way/s might this perception have differed from that of First Nations Australians viewing this image?

SOURCE 1 Charles Perkins photographed by Robert McFarlane in 1961



3.6.1 Charles Perkins — activist

First Nations Australians won the right to vote in federal elections in 1962; but even then they were not counted in the census and their affairs were still managed by the state governments. But growing awareness of human rights issues, specifically relating to racial discrimination, was beginning to turn the tide for First Nations Peoples in Australia.

Inspired by a similar civil rights action in the United States, Charles Perkins organised the Freedom Ride of 1965, in which a group of 30 university students from Student Action for Aborigines (SAFA) would take a bus tour of outback New South Wales. The journey was intended to be a 'study tour' of race relations in Australia.

SOURCE 2 The Freedom Riders prepare to set out in 1965, unsure of what awaits them.



As the bus readied to leave on 12 February 1965, the Reverend Ted Noffs said a prayer: 'Almighty God ... we ask now that Thy blessing will rest upon these Australians as they journey out and endeavour to bring reconciliation and healing among people who have been divided because of the colour of their skin'. Over the following two weeks, the group saw the desperate poverty and often unsanitary living conditions experienced by First Nations Australians and witnessed the racial discrimination directed against them. In the town of Moree, First Nations Australian children were banned from using the public swimming pool. In Bowraville the cinema was partitioned. And in Walgett, First Nations Australian veterans were allowed into the Returned Soldiers' League only on Anzac Day.

DISCUSS

The image of Charles Perkins in **SOURCE 1** has been described as '**iconic**'. Analyse **SOURCE 1** and reflect on what ways it could be seen this way? How would you describe the importance of this image?

iconic important or enduring

A hostile reception

int-6709

As they drove 2300 kilometres around New South Wales, the Freedom Riders were subjected to a number of attacks. In Moree white women jeered and spat at the female students, while Jim Spiegelman was hit by a local.

Perkins was threatened, punched in the back of the head and had an egg thrown down the back of his shirt. On a lonely country road, late at night, the students' bus was rammed by a farmer.

Despite the physical toll taken on many Freedom Riders, the trip was an enormous success, attracting national and international media attention, and forcing Australians to confront the racial tensions and inequity that were still rife in many parts of the country.

Perkins would later write, 'What we gave Aboriginal people in the towns we visited was hope. We stirred their imagination, their desire for human rights'.

SOURCE 3 The route the Freedom Riders followed



Source: Spatial Vision.

aud-0556

SOURCE 4 Diary entry from the Freedom Ride, Wellington

Went to settlement outside reserve. Police warned us not to go into reserve. Interviewed about ten tin shacks of people. Most of us found the questionnaires unsuitable. Houses of tin, mud floors, very overcrowded, kids had eye diseases, had to cart water (very unhealthy) from river. People fairly easy to talk to, kids quite friendly. General picture of extreme poverty but not a great deal of social discrimination. Got seven interviews on the settlement just outside the reserve, and two in the town. General picture of scarcity of jobs. Mainly garden work, which is very seasonal. Average of three months for year out of work. Some working on a dam nearby. Some did shearing jobs. Did not encounter or hear of any women with jobs at all. Did not seem to know much about social services etc.

Lunch 1.30. Apparently Jim S and a few others came across some discrimination in a pub. An aboriginal was allowed in only because he was with us. The publican said he only prevented aborigines from coming in 'if they were disorderly'. Charlie went in and there was some discussion between the barmaid and the publican before they served him. Some aborigines told us they had been kicked out of this pub, the 'Courthouse'. Left Wellington and arrived in Dubbo about 6.30 pm. Had tea, went for a swim, then to the Dubbo hotel. We noticed a sign above the doorway of the halfway hotel — 'Aborigines not allowed in the Lounge without the Licensee's permission'. We didn't do anything. Slept in the Methodist Church ...

3.6.2 The legacy of the Freedom Ride

Newspaper and television coverage of the Freedom Ride created awareness and discussion in Australia about the racist injustices faced by First Nations Peoples of Australia. This media attention and debate aided the campaign for removal of discrimination in the Australian Constitution, with the Referendum in 1967 being carried. Charles Perkins emerged as a national leader for First Nations Australians, and a role model for prosecuting a cause using non-violent means.

The Freedom Ride itself was an important event in the fight for civil rights and freedoms and inspired a number of further 'freedom rides'.

In 2005, on the fortieth anniversary of Perkins's Freedom Ride, the bus set out again, filled with around 30 students and supported by the group reconciliACTION, who hoped to investigate how far country Australia had come in improving race relations since 1965.

SOURCE 5 Charles Perkins is remembered today; at his funeral in 2000, crowds of supporters and mourners gathered to remember him by walking down Macquarie Street in Sydney.



3.6 SKILL ACTIVITY: Communicating

Imagine you are one of Charles Perkins' travel companions on the Freedom Ride. Write 500 words **describing** your first day on the journey and the responses of the townspeople you encounter, using the same diary format you can see in **SOURCE 4**. You may need to conduct more **research** about the trip before you begin.

3.6 Exercise

learnon

3.6 Exercise

Learning pathways

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

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Check your understanding

1. In what ways was the Freedom Ride about 'freedom'?
   Select all possible answers from the options below.
   - **A.** The Freedom Ride was about raising public awareness about the racism and lack of human rights suffered by First Nations Australians in country Australia.
   - **B.** The Freedom Ride was about raising public awareness about the racism and lack of human rights suffered by First Nations Australians in Victoria.
   - **C.** The students exposed examples of how First Nations Australians were discriminated against and were denied the rights and freedoms non-Indigenous Australians enjoyed.
   - **D.** The students exposed examples of how First Nations Australians were discriminated against and were denied the rights and freedoms that overseas visitors enjoyed.
2. **Select** which forms of resistance the Freedom Riders encountered.
   - **A.** There was no obvious resistance encountered.
   - **B.** They were attacked, both verbally and physically.
   - **C.** They experienced only verbal abuse and racist signs.
   - **D.** They were barred from entering most towns they tried to visit.
3. **Describe** what the trip was about other than freedom.? How can you tell?
4. **Use SOURCE 3** to work out, on average, the amount of time the Freedom Riders spent in each location.
   The Freedom Riders travelled for _____ and visited _____ locations. Therefore, they would have spent an average of _____ in each location.

Apply your understanding

Using historical sources

5. Based on the body language and clothing worn by the students in **SOURCE 2**, what words would you use to **describe** them? Do you think they were prepared for what they would find on their Freedom Ride? **Explain** your answer.

Historical perspectives and interpretations

6. **Consider** what improvements to race relations you think the 2005 Freedom Ride would have discovered when compared to the Freedom Rides of the past.
7. **Identify** both the short-term and long-term effects of the Freedom Ride of 1965. Display these in diagrammatic form.

Communicating

8. **Analyse** whether you think controversy and civil disturbance are good ways to attract media publicity to a cause. Why or why not?
9. Can you **propose** any other ways in which the plight of First Nations Australians could have been publicised in 1965? Think creatively and take risks in offering possible solutions.

LESSON
3.7 What was the significance of the 1967 Referendum?

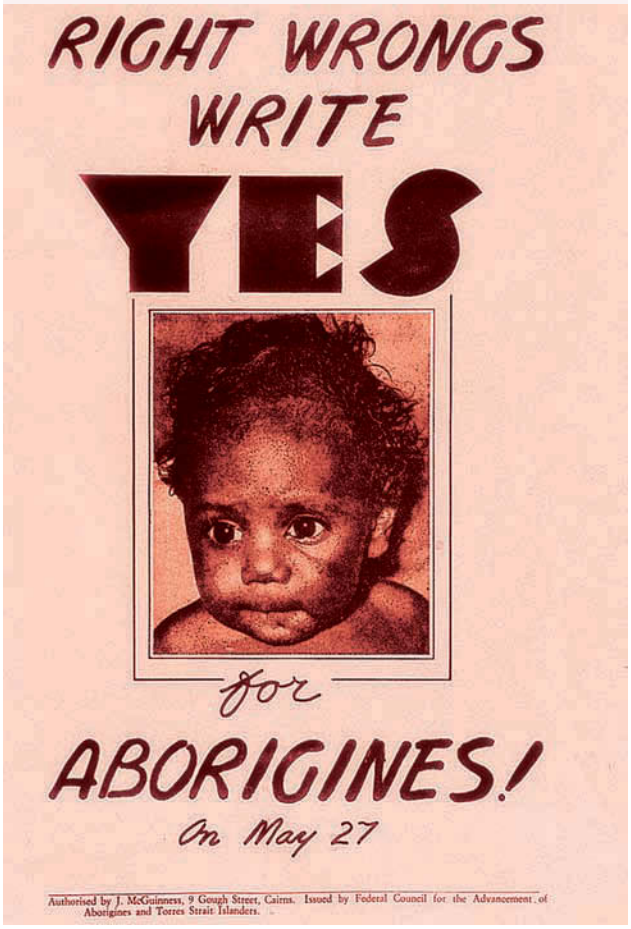
LEARNING INTENTION

By the end of this lesson you should be able to explain why the 1967 Referendum was such a significant event and identify the ways in which this 'yes' vote did and did not change life for First Nations Australians.

TUNE IN

In 1967, despite having developed a culture that thrived for tens of thousands of years in Australia before white people arrived, First Nations Australians were not included in the census. **SOURCE 1** is a poster that urged Australians to vote 'yes' to support Australia's First Nations Peoples finally being counted.

SOURCE 1 A poster for the 'Yes' vote



1. Look at **SOURCE 1** and answer the following:
   a. What 'play on words' is used in the poster in **SOURCE 1**? Do you consider it an effective way of getting the message across?
   b. Who authorised this poster? Would you regard this as a reliable source based on this authorisation?
   c. What do you think the message on a poster in favour of a 'no' vote might be?

3.7.1 The right to vote

In the early 1960s, following challenges to racial segregation overseas, many Australians were becoming increasingly uncomfortable with the unfair treatment of First Nations Australians. The government was also under international pressure to make their policies more inclusive.

SOURCE 2 People exercise their democratic right to vote at a polling booth in Bagot Settlement, Northern Territory, in 1962. Prior to this, all First Nations Australians in the Northern Territory had been deemed wards of the state and therefore denied the right to vote.



3.7.2 The 1967 Referendum

In 1967 there remained many areas in which First Nations Australian Peoples were treated very differently from every other member of the Australian population: one of the most important of these was the fact that they were not counted in the national **census**. The census is a tool used by the government to count its citizens and extract important demographic information, such as their age, gender and where they live. This information can then be used to make appropriate plans for providing community services such as schooling, healthcare and housing.

SOURCE 3 A timeline of First Nations Australian voting rights

1961	March 1962	Enrolling to vote federally was not compulsory, but once enrolled voting was compulsory	1962	1965	1971
Parliamentary panel recommends First Nations Australians be allowed to vote in federal elections →	Commonwealth Electoral Act amended, First Nations Australians could enrol to vote →	→	Right to vote in state/territory elections in NT and WA →	Queensland allows First Nations Australians to vote in state elections →	Voting in state elections compulsory for First Nations Australians

The Australian Constitution stated, 'In reckoning the numbers of the people of the Commonwealth, or of a State or other part of the Commonwealth, aboriginal natives shall not be counted'. To First Nations Australian activist Chicka Dixon, the message the Constitution conveyed was quite clear: 'It said the Australian Commonwealth Government would recognise all races of people other than Aboriginal — in other words, we didn't exist …'

The only way to change the Constitution is to hold a **referendum**. Before 1967 there had been 26 referenda in Australia, only four of which had been carried (approved). For a proposal to succeed, a majority of voters must say 'yes'; also, the majority 'yes' vote must occur in a majority of states (that is, at least four).

The referendum planned for 27 May 1967 would put two proposals to the Australian people:

- that Aboriginal people should be counted in the census
- that Aboriginal people should be placed under the jurisdiction of the Commonwealth, not state governments, so that laws affecting them could be implemented consistently and fairly across Australia.

Before the vote a publicity campaign was organised and all eligible voters were sent a booklet spelling out the 'yes' and 'no' cases. Both proposals received overwhelming **bipartisan** support, with a staggering 90.7 per cent of votes in favour, the highest 'yes' vote ever recorded in a referendum in Australia.

census an official, usually periodic, count of a population
referendum a ballot in which people decide on an important political issue
bipartisan supported by the two major political parties

int-6710

SOURCE 4 This table was featured in an informative pamphlet provided to voters by the Federal Council for the Advancement of Aborigines (FCAA) prior to the referendum. It summarises the rights that First Nations Australians had in different states at the time.

Right	NSW	VIC	SA	WA	NT	QLD
Voting rights (state)	Yes	Yes	Yes	No	Yes	No
Marry freely	Yes	Yes	Yes	No	No	No
Control own children	Yes	Yes	No	No	No	No
Move freely	Yes	No	No	No	No	No
Own property freely	Yes	No	Yes	No	No	No
Receive award wages	Yes	No	No	No	No	No
Alcohol allowed	No	No	No	No	No	No

If you are the owner of this work, please come forth and contact us.
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3.7.3 From assimilation to integration

After First Nations Australians had gained the rights to vote in federal elections and to be counted in the census, institutional discrimination began to soften. But the shift in policy from 'assimilation' to 'integration' was due, in large part, to the hundreds of thousands of new migrants who had entered the country since the end of World War II and were trying to find the balance between honouring their traditional beliefs, languages and cultures, and adopting the Australian way of life.

Unlike assimilation, **integration** policy did not require a person to deny their cultural background, including their language, in order to become a valuable member of society.

Yet while integration was a step in the right direction, it fell short of recognising the true value of other cultures. Integration policy, like assimilation before it, still expected citizens to adapt to the needs of the dominant culture of the country, rather than the other way around.

integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately; a policy that recognised the value of First Nations Australian cultures and the right to retain their languages and customs and maintain their own distinctive communities

aud-0557

SOURCE 5 Pat O'Shane's reaction to the result of the 1967 referendum. From Pat O'Shane, 'Aboriginal People and Political Power', quoted in C. Cunneen and T. Libesman 1995, *Indigenous People and the Law in Australia*, Butterworth, Sydney, pp. 214–5.

My reaction to the referendum result was one of exhilaration. I thought that it was really going to sweep away the past, I suppose. I think probably to one degree or another we all felt that. I think those who had been really active in the campaign — certainly Aborigines and Islanders in the north, where I came from — felt that this was our liberation. Of course, it wasn't; it didn't work like that at all. The Queensland Act stayed there and the change to the Constitution didn't do anything to alter that situation. But it was liberating to this extent: the people actually knew, felt, believed that they were citizens of Australia. I think that made a very significant psychological difference to how we operated, because then it wasn't a question of our campaigns being directed at being recognised as Australian citizens but being able to fight other fights, wage other campaigns. So, it was an exhilarating experience for me and certainly for a lot of people that I worked with at that time.

3.7 SKILL ACTIVITY: Questioning and researching, Using historical sources

Using your local library or the internet, learn more about one of the activists Chicka Dixon or Faith Bandler and their role in convincing Australians to vote 'yes' in 1967.

In a report of 300 words:
- **describe** your chosen activist's background prior to becoming an activist
- **explain** why you think this might have motivated them to fight for this cause.

3.7 Exercise

learnon

3.7 Exercise

Learning pathways

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

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- Receive immediate feedback
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Check your understanding

1. **Select** whether each of the following statements are true or false.
   a. The 1962 Electoral Act amendment was responsible for giving First Nations Australians the right to vote in state elections.
   b. Queensland extended the right to vote in state elections to its First Nations Australian population in 1965.
   c. Under the *Electoral Amendment Act 1962*, First Nations Australians were compelled to enrol to vote.
   d. The census is an important tool in understanding the needs of a population.
   e. The referendum of 1967 made Australia's First Nations Peoples Australian citizens.
   f. The proposals in the 1967 referendum were agreed to by the two major political parties.
   g. A referendum must be passed by a double majority — a majority of voters overall and a majority of voters in a majority of states (that is, four states or more).
2. **Identify** in what way the Australian Constitution was amended as a result of the 1967 referendum. Why was this important?
   Select all possible answers from the options below.
   A. For the first time First Nations Australians were counted in the census and thus recognised as people who actually existed.
   B. The States were given responsibility for First Nations Australians.
   C. The Commonwealth assumed responsibility for First Nations Australians.
   D. The Commonwealth would now make laws affecting First Nations Australians.
3. As an official policy, do you think that integration was an improvement on assimilation? **Explain** your answer.

Apply your understanding

Communicating

4. **Consider** why the integration policy was still not ideal. **Discuss.**

Using historical sources

5. After reading **SOURCE 5** about Pat O'Shane's recollections of the time around the referendum, **explain** what her reaction to the referendum result was. What were they celebrating?
6. **Determine** if you believe that Chicka Dixon was justified in his comments about the Australian Constitution. Why or why not?
7. Using **SOURCE 4**, rank the states from best to worst in terms of providing rights to First Nations Australians. **Justify** your choice.

Historical perspectives and interpretations

8. **Evaluate** the impact of the referendum on the move towards equal rights for First Nations Australians and present your ideas to your class in the form of a brief report (250 to 300 words).

LESSON
3.8 What have the Torres Strait Islanders experienced during their fight for freedom?

LEARNING INTENTION

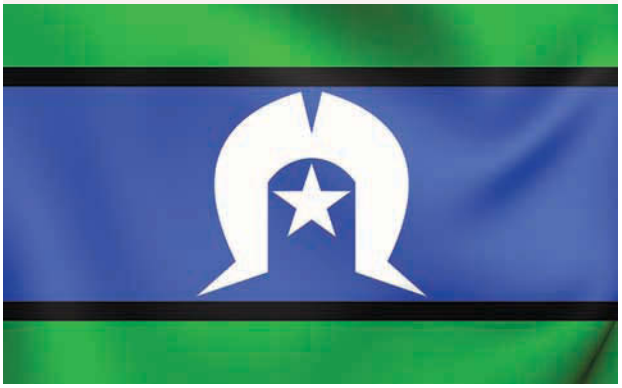
By the end of this lesson you should be able to describe some of the similarities and differences in the treatment of and fight for freedom by Torres Strait Islander and Aboriginal Peoples.

TUNE IN

SOURCE 1 depicts the flag of the Torres Strait Islands.

1. Discuss in what way/s a flag could be considered a historical source.
2. How is this flag similar, and different, to both the Australian flag and the Aboriginal flag?
3. Looking at this source, write down three questions that it raises for you, which you would need to research further in order to fully understand its significance.

SOURCE 1 The flag of the Torres Strait Islands



In this lesson we have used the terms Torres Strait Islander and Aboriginal to distinguish between the distinct histories and cultures of the two First Nations Peoples.

3.8.1 The Torres Strait Islander community today

Torres Strait Islander Peoples are a separate people in origin, histories and cultures from Aboriginal Peoples of Australia. Traditionally, they lived on over 100 islands of the Torres Strait, close to the larger island of New Guinea. The islands became part of the state of Queensland in 1879.

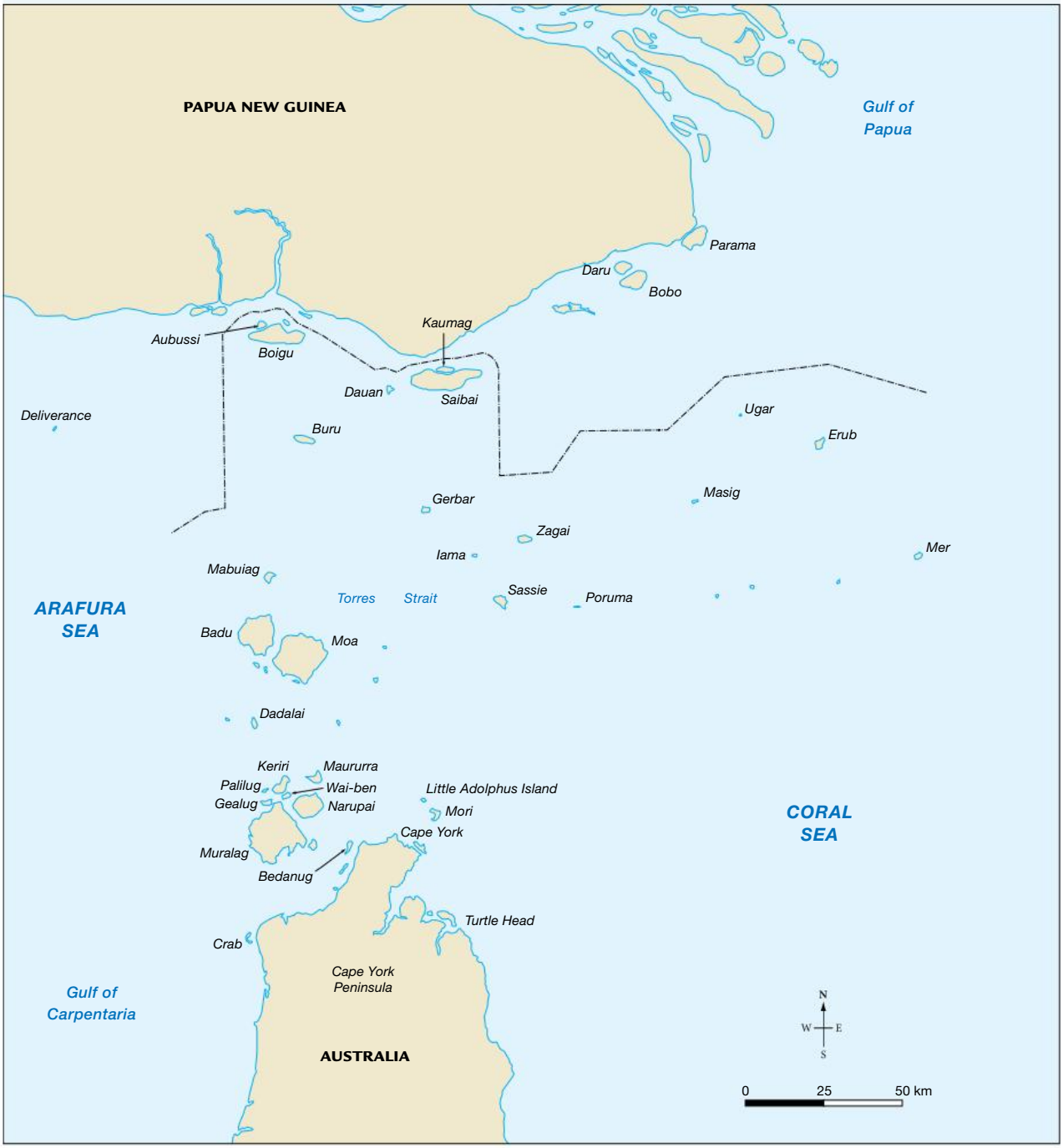
In the 2021 census, 812 728 people identified as being of Aboriginal and/or Torres Strait Islander origin. This represents 3.2 per cent of Australia's total population. Of these, 4.4 per cent reported being of both Aboriginal and Torres Strait Islander origin and 4.2 per cent Torres Strait Islander origin only, with 91.4 per cent identifying as Aboriginal. Thus, Torres Strait Islander Peoples can be regarded as a minority within a minority. Many people who identify as a Torres Strait Islander person live in mainland Australia, predominantly in Queensland.

SOURCE 1 shows the flag of the Torres Strait Islands. It portrays a Dhari, a white ceremonial headdress, which is a symbol of the Peoples who identify as Torres Strait Islander. The five-pointed star symbolises the five major island groups. The green stripes represent the land, the black stripes the people and the blue the sea. In 1995, the federal government proclaimed the flag as a 'Flag of Australia', giving it legal recognition. While many of the struggles for equal rights and freedoms faced by Aboriginal Australians historically and today are also relevant to Torres Strait Islander Peoples there are also specific issues that affect Torres Strait Islander Peoples' unique geographical and historical context.

3.8.2 Struggles for recognition and rights

From 1897, Torres Strait Islander Peoples were subject to the Queensland Aboriginals Protection Act and Restriction of the Sale of Opium Act. Reserves were established from 1912 and a curfew and pass system controlled the lives of the people.

SOURCE 2 A map showing the location of the Torres Strait Islands. Australia's border is shown by the dotted line. The administrative centre is Wai-ben (Thursday Island).



Source: Geoscience Australia

The *Torres Strait Islanders Act 1939* recognised people from the Torres Strait Islands as a separate people after a maritime strike that protested for Islanders' rights to control wages and their own affairs under the Protection Acts. However, the Department of Native Affairs established under the Queensland Department of Health and Home Affairs continued to control many aspects of island life.

World War II discrimination

During World War II, more than 700 Torres Strait Islander People served in the Torres Strait Light Infantry Battalion. Others served in support roles in the defence forces, although none were initially permitted to

advance beyond the rank of corporal. They were paid only one-third the European rate and were given no family allowance. Torres Strait Islander soldiers staged sit-down strikes in 1943 and 1944, resulting in army authorities raising their pay rate to two-thirds the European rate, but lowering what had been full **repatriation** benefits by a third. It was not until 1983 that the federal government repaid the full amount to those who had served.

In 2015, Australia's prime minister at the time, Tony Abbott, awarded medals to three surviving Torres Strait Islander war veterans (see **SOURCE 3**).

SOURCE 3 Former Prime Minister Tony Abbott awards a medal to Bamia Mast, a veteran of World War II service in the Torres Strait Light Infantry Battalion.



Gaining the vote

As was the case for Aboriginal Australians, Torres Strait Islander Peoples were not able to vote in federal elections until the passing of the Commonwealth Electoral Amendment Act in 1962. They were denied the right to vote in state elections irrespective of whether they lived on island reserves in the Torres Strait or on the Queensland mainland. On 17 December 1965, the state legislation was passed, extending voting rights to all Aboriginal and Torres Strait Islander Peoples resident in Queensland. The first state election in which they were able to vote was held on 28 May 1966.

National organisations

People from the Torres Strait Islands played an active role in national campaigns and organisations, particularly in the lead-up to the 1967 Referendum. The Federal Council for Aboriginal Advancement became the Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI) in 1964 as a result of the work of Torres Strait Islander people such as Dulcie Flowers and Elia Ware.

Elia Ware, from Moa, had served in the Torres Strait Light Infantry Battalion and became a foundation member of the Cairns Aborigines and Torres Strait Islanders Advancement League after moving there in the late 1950s. He was also active in the ongoing campaign to redress the discrimination against the Torres Strait Islander men who had served in the Light Infantry Batallion.

The Torres Strait Regional Authority

The Torres Strait Regional Authority (TSRA) was established on 1 July 1994 in response to local demands for greater autonomy. It is a Commonwealth statutory authority governed by the *Aboriginal and Torres Strait Islander Act 2005*. Torres Strait Islander Peoples felt that they needed a separate organisation to deal with issues specifically relevant to their cultures, **Ailan Kastom**, and their religion.

Today, the Authority has a Board consisting of 20 elected members who are all Torres Strait Islander or Aboriginal persons living in the region. They are elected every four years by their individual communities. The TSRA administers a Torres Strait

repatriation assistance given to ex-service men and women returning to a civilian way of life

Ailan kastom (island custom) the body of customs, traditions, observances and beliefs of some or all of the Torres Strait Islander Peoples living in the Torres Strait area

tlvd-10742

SOURCE 4 An extract from the *Torres Strait Islanders Act 1939*, which recognised, in its definitions, the separate status of Torres Strait Islander Peoples.

Definitions.

3. In this Act, unless the context otherwise indicates, the following terms have the meanings set against them respectively, that is to say :—

Council. "Council"—The island council constituted under this Act ;

Director. "Director"—The Director of Native Affairs appointed under †"*The Aboriginals Preservation and Protection Act of* 1939" and charged with the administration of this Act : the term also includes the Deputy Director of Native Affairs or any officer who may be appointed as Assistant Director of Native Affairs ;

Islander. "Islander"—Any person who is—

(*a*) One of the native race of the Torres Strait islands,

(*b*) A descendant of the native race of the Torres Strait islands and is habitually associating with islanders as defined in paragraph (*a*) of this definition, or

(*c*) A person other than an islander as defined in paragraph (*a*) or (*b*) of this definition who is living on a reserve with an islander as so defined as wife or husband or any such person other than an official or person authorised by the protector who habitually associates on a reserve with islanders as so defined ;

Minister. "Minister"—The Secretary for Health and Home Affairs or other Minister of the Crown charged for the time being with the administration of this Act ;

Prescribed. "Prescribed"—Prescribed by this Act ;

Protector. "Protector"—The Protector of Islanders : the term shall also include the Deputy Protector of Islanders ;

Regulations. "Regulations"—Regulations made under this Act ;

Reserve. "Reserve"—Any Torres Strait island or part of a Torres Strait island heretofore or hereafter granted in trust or reserved from sale or lease by the Governor in Council for the benefit of islanders under the provision of any law in force in Queensland relating to Crown lands ;

This Act. "This Act"—This Act and all Proclamations, Orders in Council, regulations and by-laws thereunder ;

Torres Strait island. "Torres Strait island"—Any island north of eleven degrees south latitude which is part of the State of Queensland.

PART II.—

Development Plan, which contributes to closing the gap between First Nations Australians in the Torres Strait region and non-Indigenous people in mainland Australia.

aud-0558

SOURCE 5 An extract from the *Aboriginal and Torres Strait Islander Act 2005*

142A Functions of TSRA

1. The TSRA has the following functions:
   - to recognise and maintain the special and unique Ailan Kastom of Torres Strait Islanders living in the Torres Strait area;
   - to formulate and implement programs for Torres Strait Islanders, and Aboriginal persons, living in the Torres Strait area;
   - to monitor the effectiveness of programs for Torres Strait Islanders, and Aboriginal persons, living in the Torres Strait area, including programs conducted by other bodies;
   - to develop policy proposals to meet national, State and regional needs and priorities of Torres Strait Islanders, and Aboriginal persons, living in the Torres Strait area;
   - to assist, advise and co-operate with Torres Strait Islander and Aboriginal communities, organisations and individuals at national, State, Territory and regional levels;
   - to advise the Minister on:
     i. matters relating to Torres Strait Islander affairs, and Aboriginal affairs, in the Torres Strait area, including the administration of legislation;
     ii. the co-ordination of the activities of other Commonwealth bodies that affect Torres Strait Islanders, or Aboriginal persons, living in the Torres Strait area;
   - when requested by the Minister, to provide information or advice to the Minister on any matter specified by the Minister;
   - to take such reasonable action as it considers necessary to protect Torres Strait Islander and Aboriginal cultural material and information relating to the Torres Strait area if the material or information is considered sacred or otherwise significant by Torres Strait Islanders or Aboriginal persons; ...

3.8 SKILL ACTIVITY: Questioning and researching

In this task, you are going to undertake some **research** into the current issues that are of importance to Torres Strait Islander Peoples, in order to answer the following question:

> *What similarities and differences do they have with the issues of importance to Aboriginal Australians that are identified within this lesson?*

In your research, use a range of primary and secondary resources (at least three), ensuring that the majority are created by First Nations Australians and/or organisations.

Before beginning your research, come up with one hypothesis — that is, a statement that you believe may be true — and test this against what you find out from your research. Then, with a classmate or the wider class, **discuss** whether you were right or wrong in your assumptions.

3.8 Exercise

learnon

3.8 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. Torres Strait Islander Peoples can be described as 'a minority within a minority' because according to the 2021 census, 3.2 per cent of Australia's population are categorised Aboriginal or Torres Strait Islander, and of that, only 4.2 per cent are Torres Strait Islander.
   b. All Torres Strait Islanders live in the Torres Strait Islands.
2. **Identify** the outcome of the *Torres Strait Islanders Act 1939.*
3. Torres Strait Islander Peoples gained the right to vote in federal elections in _____ after the Electoral Amendment Act, and in state elections on 17 December _____, after the Elections Amendment Act was passed.
4. **Identify** who Elia Ware was and **summarise** what his achievements were.

Apply your understanding

Using historical sources

5. Study the map in **SOURCE 2**. **Describe** how this map shows how geography might have influenced the identities, histories and cultures of Torres Strait Islander Peoples.
6. **Examine SOURCE 3** and **describe** what is taking place. Why was this of historical significance to Torres Strait Islander Peoples?

Communicating

7. According to the extract from the *Torres Strait Islanders Act 1939* (**SOURCE 4**), what was the definition of a Torres Strait Islander person? **Explain** why this definition was of legal and historical significance.
8. **Explain** Ailan Kastom. Then **consider**, how does **SOURCE 5** provide evidence for the recognition of Ailan Kastom in the Torres Strait Islands?

LESSON
3.9 Why was the Aboriginal Tent Embassy significant?

LEARNING INTENTION

By the end of this lesson you should be able to explain some of the issues in the fight for land rights and describe how these have intersected with the broader fight for recognition by First Nations Peoples of Australia. You should also be able to identify why the Aboriginal Tent Embassy became such a potent symbol of this fight.

TUNE IN

SOURCE 1 depicts four men occupying the Aboriginal Tent Embassy in 1972.

1. Look at **SOURCE 1**. What can you learn about the purpose of this protest from the men's signs?
2. How would you describe the contrast between the tent embassy (the umbrella you can see, and the tent in the background) compared to the buildings of Australia's parliament behind them?
3. DISCUSS: Would you be surprised to learn that there are still people at the tent embassy decades later?

SOURCE 1 The Aboriginal Tent Embassy in 1972



3.9.1 Yirrkala Bark Petitions

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In the late eighteenth century, proof of sovereignty (exclusive rights) over land, under European law, required evidence of fencing, farming or settlement. Captain James Cook saw no such evidence when exploring the east coast of Australia and proclaimed the country *terra nullius*. Believing that the land belonged to no-one, he legally claimed it for the British Crown in 1770. It would be almost 200 years before this claim would be challenged in Australia's courts.

The **land rights** movement began in 1963 when the Yolngu people from Yirrkala (in the Northern Territory) sent a bark petition to federal parliament. Signed by 12 Elders, it protested the government's decision to allow a mining company to mine bauxite on their traditional lands.

Encouraged by the support they received for this action, the Yolngu lodged a challenge in the Northern Territory Supreme Court in 1968. Three years later, Justice Blackburn ruled that, while the Yolngu system of law and the people's longstanding association with the land were recognised, British law had replaced these after 1788.

SOURCE 2 The Yirrkala bark petition, sent to federal parliament in 1963. A transcript of the text is shown in **SOURCE 3**.



land rights the rights of First Nations Australians to possess land they traditionally owned and occupied

This decision angered many First Nations Australians, whose expectations had been raised by the outcome of the 1967 referendum. On Australia Day 1972, Prime Minister William McMahon proclaimed that 'land rights would threaten the **tenure** of every Australian'.

SOURCE 3 Transcript of the text of the Yirrkala petition

TO THE HONOURABLE SPEAKER AND MEMBERS OF THE HOUSE OF REPRESENTATIVES IN PARLIAMENT ASSEMBLED.

The Humble Petition of the Undersigned aboriginal people of Yirrkala, being members of the Balamumu, Narrkala, Gapiny, Miliwurrwurr people and Djapu, Mangalili, Madarrpa, Magarrwanalmirri, Djambarrpuynu, Gumaitj, Marrakulu, Galpu, Dhaluangu, Wangurri, Warramirri, Naymil, Riritjingu, tribes respectfully showeth.

1. That nearly 500 people of the above tribes are residents of the land excised from the Aboriginal Reserve in Arnhem Land.
2. That the procedures of the excision of this land and the fate of the people on it were never explained to them beforehand, and were kept secret from them.
3. That when Welfare Officers and Government officials came to inform them of decisions taken without them and against them, they did not undertake to convey to the Government in Canberra the views and feelings of the Yirrkala Aboriginal people.
4. That the land in question has been hunting and food gathering land for the Yirrkala tribes from time immemorial: we were all born here.
5. That places sacred to the Yirrkala people, as well as vital to their livelihood are in the excised land, especially Melville Bay.
6. That the people of this area fear that their needs and interests will be completely ignored as they have been ignored in the past, and they fear that the fate which has overtaken the Larrakeah tribe will overtake them.
7. And they humbly pray that the Honourable the House of Representatives will appoint a Committee, accompanied by competent interpreters, to hear the views of the people of Yirrkala before permitting the excision of this land.
8. They humbly pray that no arrangements be entered into with any company which will destroy the livelihood and independence of the Yirrkala people.

And your petitioners as in duty bound will ever pray God to help you and us.

3.9.2 The Aboriginal Tent Embassy

On the day of Prime Minister McMahon's announcement in 1972, First Nations Australian activists erected a beach umbrella on the lawn outside Parliament House. The umbrella was accompanied by a sign that read 'Aboriginal **Embassy**'.

Soon the grounds were filled with tents and activists as First Nations Australians asserted their right to occupy their traditional lands and exercise their connection to Country. The Aboriginal Tent Embassy, as it became known, quickly drew media attention along with further support and controversy.

It was a visible demonstration of First Nations Australian desire to move beyond the policies of assimilation and integration, towards an official recognition of their right to determine their own futures. The Tent Embassy retains huge significance for First Nations Australians today and is still active in issues such as land rights and deaths in custody.

tenure a system by which particular individuals or groups are given a legally recognised right to occupy a defined area of land

embassy the residence or place of official business of an ambassador, who represents a foreign country

int-6711

SOURCE 4 An artist's impression of the Aboriginal Tent Embassy, 1972



A The Embassy flew the Aboriginal flag, which had recently been designed by Luritja man and artist Harold Thomas.

B While most of the 2000 supporters demonstrated peacefully, throughout 1972 some protesters scuffled with police, leading to a number of arrests.

C In 1972, members of the national and international press began to take notice. Their coverage helped to make the Tent Embassy a symbol of the worldwide struggle for civil rights.

D Placards were a constant reminder of what the group was fighting for.

3.9 SKILL ACTIVITY: Historical perspectives and interpretations, Communicating

1. **Discuss** the following questions with a classmate.
   a. Why might the activists have chosen to call their camp an 'embassy'?
   b. **Predict** how events might have turned out differently if they had not placed that sign above their tents.
2. Imagine the year is 1972. Using **SOURCE 4** and your own **research**, **create** a newspaper article explaining the purpose of the Aboriginal Tent Embassy and the public response to it. In your article, engage the reader by making them feel as if they're there with you. If possible, include quotes with leading figures within the movement that you have found in other sources to create a greater sense of realism and to allow the activists to speak in their 'own voices' where possible.

3.9 Exercise

learnon

3.9 Exercise

Learning pathways

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

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Check your understanding

1. **Select** why Captain Cook believed Australia belonged to no-one, from the following options:
   - A. He didn't see any people as he sailed down the east coast.
   - B. There were no signs giving directions.
   - C. Captain Cook found no evidence of what he understood as settlement — no fencing, farming or buildings.
   - D. No-one had mapped the coast previously.
2. **Identify** why the Yolngu people wanted to control their own land.
   - A. This land was their traditional land.
   - B. This land was good crop land.
   - C. This land was in a perfect setting.
   - D. This land was their largest asset.
3. By asserting the right to occupy their traditional lands, the Aboriginal Tent Embassy became a symbol of the First Nations Australians' desire to determine their own future and make their own decisions. True or false?
4. **Recall** what, according to Prime Minister McMahon, was the major reason for not granting the Yolngu people rights over their land.
5. **Explain** what was so controversial about the Aboriginal Tent Embassy.

Apply your understanding

Using historical sources

6. **Analyse** what the Yirrkala petition (see **SOURCES 2** and **3**) represents about the Yolngu people, and First Nations Australians more generally. In your answer, refer to what you know of the content of the document, as well as its physical form.

Historical perspectives and interpretations

7. Study **SOURCE 4**.
   - a. Imagine that you are trying to **explain** what the tent embassy is and why it has been so controversial. **Determine** which people, places and things depicted in this image would be most helpful in allowing you to tell this story.
   - b. Would a photograph be more or less useful than this image in telling the story of the tent embassy? **Explain** your answer.

Communicating

8. **Create** a timeline titled 'The struggle for land rights' that begins in 1770 and ends in the present. Include all the important dates from this lesson on your timeline. Make sure to annotate them so you will remember why these dates are important.
9. The Aboriginal Tent Embassy has been removed and rebuilt several times, but still exists on the lawns of Old Parliament House. Some people believe it is a cultural icon and should be preserved, while others view it as an eyesore and believe it should be removed. **Discuss** which perspective you agree with, and why. What other perspectives might be relevant to this discussion?
10. The Aboriginal Tent Embassy flew the Aboriginal flag. **Discuss** what was so significant about flying this flag at the time. Does it still have the same significance today?

LESSON
3.10 How are land rights and protests crucial in the struggle for rights and freedoms?

LEARNING INTENTION

By the end of this lesson you should be able to explain how land rights are central to the struggle for rights and freedoms, and describe some of the major events related to land rights.

TUNE IN

In this photograph, captured by Australia's First Nations Australian press photographer, Mervyn Bishop, Prime Minister Gough Whitlam pours sand into the hands of Vincent Lingiari to mark the return of the Gurindji people's traditional lands.

1. Look at **SOURCE 1** and discuss:
   a. In what way/s is it significant that this photograph was taken by Mervyn Bishop?
   b. Knowing what you know of First Nations Australian history up until this point (in the mid-1970s), how significant do you think this event would have seemed to other First Nations Australians?
   c. In what way/s might this act have been seen as threatening by other Australians?

SOURCE 1 Gough Whitlam and Vincent Lingiari



3.10.1 The Wave Hill walk-off

After the Yolngu people's unsuccessful bid to regain their land in 1963, it seemed to many that land rights might never be recognised by the government. Then in 1966, fed up with their poor treatment, a group of Gurindji, Mudburra and Warlpiri workers walked off the Wave Hill cattle station, owned by the British aristocrat Lord Vestey. This simple act of defiance, which began as a strike, would eventually become the first successful land rights case in Australia, setting the **precedent** for many others.

Since 1914 the Vestey family had owned the Wave Hill cattle station, which covered the traditional lands of the Gurindji people. Working conditions on the station were hard. First Nations Australian workers complained of low pay, disrespectful treatment by white workers and poor living conditions — claims that had been confirmed by official reports. Dissatisfaction with these conditions had already led to at least three strikes or protests on the property — in 1949, 1952 and 1955.

On 23 August 1966 about 200 First Nations Australian stockmen, domestic servants and their families walked off the property. Under the leadership of a Gurindji Elder named Vincent Lingiari, the group moved to Daguragu (known as Wattie Creek), an area also officially owned by Lord Vestey. Daguragu was chosen as a suitable place to camp, both because it was an area of cultural significance and because it provided reliable food sources and drinking water.

Vestey sent a member of the Anti-Slavery Society in London to visit Wave Hill and assess the situation. On recommendation, the Vestey company volunteered to surrender half the Wave Hill lease area. However, the government did not allow the transfer because First Nations Australian land rights were not recognised at that time. Instead, the government offered the workers a raise in wages and new houses that would be built at Wave Hill. The protesters refused, insisting that they should be given the same wages as white employees. As the 'Wave Hill mob' set up camp, it became clear that this would be a struggle not only for better working conditions, but for ownership of their traditional lands.

precedent an action or decision on which later actions or decisions might be based; a law made by a superior court that must be applied by lower courts in future cases with the same or similar facts

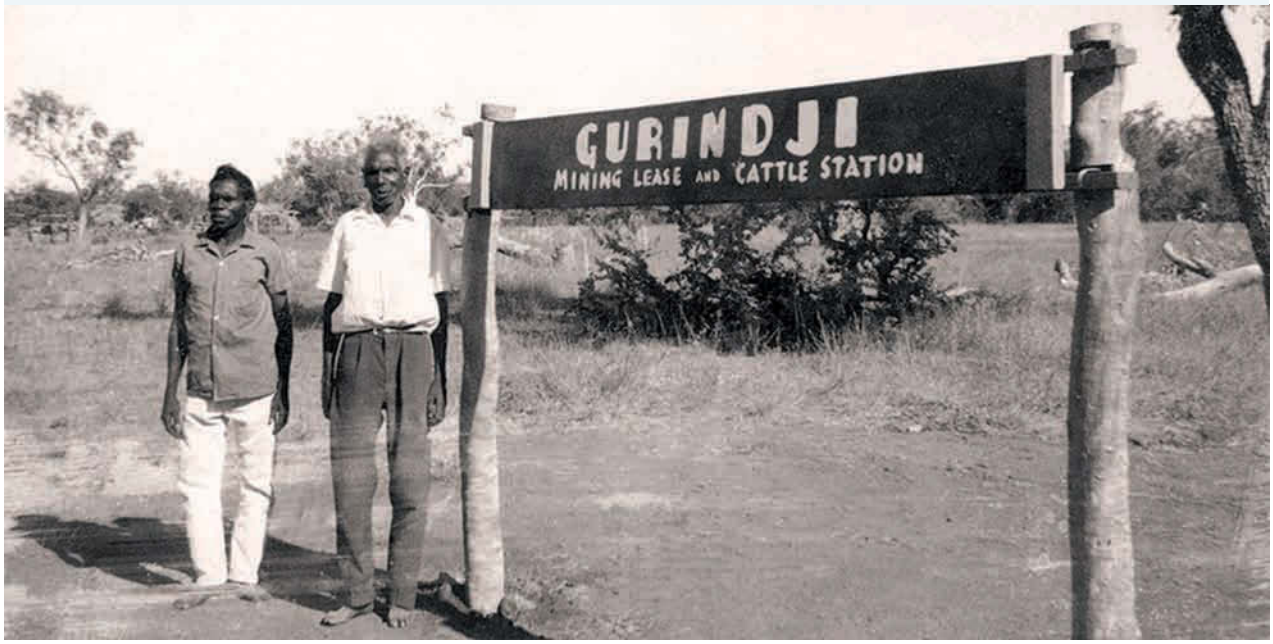
From little things, big things grow

Within the First Nations Australian communities, word of the walk-off spread quickly. In 1966 and 1967 strikes and protests sprung up at stations across the Northern Territory, led in part by organisers of the Wave Hill protest.

Australian author Frank Hardy had left Sydney in 1967 to find the 'real Australia' — the Australia celebrated in the poetry of earlier writers such as Banjo Paterson. Instead, he found First Nations Australians being mistreated and living in what he referred to as an 'unofficial apartheid'. After spending time with the organisers of the Wave Hill walk-off, he went back to the city, where he arranged press conferences and lobbied politicians in an attempt to bring the plight of the Gurindji people to their attention.

tlvd-10744

SOURCE 2 Protesters Vincent Lingiari (right) and Mick Rangiari (left) stand beside a sign made for them by the author Frank Hardy.



As the national press picked up the story, the broader Australian community began to support the action, some even making the journey to Wave Hill to offer their support to the strikers. Finally the Gurindji people were no longer alone in their cry to take back their land.

On 16 August 1975 Prime Minister Gough Whitlam 'handed back' 3300 square kilometres of the Gurindji people's traditional lands, declaring, 'I want to acknowledge that we Australians have still much to do to redress the injustice and oppression that has for so long been the lot of Black Australians'. As a symbolic gesture, he poured sand from the river bank at Daguragu into Vincent Lingiari's hands. Vincent Lingiari responded, stating, 'they took our Country away from us, now they have bought it back ceremonially'.

3.10.2 Moves towards land rights and native title

The most significant decision on land rights and native title came from the Torres Strait Islands. Throughout the 1970s, the Queensland Government, which administered the Torres Strait Islands, had indicated to Torres Strait Islander Peoples that although they occupied their traditional lands, they were not the legal owners of them.

The Mabo decision

In 1982 a group of people from Mer Island, in the eastern part of the Torres Strait, challenged the right of the government to prevent them from using their lands. They took their case to the Queensland Supreme Court. The group was led by Meriam man, Eddie Koiki Mabo. After the court ruled against them, the Meriam people appealed to the High Court of Australia. On 3 June 1992 the High Court made a historic ruling: the Meriam

SOURCE 3 Mer Island, the traditional land of the Meriam people, and subject of the Mabo case, was known as Murray Island to white settlers.



people of the Torres Strait *did* have **native title** over their traditional lands. The 'Mabo decision', as it became known, was important for all First Nations Peoples of Australia because it recognised under law that European settlement of Australia did not automatically wipe out native title. Furthermore, it overturned the idea of *terra nullius* (meaning land belonging to no-one), which the British had used to justify their claim over Australia. At the same time, it created some confusion as to how decisions on native title should be made.

Who was Eddie Mabo?

The man who led the Meriam Islanders to victory was born on Mer Island in 1936. He had no formal education beyond primary school but was rich and knowledgeable in a cultural sense, with detailed understanding of his people's law and lore that helped drive the success of the case. He had become politically active in the 1970s, but his views on the importance of native title only became clear during a conference he attended at James Cook University in 1981. At this conference, titled Land Rights and the Future of Australian Race Relations, Mabo was exposed to some of the leading minds dealing with the complexities of native title, many of whom would become his supporters after he launched his landmark case in 1982. He would continue fighting for land rights until his death a decade later.

native title a 'bundle of rights' of First Nations Australians to possess land they traditionally owned and continue to occupy

SOURCE 4 In this 'manifesto', Eddie Mabo states some of his aims in launching a native title case against the Queensland Government in 1981.

My name is Edward Mabo, but my island name is Koiki. My family has occupied the land here for hundreds of years before Captain Cook was born. They are now trying to say I cannot own it. The present Queensland Government is a friendly enemy of the black people as they like to give you the bible and take away your land. We should stop calling them boss. We must be proud to live in our own palm leaf houses like our fathers before us.

DID YOU KNOW?

The Mabo decision meant that the High Court recognised that native title existed under First Nations Peoples of Australia's customary law that had existed in Australia prior to 1788.

Native title

The *Native Title Act 1993* was the federal government's way of clarifying the law relating to the Mabo case and providing the legal means to deal with future land rights claims. To succeed in a claim, First Nations Australians had to prove they have had a 'traditional connection' with the land since 1788, and that their interests had not been 'extinguished' (overridden) by the granting of other rights. According to the Act, those who believed they had a valid claim must apply to the Native Title Tribunal, which would work with First Nations Australian representative bodies, as well as land councils, mining companies and other interested parties, to negotiate claims under the direction of the Federal Court.

The Wik case

Since colonisation, the Australian government had granted leases to **pastoralists** so they could raise herds of cattle or sheep on large tracts of land. These leases meant that the pastoralists could use the land but they did not, in many cases, stop other people, many of them First Nations Australians, from using the land as well.

In *Wik Peoples vs Queensland*, the High Court ruled that a pastoral lease did not necessarily extinguish native title. Rather, native title rights could coexist with pastoral leases but, if First Nations Australian rights conflicted with pastoralists' activities, these pastoralists' rights would prevail. This was a major blow to the Wik people, and to other First Nations Australian groups seeking land rights. However, it was a coup for many politicians, who had been voted in by non-Indigenous Australians concerned that they might lose their land through native title claims.

SOURCE 5 Conservative politician Pauline Hanson was voted into the Queensland seat of Oxley in the 1996 federal election. She was one of the leading voices calling for land rights to be repealed following the Wik decision. In this excerpt from her first speech to Parliament in 1996, she focuses on what she saw as an unfair granting of land to people under native title.

... This nation is being divided into black and white, and the present system encourages this. I am fed up with being told, 'This is our land.' Well, where the hell do I go? I was born here, and so were my parents and children. I will work beside anyone and they will be my equal but I draw the line when told I must pay and continue paying for something that happened over 200 years ago. Like most Australians, I worked for my land; no-one gave it to me.

Prime Minister John Howard, declaring that 'the pendulum has swung too far the way of Aborigines in the argument', was ready to deliver a ten-point plan to alter the Native Title Act that would see a greater number of native title claims extinguished. Labor, the Greens and the Democrats argued that the plan needed to be softened. Both sides needed the support of Independent Senator Brian Harradine. Finally, after one of the longest debates federal parliament has ever seen, the senator threw his support behind Labor, the Greens and the Democrats. The *Native Title Amendment Act 1998* was passed, but with a number of conditions, including that it would be subject to the Racial Discrimination Act, Australia's protection against racist legislation. The legislation weakened First Nations Australians' rights to native title.

Beginning in 1998, the Native Title Tribunal was given responsibility for working with native title holders and other interested parties to negotiate Indigenous Land Use Agreements (ILUAs). These agreements would allow use of the land based on terms that suited both parties. From a slow start, with only six ILUAs registered up to 2000, by 2011 more than 500 had been put in place across the country.

pastoralist a person who runs sheep or cattle on a property

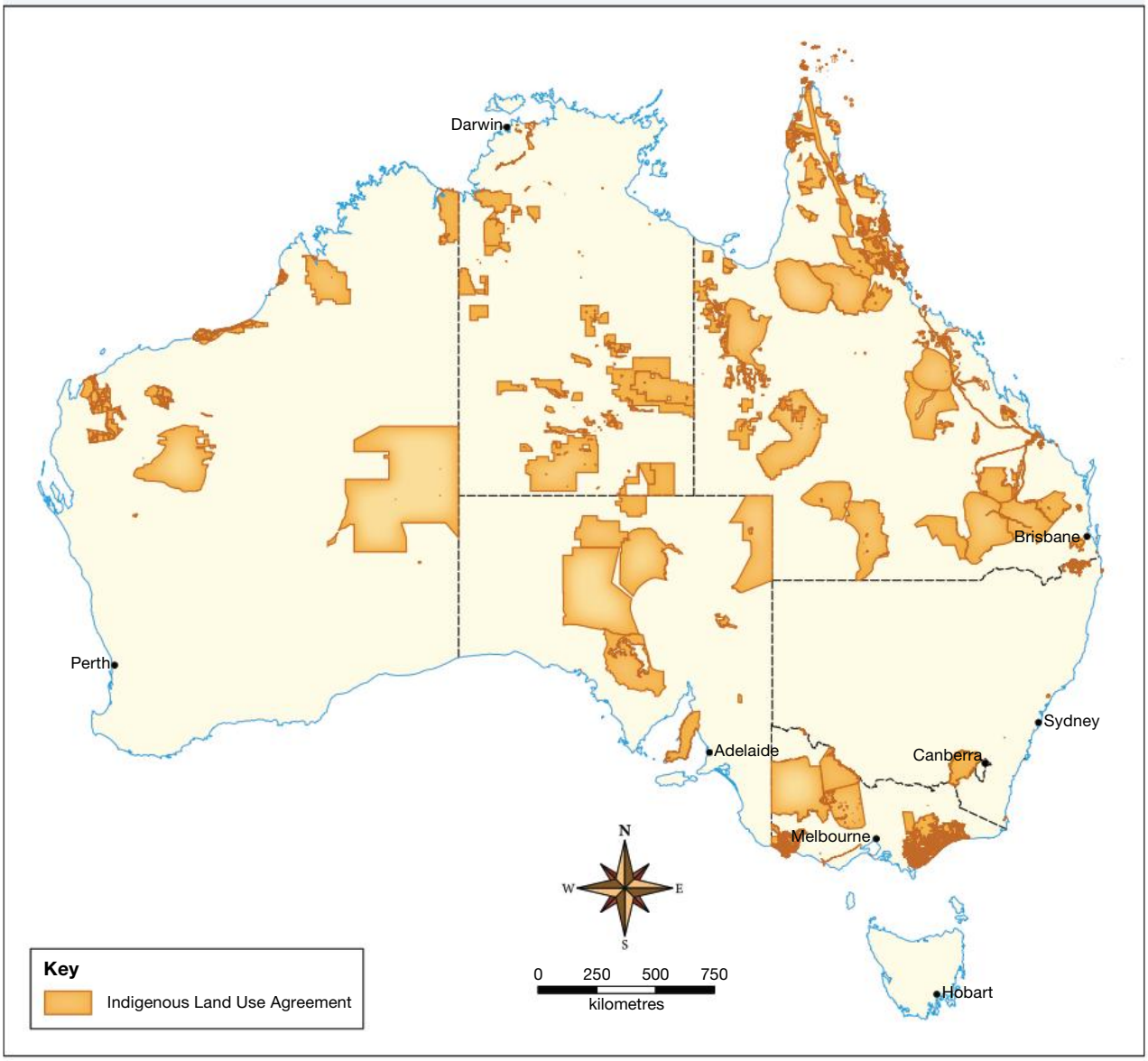
The distribution of these first agreements is shown in **SOURCE 6**. Since 2011, agreement numbers have increased significantly. In 2020, there were over 1300 registered agreements, covering almost one-third of the country.

DID YOU KNOW?

The Mabo case and its decision overturning *terra nullius* was significant as it affected all of Australia and set a precedent about how *terra nullius* would affect Australian law in the future. To date, around 15 per cent of Australia has been legally recognised as belonging to First Nations Peoples of Australia under native title claims.

int-9102

SOURCE 6 Distribution of Indigenous Land Use Agreements established from 1998 to 2020. Since 2011, the number of agreements has more than doubled, with over 2.5 million square kilometres of land and over 40 500 square kilometres of sea area registered under an agreement of some kind.



Source: Map by Spatial Vision, based on National Native Title Tribunal Indigenous Land Use Agreements map © Commonwealth of Australia 2008–2020.

3.10 SKILL ACTIVITY: Questioning and researching

Using what you have learned in this lesson about First Nations Australians' struggles for land rights, **investigate** either the Pilbara Strike or the Palm Island Strike.

In your **research**, find out:
1. What did the strike's leaders seek through striking?
2. What was the effect of the strike on the leaders and workers at the time, and on the broader Australian community?
3. In what way/s did union and labour groups, such as the Australian Council of Trade Unions (ACTU), support this strike?

3.10 Exercise

learnon

3.10 Exercise

Learning pathways

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

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Check your understanding

1. Why did the Gurindji people walk off the Wave Hill cattle station in 1966?
   - A. They had been offered higher paid employment elsewhere.
   - B. They were leaving for a holiday.
   - C. They offered to buy the station, but their offer had been refused.
   - D. They were on strike over unfair treatment, poor working conditions and low wages.
2. **SOURCE 1** shows a photograph of Vincent Lingiari with the then-prime minister Gough Whitlam. Who was Vincent Lingiari?
   - A. He was a lawyer for the Gurindji people.
   - B. He was a Gurindji elder.
   - C. He was a government representative.
   - D. He was the owner of the Wattle Hill cattle station.
3. **Determine** whether the following statements are true or false.
   - a. The government refused to allow the land transfer that the Vestey family offered because First Nations Australians' land rights were not recognised at that time.
   - b. In order to establish a valid Native Title claim, First Nations Australians had to demonstrate a continuous "traditional connection" with the land dating back to 1788.
4. **Explain** in what way it might be ironic that Eddie Mabo decided to launch his native title claim at a university named after the explorer James Cook.
5. **Identify** the importance of the *Native Title Act 1993*.

Apply your understanding

Using historical sources

6. **Analyse** what the two names of Mer/Murray Island in **SOURCE 3** symbolise.
7. **SOURCES 4** and **5** express contrasting views of First Nations Australians' struggle for native title. Based on these sources, **outline** the differences in how people viewed and understood land rights at the time.

Communicating

8. The Mabo case is considered a turning point in the struggle by First Nations Australians to secure land rights. **Investigate** its significance, particularly in relation to the idea of *terra nullius*, then **discuss** your findings.

Historical perspectives and interpretations

9. **Discuss** why it might be difficult for First Nations Australians to show they have a 'traditional connection' to the land. Think of the type of evidence usually required to prove a case in court. **Reflect on** why First Nations Australians might not have this type of evidence.

LESSON
3.11 Why is the journey to reconciliation complex?

LEARNING INTENTION

By the end of this lesson you should able to describe some of the political, social and moral complexities of the journey to reconciliation.

TUNE IN

In **SOURCE 1**, Prime Minister Paul Keating delivers the Redfern Speech on 10 December 1992, to mark the beginning of the International Year of the World's Indigenous People. The speech was held in Redfern because this was an area of Sydney in which many First Nations Australians lived.

tlvd-10745

1. What evidence in **SOURCE 1** indicates Prime Minister Paul Keating's commitment to the reconciliation process?
2. How do you imagine the residents of Redfern might have felt while watching this performance?
3. Based upon political speeches you have seen or that have been referred to in this text, discuss what role symbolism plays in speech writing. Is it more or less valuable than the words themselves?

SOURCE 1 Prime Minister Paul Keating marking the beginning of the International Year of the World's Indigenous People.



3.11.1 Perspectives on the road to reconciliation

Reconciliation — the coming together of parties divided by difference — is rarely a single event; rather, it is based on the sum of many special moments that together heal the hurt. This is particularly so when the reconciliation involves two groups of citizens separated by a long history of injustice, misunderstanding and resentment, as has been the case for First Nations Peoples of Australia and those who came here after 1788.

In 1991, the federal parliament passed the Council for Reconciliation Act. As a result, the Council for Aboriginal Reconciliation was formed with representatives from First Nations Australian groups.

The Redfern Speech

Labor Prime Minister Paul Keating was known for his skill as a public speaker. In 1992, at the Australian launch of the International Year of the World's Indigenous People in Redfern, a Sydney suburb that was home to a large First Nations Australian community, he made one of the greatest speeches of his career.

In this speech, he spoke of the need for the nation to acknowledge the harm caused to First Nations Peoples of Australia through the policies of previous governments. He declared: 'We took the traditional lands and smashed the traditional way of life.' He said that there was nothing to fear or lose by recognising 'historical truth' and that social democracy should be extended to First Nations Australians. The Redfern Speech, as it was known, would be — for many — the first step in the long road to reconciliation between Australia's First Nations Australians and other Australians.

Bringing Them Home

In 1995 Prime Minister Keating commissioned a report into Australia's Stolen Generations. Titled *Bringing Them Home*, the Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families (1997) outlined the process by which children were taken from their families in the name of protection and government policies. These children would become known as the Stolen Generations (see lesson 3.4).

Through the voices of those who had experienced separation, and the organisations established to represent First Nations Peoples of Australia, the report painted a stark picture of the mistreatment of First Nations Australian children and their families by the Aborigines Welfare Board. The report also revealed the ongoing effects of forced removal on the Stolen Generations and their families. These included a higher incidence of depression, poverty and crime, and a lower level of education. A lack of role models had also made it difficult for many members of the Stolen Generations to raise their own families.

On the first anniversary of the day the report was tabled, 26 May was declared National Sorry Day. To this day, many of the 54 recommendations from the report are still outstanding.

Refusing to say sorry

While all state and territory governments and the churches publicly apologised to the Stolen Generations following the release of *Bringing Them Home*, the federal government — then led by Prime Minister John Howard — refused to apologise. This could, in part, be explained by the government's fear that admitting **culpability** would lead to a landslide of claims for compensation. But it also reflected the reluctance of many Australians to accept **moral** responsibility for the acts of previous generations.

This view was shared by Howard, who claimed to support reconciliation but 'not of the apologetic, shame-laden, guilt-ridden type'. He said that millions of Australians would never entertain the notion of apologising to First Nations Australians because they would refuse to accept responsibility for past events.

culpability state of guilt; being responsible or blameworthy
moral relating to right and wrong behaviour

aud-0560

SOURCE 2 Sir William Deane, a former High Court judge who had presided over the Mabo case, was appointed to the office of governor-general in 1996. In August the same year he made a passionate plea to the Australian people. It forms part of the introduction to the *Bringing Them Home* report.

It should, I think, be apparent to all well-meaning people that true reconciliation between the Australian nation and its Indigenous Peoples is not achievable in the absence of acknowledgement by the nation of the wrongfulness of the past dispossession, oppression and degradation of the Aboriginal Peoples. That is not to say that individual Australians who had no part in what was done in the past should feel or acknowledge personal guilt. It is simply to assert our identity as a nation and the basic fact that national shame, as well as national pride, can and should exist in relation to past acts and omissions, at least when done or made in the name of the community or with the authority of government ...

One key difference between those who were prepared to say sorry to First Nations Australians and those who were not was the way in which they viewed Australia's past. Some people believed that the arrival of white people in Australia symbolised the beginning of civilisation and progress in Australia (known as the 'three cheers' view of history), while others viewed it as the start of a brutal invasion (the 'black armband' view of history). In relation to the Stolen Generations, the former believed that the government had removed First Nations Australian children from their homes for their own good, while the latter often claimed that this was another attempt to **eradicate** First Nations Peoples of Australia and their cultures and languages.

aud-0561

SOURCE 3 John Howard presented his views on Australian history in parliament, under a motion on the topic of racial tolerance, on 30 October 1996. He would reiterate these views over the months that followed.

> I profoundly reject ... what others have described, and I have adopted the description, as the black armband view of Australian history. I believe the balance sheet of Australian history is a very generous and benign one. I believe that, like any other nation, we have black marks upon our history but amongst the nations of the world we have a remarkably positive history. I think there is a yearning in the Australian community right across the political divide for its leaders to enunciate more pride and sense of achievement in what has gone before us. I think we have been too apologetic about our history in the past. I think we have been far too self-conscious about what this country has achieved and I believe it is tremendously important that we understand, particularly as we approach the centenary of the Federation of Australia, that the Australian achievement has been a heroic one, a courageous one and a humanitarian one.

SOURCE 4 Ngambri Elder Matilda House-Williams welcomes Prime Minister Rudd and Opposition leader Brendan Nelson to parliament.



SOURCE 5 Prime Minister Kevin Rudd's formal apology to members of the Stolen Generations in February 2008



Australia offers an apology

In 2007 the federal Labor Party gained power under the leadership of Kevin Rudd. In his acceptance speech, he vowed to be a 'prime minister for all Australians'. Immediately, plans were made to offer First Nations Australians a formal apology. The parliamentary year began with politicians being offered a 'Welcome to Country' ceremony, the first ever held at Parliament House. As the sounds of a didgeridoo echoed through the halls of Parliament House, Matilda House-Williams, a Ngambri Elder, welcomed both the prime minister and the Opposition leader to her traditional lands.

On 13 February 2008, in front of parliamentarians as well as members of the public, including members of the Stolen Generations, the prime minister acknowledged the harm caused to the First Nations People of Australia and the unfairness of past government policies. He pledged that Australia would never again allow such injustice to occur. Then he encouraged both sides of the house to work together to 'close the gap' between First Nations Australians and other Australians. The speech received a standing ovation, both from those within the parliament, and from the crowds watching the broadcast on large screens in every capital city. Rudd's speech was regarded by

eradicate wipe out, obliterate

many as a great step towards achieving reconciliation. Of the 360 words that made up his apology that day, however, the crowds had come to hear only one — 'Sorry'.

Following the prime minister's speech, Dr Brendan Nelson, the Opposition leader, reiterated his party's position, stating, 'Our generation does not own these actions, nor should it feel guilt for what was done in many, but certainly not all cases, with the best intentions'. In many of the nation's capital cities, his words were drowned out by boos and hisses from the crowd.

First Nations Australian leader Pat Dodson, regarded by many as the father of reconciliation, described the apology as 'a **seminal** moment in the nation's history'. While many of Australia's First Nations Peoples welcomed the apology, there were those who felt that the prime minister hadn't gone far enough.

John Moriarty, a successful businessman who has held positions in Aboriginal Affairs departments at state and federal levels, said, 'It doesn't get down to the real crux of the issue, in my view, that people like me were taken away from their full-blooded mothers to breed out the culture. It doesn't come to that. It doesn't hit home with me.'

SOURCE 6 In Melbourne, angry crowd members turn their backs on the Opposition leader in silent protest at his refusal to say sorry.



seminal original and influential

aud-0562

SOURCE 7 Prime Minister Kevin Rudd's formal apology to members of the Stolen Generations in February 2008. This speech is viewed as a key moment in the struggle for reconciliation.

Today we honour the Indigenous Peoples of this land, the oldest continuing cultures in human history.

We reflect on their past mistreatment.

We reflect in particular on the mistreatment of those who were Stolen Generations — this blemished chapter in our nation's history.

The time has now come for the nation to turn a new page in Australia's history by righting the wrongs of the past and so moving forward with confidence to the future.

We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians.

We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.

For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.

To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry.

And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.

We the Parliament of Australia respectfully request that this apology be received in the spirit in which it is offered as part of the healing of the nation.

For the future we take heart; resolving that this new page in the history of our great continent can now be written.

We today take this first step by acknowledging the past and laying claim to a future that embraces all Australians.

A future where this Parliament resolves that the injustices of the past must never, never happen again.

A future where we harness the determination of all Australians, Indigenous and non-Indigenous, to close the gap that lies between us in life expectancy, educational achievement and economic opportunity.

A future where we embrace the possibility of new solutions to enduring problems where old approaches have failed.

A future based on mutual respect, mutual resolve and mutual responsibility.

A future where all Australians, whatever their origins, are truly equal partners, with equal opportunities and with an equal stake in shaping the next chapter in the history of this great country, Australia.

While much is still to be done to achieve lasting reconciliation, gestures such as the federal government's willingness to say sorry symbolise Australians' growing appreciation of this country's checkered past and their acknowledgement of the rich culture of the First Nations Peoples of Australia.

aud-0563

SOURCE 8 Tom Calma, Aboriginal and Torres Strait Islander Social Justice Commissioner at the Human Rights and Equal Opportunity Commission, responds to the apology on behalf of the National Sorry Day Committee and the Stolen Generations Alliance, the two national bodies representing the Stolen Generations and their families.

Let me tell you what this apology means to me. For many years, my family has been searching in vain to find information about my great-grandmother on my father's side, who was taken at the turn of the twentieth century.

Recently, Link Up in Darwin located some information in the Archives. In a document titled 'list of half-castes in the NT' dated 2 December 1899, a government official named George Thompson wrote the following about my great-grandmother:

Half caste May is a well grown girl, is living with her mother in the black's camp at Woolwonga, her mother will not part with her, she mixes up a great deal with the Chinamen ...

My great-grandmother's ordeal was not uncommon and nor was the chilling account — 'her mother will not part with her'.

This is not about black armbands and guilt. It never was.

It is about belonging.

SkillBuilders to support skill development

- 1.4 SkillBuilder: Sequencing events in chronological order

3.11 SKILL ACTIVITY: Using historical sources

Using all the sources in this lesson and the information given, **develop** a reconciliation chronology. You can represent it as creatively as you like, but make sure you provide dates and clear annotations for the major events on the journey towards reconciliation.

3.11 Exercise

learnon

3.11 Exercise

Learning pathways

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

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Check your understanding

1. Refer to **SOURCE 2**. **Identify** the significance of 26 May 1996.
   - **A.** It was the day the *Bringing Them Home* report was tabled and became National Sorry Day.
   - **B.** It was the first anniversary of the tabling of the *Bringing Them Home* report and became National Sorry Day.
   - **C.** It was the second anniversary of the tabling of the *Bringing Them Home* report and became National Sorry Day.
   - **D.** It was the first anniversary of the tabling of the *Bringing Them Home* report and became National Bringing Them Home Day.
2. What did the 1997 *Bringing Them Home* report reveal?
3. **State** why the federal government, led by John Howard, refused to apologise to the Stolen Generations.

Apply your understanding

Using historical sources

4. Read the excerpt from *Bringing Them Home* provided in **SOURCE 2**. **Consider** why it is important for Australia to acknowledge its past wrongdoings.
5. **Analyse** the apology (see **SOURCE 5**). Using one colour, write down the *people* Kevin Rudd apologises to. In another colour, write down the *actions* he apologises for. In a third colour, write down any words or phrases relating to the *reasons* behind the apology. And in a fourth colour, outline *recommendations* for moving forward.
   Having completed this activity, **decide** whether, in your view, this represented a full apology, or whether there were other issues you believe Prime Minister Rudd should have addressed. **Explain** your opinion using some of the words you have highlighted.
6. Tom Calma's response to the apology (see **SOURCE 6**) was delivered on behalf of the Stolen Generations.
   - **a.** Who do you think his comments were aimed at?
   - **b.** Which lines were particularly significant? **Explain** your answers.

Communicating

7. Do you think Kevin Rudd's apology is the sort of thing Paul Keating had in mind when he gave his speech at Redfern more than a decade earlier? **Explain** your view.
8. Write a journal article expressing your own views about the reconciliation issue. Respond to the following prompts, **explaining** each of your answers in detail.
   - **a.** **Define** what reconciliation is.
   - **b.** **Identify** the challenges and successes of reconciliation so far.
   - **c.** **Discuss** the varying perspectives people hold about reconciliation.
   - **d.** **Evaluate** the significance of Kevin Rudd's apology speech.

LESSON
3.12 Why is the fight for equity still going?

LEARNING INTENTION

By the end of this lesson you should be able to explain the ways in which life for First Nations Australians has improved, and identify why action is still needed.

TUNE IN

Protest is an important part of Australia's political discourse, allowing people to express how they feel about official policies. Analysing photographs and other documents from protests is one way of gaining insight into the way people felt, and issues that moved them, at a particular time and in a particular place.

SOURCE 1 Protesters marching for land rights



1. Look at **SOURCE 1**. Based upon what you can see, when (approximately) and where did this march take place?
2. What types of people attended this protest? What does this suggest about how the issues at the heart of the protest affected Australians from different 'walks of life'?
3. Discuss the central figure — the woman holding the megaphone. What characteristic/s would it take to successfully lead a protest march?

3.12.1 The Northern Territory National Emergency Response

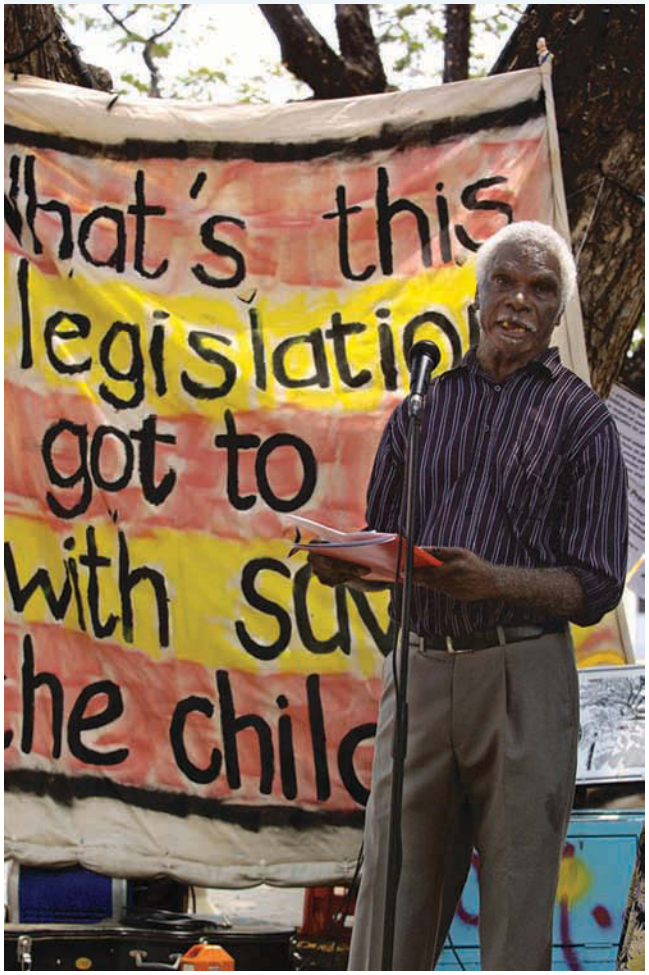
First Nations Peoples of Australia lost much of what was theirs from the arrival of European colonisers in 1788. Over the next 150 or so years, they experienced injustice, even racist hostility, from those who had taken their land, removed them from their Country, cultures and languages, and denied them their civil and human rights. While federal government policies such as Closing the Gap aim to redress many inequities, legislation such as the Northern Territory Emergency Response in 2007 intervened in First Nations Australians' lives and placed restrictions on their rights and freedoms.

On 15 June 2007 the Board of Inquiry into the Protection of Aboriginal Children from Sexual Abuse released a report titled *Little Children Are Sacred*, which highlighted the extent of the disadvantage experienced by First Nations Australian children and adolescents, and indicated that child sexual abuse was rampant in many remote First Nations Australian communities. The Howard government responded by suspending the Racial Discrimination Act in relation to these communities and announcing emergency measures designed to protect Indigenous children. The Northern Territory Emergency Response (NTER) included sending soldiers and police into the Northern Territory, banning alcohol and restricting the ways in which community members could spend their social welfare payments (a practice known as income management). The 'intervention', as it came to be known, was supported by the Australian Labor Party but caused controversy within the wider Australian community. Supporters claimed that such strict measures were required to protect children within remote communities while others claimed that it was a racist policy and another invasion of First Nations Australians' lands.

The complexities of this issue highlight many of the difficulties that still accompany decisions made by the Australian government in relation to First Nations Australians' rights.

Opinions on the worth of the intervention remain divided. As shown in **SOURCE 3**, many Elders and other Australians abhorred the lack of consultation with First Nations Australians, especially those directly affected.

SOURCE 2 The government's intervention in the Northern Territory: a necessary step to protect children or racial discrimination? This photograph, taken in 2007, shows Bagot (Darwin) council chairman James Gaykamangu speaking against the policy at the National Day of Action.



aud-0564

SOURCE 3 A statement by Elders to the people of Australia on 7 February 2011

TO THE PEOPLE OF AUSTRALIA 7 FEBRUARY 2011

We are the people of the land. The land is our mother. For more than 40 000 years we have been caring for this land. We are its natural farmers.

Now, after so many years of dispossession, we find once again we are being thrust towards a new dispossession. Our pain and our fear are real. Our people are again being shamed.

Under the intervention we lost our rights as human beings, as Australians citizens, as the First People of the Land. We feel very deeply the threat to our languages, our culture and our heritage. Through harsh changes we have had removed from us all control over our communities and our lives. Our lands have been compulsorily taken from us. We have been left with nothing.

The legislation under which we now live does not comply with international law. It is discriminatory. We are no longer equal to other Australians. We are no longer equal to you.

As people in our own land, we are shocked by the failure of democratic processes, of the failure to consult with us and of the total disregard for us as human beings. We demand the return of our rights, our freedom to live our traditional lives, support to develop our economic enterprises to develop jobs and to work towards a better future for all our peoples.

So extreme have been the actions against our people that we must appeal to all people of Australia to walk with us in true equality. Speak out and help to put an end to the nightmare that Northern Territory Aboriginal people are experiencing on a daily basis.

Some First Nations Australian commentators and activists gave their conditional support to the policy, citing its benefits for women and children against a 'wrong-headed Aboriginal male ideology'. In 2011, after more than three years of the intervention, Central Australian Elder Bess Price told ABC television:

> I am for the intervention because I've seen progress. I've seen women who now have voices. They can speak for themselves and they are standing up for their rights. Children are being fed and young people more or less know how to manage their lives. That's what's happened since the intervention.

Cape York leader Noel Pearson said:

> I'm in agreement with the emphasis on grog and policing. I'm in agreement with attaching conditions to welfare payments. But the difference between the proposals that we've put forward to the government and the proposals announced by Minister Brough … a difference in that we would be concerned that those people who are acting responsibly in relation to the payments they receive, should continue to exercise their freedoms and their decisions … we should only target cases of responsibility failure.

In terms of human rights, Australian organisations such as Australians for Native Title and Reconciliation (ANTaR) criticised the suspension of the Racial Discrimination Act, arguing the protection of children could have been achieved without its suspension. Despite some amendments made in 2010, concerns remained about the implementation of 'special measures' taken by the government to 'protect' communities at the heart of the intervention. A delegation of Northern Territory First Nations Australian leaders met with the United Nations High Commissioner for Human Rights in 2011 to express their view on the discrimination that had ensued under the implementation of the intervention, and found a sympathetic ear. Despite this, the Rudd and Gillard governments continued much of the work done in the Howard government years when they introduced the *Stronger Futures in the Northern Territory Act 2012*. This Act was designed to maintain tight controls over First Nations Australians' use of alcohol and money. Like its predecessor, it has been criticised for not taking into account the principles of the Declaration on the Rights of **Indigenous Peoples**, particularly the principle of self-determination. The Stronger Futures Act expired in 2022.

3.12.2 Closing the gap

In March 2008, the Australian government and Opposition signed the Close the Gap Statement of Intent, committing to closing the health and life expectancy gap between First Nations Australians and other Australians by 2030. The 2019 Closing the Gap report, like those before it, revealed a mixed bag in terms of progress towards the targets set in 2008. While gains had been made in the life expectancy for both men and women over this period, the goal of 'closing the gap' between First Nations Australians and other Australians was not on track, with First Nations Australians living in remote and very remote parts of the country showing the poorest health outcomes.

In March 2019, the Council of Australian Governments (GOAG) entered into a formal partnership with the Aboriginal and Torres Strait Islander Peak Organisations and agreed to form the Joint Council on Closing the Gap. It is hoped that this council will be able to more effectively develop solutions for closing the gap by better understanding the needs of First Nations Australian communities.

Indigenous Peoples a distinct cultural group that shares collective ancestral ties to the traditional land and natural resources where they live, regardless of whether they have been displaced from that land

aud-0565

SOURCE 4 Extract from Close the Gap statement 2008

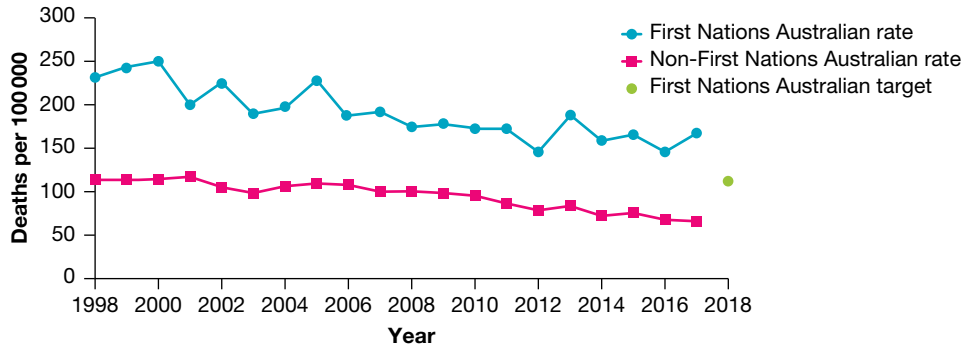
Our challenge for the future is to embrace a new partnership between Indigenous and non-Indigenous Australians. The core of this partnership for the future is closing the gap between Indigenous and non-Indigenous Australians on life expectancy, educational achievement and employment opportunities. This new partnership on closing the gap will set concrete targets for the future: within a decade, to halve the widening gap in literacy, numeracy and employment outcomes and opportunities for Indigenous children; within a decade, to halve the appalling gap in infant mortality rates between Indigenous and non-Indigenous children; and within a generation, to close the equally appalling 17-year life gap between Indigenous and non-Indigenous when it comes to overall life expectancy.

Life expectancy and child mortality

The target to close the gap in life expectancy between First Nations Australians and other Australians by 2030 is not on track. Life expectancy for First Nations Australian men born between 2015 and 2017 is estimated to be 71.6 years, 8.6 years less than non-Indigenous men. For First Nations Australian women, life expectancy is 75.6, 7.8 years less than non-Indigenous women. On a positive note, mortality rates from chronic and circulatory diseases have declined significantly in the First Nations Australian population since 1998, but cancer mortality rates are rising; between 2006 and 2017, there was a 25 per cent increase in cancer death rates for First Nations Australian patients, with deaths from cancer exceeding those for circulatory diseases within this population for the first time in 2017.

int-6712

SOURCE 5 Child mortality rates by First Nations Australian status: NSW, Qld, WA, SA and the NT combined, 1998–2017. This graph shows the decline in infant mortality since 1998.



Source: ABS and AIHW analysis of National Mortality Database

The target to halve the gap in the infant mortality rate among the First Nations Australian population by 2018 was not achieved. While the rate of infant mortality within this population has declined by 10 per cent since 2008, it has declined at a slower rate than within the non-Indigenous population. However, as a result of health campaigns, immunisation rates for First Nations Australian children by the age of five have continued to rise, and in 2018 were higher than rates of immunisation of non-Indigenous children.

Education and employment

Progress is mixed in the key target areas of education and employment. The share of children at or above minimum standards in reading at Years 3 and 5, and in numeracy at Years 7 and 9, has improved and the gap has narrowed between 2008 and 2017, although the target of halving the gap was not met. Attendance at school is also lower than expected, with the attendance of First Nations Australian students in Year 10 at 73 per cent, compared with 90 per cent attendance for non-Indigenous students at the same year level. However, an increasing proportion of First Nations Australian students are completing Year 12 or its equivalent across all states and territories, up by 15 per cent in major cities to 74 per cent in 2016, with the largest gains seen in remote and very remote areas. In very remote areas, First Nations Australians' rate of attainment increased

from just 23 per cent in 2006 to 43 per cent in 2016. The overall retention rate was 59.8 per cent, compared with 85.5 per cent for non-Indigenous Australians. In 2017, this increased again to 62.4 per cent for First Nations Australians compared with 86 per cent for the other Australian population. This success in completion rates means that the target to halve the gap by 2020 is on track.

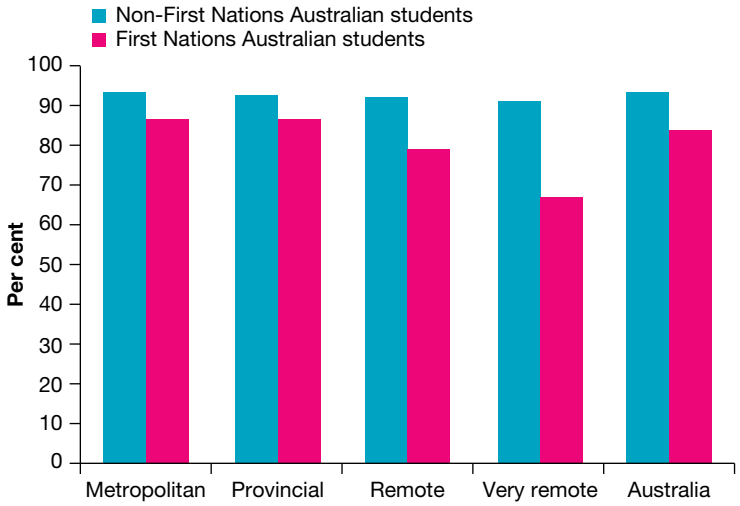
However, the target to halve the gap in employment by 2018 was not met, with the employment rate showing no improvement, and the gap between First Nations Australians and other Australians widening by 1.5 per cent between 2008 and 2018.

SOURCE 6 An increasing proportion of First Nations Australian students are completing Year 12 or its equivalent across all states and territories.



int-6713

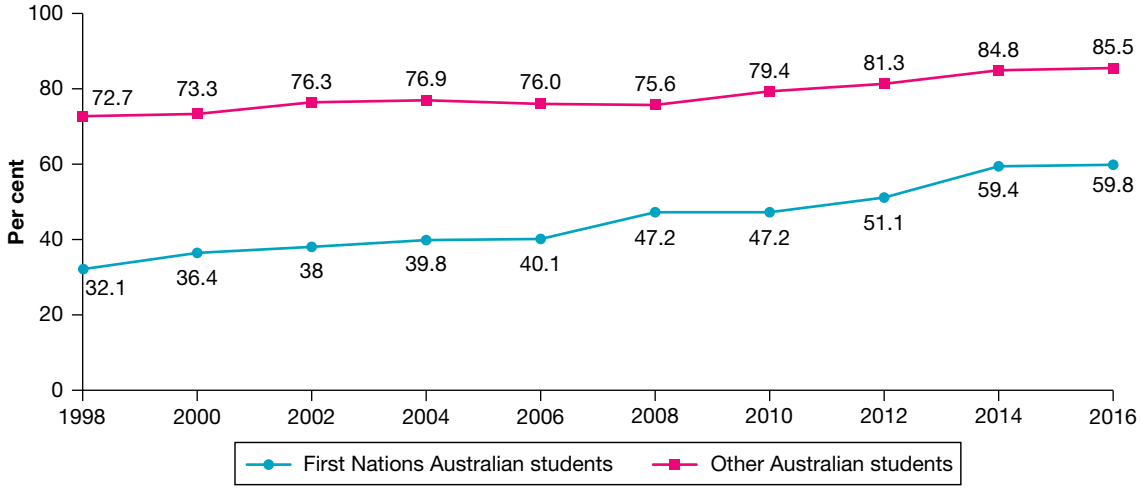
SOURCE 7 Graph showing student attendance rates of First Nations Australians compared to other Australians



Source: Australian Curriculum, Assessment and Reporting Authority.

int-6714

SOURCE 8 Graph of retention rates of First Nations Australian students for Year 7 to Year 12



Source: ABS Schools, 2018.

3.12.3 Responding to inequity

It can be demonstrated from the Closing the Gap reports since 2008 that quality of life for First Nations Australians lags behind that of other Australians. The interrelated elements of health, education and employment have an impact on the cultural, physical and social wellbeing of First Nations Australians and thus their rights and freedoms. The federal and state governments of Australia must work in partnership with First Nations Australian bodies and other organisations and communities to effect change.

The federal government cites its Indigenous Advancement Strategy, its Better Start to Life approach, its Remote School Attendance Strategy and its Community Development Program as positive strategies and programs for improvement. Other government-funded schemes and not-for-profit organisations can all play a role.

SOURCE 9 The Australian government's Visiting Optometrist Scheme (VOS) works in remote communities in the Northern Territory performing eye checks. While First Nations Australian children are five times less likely to have eye problems than other children, by the time they reach adulthood, First Nations Australians are six times more likely to have vision problems than other Australians.



SOURCE 10 Programs such as the NT School Nutrition Program, seen in action here at Papunya School in the Northern Territory, aim to improve both the nutritional health and the school attendance rate of children.



3.12 SKILL ACTIVITY: Questioning and researching, Communicating

Using the information in this lesson, **Select** one aspect of First Nations Australians' lives that has not changed as much as the others. Then use further **research** to explore this issue. Locate sources created by First Nations Australians that address this issue, and offer 3 to 5 suggestions, based upon this evidence, for improving it over the next decade. Your suggestions should acknowledge any problems that are regularly cited in solving the issue, and should attempt to address these.

3.12 Exercise

learnon

3.12 Exercise

Learning pathways

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

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Check your understanding

1. The Howard government's intervention in the Northern Territory occurred in June 2007. What was the initial trigger for the intervention?
   - A. The findings of the report *Little Children are Sacred*
   - B. The findings of the report *Children are Little*
   - C. The findings of the report *Little Children are Vulnerable*
   - D. The findings of the report *Little Children are Scared*
2. **Identify** the existing legislation that had to be suspended in order for the intervention to proceed.
   - A. Racial Inequality Act
   - B. Racial Equality Act
   - C. Anti-Racial Discrimination Act
   - D. Racial Discrimination Act
3. What interrelated elements have an impact on the cultural, physical and social wellbeing of First Nations Australians?
   - A. Health
   - B. Education
   - C. Wealth
   - D. Employment
4. **Determine** whether the following statements are true or false.
   - a. The life expectancy of First Nations Australians is lower than that of other Australians.
   - b. The target to halve the infant mortality rate of First Nations Australian infants by 2018 was met.
   - c. The proportion of Australia's First Nations Australian students completing Year 12 is decreasing.
5. **State** when the Close the Gap Statement of Intent was signed and what commitment it made.

Apply your understanding

Communicating

6. **Identify** the arguments in **SOURCE 3** against the intervention.

Using historical sources

7. Study **SOURCE 4**. **Explain** which parties were involved in the Close the Gap Statement of Intent, and why this is significant.
8. Which states of Australia are not captured in the data in **SOURCE 5**? **Describe** how this might affect its validity in terms of the representative nature of its data.

Communicating

9. **Identify** the trend visible in the graph shown in **SOURCE 8**.
10. The images in **SOURCES 9** and **10** show different aspects of health inequity that relate to First Nations Australians.
    - a. **Communicate** what these aspects are.
    - b. **Consider** what impact these images might have on other people who view them.
    - c. **Discuss** what impact they have on you.

LESSON
3.13 How are Indigenous Peoples recognised around the world?

LEARNING INTENTION

By the end of this lesson you should be able to identify how the achievements of the First Nations Peoples of Australia relate to changes in recognition for Indigenous Peoples around the world.

TUNE IN

The fight for recognition for Indigenous Peoples is going on around the world. On 19 April 2010, at the ninth session of the United Nations' Permanent Forum on Indigenous Issues, the New Zealand government announced its support for the Declaration of the Rights of Indigenous Peoples and received a chorus of cheers from 2000 Indigenous delegates in response. The announcement was followed by a traditional Maori song of thanks.

SOURCE 1 Indigenous Peoples singing together



1. Look at **SOURCE 1**. In what way/s does this image reflect a respect for the past?
2. Discuss which different types of people are depicted in this photograph. How might their singing together be seen as a positive symbol?

3.13.1 First Nations Peoples of Australia in the twenty-first century

The struggle for the First Peoples of Australia is far from over. Major inequities still exist between First Nations Australians and other Australians, and the nation continues to debate fundamental issues, from land rights to the treatment of First Nations Australians in the criminal justice system. Despite successes, there are still barriers that impact how and where First Nations Australians today participate in society and their struggle for equality is ongoing. In recent years, however, there have been major improvements in the recognition of the

rights of First Nations and Indigenous Peoples, both in Australia and in the rest of the world. This is thanks to the work of First Nations Australian Elders and activists, past and present, whose words and actions continue to influence policymakers.

Australia's First Nations population is projected to increase by more than one-third to reach between 907 800 and 945 600 people by 2026, according to the Australian Bureau of Statistics. Projected figures are based on assumed higher than average levels of fertility and improvements in life expectancy. This represents a 2.2 per cent projected growth per year, compared to a projected annual growth rate of 1.6 per cent for the total Australian population over the same period.

Like the total Australian population, the First Nations Australian population is ageing. The proportion of First Nations Australian children aged 0–14 years is projected to decline from 36 per cent of the population in 2011 to between 31 per cent and 33 per cent in 2026, while the proportion of persons aged 65 years and over is projected to increase from 3 per cent to between 6 per cent and 7 per cent. These projections will need to be taken into account in future government policies.

What does it mean to be a First Nations Australian today?

The definition of First Nations Australian has changed over time. Older definitions underpinned by racist eugenic thinking referred to skin colour or the amount of Aboriginal blood a person was said to have. Today, a person is entitled to be identified as First Nations Australian if they:

- are of Aboriginal or Torres Strait Islander descent; and
- identify themselves as being of Aboriginal or Torres Strait Islander origin; and
- are accepted as such by the community with which they associate.

aud-0566

SOURCE 2 Author Nicole Watson describes what it was like to grow up as a light-skinned First Nations Australian

I belong to the Birri Gubba People of central Queensland, even though I live in Sydney. I have blonde hair and blue eyes; characteristics that are irrelevant to my identity as an Aboriginal person. I never chose that identity. Rather, it was a bequest from the people who reared me — my strong-willed European Australian mother and my fiery Aboriginal father ...

... Throughout my teens, more than one observer casually raised the apparent clash between my light features and my Aboriginal identity. Such comments always drew a flash of pain on my father's face. As an adult, I can only imagine how horrible it must have been for Dad to hear the paternity of his child being questioned so audaciously. I still marvel at the incredible privilege that lurked behind those obtuse comments.

When strangers question my identity, they question the adults who grew me. They question the choices that were made for me and perhaps, even the love that my family gave to me, and continue to give. As painful as such interrogations have been, they will never shake my identity. I know who I am. But I do wonder what motivates the likes of Andrew Bolt [a journalist who was found guilty of discrimination for criticising people who appear Caucasian but identify primarily as Indigenous]. What dark insecurities fester in his psyche that he has a desperate need to assault the humanity of strangers?

Between 1991 and 2001 the number of people who identified as Aboriginal or Torres Strait Islander (or both) on the national census rose dramatically — from 351 000 to 517 000. This increase then was due, it is believed, to census officers' increased access to First Nations Australian communities and to the greater levels of acceptance for people to identify as First Nations Australian. In the latest 2021 census, around 812 000 people identified as Aboriginal and/or Torres Strait Islander.

DID YOU KNOW?

According to legal historian John McCorquodale, since the time of white settlement, governments have used 67 classifications, definitions or descriptions to decide who is First Nations Australian.

3.13.2 The rights of Indigenous Peoples

In the twenty-first century the United Nations has taken a more active interest in supporting the rights and freedoms of Indigenous Peoples around the world. Of particular importance are agreements such as the International Covenant on Civil and Political Rights (ICCPR) and the Committee on the Elimination of Racial Discrimination (CERD), which has made it very clear that a 'hands-off' approach to Indigenous rights is no longer enough. In some cases, CERD has used an 'Urgent Action Procedure' to pressure countries, including New Zealand and the United States, to recognise and respect the land rights of their First Nations Peoples.

The most decisive action taken by the United Nations in relation to Indigenous Peoples was the creation of the Declaration of the Rights of Indigenous Peoples in 2007 (see **SOURCE 3**).

The right to self-determination

Importantly, the Declaration of the Rights of Indigenous Peoples officially recognised **self-determination** as a basic right for Indigenous Peoples. Signatories agreed to allow their Indigenous communities to govern themselves and take charge of their own economic, social and cultural matters.

self-determination the freedom for a people to determine their own course of action

aud-0567

tlvd-10746

SOURCE 3 Articles 1–5 of the Declaration of the Rights of Indigenous Peoples, 2007

Article 1

Indigenous Peoples have the right to the full enjoyment, as a collective or as individuals, of all human rights and fundamental freedoms as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights and international human rights law.

Article 2

Indigenous Peoples and individuals are free and equal to all other Peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their Indigenous origin or identity.

Article 3

Indigenous Peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

Article 4

Indigenous Peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions.

Article 5

Indigenous Peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political, economic, social and cultural life of the State.

Only four UN countries voted against the Declaration in 2007. They were the United States, Canada, New Zealand and Australia. Mal Brough, Australia's federal Indigenous Affairs Minister at the time, explained:

> We haven't wiped our hands of it, but as it currently stands at the moment, it would provide rights to a group of people which would be to the exclusion of others ... The best way of putting it is, it's outside what we as Australians believe to be fair.

It would take a change in government before Australia, under the leadership of Kevin Rudd, would sign the Declaration in 2009. This would finally give the First Nations Peoples of Australia the opportunity to determine their own future.

aud-0568

SOURCE 4 Some of the things Indigenous people believe are essential for a national organisation that represents them

'... the National Representative Body should primarily act as an **advocacy** and negotiation body, arguing independently from a considered and well researched base, for the domestic implementation of the Declaration on the Rights of Indigenous Peoples and other relevant and binding human rights provisions ...' (Public Submission 2)

'The outcomes must be our own and we cannot feel like our funding will be cut if we stand up and speak out against a government policy or program.' (Public Submission 8)

'Any national body should collaborate effectively with the Indigenous Dialogue — the Dialogue should be the key vehicle to facilitate constitutional reform and that this process be carried out under the principles of the UN Declaration such as free, prior and informed consent ...' (Public Submission 77)

'We need a balance of young people as representatives on our peak body also. It's always easy to presume we know best for our kids, but don't take the time to ask. I would like to see a balance of 50/50 men and women represented.' (Public Submission 16)

Our future in our hands

Building on the promise of the Declaration of the Rights of Indigenous Peoples, the Australian government supported the establishment of a National Congress of Australia's First Peoples. While this Congress is not the first organisation designed to represent the interests of First Nations Australians, it differs in some key ways. Based on a model proposed in the *Our Future in Our Hands* report (2009), the Congress is made up of First Nations Australians with equal numbers of men and women, and representation from young people and members of both urban and rural communities. It is a private, not-for-profit company, meaning it does not rely on government funding.

Tom Calma, who chaired the committee charged with designing the Congress, explained, 'It is time for Aboriginal and Torres Strait Islander people to take control and set the agenda'. Establishment of the Congress was praised by national First Nations Australian leaders, as well as international organisations such as the United Nations and Amnesty International.

3.13.3 The next steps — recognition in the Constitution

The Australian government has given a commitment to work towards the recognition of First Nations Australians. In the Australian Constitution. This recognition is about acknowledging that First Nations Australian culture was flourishing on this continent many thousands of years before Europeans arrived, and continues today.

The journey to constitutional change

An expert panel, which included First Nations Australians and community leaders, constitutional experts and parliamentarians, consulted extensively across Australia, reporting their recommendations to the prime minister in January 2012. In 2015, a Referendum Council was established to lead a national discussion on how this might be achieved. Consultations were undertaken with both First Nations Australians and other groups to ensure community engagement. Partners in the campaign included diverse groups in Australian society such as the Australian Broadcasting Commission, the Commonwealth Bank, BHP, Uniting Church of Australia, Amnesty International, and Carlton and Richmond Football Clubs.

Uluru Statement from the Heart

In May 2017, on the 50th anniversary of the 1967 Referendum, representatives of First Nations Australians from around the country met in central Australia. In a meeting lasting four days, from 23 to 26 May 2017, more than 250 First Nations Australian leaders met at the foot of Uluru.

advocacy active support

This group, known as the First Nations National Constitutional Convention, emerged with what they called the 'Uluru Statement from the Heart'. The statement called for a First Nations Australian voice to be enshrined in the nation's constitution. They also wanted to establish a '**Makarrata** Commission', whose task would be to supervise important discussions between government and First Nations Australians. These discussions would not be about paying lip service to the wishes of the First Nations Peoples of Australia; they must be about 'meaning-making', and 'truth-telling'. In June 2017, the Reconciliation Council completed its report.

In 2019, fourteen of Australia's leading organisations, including BHP, Curtin University, Herbert Smith Freehills, IAG, KPMG, Lendlease, National Rugby League, PwC Australia, PwC's Indigenous Consulting, Qantas, Richmond Football Club, Rio Tinto, Swinburne University of Technology and Woodside, prepared a Response to the Uluru Statement. In this response, they pledged their support for a referendum on enshrining a First Nations Australian voice within the Constitution.

Federal government committees and advisory groups have since been established, but the rise of the COVID-19 pandemic halted work in early 2020. At the time of writing, the final form of the referendums that would be needed to add this recognition to the Constitution and a date for it to be put to the Australian people has not been finalised.

In 2021, Prime Minister Scott Morrison claimed that there was no mainstream support for such a move, and insisted that '… it is not the government's policy'. When the Australian Labor Party was elected in 2022, they vowed to implement the Uluru Statement in full — in 'Voice, Treaty and Truth'. They also officially announced plans to establish an Indigenous Voice to Parliament, requiring a change to the Constitution through a referendum.

Makarrata a word from the language of the Yolngu people of Arnhem Land, referring to the process of conflict resolution, peacemaking and justice

SOURCE 5 The Uluru Statement from the Heart



aud-0569

SOURCE 6 A summary of the recommendations made by the expert panel in their report of 2012

- **Remove Section 25** — which says the States can ban people from voting based on their race;
- **Remove section 51** (xxvi) — which can be used to pass laws that discriminate against people based on their race;
- **Insert** a new section 51A — to recognise Aboriginal and Torres Strait Islander Peoples and to preserve the Australian Government's ability to pass laws for the benefit of Aboriginal and Torres Strait Islander Peoples;
- **Insert** a new section 116A, banning racial discrimination by government; and
- **Insert** a new section 127A, recognising Aboriginal and Torres Strait Islander languages were this country's first tongues, while confirming that English is Australia's national language.

aud-0589

SOURCE 7 A quote from Noel Pearson, member of the expert panel and a Bagaarrmugu and Guggu Yalani man. He is a key advocate for constitutional recognition.

The original Constitution of 1901 established a negative citizenship of the country's original Peoples. The reforms undertaken in 1967, which resulted in the counting of Indigenous Australians in the national census and the extension of the races power to Indigenous Australians, can be viewed as providing a neutral citizenship for the original Australians. What is still needed is a positive recognition of our status as the country's Indigenous Peoples, and yet sharing a common citizenship with all other Australians.

3.13 SKILL ACTIVITY: Questioning and reseaching

Using the people mentioned in this lesson as an inspiration, **investigate** a First Nations Australian or another Australian who contributed to the rights and freedoms of First Nations Australians.

Examples include: Neville Bonner, William Cooper, Fred Maynard (AAPA), Jack Patten, Sir Douglas Nicholls, Lady Gladys Nicholls, Vincent Lingiari, Charles Perkins, Shirley Smith, Gladys Elphick, Essie Coffee, Joyce Clague, Daisy Bindi, Gary Foley, Michael Anderson, Eddie Koiki Mabo and Lowitja O'Donoghue.

In your **research**, answer the following:

- How important were they at the time?
- What makes this person's accomplishments so impressive?
- What impact did they have at the time?
- What lasting impact have they had?
- Is the work they achieved still relevant today?
- What struggles did they overcome on their way to achieving success, and how did they do so?

To support your claims, use quotes from the person you have selected.

3.13 Exercise

learnon

3.13 Exercise

Learning pathways

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

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Check your understanding

1. The projected population of First Nations Australians by 2026 is_____ people. The likely causes of this increase are_____.
2. For a person to be considered a First Nations Australian, they have to meet three criteria. What are these?
   - **A.** They are of Aboriginal or Torres Strait Islander descent.
   - **B.** They identify themselves as being of Aboriginal or Strait Islander origin.
   - **C.** They are known by more than 10 Aboriginal or Torres Strait Islander persons.
   - **D.** They are accepted as such by the community with which they associate.
3. Who created the Declaration of the Rights of Indigenous Peoples 2007 and what is its purpose?
4. Did Australia eventually sign the Declaration of the Rights of Indigenous Peoples? If so, who was responsible for this?
5. **Explain** why the National Congress of Australia's First Peoples was created.

Apply your understanding

Historical perspectives and interpretations

6. In **SOURCE 2**, author Nicole Watson reflects upon the experience of being a light-skinned First Nations Australian.
   - **a. Identify** the ways in which this experience was difficult for her and for her parents.
   - **b. Explain** why you think she chose to begin this piece with the words, 'I belong to the Birri Gubba People of central Queensland, even though I live in Sydney'.

Using historical sources

7. **Evaluate** what points in **SOURCE 3** could have given people like Mal Brough enough concern to cause him to be against signing the Declaration.
8. After reading **SOURCE 4**, **summarise** the ideas that First Nations Australians wanted to come out of the creation of a body that represents them as a people.

Communicating

9. The meaning of the word Makarrata is 'coming together after a struggle'. What struggle do you think this statement was designed to address? **Determine** what sort of 'meaning-making' and 'truth-telling' would have to happen, on the part of the government, to allow a dialogue about the sovereignty of First Nations Australians to be productive?
10. Write a 250-word report that **explores** the significance of Australia's signing the Declaration of the Rights of Indigenous Peoples and **demonstrate** how the Declaration relates to the rights and freedoms strived for by at least one First Nations activist, such as Charles Perkins (lesson 3.6), Faith Bandler or Eddie Mabo.
11. **Decide** on a rank for each of the sources presented in this lesson, in order of what you consider to be their historical significance in the struggle of First Nations Australians for rights and freedoms in the twenty-first century.

LESSON
3.14 How have women influenced Australian politics?

LEARNING INTENTION

By the end of this lesson you should be able to describe women's influence on Australian politics from the late 1800s until today.

TUNE IN

Vida Goldstein was one of the earliest candidates for public office in Australia. She made it clear that she was willing to forego marrying and having children to focus on improving the lives of the women around her.

1. Does it surprise you that somebody might have to choose between their career aspirations and having children?
2. What does it say about Vida Goldstein's commitment to her cause?
3. Why is it important for women to hold public office? Discuss with a small group.

SOURCE 1 An image of Vida Goldstein



3.14.1 Women in politics: The suffragettes

Suffrage means 'the right to vote in an election'. Voting is the way that a person, in a democratic society such as Australia, has their say on the issues that affect them. When a whole group, such as women or First Nations Australians, is not allowed to vote, they do not have a voice — at least, not officially. Since the late 1800s, disenfranchised Australians have fought to ensure that they, too, could contribute to the political process, by voting and by running for political office. The first to establish an organised movement were women. They were known as 'suffragettes' and would later be recognised as the first 'wave' of a new movement for women's rights and equality, or feminism.

In 1884, the Victorian Women's Suffrage Society was founded 'to obtain the same political privileges for women as now possessed by male voters'. Australia's suffragettes joined their counterparts in New Zealand, England, America and Ireland, as well as other places, in fighting for the right to vote and to run for office. That same year, the South Australian Parliament passed the Constitutional Amendment (Adult Suffrage) Bill, meaning that women would be permitted to vote in the state's elections, which they did for the first time one year later. Significantly, this bill also allowed First Nations Australian women to vote.

In 1891, Victoria's suffragettes presented what would become known as the 'monster petition' to the state parliament. This petition is approximately 260 metres long and takes three people three hours to unroll. It contains 30 000 signatures from all around Victoria, collected by the suffragettes as they went door-to-door to gain support for their cause. Despite gaining the support of so many Victorians, the petition would ultimately be denied.

Despite the resistance to Victoria's suffragettes, things were slowly changing. In 1893, New Zealand would become the first country to allow women to vote in federal elections. In 1895, women were permitted to vote in South Australia's state election for the first time. Just a few years later, in 1902, Australian women (with the exception of First Nations Australian women) finally gained the right to vote in the federal election, and to stand for federal parliament.

SOURCE 2 Thousands of women, including some of the state's most prominent, signed the 'monster petition', immortalising their support for women's right to vote.



What began as a fight for the right to vote by Australia's first suffragettes in 1884 would eventually lead generations of women to choose a career in politics.

3.14.2 Stereotypical depictions of women's rights activists

Since the beginning of the women's rights movement in the late 1800s, those who disagree with the activists have sought to depict them — in articles and cartoons — as unhinged. Like all stereotypes, this is unhelpful and inaccurate.

One of the first women to run for Australian parliament was Vida Goldstein. She had gained her first taste of political activism when she helped her mother collect signatures for the monster petition of 1891. Inspired by this ultimately unsuccessful but symbolically important campaign, she had become a suffragette, and quickly rose through the ranks, becoming the official representative for Australia and New Zealand at the international suffrage convention in America.

Vida Goldstein was attractive and articulate. Because of this, she gained the admiration not only of the general public but of many journalists. By complimenting her, they often perpetuated sexist stereotypes about other women fighting for women's rights.

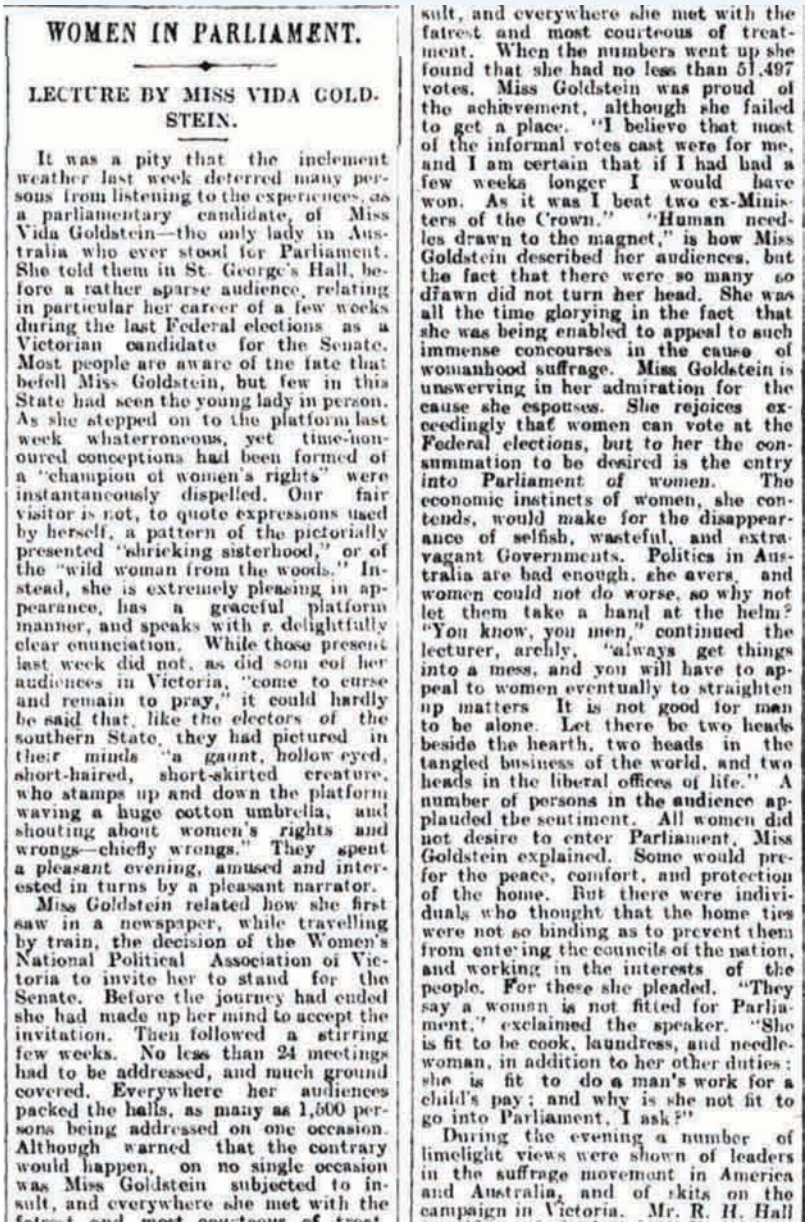
3.14.3 Women in government

The first woman to be voted into an Australian parliament was Edith Cowan. She was elected to the Western Australian parliament in 1921, on the strength of her tireless social work, particularly on behalf of women and children. In her maiden speech, she stated: 'Many people think … that it was not the wisest thing to do to send a woman into Parliament … [yet] the views of both sides [men and women] are more than ever needed in Parliament today.'

In 1943, Dame Enid Lyons became the first woman to be elected to the House of Representatives. Dame Enid had been married to the former Prime Minister Joseph Lyons, and decided to run for public office following his death. In her campaign to become a minister of Parliament, she used public radio to speak directly to audiences in their homes. This demonstrated an acute understanding of how the media could be used to convey a political

tlvd-10747

SOURCE 3 Published lecture by Vida Goldstein



WOMEN IN PARLIAMENT.

LECTURE BY MISS VIDA GOLDSTEIN.

It was a pity that the inclement weather last week deterred many persons from listening to the experiences, as a parliamentary candidate, of Miss Vida Goldstein—the only lady in Australia who ever stood for Parliament. She told them in St. George's Hall, before a rather sparse audience, relating in particular her career of a few weeks during the last Federal elections as a Victorian candidate for the Senate. Most people are aware of the fate that befell Miss Goldstein, but few in this State had seen the young lady in person. As she stepped on to the platform last week whaterroneous, yet time-honoured conceptions had been formed of a "champion of women's rights" were instantaneously dispelled. Our fair visitor is not, to quote expressions used by herself, a pattern of the pictorially presented "shrieking sisterhood," or of the "wild woman from the woods." Instead, she is extremely pleasing in appearance, has a graceful platform manner, and speaks with a delightfully clear enunciation. While those present last week did not, as did some of her audiences in Victoria, "come to curse and remain to pray," it could hardly be said that, like the electors of the southern State, they had pictured in their minds "a gaunt, hollow eyed, short-haired, short-skirted creature, who stamps up and down the platform waving a huge cotton umbrella, and shouting about women's rights and wrongs—chiefly wrongs." They spent a pleasant evening, amused and interested in turns by a pleasant narrator.

Miss Goldstein related how she first saw in a newspaper, while travelling by train, the decision of the Women's National Political Association of Victoria to invite her to stand for the Senate. Before the journey had ended she had made up her mind to accept the invitation. Then followed a stirring few weeks. No less than 24 meetings had to be addressed, and much ground covered. Everywhere her audiences packed the halls, as many as 1,500 persons being addressed on one occasion. Although warned that the contrary would happen, on no single occasion was Miss Goldstein subjected to insult, and everywhere she met with the fairest and most courteous of treatment. When the numbers went up she found that she had no less than 51,497 votes. Miss Goldstein was proud of the achievement, although she failed to get a place. "I believe that most of the informal votes cast were for me, and I am certain that if I had had a few weeks longer I would have won. As it was I beat two ex-Ministers of the Crown." "Human needles drawn to the magnet," is how Miss Goldstein described her audiences, but the fact that there were so many so drawn did not turn her head. She was all the time glorying in the fact that she was being enabled to appeal to such immense concourses in the cause of womanhood suffrage. Miss Goldstein is unswerving in her admiration for the cause she espouses. She rejoices exceedingly that women can vote at the Federal elections, but to her the consummation to be desired is the entry into Parliament of women. The economic instincts of women, she contends, would make for the disappearance of selfish, wasteful, and extravagant Governments. Politics in Australia are bad enough, she avers, and women could not do worse, so why not let them take a hand at the helm? "You know, you men," continued the lecturer, archly, "always get things into a mess, and you will have to appeal to women eventually to straighten up matters It is not good for man to be alone. Let there be two heads beside the hearth, two heads in the tangled business of the world, and two heads in the liberal offices of life." A number of persons in the audience applauded the sentiment. All women did not desire to enter Parliament, Miss Goldstein explained. Some would prefer the peace, comfort, and protection of the home. But there were individuals who thought that the home ties were not so binding as to prevent them from entering the councils of the nation, and working in the interests of the people. For these she pleaded. "They say a woman is not fitted for Parliament," exclaimed the speaker. "She is fit to be cook, laundress, and needlewoman, in addition to her other duties: she is fit to do a man's work for a child's pay; and why is she not fit to go into Parliament, I ask?"

During the evening a number of limelight views were shown of leaders in the suffrage movement in America and Australia, and of skits on the campaign in Victoria. Mr. R. H. Hall

message and was another way in which Dame Enid was ahead of her time. Dame Enid was re-elected to the House in two subsequent elections and would become the first female member of Cabinet when she was appointed as Vice President of the Executive Council in 1949. Despite her successes, she lamented the fact that she was never given a ministerial office.

The honour of being the first woman to hold such an office would go to Susan Ryan. Hailing from the ACT, she was elected to the Senate in 1975, representing the Labor Party. Her slogan played upon the stereotypical saying that 'A woman's place is in the home', by proudly declaring 'A woman's place is in the Senate'. As a member of the Hawke government, in 1983 she would become Minister for Education and Youth Affairs. She was also instrumental in helping to develop many pieces of legislation that sought to protect women's rights, including the *Sex Discrimination Act 1984* and the *Public Service Reform Act 1984*. Even after leaving politics, she remained committed to protecting the rights of others, including as federal Age Discrimination Commissioner.

Australia's first female Prime Minister

In 2010, thanks in large part to the efforts of the trailblazing female Australian politicians before her, the Labor Party's Julia Gillard became Australia's first elected female Prime Minister. She was sworn into the role on 14 September 2010 after a hard-fought election campaign. Her election to the highest office in Australia capped a political career of almost 30 years.

SOURCE 4 Julia Gillard is sworn in as Australia's first elected female Prime Minister in a ceremony presided over by the country's first female Governor-General, Quentin Bryce.



Sexism permeated much of the news media coverage in the lead-up to the Australian election of 2010. Rather than covering the historic nature of her election, much of the media focused on the Prime Minister's fashion and hair style, as well as her decision not to have children. She would continue to face sexism from outside and inside the chamber until she resigned from office in 2013.

aud-0571

SOURCE 5 By appearing in the July 2010 issue of *The Australian Women's Weekly*, Prime Minister Julia Gillard has the opportunity to talk to two million readers.

On the nightly news, she is cool and composed. Yet as Bryce Corbett discovers, you only have to put our new PM in stilettos and delve a little into her personal life to find the woman behind the politician.

Julia Gillard is running late. The Royal Australian Air Force jet that will be flying her from Sydney to Darwin this evening is sitting on the tarmac, its crew patiently waiting to receive their new prime minister. When, eventually, Australia's most famous redhead bursts onto the plane and bustles her way into the main cabin, her entrance is preceded with a flurry of apologies.

'I'm sorry! I'm sorry! I'm so sorry to have kept you all waiting!' she effuses to the uniformed crew, none of whom seem to know what to say to a prime minister begging their forgiveness.

She is dressed in a smart black pantsuit with an elegant string of pearls around her neck. The hair — that famous, voluminous mop — seems to want to break free of the styling to which it has been subjected for this day's round of official engagements. Fresh from announcing a new asylum-seeker policy and only days after brokering a mining tax resolution, she has emissions trading, an election date announcement and a furious stint of campaigning looming on her to-do list.

'Let's see. Right now, I've got an interview with you,' Julia says, officiously, pointing at me. 'Then we've got some work to do,' she adds, nodding at her staff. 'Let's get this plane in the air.'

A watershed moment

In the 2022 federal election, more women contested seats than ever before, making up 40 per cent of all candidates. This led to the highest-ever number of women being elected to the House of Representatives in what advocates called a 'watershed' moment for Australian politics. Significantly, many of these women were elected as independent candidates, and displaced well-established male candidates.

SOURCE 6 In one of the most significant battles of the 2022 federal election campaign, independent candidate for Kooyong Monique Ryan was voted in over the Federal Treasurer Josh Frydenberg, who had widely been tipped to take over leadership of his party.



3.14 SKILL ACTIVITY: Questioning and researching, Historical perspectives and interpretations

Investigate one of Australia's pioneering female politicians.

Select one of the women mentioned in this lesson, or another woman who would be considered a pioneer of Australian politics. She might be a historical figure or a person who is still active. Using your library and/or the internet, locate at least three sources, and answer these questions:

- Who have you chosen, and why?
- Which party did she represent?
- What issues did she fight for?
- How successful was she as a politician?
- What lessons does she offer to today's female politicians?

Try to use quotes from the woman herself in support of your claims. Share your findings with the rest of your class.

3.14 Exercise

learnon

3.14 Exercise

Learning pathways

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

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Check your understanding

1. **Identify** when Australian women (excluding First Nations Australian women) were granted the vote in federal elections.
   - A. 1893
   - B. 1895
   - C. 1901
   - D. 1902
2. **Determine** whether the following statements are true or false.
   - a. 50 000 people signed the 'monster petition'.
   - b. In 1894, South Australia passed a bill allowing women, including First Nations Australian women, to vote in state elections.
   - c. Vida Goldstein was the first woman to run for Australian parliament, and she successfully won a seat.
3. **Identify** the role technology played in the election of Dame Enid Lyons.
   - A. She used social media to connect with voters.
   - B. She used radio to connect with voters.
   - C. It didn't; there was no technology in that time.
   - D. She used surveys to profile her voters.
4. **Explain** in what way/s **SOURCE 4** was a historic moment.
5. **Analyse** how the rise of the independent female candidates in 2022 might be seen as an extension of the work done by previous female politicians such as the suffragettes.

Apply your understanding

Communicating

6. **Determine** whether the power of the monster petition was real, symbolic or both. **Explain**.

Historical perspectives and interpretations

7. **Examine** the language in **SOURCES 3** and **5**. How would you **describe** the attitude of the reporter to each female politician? **Identify** the similarities and differences you can see in the way that the reporter describes their subject (Goldstein or Gillard).

Communicating

8. **Evaluate** which societal expectations have traditionally been placed on female politicians that have not been placed on male politicians. **Elaborate** on what this says about the values of Australian society.
9. The parliament of 2022 is the most inclusive of women so far, and yet it follows a number of years of declining political participation by women. Using the internet or your local library, research organisations set up to support future female politicians. **Describe** the sort of support that they offer. **Identify** how a young woman who is interested in politics can gain their support.
10. Do you feel positive about the future for women in Australian politics? Why/why not? **Explain** in 250 words, using evidence from this lesson and from your own **research**.

LESSON
3.15 How has the status of Australian women changed?

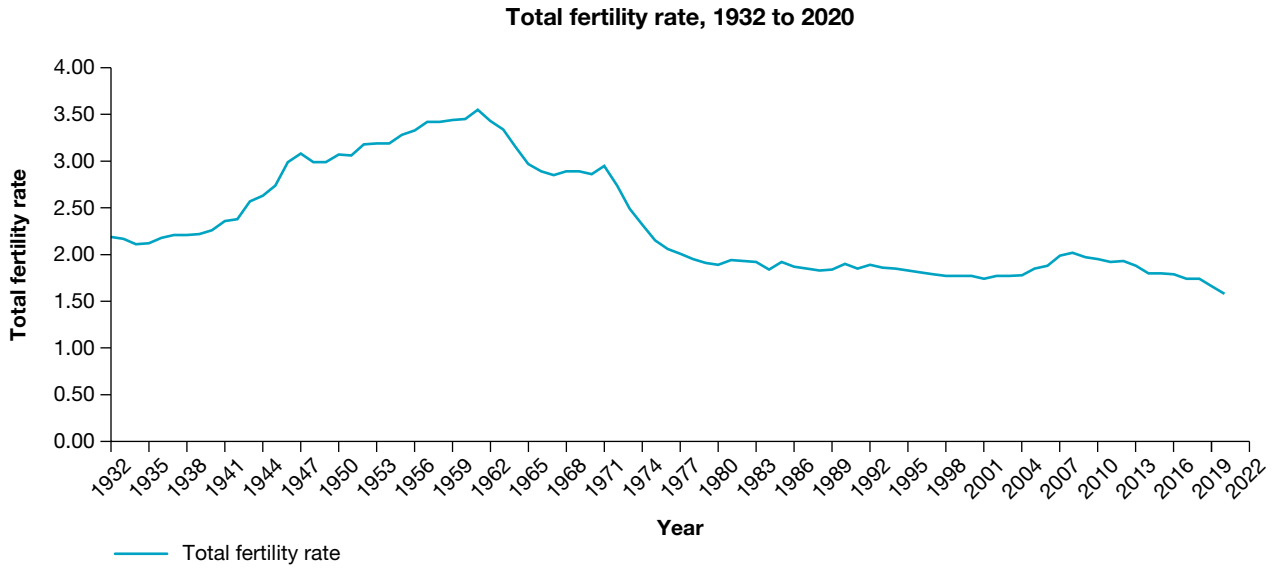
LEARNING INTENTION

By the end of this lesson you should be able to identify and explain the demands for rights and freedoms made by women throughout the twentieth century.

TUNE IN

Fertility rates soared during the post-war period and plunged during the 1970s to reach historic lows, far below replacement level (the number of babies that need to be born in order to replace the current population), by the end of the twentieth century.

SOURCE 1 Fertility chart, Australia 1932–2020



1. Do you think the data for **SOURCE 1** is reliable? Why/why not?
2. According to **SOURCE 1**, in what year was the highest number of children born in Australia? How many children did this equate to, per woman?
3. DISCUSS: **SOURCE 1** tells a story about the fertility rate between 1932 and 2020. What questions are left unanswered? What sort of statistical data could you collect to explain these 'gaps' in your information?

The twentieth century and the first quarter of the twenty-first century have been a time of great change for many groups as they seek appropriate recognition and the protection of their rights, both in Australia and around the world. One of these groups is women. Once thought of as second-class citizens, Australia's women have repeatedly stood up against oppression to improve their lives and the lives of those around them. The battles they have fought have been broadly based on the idea that women and men should be equal. However, a few key themes have emerged. These include the right for women to participate in the democratic process, the right to be paid an equal amount for equal work, the right to access health services, and the right to feel safe from domestic and family violence.

3.15.1 Women's roles begin to change

In 1949, French author Simone de Beauvoir wrote *The Second Sex*, a book that set out to challenge many of the negative assumptions made about what it meant to be a woman. She insisted that women were not merely the 'second sex', and deserved the respect of men. The release of *The Second Sex*, and its subsequent translation into English in 1953, made her a household name internationally and began a conversation about the rights of women that would underscore the work of other important female authors in the decades to come.

aud-0572

SOURCE 2 *The Second Sex* set out to challenge many of the negative assumptions made about what it meant to be a woman.

... But if I wish to define myself, I must first of all say: 'I am a woman'; on this truth must be based all further discussion. A man never begins by presenting himself as an individual of a certain sex; it goes without saying that he is a man. The terms *masculine* and *feminine* are used symmetrically only as a matter of form, as on legal papers. In actuality the relation of the two sexes is not quite like that of two electrical poles, for man represents both the positive and the neutral, as is indicated by the common use of *man* to designate human beings in general; whereas woman represents only the negative, defined by limiting criteria, without reciprocity ... A man is in the right in being a man; it is the woman who is in the wrong.

tlvd-10748

In 1965, women were not permitted to drink in the same bars as men. Instead, they were forced to drink and socialise with other women in women's-only lounges attached to the same establishments.

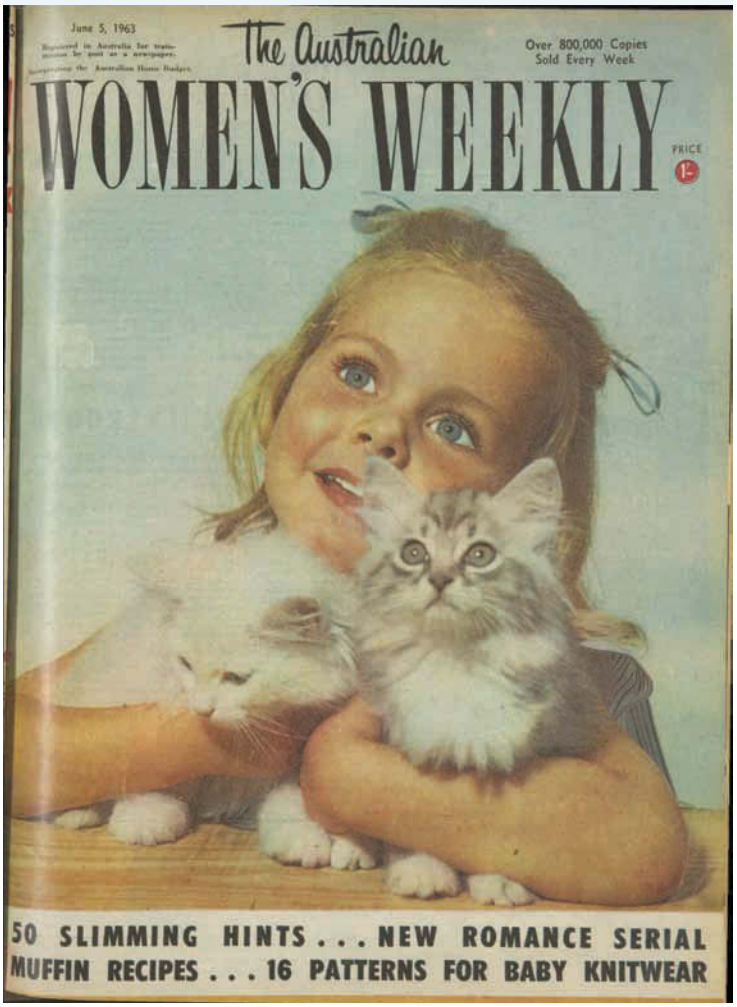
This may not seem like a big issue in comparison to other issues of the day, but governments had always seen women drinking in pubs and bars as a threat to 'decency'.

Queensland women's rights activists Merle Thornton and Rosalie Bogner chained themselves to the bar at the Regatta Hotel in Brisbane in protest. This caused a flurry of news coverage and made both women household names. It also gave them a platform to protest this and other issues relevant to second-wave feminists.

In an opinion piece for the *Sunday Truth*, the women pointed out that this form of discrimination meant that women in business missed out on after-work drinks or the opportunity to retire to the bar during a conference, which were important networking opportunities in Australia in the 1960s.

Their protest would help lead to a repeal of section 59A of the Queensland Liquor Act five years later.

SOURCE 3 In Australia during the early 1960s, popular women's magazines still catered to a particular type of woman. Many Australian women, whose interests no longer aligned with those modelled by these magazines, were ready to embrace a different sort of future.



During this era, while some women still wanted to work in the home, an increasing number were entering tertiary education and putting off having a family. By 1970, one in three Australian University students was female. Universities became a breeding ground for discussion about women's rights. Australian feminist Germaine Greer released *The Female Eunuch* in 1970. Her book voiced the frustration felt by many of these women. In a free-flowing style, Greer wrote about a wide range of topics including the body, love, sex and revolution, using quotes from women's magazines of the day as a counterpoint to her arguments.

The Female Eunuch went on to become an international bestseller, while Germaine Greer became Australia's first 'celebrity feminist', a role that she seemed to have been destined for. As Carmen Callil, founder of the pro-feminist Virago Press, once said, 'Germaine would have been a star if she'd published the book herself or bellowed it aloud through a megaphone.' *The Female Eunuch* practically became required reading for any Australian woman who wanted to join the women's rights movement.

SOURCE 4 Merle Thornton and Rosalie Bogner chain themselves to the Regatta Bar in protest

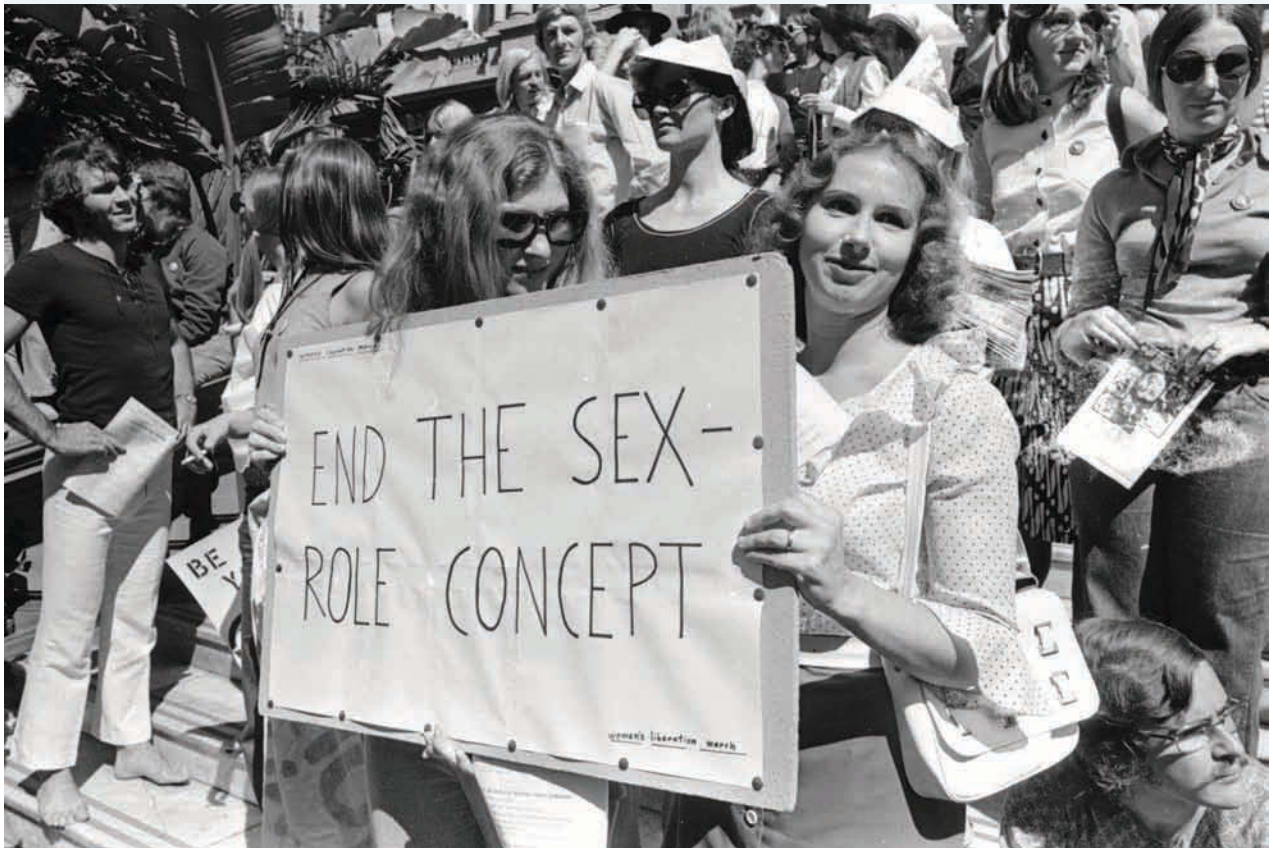


SOURCE 5 An extract from *The Female Eunuch* by Germaine Greer. This book is rumoured to have caused many arguments between husbands and wives at the dinner table.

> The working girl who marries, works for a period after her marriage and retires to breed, is hardly equipped for the isolation of the nuclear household. Regardless of whether she enjoyed the menial work of typing or selling or waitressing or clerking, she at least had freedom of movement to a degree. Her horizon shrinks to the house, the shopping centre and the telly. Her child is too much cared for, too diligently regarded during the day and, when her husband returns from work, soon banished from the adult world to his bed, so that Daddy can relax.

In 1972, women around Australia attended the Sydney International Women's Day March in a show of national and international solidarity. This march, organised *by* women *for* women, would become an annual tradition, allowing women to gather in force to protest the issues that were most important to them.

SOURCE 6 In this image, a woman protests against the sex-role concept, or the idea that the way a person lives and acts should be determined by the sex they were born into.



3.15.2 Changes in the workplace

During the Second World War, many women had stepped into positions vacated by men, in factories and on shipyards, while others had joined the Women's Land Army. When the war was over, and the men returned to work, these women were expected to return home where they would go back to looking after the children. Some women complied, but many had discovered a newfound sense of pride in their work and did not want to return to their old lives.

At this time, there were strict laws in place, particularly in the public service, about the sort of work that women could and could not do. This was particularly the case for married women. When a female teacher got married, for example, she was forced to resign. Thanks to the tireless efforts of women's rights activists,

SOURCE 7 Zelda D'Aprano's act of civil disobedience was to chain herself to the front of the Commonwealth Building in 1969.



this changed in 1966, when a law was passed making it possible for women working in the federal public service, including teaching, to retain their jobs after getting married.

In 1969, Zelda D'Aprano, a clerk for the Victorian meat workers' union, chained herself to the Commonwealth Building in Melbourne's Treasury Place, in an act of civil disobedience designed to protest the fact that women were paid less than men for doing the same work. She described the process that led up to her act of rebellion: 'In front of us were all the men from Trades Hall, on the other side were all the men from the employers and sitting up there were all the commissioners. All these men arguing about how much women were worth and here we were all being silent. It was so demeaning, begging at the bosses' table.' Zelda D'Aprano's action contributed to publicising the issue, and the meat workers' industry agreed to meet the demands of the protesters.

In 1972, the Women's Electoral Lobby (WEL) was formed to ensure that women's rights, responsibilities, contributions and needs are of equal value to men's. In 1984, the Sex Discrimination Act was finally passed. This was a landmark moment, but it was not the end of the fight for equal rights at work. Still in use today, this Act, which must be regularly updated, protects workers '… from unfair treatment on the basis of their sex, sexual orientation, gender identity, intersex status, marital or relationship status, pregnancy and breastfeeding. It also protects workers with family responsibilities and makes sexual harassment against the law.'

3.15.3 The final battleground: a woman's body

One of the most fundamental rights a person has is what they do with their own body. Throughout the twentieth century, women's bodies became a subject of great discussion and angst, not only for women themselves, but for the largely male-dominated realms of politics, the media and the clergy. Never was this more evident than in matters of fertility and reproduction.

SOURCE 8 A packet of 'Sequens' contraceptive pill by Eli Lilly Australia Pty Ltd, circa 1963



One of the most difficult decisions women and families had had to make in the decades preceding the 1960s was whether to keep, or terminate, a pregnancy. Abortion was illegal, meaning that the doctor who performed the procedure, and the woman who underwent it, could both be prosecuted. This did not stop women from seeking out abortions, however, due to a range of factors that meant that a woman was either unwilling or unable to carry a baby to term. Getting an abortion at this time often meant undergoing an extremely risky procedure performed by somebody without official qualifications, which had the potential to cause complications and even death for the patient.

In 1969, the Menhennitt ruling in Victoria would establish that a woman could get an abortion if her physical and mental wellbeing were in serious danger. This ruling opened the door for more progressive abortion laws in the years that followed. Today, we consider it a fundamental right that a woman can choose whether to keep or terminate a pregnancy. This is in line with the vast majority of western democracies.

As far back as 1961, the contraceptive pill had become available to married Australian women, although it attracted a 27.5 per cent luxury goods tax. The pill made it possible for these women to plan any pregnancies, and to choose the size of their family.

In 1972, following a pressure campaign by the Women's Electoral Lobby among others, Gough Whitlam's Labor government abolished the luxury tax and made the contraceptive pill widely available in Australia. This move would send shockwaves through society. Finally, women — whether they were married or not — had the capacity to control when they got pregnant or whether they got pregnant at all. In the decades to come, this would mean that more women were able to enter the workforce, raising their visibility.

3.15 SKILLS ACTIVITY: Historical perspectives and interpretations

One way to learn about continuity and change is to **examine** the covers of popular magazines from a particular period of time.

1. Using the **Trove** weblink in your online Resources, choose a magazine aimed at women such as *The Australian Woman's Day*. Then choose a month in the year 1960 and the same month from 1970.
   a. **Create** a comparison table like the one below.
   b. View every magazine cover published that month.
   c. Beneath each column, record any topic or issue either mentioned explicitly or hinted at in the magazine cover.

Magazine name (month, 1960)	Magazine name (month, 1970)

2. Now that you have marked down what you have found, collate your findings. What were the most common topics and issues depicted in each era? What were the least common? What does this suggest about how the woman being targeted by the market had or had not changed in this period?
3. **Compare** your findings with those of a classmate.

on Resources

Weblink Trove

3.15 Exercise

learnon

3.15 Exercise

Learning pathways

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

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Check your understanding

1. **State** why *The Female Eunuch* caused so much debate when it was released in 1970.
2. Why did Zelda D'Aprano chain herself to the Commonwealth Building?
   A. To protest the fact that women were paid more than men for doing the same work
   B. To protest the fact that women were paid less than men for doing the same work
   C. To protest the fact that women were not allowed to speak at Trades Hall
   D. To protest the fact that men were paid less than women for doing the same work

3. **Identify** the types of discrimination the women depicted in **SOURCES 4** and **7** were fighting against. **Select** all options that apply.
   - **A.** Men were paid less than women for doing the same work.
   - **B.** Women were paid less than men for doing the same work.
   - **C.** Women were not permitted to drink in the same bars as men.
   - **D.** Women were not allowed into pubs at all.
4. **Identify** why the Women's Electoral Lobby was founded.
5. **Identify** if these protests achieved their aims.

Apply your understanding

Historical perspectives and interpretations

6. Based on **SOURCE 6**, **identify** the issue/s that preoccupied Australian women marching in the 1972 International Women's Day March.
7. **Explain** why the contraceptive pill was seen by some men and women as a threat to the status quo (the way things were). Looking at **SOURCE 1**, were their concerns well-founded?

Using historical sources

8. In **SOURCE 5**, who has a better life: the wife or the husband? **Explain**. **Justify** your opinion.
9. **Describe** the similarities and differences between the beliefs of Simone de Beauvoir and Germaine Greer in **SOURCES 2** and **5**.
10. **Decide** which is a more effective means of generating change: writing a book or participating in acts of civil disobedience like the ones depicted in **SOURCES 4** and **7**. **Explain** your answer in a paragraph of 200 words.

LESSON
3.16 How far have we come for the women's rights movement?

LEARNING INTENTION

By the end of this lesson you should be able to identify the aspects of women's lives that have improved, and those that still need attention.

TUNE IN

In 2021, 110 000 people took to the streets in a series of protests around Australia organised by March4Justice, a grassroots organisation. They called upon state and federal governments to end gendered violence.

SOURCE 1 A protester and their passionate placard



1. What evidence of women's solidarity do you see in this picture?
2. How might the issue on the poster (sexual consent) relate to gender-based violence?
3. Do you believe that Might the greater anonymity of wearing masks during the COVID-19 pandemic have allowed some women to access the protest who might otherwise not have attended? Discuss in small groups and then with your class.

3.16.1 The women's rights movement today

How far have we come?

Because of advances in politics, education and employment, the claim is sometimes made that the women's rights movement has succeeded in what it aimed to achieve, but this is too simplistic.

After representing just one in three people at university at the beginning of the 1970s, today women make up more than 55 per cent of university students. They are also more likely to complete their studies than their male counterparts. However, after leaving university, female graduates can expect to earn approximately 27 per cent less than male graduates (a slight improvement from the 30 per cent pay gap a decade earlier). They are less likely to be promoted to a senior position, or to sit on the board of a major company. As can be seen in the treatment of Prime Minister Gillard and other women in positions of power, there is a lot of work still to be done to ensure that women gain the respect they deserve in the workplace.

Sexism in the news media

One of the ways that we, as a population, learn about what it means to be Australian is via the news media, including television, newspapers, radio and the internet. Because of this, who speaks on these media outlets, and what they say, really matters. So just how representative is our news media when it comes to promoting the views of women?

According to the 2021 'Women for Media — Take the Next Steps' report, while female representation in media is improving, there is a lot of work yet to be done. The report was generated by analysing over 50 000 online stories in May 2021, as well as nearly 4000 stories on page one of the print editions and home pages of various publications.

This report found that what women and men write about is gendered. Women write 53 per cent of articles on health and 44 per cent of articles on arts and entertainment, while men write 65 per cent of articles on politics and 87 per cent of articles on sport. There is also a significant difference in the importance placed on the expert opinions of women, with women quoted in articles only 31 per cent of the time. In some of the most important stories at this time, including stories about COVID-19 and the Federal Budget, women were quoted only 25 per cent of the time. Women continue to be under-represented on the boards of major media companies, including at the Australian Broadcasting Corporation.

aud-0573

SOURCE 2 Excerpt from transcript included in the Senate inquiry into media diversity in Australia

In 2020, the Australian Senate established a formal inquiry into media diversity in Australia. One of the people they interviewed for their inquiry was Anna Rogers, who reported on her time working for News Corp.

'When I was employed by the *Sunday Mail* in 2011 to do social photos, I was told by the acting picture editor that they did not want any photos of "pigs in lipstick". I found this was extremely derogatory to women, but to keep my job I had to apply this test, which meant that women who were overweight or over 35 did not get a run in the paper …

Even the selection of which court stories to cover is now based on applying the subscriber-page-view model at News Corp. Former colleagues have told me that they are told to ignore the charges and instead look out for attractive women appearing in court. They check their social media following and lift their photos off Facebook. If the women are attractive and have more than 1000 followers, then it is much more likely that they will run the story online and it will get more page views.'

source: Ms Anna Rogers, Private capacity, Committee Hansard, 12 March 2021, p. 7.

3.16.2 The international struggle for women's rights continues

Girls and women in developing nations still face many of the same challenges that Australian women faced decades ago, including limited access to health, education and employment services, exclusion and discrimination, a lack of empowerment, and maternal health issues. Women may also be trafficked for prostitution or forced to work in unsafe conditions.

During wartime, women may be targeted for rape, causing them ongoing physical and psychological harm, while the death of a husband can plunge a widow into a spiral of poverty.

Australian women have been committed to fighting for the rights of women internationally since the early days of the United Nations. Today, Australian women are active in governmental and non-governmental organisations that assist women around the world in standing up for their rights. These organisations include Amnesty International, Oxfam and Vision Australia. The Melbourne-based International Women's Development Agency (IWDA) seeks to improve the lives of women in developing communities by listening to what they need to take the lead.

SOURCE 3 Australian women are active in organisations around the world that support women in standing up for their rights, including Amnesty International.



3.16.3 The right to feel safe

In 2015, the Australian government called violence against women a national crisis. Today, it is still unacceptably high. Our Watch, a non-government organisation (NGO) dedicated to preventing violence against women and children, points out that violence against women can take many forms, including 'domestic violence, family violence, intimate partner violence, coercive control, workplace sexual harassment, street harassment and sexual assault'.

SOURCE 4 In 2018, a crowd of up to 10 000 people gathered in Princes Park to hold a candlelight vigil in memory of Eurydice Dixon, who was murdered while walking home after a comedy show.



Data collected by the Australian Bureau of Statistics shows that one in three women has been a victim of physical assault, and one in five women has been a victim of sexual assault, in their lifetime. Other data shows that one in two women has experienced sexual harassment in their lifetime. Young women experience higher rates of physical and sexual violence than older women. First Nations Australian women are at particular risk of physical violence, with one in five reporting having experienced physical violence within the last 12 months.

The most extreme form of this violence is, of course, when a woman is killed. Approximately one woman is murdered each week in Australia. Usually, the perpetrator is somebody the woman knows, such as an intimate partner; sometimes it is not. In 2018, a young comedian named Eurydice Dixon was raped and murdered after attending a gig. She was crossing Princes Park in Melbourne when she was attacked and killed by a man. This act shocked the people of Melbourne and ignited debate from within the wider community about how much responsibility women should have to take for their own safety.

aud-0574

SOURCE 5 In this opinion piece for womensagenda.com.au, the Victorian Minister for Women Natalie Hutchins makes it clear where the responsibility for Eurydice Dixon's murder lies.

As a woman, I am tired.

My sisters are tired.

We are tired of seeing another one of us die at the hands of a partner each week.

We are tired of hearing men tell us the problem isn't gendered.

We are tired of making sure our phones are charged all the time in case something happens to us.

We are tired of clenching our keys in our hands as we walk to our cars in case someone attacks us.

We are tired of turning all the lights on in the house when no one is home and checking in the cupboards and under the bed to see if someone might be there ready to attack us.

As a feminist, I am angry.

My sisters are angry.

We are angry as we, again, march in the streets for justice — wondering if perpetrators are actually listening to us or not. We are sick of being told to stay in well-lit places, with lots of people to avoid being sexually assaulted. Or raped. Or murdered.

As a Minister, I am certain.

I am certain that we can beat this culture of sexism.

Nationally, the responsibility for responding to family and child abuse is shared between the federal government and state and territory governments. However, most of the responsibility for these areas is taken by the states and territories.

At the time of writing, the Attorneys-General and the Family Violence Working Group had drafted national principles on dealing with a recently-recognised form of gender-based violence: coercive control. Coercive control is a type of violence perpetrated by a partner, usually in an intimate relationship, 'to assert emotional, psychological, physical and/or financial control over victim-survivors'.

This demonstrates one of the ways that the law can respond to changes in behaviour, including in relation to violence against women and children.

3.16 SKILLS ACTIVITY: Using historical sources

Use three reputable sources, either from your local library or the internet, to **research** what we mean by feminism today. Then answer the following in your own words:

- What does it mean to be a feminist in today's world?
- What sorts of issues are of most importance to feminists?
- Does being a feminist require a person to be active (such as by protesting)?
- How is this similar to, and different from, what it meant to be a feminist in the days of the suffragettes or in the 1960s and 70s?
- Finally, how do you think a woman from one of those eras would feel about how far we have come as a society in relation to the rights of women? What makes you say this?

3.16 Exercise

learnon

3.16 Exercise

Learning pathways

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

These questions are even better in jacPLUS!



- Receive immediate feedback
- Access sample responses
- Track results and progress

Find all this and MORE in jacPLUS

Check your understanding

1. **Identify** two areas in which Australian women have made significant achievements over the past few decades.
   - A. Equal pay
   - B. Politics
   - C. Representation in the media
   - D. The right to feel safe
2. **Name** two areas in which the rights of Australian women could improve.
3. A key aim of the women's rights movement is to empower women. In what two ways are the women pictured in **SOURCES 1** and **3** demonstrating empowerment?
   - A. Protesting inequality
   - B. Accepting the status quo
   - C. Letting others decide
   - D. Speaking up for action
4. Determine whether the following statements are true or false.
   - a. Fifty per cent of Australian women are sexually harassed during their lifetime.
   - b. Female graduates earn approximately 27 per cent more than male graduates, indicating a significant improvement in the pay gap between men and women.
   - c. Violence against women is primarily perpetrated by people known to them, as opposed to by a stranger.
5. In your own words, **explain** Minister Hutchins' frustration after the death of Eurydice Dixon.

Apply your understanding

Using historical sources

6. Study **SOURCE 2** and answer the following questions.
   - a. **Identify** the ways Anna Rogers suggests that News Corp's behaviour was inappropriate or wrong.
   - b. **Decide** if you believe the actions she was asked to perform were sexist.
   - c. If all news organisations followed the lead of News Corp, **predict** how the information the public relies upon might be affected.
   - d. If Anna Rogers had not come forward with this evidence, do you think that the Australian public would ever have known about these practices?
   - e. **Propose** what you would like to see the government and/or companies do to make sure that practices like these do not continue.

Communicating

7. **Determine** how close Australia is to achieving gender equality. Use examples from this lesson and (if you feel comfortable) from your own life to **justify** your perspective. Write 200 words on this topic.
8. What would Australia look like if it was truly equitable for both sexes? **Discuss** in 200 words.
9. Are women's rights an issue for women, or an issue for all Australians? **Explain**, using examples from this lesson to support your perspective.

LESSON
3.17 INQUIRY: Comparing perspectives

LEARNING INTENTION

By the end of this lesson you should be able to use a range of sources to form a well-reasoned opinion.

Background

aud-0570

In this inquiry, you will **investigate** how we can present the two perspectives of Australian history, using sources, that would inform someone who doesn't know anything about Australian history. To formulate your argument, you should refer to **SOURCE 1**, as well as two to four other sources that you can find within this topic. These sources may belong to politicians, journalists or activists, and could include writing or visuals, such as a painting.

Before you begin

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

Inquiry steps

Step 1: Questioning and researching

First, read David Keig's poem *The Stolen Generation* (**SOURCE 1**)

Then **discuss** the following:

- What is David Keig's main argument?
- What evidence (if any) does he use to support his claims?

Write your **inquiry question**.

Step 2: Using historical sources

Research your question. Use the sources in this chapter, and/or search newspaper websites such as Trove or those available from your school, local, or State/Territory library, to discover other sources. They might be primary sources, like **SOURCE 1**, or they could be secondary sources, including commentary on the issue of the Stolen Generation, the Black Armband View of history, or the Three Cheers View of history.

SOURCE 1 David Keig's poem *The Stolen Generation*

They took me from my mother
But I didn't even know
I was just a few months old
And she knew not where I'd go
She was a big black woman
I don't know about my dad
Its now I have my grandchildren
That I'm starting to feel sad
I have blue eyes and had blonde hair
But it's now greying gradually
I couldn't say I was an Abo
Or they' take the brush to me
Scrub away your blackness
Said the nuns in the Church school
Religion's here to save you
But you must obey our rules
Rule one – you just be grateful
You're in white society
Rule two – you must be silent
And accept humility
I scrubbed and scrubbed my body
Till I couldn't scrub no more
The scrubbing didn't make me white
Just made my skin red raw
I was made to feel ashamed you see
Of being just what I am
And those bastards in the priest
house Were even crueller than
Those who'd broke a family
And split us up at birth
That's why they should say sorry
For all that they are worth.
David Keig

Step 3: Historical perspectives and interpretations

Analyse who produced each source, and **identify** their perspective, and what evidence (if any) they have provided in support of their claims.

What are the strengths and weaknesses of each source? You can use these views as part of your response.

Step 4: Communicating

What is the answer to your inquiry question? Present your findings in a format of your choosing. Support your answer with examples from your **research**, **analysis** and **evaluation**.

SOURCE 2 A sign from the Black Lives Matter Protest in Sydney, NSW March 2020.



Complete your self-assessment using the **Inquiry rubric** or access the 3.17 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39830)

LESSON
3.18 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

Find all this and MORE in jacPLUS



3.18.1 Key knowledge summary

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

3.2 What do sources tell us about rights and freedoms?

- Historical sources such as political speeches can be used to investigate a historical issue; however, we must always remember that a speech is written to reflect a particular point of view and to have a particular effect on the listener.

3.3 How did the First Nations Australian protest movement begin?

- During the nineteenth and most of the twentieth centuries, First Nations Australians struggled to gain rights.
- From the early twentieth century First Nations Australian protest movements became more organised with the first Aboriginal political organisations formed in the 1920s.
- The AAPA was formed by Fred Maynard to campaign for the right for First Nations Australian self-determination.
- By 1937 the Aborigines Progressive Association was formed with the intention of pushing for full citizenship and parliamentary representation. It set 26 January 1938 as the Day of Mourning protest to focus concerns about the treatment of First Nations Australians and to set the agenda for change for the future through a ten-point plan. This was successfully received by the prime minister, although it would be a long time before the points were turned into action.

3.4 What did the members of the Stolen Generations experience?

- During the 1800s the government believed that the First Nations Peoples of Australia needed to be 'protected' and the policies of this time reflected this attitude.
- The *Aborigines Protection Act 1909* gave legal control of First Nations Australians to the Boards of Protection around the country, including legal guardianship over the children.
- This policy became one of assimilation, where the government believed that the best way for First Nations Australians to assimilate, or become more like other Australians, was to remove children, sometimes forcibly, from their families and raise them in institutions or foster families. This practice continued from 1910 to 1970 and adversely affected a large number of First Nations Australians now called the Stolen Generations.

3.5 Who were the major figures in the world's civil rights movement?

- The United Nations General Assembly adopted the Universal Declaration of Human Rights (UDHR) in 1948, outlining the rights and freedoms that should be enjoyed by all people. Civil libertarian and president of the United Nations General Assembly, Australian Dr Herbert Vere Evatt, was instrumental in contributing to the UDHR.
- This declaration established the international call for universal civil rights.
- The Civil Rights Movement of the 1950s and 1960s in the United States was a program of protest against racist policies that denied African-Americans their civil rights.
- First Nations Australians found much in this movement to support and inspire them, especially non-violent methods of protest.
- Significant individuals such as Martin Luther King provided a role model for First Nations Australian activists.
- Campaigns such as the Freedom Rides in the 1960s in the United States were adopted by people fighting for civil rights in Australia.

3.6 What impact did the Freedom Ride have in Australia?

- In 1965 Charles Perkins led a Freedom Ride with SAFA in rural New South Wales where issues of racial discrimination had been identified.
- The media coverage of this event stimulated national and international pressure for reform, as well as launching Perkins and his colleagues as significant civil rights campaigners.

3.7 What was the significance of the 1967 referendum?

- In 1962, due to continued pressure from civil rights campaigners and a growing awareness from the general population, a parliamentary amendment to the Electoral Act allowed First Nations Australians to vote, although it was three more years before Queensland put this into practice.
- The final area for constitutional discrimination was that First Nations Australians were still not counted in the national census and the only way to make constitutional change was to hold a referendum. In 1967 a referendum was held and there was overwhelming support for First Nations Australians to be counted in the census.

3.8 What have the Torres Strait Islanders experienced during their fight for freedom?

- Torres Strait Islander Peoples were recognised as a separate people after the *Torres Strait Islanders Act 1939.*
- Like Aboriginal Peoples, Torres Strait Islander Peoples were not able to vote in federal elections until the passing of the *Electoral Amendment Act 1962* and not able to vote in state elections until 17 December 1965, when the Elections Amendment Act was passed, extending voting rights to all First Nations Australians resident in Queensland.
- Discrimination in rates of pay for Torres Strait Islanders who had served in World War II was finally redressed in 1983.
- The Torres Strait Regional Authority, established in 1994, deals with issues of special relevance to Torres Strait Islander culture and heritage, as well as the administration of a Torres Strait Development Plan.

3.9 Why was the Aboriginal Tent Embassy significant?

- In 1963 the Yolngu people from Yirrkala in the Northern Territory sent a bark petition to the federal parliament, starting the land rights movement which fought for the rights of to possess the traditional lands they had owned and occupied.
- Initially the Yolngu people received support for their claim protesting the government's decision to allow a mining company to mine on their traditional lands; however, a few years later they had their challenge turned down, a decision supported by the then-prime minister. This angered many First Nations Australians.
- First Nations Australian activists set up an umbrella outside parliament house in Canberra, with a sign labelling it the 'Aboriginal Embassy'.
- It was soon followed by a number of tents and came to represent First Nations Australians' desire to have the rights to determine their own futures.

3.10 How are land rights and protests crucial in the struggle for rights and freedoms?

- Despite the lack of success by the Yolngu people, a group of Gurindji workers from the Wave Hill cattle station went on strike to protest their working and living conditions. Led by Vincent Lingari, a Gurindji Elder, they pushed for the return of the land to their ownership.
- This picked up public support and in 1975, Prime Minister Gough Whitlam handed back 3300 km^2 of the Gurindji's Peoples traditional lands.
- In 1982 a group of Mer Island people from the Torres Strait, led by Eddie Koiki Mabo, challenged the right of the government to prevent islanders from using their own lands. In 1992, the Australian High Court made a historic ruling that the Meriam people of the Torres Strait did have native title. This 'Mabo decision' was extremely significant for all First Nations Koiki Australians because it recognised that European settlement did not automatically wipe out native title.
- The *Native Title Act 1993* clarified any confusion following this. It was later challenged by the Wik case and the subsequent attempt by Prime Minister John Howard to alter the Native Title Act, but this was only passed with the proviso that it is subject to the Racial Discrimination Act.

3.11 Why is the journey to reconciliation complex?

- In 1992 Prime Minister Paul Keating gave what is known as the 'Redfern Speech' launching the International Year of the World's Indigenous People in Redfern, Sydney. He pledged to recognise the harm caused to First Nations Australians by previous governments and to extend them social democracy.
- In 1995 Keating commissioned a report into the Stolen Generations called *Bringing Them Home* (1997), which outlined the damage done to individuals, families and communities because of the so-called protection policies.
- Despite the creation of National Sorry Day, 26 May, and the apologies of the state governments and churches, the federal government, led by John Howard at that time, refused to apologise.
- It was not until 2008 that the federal Labor Party Prime Minister Kevin Rudd made a formal apology in Parliament House in Canberra, acknowledging the harm caused to First Nations Australians because of past governments' policies and pledged for Australia to ensure that such injustices would not happen again.

3.12 Why is the fight for equity still going?

- The struggle for equity continues for First Nations Australians.
- In 2007 the Howard government suspended the Racial Discrimination Act in the Northern Territory in response to a report indicating that child sexual abuse was rampant in many remote communities. Alcohol was banned from these communities and the spending of welfare cheques was restricted and heavily controlled.
- The 'intervention' received mixed support, with some saying that it was a racist policy and others saying that it was needed.
- Other studies and reports, such as Closing the Gap, show that First Nations Australians are still far behind other Australians in lifestyle issues, such as life expectancy, drug and alcohol abuse, infant mortality and imprisonment rates. There have been some improvements but they are still behind the hoped-for outcomes. Education and employment data show similar gaps.
- While there have been some improvements, such as increased high school retention rates, these are still significantly behind those of other Australians. The government is still working to address these longstanding inequities in First Nations Australians.

3.13 How are Indigenous Peoples recognised around the world?

- The number of First Nations Australians is increasing due to higher than average fertility rates and improvements in life expectancy.
- In 2007 the United Nations created the Declaration of the Rights of Indigenous Peoples, which embodies the rights and freedoms fought for by Indigenous Peoples throughout the world in the twentieth century. Significantly it recognises the right to self-determination. Initially Australia refused to sign this Declaration but eventually signed in 2009.
- Currently the Australian government is working towards a referendum on changing the Constitution to recognise that First Nations Australian cultures were flourishing on this continent many thousands of years before Europeans arrived and that culture continues today, as opposed to *terra nullius*. This will be another step forward in the struggle for the rights and freedoms for First Nations Australians.

3.14 How have women influenced Australian politics?

- Many of the first female Australian activists dedicated themselves to enfranchising women, giving them the right to vote and to stand in elections.
- Female activists, from the first feminists, to those who would rally behind causes from the 1960s onwards, would be portrayed in the media in sexist and stereotypical ways.
- The number of Australian female politicians is currently on the rise, while First Nations Australian women continue to speak out for their communities in the political realm.

3.15 How has the status of Australian women changed?

- Throughout the twentieth century, the status of Australian women changed greatly, as more women worked outside the home, continued their studies at tertiary level, read widely, and challenged long-held views about what were and were not appropriate roles for women.
- Books written by authors such as Simone de Beauvoir and Australian Germaine Greer were important in articulating the dissatisfaction that many women felt with their lives at this time.
- One of the greatest battles that women had to face during the twentieth century was for control over their own bodies, including the rights to use contraception and to seek abortion.

3.16 How far have we come for the women's rights movement?

- While the lives of many Australian women and girls look very different today than they would have in the 1950s, there is still more to be done to achieve equality.
- Women continue to be portrayed in a sexist manner within the media. This can include the types of stories that are covered, the way they are covered and even the choice of whose story to tell (or not tell).
- Sexism is still a part of everyday life for many Australian women. In some cases, this leads to violence, including sexual assault and femicide.

3.17 INQUIRY: Comparing perspectives

- Works of art and personal writing, including poetry, can provide insight into the experiences of different people and the way that they view these experiences.
- It is important to balance the depiction of history contained within these sorts of personal sources by looking at a range of other sources.
- By consulting a range of sources, we can make a determination about which view/s of history we agree with most, although these findings will never be definitive and could never be applied to everybody who lived at a particular time.

3.18.2 Key terms

advocacy active support
Ailan kastom (island custom) the body of customs, traditions, observances and beliefs of some or all of the Torres Strait Islander Peoples living in the Torres Strait area
alienate to cause someone to feel isolated or separated
assimilation the process by which a minority group gives up its own customs and traditions and adopts those of the dominant culture
bipartisan supported by the two major political parties
census an official, usually periodic, count of a population
culpability state of guilt; being responsible or blameworthy
embassy the residence or place of official business of an ambassador, who represents a foreign country
eradicate wipe out, obliterate
First Nations Peoples of Australia (or First Nations Australians) an inclusive term used to refer to groups that make up the Aboriginal and Torres Strait Islander communities
folly foolishness; lack of good sense
iconic important or enduring
inalienable belonging to a thing by its nature; not able to be taken away
Indigenous Peoples a distinct cultural group that shares collective ancestral ties to the traditional land and natural resources where they live, regardless of whether they have been displaced from that land
integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately; a policy that recognised the value of First Nations Australian cultures and the right to retain their languages and customs and maintain their own distinctive communities
land rights the rights of First Nations Australians to possess land they traditionally owned and occupied
Makarrata a word from the language of the Yolngu people of Arnhem Land, referring to the process of conflict resolution, peacemaking and justice
moral relating to right and wrong behaviour
native title a 'bundle of rights' of First Nations Australians to possess land they traditionally owned and continue to occupy
pastoralist a person who runs sheep or cattle on a property
precedent an action or decision on which later actions or decisions might be based; a law made by a superior court that must be applied by lower courts in future cases with the same or similar facts
referendum a ballot in which people decide on an important political issue
repatriation assistance given to ex-service men and women returning to a civilian way of life
self-determination the freedom for a people to determine their own course of action
seminal original and influential
tenure a system by which particular individuals or groups are given a legally recognised right to occupy a defined area of land
terra nullius ('land belonging to no-one') in Australia, the legal idea that since no-one was 'using' the land when the first Europeans arrived, it could be claimed by the British Crown

treaty an agreement between two or more sovereign states (countries) to undertake a particular course of action. It usually involves matters such as human rights, the environment or trade.
unconstitutional not in accord with the principles set forth in the Constitution
unfettered unrestricted

3.18.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry questions posed in the Overview:

How was Australian society affected by global events such as the US civil rights movement and the Universal Declaration of Human Rights?

What are the significant events in the movement for the civil rights of First Nations Peoples of Australia?

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

Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11488)
Reflection (ewbk-11765)
Crossword (ewbk-11766)

Interactivity Rights and freedoms crossword (int-7663)

3.18 Review exercise

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Multiple choice

1. Which of the following is correct regarding the 1962 amendment to the Electoral Act?
   - A. It allowed First Nations Australians to be counted in the census.
   - B. It allowed First Nations Australians to enrol to vote if they wished.
   - C. It allowed First Nations Australians to vote straight away.
   - D. It allowed First Nations Australians in Queensland the rights of every other state.
2. What was the reason that the government claimed that First Nations Australian children were taken from their parents?
   - A. Because their parents could not look after them properly
   - B. To give the children a better life
   - C. To punish the children for being bad
   - D. To help the children better fit into Australian society

3. **Consider** the following two statements about reconciliation.
   i. Paul Keating's Redfern speech refused to recognise the harm caused to First Nations Australians by previous governments.
   ii. John Howard and his government refused to make an official apology to the Stolen Generations and families.
   A. Statement (i) is true and statement (ii) is false.
   B. Statement (i) is false and statement (ii) is true.
   C. Both statements are true.
   D. Both statements are false.
4. What was the goal of the Freedom Ride of 1965?
   A. A study tour of race relations
   B. To address the discriminatory laws in country New South Wales
   C. To introduce some First Nations Australians to other country Australians
   D. To help Charles Perkins make a big name for himself

Read **SOURCE 1,** an extract from Jack McGinness's speech to the Trade Union Congress 1951 on discriminatory laws in the Northern Territory, and answer the questions that follow.

aud-0575

SOURCE 1 Jack McGinness's speech to the Trade Union Congress, 1951 on discriminatory laws in the Northern Territory

My Union felt the best way in which this particular question could be presented to you for your support would be the personal attendance of a part-Aborigine, unaccompanied by any other delegate, so that you could readily see there was no justification for the withholding from us of what should be our inalienable right, the right to live as ordinary people, without segregation from the rest of the community. We are educated at the same schools, take our part in every sporting and industrial sphere on an equal footing with other peoples of the Territory, but because the pigmentation of our skin is dark, and we have original Australians as part of our ancestry, we are classed as something that is tainted and must be kept apart. What reason or justification is there for such an attitude on the part of the Government of this country?

I will be speaking about how the Aboriginal Ordinance affects me personally, but this effect applies to all others in the same category as myself. Possibly some of you know that because we are of Aboriginal extraction we are subject to, or come under, the Aboriginal Ordinance, which states 'That an aboriginal or half-caste cannot remain in a town or prohibited area between the hours of 6 pm and 8 am each day without a written permit issued by the Director of Native Affairs'. It rests with that individual whether you are entitled to a permit or not.

5. Which of the following is *not* the purpose of Jack McGinness's speech?
   A. To request equal rights
   B. To point out injustices
   C. To request a permit to be out during the hours of 6 pm to 8 am
   D. To discuss his personal perspective
6. Which policy most accurately reflects the attitudes behind the Aboriginal Ordinance Act?
   A. Assimilation
   B. Protection
   C. Self-determination
   D. Integration
7. Why would **SOURCE 1** be regarded as a primary source on First Nations Australians' rights and freedoms?
   A. Jack McGinness identifies as an Aboriginal person.
   B. It is from the time period studied.
   C. It is about the Aboriginal Ordinance Act.
   D. It is a speech.

8. Which of the following statements about the Aboriginal Tent Embassy is false?
   - **A.** The Prime Minister at the time was Paul Keating.
   - **B.** It started with the 1963 Yirrkala bark petition.
   - **C.** The first Aboriginal tent embassy was an umbrella outside Parliament House.
   - **D.** The Tent Embassy still exists today.
9. The earliest feminists were united by one issue:
   - **A.** Protecting children
   - **B.** The right for women to vote
   - **C.** Equal pay for equal work
   - **D.** Protecting the environment
10. A feminist:
   - **A.** fights for equality between men and women.
   - **B.** is active rather than passive in the face of injustice.
   - **C.** can identify as female, male, gender non-binary or trans.
   - **D.** All of the above

Short answer

Communicating

11. Michael Long, a proud Anmatyerre, Maranunggu and Tiwi man, played AFL for the Essendon football team between 1989 and 2001, and is also known for his stand against racism in the AFL, helping create the football league's anti-racism code of ethics. After his retirement, in 2001 he marched from Melbourne to Canberra in the Long Walk to highlight the inequities faced by First Nations Australians, receiving wide support from both First Nations Australian communities and other communities. Despite the success of his efforts, AFL players like Adam Goodes have had to continue the fight against racism.

    How could you find out more about the Long Walk? **Construct** some questions you could use in your inquiry.

Using historical sources

12. As part of the Freedom Ride of 1965, the riders stopped at Moree, NSW where they made a significant impact (see **SOURCE 2**). Charles Perkins, who was one of the leaders of the Freedom Ride, wrote about the events at the Moree swimming pool where they stood up to laws discriminating against First Nations Australians.
    - **a.** What was the purpose of the Freedom Ride's visit to Moree?
    - **b.** What, according to Perkins, was the biggest point of discrimination in Moree?
    - **c.** **Describe** how they addressed it.

aud-0576

SOURCE 2 Showdown at Moree

The next day [17 February] we began to fully investigate what was going on in Moree. We found out the Council had discriminatory laws against Aborigines who were not allowed to go inside the Council chambers, nor use the toilets. A number of hotels were not serving Aborigines.

The biggest point of discrimination was the local swimming pool. Aboriginal adults were not allowed to swim there at all. Aboriginal children were let in on a Wednesday afternoon during school hours betweeen one and three. But then, after the school hours finished, the whistle blew and all the Aboriginal kids had to get out and only the white kids were allowed to stay. The swimming pool was the one point we thought we would hit at first ...

When we got down to the pool I said. 'I want a ticket for myself and these ten Aboriginal kids behind me. Here's the money.'

‘Sorry, darkies not allowed in.’ replied the baths manager. The manager was a real tough looking bloke too. He frightened me.

We decided to block up the gate: ‘Nobody gets through unless we get through with all the Aboriginal kids!’ And the crowd came, hundreds of them. They were pressing about twenty deep around the gate.

Then the police arrived ...

The mayor ordered the police to have us removed from the gate entrance. They took hold of my arm and the struggle started. There was a lot of pushing and shoving and spitting. Rotten tomatoes, fruit and eggs began to fly, then the stones were coming over and bottles too ...

The crowd got ugly then. One of our students ... was punched to the ground by one of the tough boys who did not like what we were doing.

The mob from the hotel across the road decided that they were going to show these university students and niggers and black so-and-so’s whose town this was. They came over and did most of the kicking, throwing and punching, and the spitting ... The situation looked very bad. The police then said. ‘Right, we’ll let them in.’

They let the kids in for a swim and we went in with them. We had broken the ban! Everybody came in! We saw the kids into the pool first and we had a swim with them. The Aboriginal kids had broken the ban for the first time in the history of Moree ...

It was a wonderful moment.

Source: Charles Perkins 1975, *A Bastard like Me*, Ure Smith, Sydney, pp. 87–91.

13. **SOURCE 2** is an anecdote in that it relies on Charles Perkins’s memories and it shows only his point of view. How could historians substantiate his account of the Moree pool incident?
14. a. In what ways does **SOURCE 2** support or challenge the view that civil rights resistance strategies have been used effectively in Australia for at least the past 50 years?
    b. In what ways can Charles Perkins be said to have led the way for people like Michael Long?
15. Using the timeline and the information provided in this topic, **select** what you think are the top five events that have had the most significance in First Nations Australians’ and/or women’s struggle for their rights and freedoms and place them in order from one being the most significant to five being the least. After doing this, write an extended paragraph, **explaining** your choices.

SOURCE 3 In this excerpt from one of her most famous speeches, Prime Minister Julia Gillard addresses the Leader of the Opposition, Tony Abbott, about what she perceived as his sexist behaviour before, and during, his career in politics

Thank you very much Deputy Speaker and I rise to oppose the motion moved by the Leader of the Opposition. And in so doing I say to the Leader of the Opposition I will not be lectured about sexism and misogyny by this man. I will not. And the Government will not be lectured about sexism and misogyny by this man. Not now, not ever.

The Leader of the Opposition says that people who hold sexist views and who are misogynists are not appropriate for high office. Well I hope the Leader of the Opposition has got a piece of paper and he is writing out his resignation. Because if he wants to know what misogyny looks like in modern Australia, he doesn't need a motion in the House of Representatives, he needs a mirror. That's what he needs.

16. a. **Identify** the ways Prime Minister Gillard could be said to be 'voicing' the experience of the other Australian women you have read about in this chapter, who fought for their rights.
    b. **Predict** how you imagine previous feminist activists, such as Vida Goldstein or Zelda D'Aprano, would have reacted if they had seen and heard the Prime Minister give this speech.

Communicating

17. Is this speech a reliable or unreliable source about the extent of sexism in politics at the time? **Explain**.
18. A young woman — a friend of yours — wants to become an activist for women's rights in the present day. **Re-examine** this topic to **consider** what types of activism have been most effective. Then **develop** a strategy for her that suggests a) what issue/s she would be best to focus on and b) what actions she might take to have a positive and lasting impact.

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4 Migration experiences

LESSON SEQUENCE

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LESSON
4.1 Overview

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Why do people from all over the world leave their homes to live in Australia and how has this changed Australian society?

4.1.1 Introduction

The resettlement of refugees and displaced persons is one of the most pressing problems facing the world today. Forced migration from Ukraine, Syria, Afghanistan and other war-torn countries has created a dire situation for the immigrants themselves and a dilemma for the countries in which they seek asylum.

Over its history, Australia has been faced with a similar dilemma: to offer a home to refugees or to 'secure its borders' against them. The very nature of seeking asylum can be incredibly dangerous. Refugees may risk the very thing they are trying to prolong: their lives. Unfortunately, our recent history has many stories of people paying the ultimate price in their quest for asylum.

Forced migration, however, is only one aspect of the history of migration that Australia has experienced. Not all immigrants to these shores have been seeking asylum — indeed, the vast majority of immigrants to Australia since World War II have been invited, and their industry and presence have enriched Australia both economically and culturally.

SOURCE 1 The Australian government uses advertising to try to deter people smugglers.



on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11490)

Video eLesson Migration experiences (eles-2602)

int-9103

SOURCE 2 A timeline of significant events in the history of migration to Australia since World War II



CE

1940

1945
Arthur Calwell becomes Australia's first immigration minister.



1947
The Australian government agrees to settle 12 000 displaced persons per year.



1949
Immigrants from many European nations are employed in the Snowy Mountains Scheme.

1950

1955
The millionth post-war immigrant arrives in Australia.

1958
The controversial dictation test is abolished.

1960

1966
Migration is offered to non-Europeans.

1967
A referendum allowed First Nations Australians to be counted in the census and the federal government to make laws specifically for First Nations Australians.



1970

1971
The Bonegilla Reception and Training Centre closes.

1975
The *Racial Discrimination Act* prohibits discrimination on the basis of colour, descent, race, ethnicity or religion.

1978
The Galbally Report outlines key strategies to promote multiculturalism.

1980

1980
Channel 0/28 begins broadcasting multicultural television in Melbourne



1990



1998
With a platform opposing First Nations Australian land claims, multiculturalism and Asian immigration, the One Nation Party gains 9 per cent of the vote in the federal election.

2001
The *Tampa* affair sparks national debate.

2000

2010
15 December, the boat *SEIV 221* crashes against the cliffs of Christmas Island.

2008
The Rudd ALP government institutes the processing of asylum seekers at Christmas Island.

2013
The newly elected Abbott Coalition government introduces Operation Sovereign Borders, a border protection policy which significantly reduces the number of illegal entries by boat into Australia.

2010

2012
Over 100 vessels carrying more than 5000 asylum seekers from mainly Afghanistan, Iraq and Sri Lanka arrive on Australian territory. Hundreds fail to complete the journey and perish at sea.



2016
The Australian High Court dismisses a challenge to the legality of the immigration detention centre on Nauru.

2020

The Gillard ALP government reopens the Manus Island processing centre on PNG and Nauru.

CE

LESSON
4.2 What do sources tell us about migration experiences?

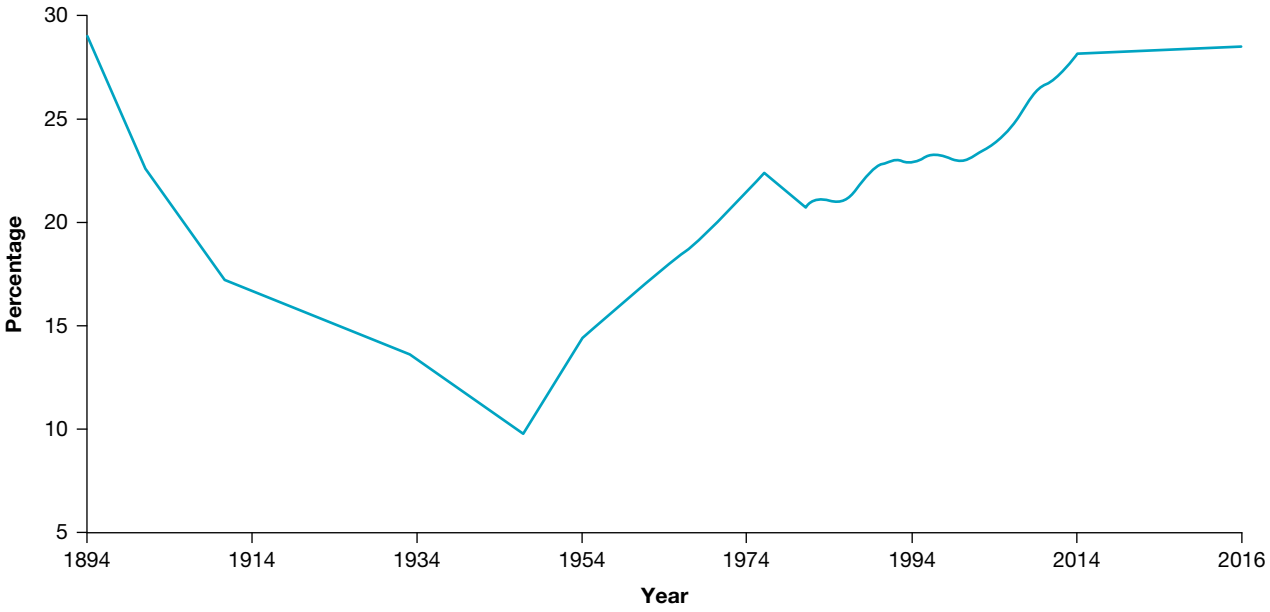
LEARNING INTENTION

By the end of this lesson you should be able to use statistics and graphs to gain insight into society's preoccupations and values.

TUNE IN

One way to view history is through the lens of a **statistician**, whose job it is to look at trends in the facts and figures that explain how society changes over time. In order to make judgements based on this data, it is essential to make sure that it is reliable by getting it from an official source. Throughout the twentieth century the Australian Bureau of Statistics collected data on migration to, from and within Australia. This data, such as in **SOURCE 1**, shows clear trends, including rises and falls in the numbers of immigrants, and changes in the country of origin of immigrants and the types of work immigrants do once they have made Australia their home.

SOURCE 1 This graph shows the proportion of Australia's population born overseas in the years 1894 to 2016. As you can see, from a low of 10 per cent in 1947, this percentage steadily increased, reaching 28.5 per cent in June 2016, the highest point in 120 years.



1. Where are you most likely to read statistical data?
2. What information can you learn from using statistics and graphs?
3. What can statistical data tell us about migration experiences?

Immigration has been a constant of Australia's history, particularly since Europeans arrived in 1788. There are rich sources of information about Australia's immigration history in museums and libraries, including photographs, individual migrant experiences captured in stories, interviews and artistic works, as well as statistical data (as discussed in the Tune in).

statistician a compiler of statistical data

Migrants' stories

As migration to Australia increased following World War II, social workers and policy-makers became increasingly interested in hearing migrants' stories. Some of these stories were collected in official documents and underpinned the government's decisions on how to promote better housing, working conditions, health and education among migrants. Today, the migrant experience is depicted in exhibitions held at locations around the country, including the National Maritime Museum (Sydney), and the Immigration Museum (Melbourne). The Albury Library Museum contains a permanent exhibition space, 'The Bonegilla Story', which focuses on the experiences of migrants who passed through the Bonegilla Reception and Training Centre. Migrants' stories have also formed the basis for recent autobiographies, including *The Happiest Refugee* by Anh Do and *Growing Up Asian in Australia* by Alice Pung. These stories provide primary source evidence of the migrant experience and add 'flesh' to the bare bones of statistical data.

aud-0577

SOURCE 2 Mariam Veiszadeh, a refugee from Afghanistan, and now a lawyer and Muslim community advocate, discusses the benefits and challenges of her experiences in immigrating to Australia

I was born in Kabul, Afghanistan during the Soviet War in 1984. I, like every other human being living on this Earth, didn't exercise any choice in where, or the circumstances in which I would be born.

Due to the Soviet war my family had to flee Afghanistan in 1988. Our journey took us from Kabul to India, to the Czech Republic, followed by Germany and then finally we were granted asylum in Australia in 1991 under the Refugee and Special Humanitarian program.

I was enrolled in school both in India and Germany, each time making new friends and learning a completely new language. Upon arrival in Australia I was immediately enrolled into English as Second Language (ESL) classes.

Now when I reflect on my humble beginnings, it is still unbelievable to think that I arrived in Australia as a shy 7-year-old who couldn't speak a word of English. I will be forever grateful to Australia for the educational opportunities I have been given and for allowing my family and I, to call Australia our 'home'.

I am often saddened though by the conduct of some of our politicians and media personalities who seem to be peddling people's prejudices rather than challenging them. Multiculturalism is here to stay and not just in the form of Chinese dumplings and Turkish kebabs so let's all work towards ensuring that the Australia that we all call home, doesn't just seek to tolerate diversity, but rather, celebrates it.

Photographs

Another useful source that can assist in revealing the experience of migrants is photographs. The benefits of photographs are twofold. Firstly, they can provide an obvious snapshot of the living or social conditions experienced by migrants. They may reveal facts about affluence, age and gender distribution, among other things. **SOURCE 3** shows Yugoslav, Polish and Latvian displaced persons at Bonegilla, a migrant centre established in 1947. In the costume of their homelands, they contrast with the corrugated iron structures behind them. Closed in 1971, Bonegilla now is the site of a migration museum.

SOURCE 3 Yugoslav, Polish and Latvian displaced persons in 1949 at the Bonegilla Migrant Reception and Training Centre



The second benefit of using photographs as sources is that they can balance, augment or even counter other sources of evidence. Often migrants' stories contain personal bias. Generally, they are success stories, and the author of the story wants to impress the listener with their tale of hardships overcome. **Oral history**, as this is known, is a complete history as far as the author is concerned, but historians are often wary of the bias that can be present in oral history. Photographs can complement or challenge the version provided.

Oral history a method of gathering and preserving historical information through recorded interviews with participants in past events and ways of life

4.2 SKILL ACTIVITY: Questioning and researching

Now that you know how to analyse statistical data, it is your task to locate other meaningful statistics and **create** a graph of your own that helps to tell part of Australia's migration story.

1. Using **SOURCE 1** as inspiration, access the **Australian Bureau of Statistics: Immigration** weblink in your online Resources.
   Locate data that shows information about:
   - immigration in the three to five years preceding 2020
   - immigration since 2020.
2. In your analysis, find the country of origin of migrants entering the country, and the way/s in which they arrived. Plot this data on a graph type of your choice (whichever you think will best display your findings). Then:
   - **Describe** what the data shows about who entered Australia during this period.
   - **Analyse** how migration changed before and after the COVID-19 pandemic began.
   - **Identify** why this was the right type of graph to depict the data you gathered. (**Justify** your choice of graph.)

on Resources

Weblink Australian Bureau of Statistics: Immigration

4.2 Exercise

learnon

4.2 Exercise

Learning pathways

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

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Check your understanding

1. What can statistics, such as those in **SOURCE 1**, tell you about immigration?
   - **A.** Australia's immigrant population was at its height towards the end of the nineteenth century and in the current period.
   - **B.** Migration to Australia dipped significantly before and then rose sharply after World War II.
   - **C.** European-born Australians still make up the most significant part of Australia's overseas-born population.
   - **D.** All of the above
2. What type of information do statistics tend to leave out?
   A. Facts **B.** Figures **C.** Oral history **D.** Data
3. **List** other types of sources you would consult to gain a fuller understanding of migration experiences.

Apply your understanding

Using historical sources

4. **Identify** what trends a statistician might draw from **SOURCE 1**.
5. **Consider SOURCE 2**, in which Mariam Veiszadeh, a refugee from Afghanistan, and now a lawyer and Muslim community advocate, discusses the benefits and challenges of her experiences in immigrating to Australia.
   - **a.** Why do you think the author begins her story with the statement that she didn't 'exercise any choice in where, or the circumstances in which I would be born'?
   - **b.** **Identify** what you think the author means by the statement that some people are 'peddling people's prejudices rather than challenging them'.
6. **Analyse** what might be the strengths and weaknesses of **SOURCE 2** as a historical source. **Identify** what other sorts of evidence you would look for if you wanted to confirm the statements made by Mariam Veiszadeh.

LESSON

4.3 What were the effects of Australia's changing immigration policy?

LEARNING INTENTION

By the end of this lesson you should be able to understand the impacts of the highly-restrictive 'White Australia' policy, including when and why it began and ended.

TUNE IN

One of the earliest laws passed by the Australian government in the first year of its existence as a Federation was the **White Australia policy**. There was, unfortunately, large acceptance of this racist policy, so much so that there was a market for the White Australia Game seen in **SOURCE 1**.

SOURCE 1 In the White Australia Game (1914), players are encouraged to 'get the coloured men out and the white men in'.



1. What is the purpose of a boardgame? Who usually plays it?
2. What are the most offensive aspects of this game to us as Australians in the twenty-first century?
3. Who was the White Australia Game designed for? How can you tell?
4. What sort of message did this boardgame send to Australia's First Nations Peoples in 1914?

Australia has faced numerous 'waves' of migration throughout its history, and the biggest waves are those that have occurred in the twentieth century. Refer to topic 5 and lesson 5.9 for a detailed account on how that migration has impacted Australia at various junctures through the last century.

White Australia policy an Australian government policy from the early 1900s that restricted immigration to Australia to white migrants

tlvd-10749

SOURCE 2 The first section of the *Immigration Restriction Act 1901*

IMMIGRATION RESTRICTION.

No. 17 of 1901.

An Act to place certain restrictions on Immigration and to provide for the removal from the Commonwealth of prohibited Immigrants.

[Assented to 23rd December, 1901.]

BE it enacted by the King's Most Excellent Majesty the Senate and the House of Representatives of the Commonwealth of Australia as follows :—

Short title.

1. This Act may be cited as the *Immigration Restriction Act* 1901.

Definition.

2. In this Act, unless the contrary intention appears,—

"Officer" means any officer appointed under this Act, or any Officer of Customs;

"The Minister" means the Minister for External Affairs.

Prohibited immigrants.
See Natal Act 1897, No. 1, s. 3.
W.A. 1897, No. 13, s. 2.
N.S.W. 1898, No. 3, s. 3.

3. The immigration into the Commonwealth of the persons described in any of the following paragraphs of this section (hereinafter called "prohibited immigrants") is prohibited, namely :—

(*a*) Any person who when asked to do so by an officer fails to write out at dictation and sign in the presence of the officer a passage of fifty words in length in an European language directed by the officer ;

(*b*) any person likely in the opinion of the Minister or of an officer to become a charge upon the public or upon any public or charitable institution ;

(*c*) any idiot or insane person ;

(*d*) any person suffering from an infectious or contagious disease of a loathsome or dangerous character ;

(*e*) any person who has within three years been convicted of an offence, not being a mere political offence, and has been sentenced to imprisonment for one year or longer therefor, and has not received a pardon ;

(*f*) any prostitute or person living on the prostitution of others ;

(*g*) any persons under a contract or agreement to perform manual labour within the Commonwealth : Provided that this paragraph shall not apply to workmen exempted by the Minister for special skill required in Australia or to persons under contract or agreement to serve as part of the crew of a vessel engaged in the coasting trade in Australian waters if the rates of wages specified therein are not lower than the rates ruling in the Commonwealth.

4.3.1 The White Australia policy

Government policy has always been the major factor in determining who was allowed to settle in Australia. In the first half of the twentieth century, the White Australia policy — a discriminatory set of laws designed to keep non-whites out of Australia — was in full force and enjoyed widespread support.

In the mid-nineteenth century, immigrants from Asia and the Pacific Islands had been expelled from Australia in response to white Australians' fear that industrious immigrants would take their jobs by accepting a lower standard of living and working for less money. These actions were reinforced by the *Immigration Restriction Act 1901*, which gave immigration officers greater discretion when deciding whether or not to allow a person entry into the country. One means by which this was done was the dictation test. The dictation test was designed to test whether a potential immigrant was literate. The examiner could ensure that the candidate would fail by testing the immigrant in a language with which he or she was unfamiliar.

DID YOU KNOW?

The dictation test was removed from the *Immigration Restriction Act* in 1958. In the six decades since its introduction, it was used barely 2000 times.

4.3.2 Populate or perish

Immediately after World War II, there was much to be done. Labor Prime Minister Ben Chifley wanted to expand Australia's industrial capacity and needed workers with specialist skills to complete major construction works, such as the ambitious Snowy Mountains Scheme, which would usher Australia into a new age. More workers would also mean that the country could become more competitive as an exporter, offering primary goods, manufactured goods and elaborately transformed manufactured goods within the global market. This would be particularly important as Australia shifted its focus away from its traditional trade partners of the United Kingdom and Europe towards the Asia–Pacific.

Even though the war was over, there was a strong fear of the rise of **communism** in Asia, and many people were concerned that Australia's population of seven million was not large enough to resist this threat. These people believed that the way to protect Australia from invasion was to increase the population, a view that had originally been raised by former Prime Minister Billy Hughes in the mid 1930s. Hughes's slogan was 'populate or perish'. One of the greatest supporters of this view was Arthur Calwell, who became the first minister of immigration in 1945.

As immigration minister, it was Arthur Calwell's job to sell a message of hope to potential migrants in Europe. In 1945, he announced to parliament that he would 'embark on an adequate publicity campaign in Britain and in other centres of potential immigration on the European continent'. Calwell ran a publicity campaign using publications, newsreels and radio to paint a picture of Australia's natural beauty and economic wealth to potential migrants abroad. Despite seeking to increase migration to Australia immediately following the war, the government was still reluctant to open the borders to people who were not of **Anglo-Celtic** or European descent. They claimed that it would be more difficult for non-white immigrants to adapt to the Australian way of life and they would be less easily accepted by the Australian people. To support this argument, they pointed to the examples of the United States, South Africa and England, where racial tension, as well as poverty and prejudice, were causing escalating conflict.

communism a system of government in which the state controls the economy, in an attempt to ensure that all goods are equally shared by the people

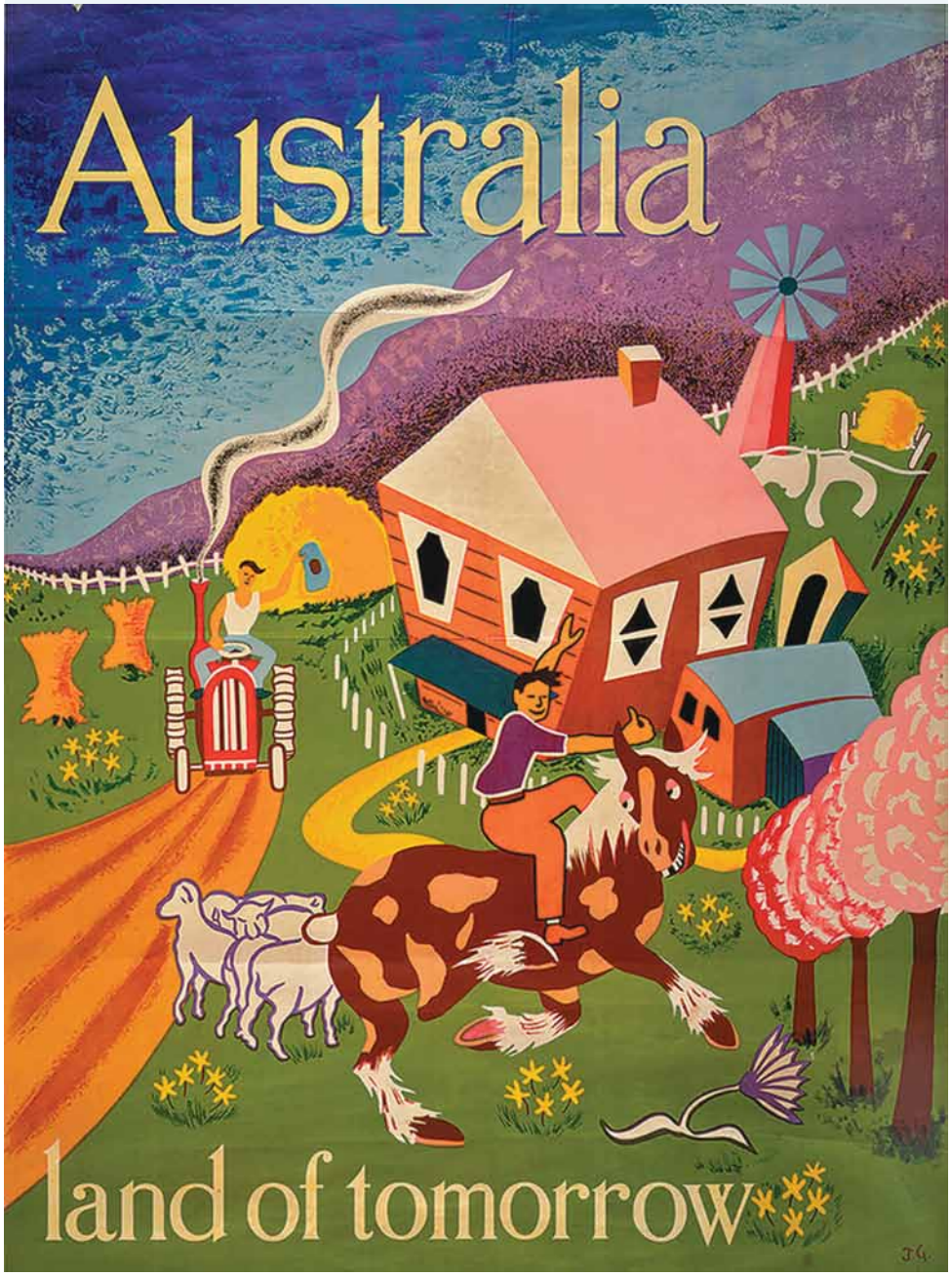
Anglo-Celtic having ancestry originating in the British Isles, including England, Ireland, Scotland and Wales

DISCUSS

Do you think the government's claim that Australia must populate or perish was realistic? Why or why not?

tlvd-10750

SOURCE 3 This poster, designed in 1948, was hung in many migration camps throughout Europe.



aud-0578

SOURCE 4 This extract from one of Calwell's speeches reflects the concerns of many people at the time about Australia's low population.

If Australians have learned one lesson from the Pacific War . . . it is surely that we cannot continue to hold our island continent for ourselves and our descendants unless we greatly increase our numbers . . . Our first requirement is additional population. We need it for reasons of defence and for the fullest expansion of our economy. We can increase our seven million by an increased birth rate and by a policy of planned immigration with the limits of our existing legislation. Immigration is, at best, only the counterpart of the most important phase of population building, natural increase.

4.3.3 Australia's response to 'populate or perish'

Public opinion was divided when it came to the merits of the 'populate or perish' strategy. Most people agreed that Australia needed a larger population in order to protect itself in case of war. However, there was strong anti-migrant sentiment within much of the community. Some feared that a large migrant intake would put Australian jobs at risk. Others worried that migrants would not be able to accept the Australian way of life and would distort or spoil Australian cultural values. Despite these concerns, immigration was set to rise, but it would be done in such a way that — at least for a while — Australia's population could increase at unprecedented levels while accepting only those people deemed most acceptable.

aud-0579

SOURCE 5 In this article from the *Cairns Post* (14 August 1950), the author expresses his support for the government's proposed immigration program.

Our vast, abundantly rich, but empty and undeveloped spaces, constitute an alluring temptation and a standing invitation to our nearby numerous, land hungry and needy neighbours and a correspondingly grave menace to our national existence . . . Sufficient population and effective development are the only effective means by which we can make a worthy contribution to the needs of mankind, establish our legal and moral right to the permanent control of Australia, and provide the necessary deterrent to any would-be aggressors. 'Populate or perish,' therefore, is a stark reality grimly and urgently staring at us.

Refugees

Some of the first people to benefit from Australia's loosening of its immigration laws were European refugees. When the war ended, more than 20 million Europeans had been displaced. Many could not return home for fear of persecution due to race, religion, membership of a social group or political belief. In the late 1940s, the Australian government accepted many Baltic refugees from Latvia, Estonia and Lithuania. After signing the United Nations' Convention Relating to the Status of Refugees in 1951, Australia accepted many more migrants on humanitarian grounds, resettling 170 000 refugees by 1954. Between 1956 and 1968, refugees from Hungary and Czechoslovakia were resettled in Australia as they fled from communism. This meant a large supply of immigrants as Australia sought to increase its population.

SOURCE 6 Many residents in Europe's displaced persons camps dreamed of making a better life for themselves in a far-off place.



4.3 SKILL ACTIVITY: Questioning and researching

The infamous dictation test earned Australia international condemnation. **Research** the story of Egon Kisch or Mabel Freer, two immigrants who successfully fought against the test.

In your research:

- **Describe** their background.
- **Identify** why, specifically, they objected to the dictation test.
- **Outline** the response from the government and the Australian public.

4.3 Exercise

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4.3 Exercise

Learning pathways

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

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Check your understanding

1. For what reasons was the White Australia policy adopted in the nineteenth century in Australia?
   - A. Due to fear that people from Asia and the Pacific Islands would take jobs and accept lower pay than white Australians.
   - B. Due to fear that white Australians would take jobs and accept lower pay than people from Asia and the Pacific Islands.
   - C. Due to fear that people from European countries would take jobs and accept lower pay than Australians.
   - D. Due to fear that Australians would take jobs and accept lower pay than Europeans.
2. Complete the following sentence:
   The dictation test was used to keep non- _____ people out of Australia.
3. What advantages did Ben Chifley see in increasing Australia's workforce?
   - A. To slow down and diversify Australia's economy
   - B. To build and diversify Australia's economy
   - C. To soften Australia's economy
   - D. To build and diversify Australia's youth sector
4. **Describe** how the Chifley government justified its selective immigration policy, which favoured white Europeans.
5. **Identify** the concerns expressed by Australians who were opposed to immigration in this period.

Apply your understanding

Historical perspectives and interpretations

6. Despite the concerns of those opposing it, **state** the outcome of Calwell's immigration policy.
7. **Explain** in what ways refugees benefited from Australia's post-World War II immigration policy.

Communicating

8. **Create** a response to the statement, 'The White Australia Game is just a bit of fun. It couldn't hurt anyone'.

Using historical sources

9. **Describe** what impression you think **SOURCE 3** was designed to give Europeans of life in Australia. What makes you say this? Refer to colour, characters and setting in your answer.
10. In **SOURCE 4**, Arthur Calwell gave two reasons to explain why Australia needed a larger population after World War II. **Explain** what they were.

LESSON
4.4 What opportunities and challenges were experienced by immigrants to Australia?

LEARNING INTENTION

By the end of this lesson you should be able to identify how the less restrictive immigration policies after World War II allowed millions of new migrants to travel to Australia, and the opportunities and challenges they faced upon arrival. You should also be able to identify the different waves of immigration of the twentieth century.

TUNE IN

SOURCE 1 illustrates a group of European migrant workers who participated in the construction of the Snowy Mountains Scheme, Australia's largest post-war building project.

SOURCE 1 This photograph, taken in 1960, shows European migrant workers employed to work on the Snowy Mountains Scheme.



1. What physical attributes do these workers appear to have in common?
2. What does their physical appearance tell you about the nature of the work undertaken on the Snowy Mountain Scheme?
3. Can you think of any other great public works that still have benefits for Australians decades after their completion? Where did this labour come from?

4.4.1 Assisted migration

In the post-war period the government aimed to increase the population by attracting 70 000 migrants per year.

Those who chose to make the journey to Australia faced an ocean voyage that would take around one month. For some this meant travelling in a ship such as the *Fairsea*, which had been converted from a troop carrier. It was an uncomfortable journey, with cramped bunk spaces and a constant reek of disinfectant. For others, on purpose-built passenger ships like the *Orcades*, the voyage was much more comfortable, with a range of cabin choices, on-board shops, a swimming pool and even a hair salon.

SOURCE 2 While some immigrants made the journey to Australia on comfortable passenger ships designed for the purpose, many faced more austere and cramped conditions as shown below in this model of a typical cabin.



4.4.2 Child migration scheme 1922–67

A number of schemes aimed at finding homes for orphaned children existed in Australia in the middle part of the twentieth century. These schemes, in most cases devised with the best of intentions, sent over 7000 orphans from the United Kingdom to Australia, where they were adopted or sent to children's homes and orphanages.

The schemes were at their height in the post-World War II period of 1947–53, during which some 3200 orphans were transported to Australia. Many of these children endured significant hardship, some reporting neglect and abuse that has only recently been documented and officially condemned.

4.4.3 Conditions for migrants on arrival

When Australia began accepting large numbers of immigrants after the war, the lack of housing meant that they had to be provided temporary accommodation. Unless they could stay with family who were already in Australia, they would be taken to a transit camp, holding centre, workers' hostel, or reception and training centre, where they would be housed for around six weeks.

The longest running post-war migrant reception centre was at Bonegilla in northern Victoria. Established by the Department of Immigration in 1947 in a former military barracks, Bonegilla Reception and Training Centre had its own hospital, three churches, a primary school and the capacity to house more than 7000 people at any one time. Between 1947 and 1951 around half of the 170 000 displaced persons who migrated to Australia came through the centre.

SOURCE 3 Immigrants serve a meal at Bonegilla

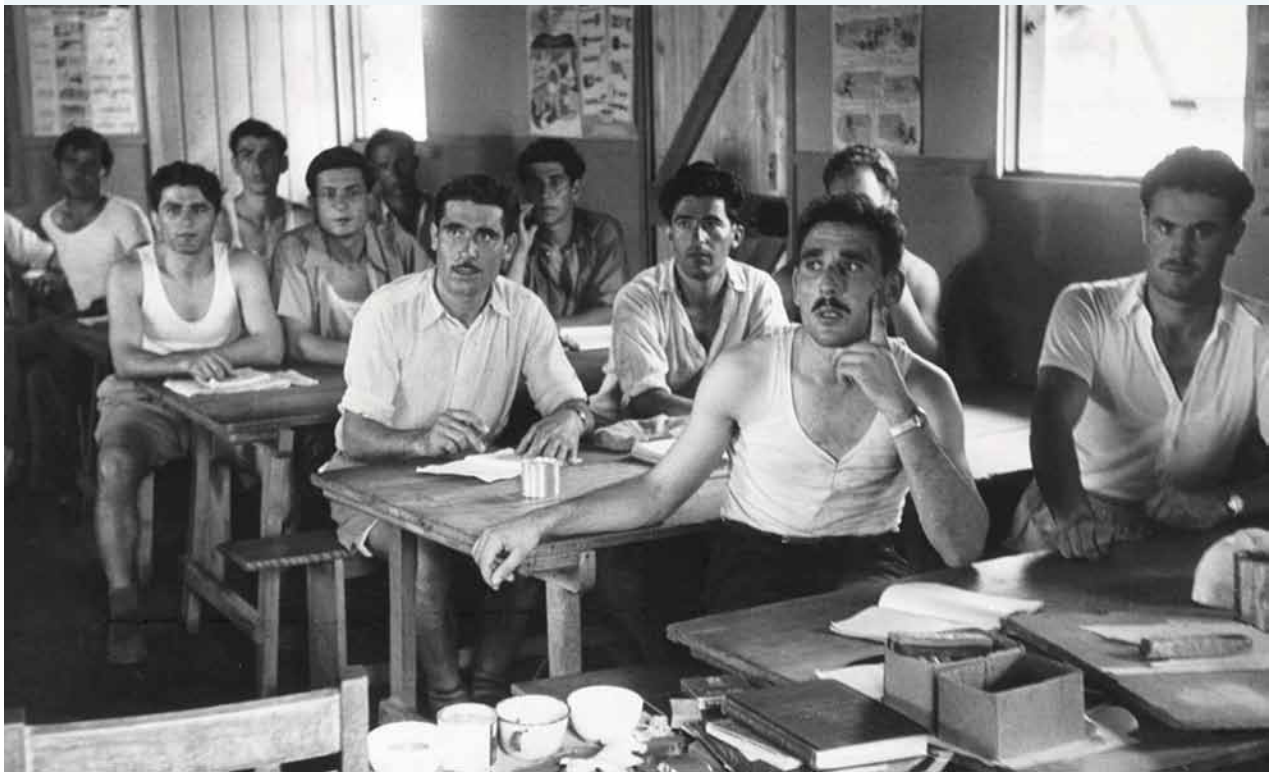


On arriving at Bonegilla, men were sent to the men's barracks, and women and children to the women's barracks. These were simple huts that were scorching in summer and freezing in winter. Showers and meals were communal, and the residents had to use pit toilets. Each resident was given their own blankets, cutlery and crockery. Soon after arrival, their English skills were tested and they were enrolled in a language class. To find work, they undertook a job interview.

In the morning residents were woken by the sound of a bugle; during the day they attended English-language classes and lessons on Australian culture, and a 'lights-out' policy was enforced each night. Immigrants who were not British citizens had to apply for an alien registration certificate. Their 'alien' status limited their political rights and access to social security, and permitted them to apply for specific jobs only. Immigrants remained 'aliens' until they gained Australian citizenship.

The centre's functional but basic living conditions and longer-than-expected waits for employment led to a feeling of disenchantment among some of the residents. After three migrants committed suicide at the facility in 1952, a riot broke out. This was the first of two riots at the centre, the second of which broke out in 1961.

SOURCE 4 Greek immigrants to Australia attend English language lessons at the Bonegilla Reception and Training Centre in northern Victoria



4.4.4 Hardships faced by New Australians

Part of the role of a reception centre was to prepare new Australians for the world outside the camp. That meant familiarising them not only with formal written and spoken English, but also with the food, culture, customs and attitudes of the Australian people they would encounter. Many Australians were wary of the high intake of migrants during the post-war years. They were afraid that migrants would take their jobs and would be unable to accept the Australian way of life. Because of this, they were sometimes racist towards new Australians, or attempted to exclude them from everyday life.

SOURCE 5 These perspectives from Italian immigrants who arrived in Western Australia during the post-war years reflect the tension between white Australians and new arrivals.

Giovanni arrived in Fremantle in March 1952, when he was 25. He remembers the discrimination he faced because of his heritage:

> In that period, Italians were not well-regarded because of the war. People believed or thought that Italians were fierce . . . cruel.

Maria travelled to Australia in 1955, when she was 14. While her father fixed the railway line in Calingiri, Maria and her younger sister attended the local primary school. Sometimes, Maria would accompany her mother to the supermarket, where she experienced discrimination first-hand:

> We used to go to the supermarket with my Mum and . . . [people] would say, 'Talk in English, don't talk in Italian, go back to your own country'.

Resisting assimilation

As a result of the discrimination and lack of understanding shown to them, many immigrants settled in suburbs alongside their country folk. Here, they could practise their religion, speak their language, practise the trades for which they had originally been trained, play and support the sports that interested them, and socialise with members of their community. These neighbourhoods were pockets of resistance against the policy of assimilation.

4.4.5 The migrant work experience

An important aspect of the assisted migration scheme was that immigrants would be placed into work shortly after arrival. After arriving in Australia, non-British immigrants' professional qualifications were generally not recognised, and most immigrants were placed in the rapidly expanding areas of manufacturing and construction, where conditions were often difficult. Many faced prejudice from Australian co-workers and employers. This experience was very different from the rosy picture that had been painted by those who had encouraged new migrants to Australia.

The majority of non-English speaking (NES) women who migrated to Australia in the years after 1947 found work in factories, with newer immigrants getting work in 'dirtier' industries such as meat and boot industries, some food processing and cold storage; while women who had been in the country longer were able to move on to clothing, food and electrical industries. Difficulties understanding the language, limited job prospects and a lack of familiarity with their rights meant that many migrant women had to accept discriminatory treatment by their bosses, and difficult or even dangerous working conditions.

Life was more promising for those who gained work on large-scale projects, such as the Snowy Mountains Scheme, mentioned at the start of this topic, which paid relatively high wages and allowed workers' families to live nearby. Because they were so heavily reliant upon immigrant labour, these projects often allowed immigrants from different nationalities to maintain a semblance of their own culture.

New Australians boost the economy

For Australia, this was a time of great economic growth. There were clear economic benefits in having a larger population — a greater number of workers meant more people to pay tax and to buy products such as houses, cars and washing machines. A larger workforce also allowed the country to become a greater exporter of merchandise, including primary goods (such as meat, wood and cereal grains) and manufactured goods.

Migrant or refugee

Not all new Australians were able to emigrate to Australia in the same way. The 1970s brought a new wave, and this was literally on the waves of our surrounding oceans, as 'boat people' from south-east Asia landed on our shores. This new wave was caused by people fleeing the Vietnam War in the late 1970s. By 1984, there were 2 million refugees from Indochina, and Australia had accepted around 90 000 to its shores. Their impact was highly important in boosting the Australian economy, and their stories are covered in topic 5, section 5.9.3.

SOURCE 6 Migrants leaving Italy, bound for Australia



Since then there have been multiple waves of immigration to Australia, reflecting push factors (such as war, and economic or social upheaval) and pull factors (such as democracy, and economic and educational opportunities). This has seen a range of different cultural and religious groups arrive since World War II, including from:

- Europe in the 1950s–1960s
- different parts of Asia in the 1970s–2000s
- the Middle East in the 1980s–1990s
- India in the 1990s–2000s
- Africa in the 2000s.

Australia's official immigration policies since the 1970s have been largely administered with two main concerns in mind. The first concern is to admit migrants who fill a gap in our employment market; that is, skilled migrants who can perform jobs that are needed. The second concern is to establish closer relationships in our geographic region. This latter concern has meant that people from Asian countries are beginning to make up the largest group of immigrants to Australia.

4.4 SKILL ACTIVITY: Questioning and researching

Choose a group that represents a 'wave' of migration to Australia in the twentieth century.

1. Using the internet, **identify** which countries this migrant group mainly came from
2. **Locate** key data; for example, main time period of arrival and the number of migrants.
3. **Describe** the reasons for the wave of migration.
4. **Identify** if they were push or pull factors.

on Resources

Weblink Snowy Mountains Scheme

4.4 Exercise

learnon

4.4 Exercise

Learning pathways

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

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Check your understanding

1. What was the assisted migration scheme?
   - A. Cheap tickets for families to visit Australia
   - B. Cheap one-way tickets to Australia with children travelling free
   - C. Assistance for people with disabilities to come to Australia
   - D. Cheap one-way tickets to Australia for children with working adults travelling free
2. What was the purpose of migrant reception centres such as Bonegilla?
   - A. To ensure people felt welcome and comfortable in Australia
   - B. To provide temporary accommodation and basic English language and Australian living skills
   - C. To keep migrants segregated from the broader Australian community
   - D. To provide permanent accommodation and basic English language and Australian living skills
3. How did migrant reception centres attempt to assimilate immigrants?
   - A. Including migrant groups in social functions held in Australian communities
   - B. English classes and lessons in Australian culture, beliefs and attitudes
   - C. Ensuring new arrivals in Australia were made to feel accepted and valued
   - D. Giving lessons to Australians about the migrants' cultures
4. **Describe** how the promise of work in Australia differed from the reality for many immigrants.
5. **Explain** the benefits that Australia reaped from the assisted immigration program.

Apply your understanding

Using historical sources

6. Consider **SOURCE 2**.
   - a. What does the model of a typical cabin suggest about the journey from the United Kingdom to Australia?
   - b. How does the image differ from the information provided in the lesson about assisted migrants who travelled on the *Orcades*?
7. Study **SOURCE 3**.
   - a. **State** the aspects of life at Bonegilla that the photographer wishes to emphasise.
   - b. Do you think this picture is staged or natural? **Justify** your opinion.
8. Using evidence from **SOURCES 4** and **5**, **explain** why it was so hard for many newly arrived immigrants to adjust to life in Australia.

Communicating

9. Write a paragraph **discussing** in what ways the Snowy Mountains Scheme can be seen as an important nation-building project.

Historical perspectives and interpretations

10. From what you have learned in this lesson, in what ways did the migrant experience differ for European men and women at this time? **Evaluate** whether immigrants give or gain more from the act of immigration.

LESSON
4.5 How has Australia's immigration policy evolved?

LEARNING INTENTION

By the end of this lesson you should be able to identify how the understanding of the 'role' of immigrants has changed over time, from assimilation to **integration** to multiculturalism, and how this has affected both the experience of migration and the perception of migrants within Australia.

TUNE IN

Australia's immigration policy has swung back and forth from Europe over the last century; from wanting only Europeans, to embracing immigrants from all corners of the world. In 2013, Australia was invited to compete in the Eurovision Song Contest and we have supplied an entrant every year since. Does this suggest that our connection to Europe is evolving again?

SOURCE 1 Australia's Kate Miller-Heidke performing at Eurovision in 2019



Discuss in small groups, what is the *paradox* (an apparent contradiction) of Australians competing in the Eurovision Song Contest?

4.5.1 Multiculturalism in Australia

Until 1966, immigrants coming to Australia were expected to **assimilate** — that is, to behave like the Australians already living here. From 1966 to 1973, the government encouraged immigrants to integrate, meaning that they would have to live like Anglo Australians in public, but could follow their own cultural practices at home. From the mid 1970s on, the policy on immigrants shifted towards **multiculturalism** — respect and equality for everybody regardless of their cultural background. However, even as the majority of Australians began to support a shift towards a new, more inclusive Australia, others within the community, the media and politics would oppose it.

integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately

assimilate the process in which individuals or groups of differing origins take on the basic attitudes, habits and lifestyles of another culture

multiculturalism policy recognising an immigrant's right to practise whichever culture they wish to, as long as they do not break the law; respect for, and appreciation of, cultural diversity

DID YOU KNOW?

By the 1970s, more than one-third of Australians were born overseas or were children of parents born overseas.

Within multicultural Australian society, immigrants were still required to respect Australia's laws and become part of the Australian community, while being encouraged to value and maintain the traditions and customs of their countries of origin. Laws such as the *Racial Discrimination Act 1975* made it illegal to discriminate against others on the basis of their race, colour, descent, or national or ethnic origin. In 1977, the Fraser government commissioned a report by Frank Galbally, a Melbourne QC who had defended Bonegilla 'rioters' in the mid 1960s. In his report, Galbally made a number of recommendations to give immigrants a 'fair go'.

These included ensuring that:

- immigrants had equal access to services as did other members of society
- everyone was entitled to maintain their own culture while understanding others'
- while immigrants' needs should eventually be met by mainstream programs and services, in the short term they would require more targeted service provision
- services should assist immigrants to become self-reliant as quickly as possible.

This report led to a number of improvements in migrant services, including creating more ethnic schools, English language tuition and translation services, and migrant resource centres. In 1980 the Australian Institute of Multicultural Affairs (AIMA) was established to conduct research and provide the government with ongoing policy advice. To give the migrant community a 'voice', ethnic radio was extended and the government established an ethnic television review panel. From this review, the suite of television and radio stations that SBS provides were created.

SOURCE 2 The SBS is still Australia's main multicultural and multilingual broadcaster.



4.5.2 The One Nation Party ignites debate

Pauline Hanson, a former fish-and-chip shop proprietor and self-proclaimed 'Aussie battler', gained her first major political victory in 1996 when she ran for the House of Representatives as a Liberal candidate in the seat of Oxley. Just before the election, however, she was disendorsed by the Liberal Party after making comments regarding benefits given to First Nations Australians. With no other Liberal candidate in the running, and her name already on the ballot paper, she was voted in anyway, but was forced to sit as an Independent. Because of her controversial views on multiculturalism and what she perceived as an 'unfair advantage' being given to First Nations Australians, she quickly captured the attention of the 'far right' of politics.

In 1997 Hanson, David Oldfield and David Ettridge founded the One Nation Party, a nationalist party (a party that promotes the interest of its own country ahead of others) that would gain 22 per cent of the vote in Queensland's 1998 state election and 9 per cent of the vote in the federal election. Eighteen years later, in the double dissolution federal election of 2016, Pauline Hanson and One Nation re-emerged as a political force to win four seats in the Senate. In 2019, an Al Jazeera investigation alleged that members of the party were seeking financial assistance from the American gun lobby, the National Rifle Association, in order to change Australia's gun laws. Despite this and other scandals, One Nation remains influential in minority party politics in Australia.

SOURCE 3 In her maiden speech to parliament in 1996, Pauline Hanson makes her views on the rights of Australia's multicultural population very clear.

Immigration and multiculturalism are issues that this government is trying to address, but for far too long ordinary Australians have been kept out of any debate by the major parties. I and most Australians want our immigration policy radically reviewed and that of multiculturalism abolished. I believe we are in danger of being swamped by Asians. Between 1984 and 1995, 40 per cent of all migrants coming into this country were of Asian origin. They have their own culture and religion, form ghettos and do not assimilate. Of course, I will be called racist but, if I can invite whom I want into my home, then I should have the right to have a say in who comes into my country. A truly multicultural country can never be strong or united.

tlvd-10751

SOURCE 4 In this satirical photographic portrait, photographer Emma Phillips portrays Pauline Hanson as an 'Aussie battler' cleaning up the mess made of Australia.



4.5.3 Multiculturalism today

Prime Minister Malcolm Fraser once called multiculturalism 'the most intelligent and appropriate response to the diversity which characterises our society'. This view is still prevalent today and there is a significant agreement among all major Australian political parties that multiculturalism is an attractive feature of our national identity.

Indeed, the Australian government is so committed to multiculturalism that part of the charter of the Department of Social Services is to provide protection for our multicultural nature. **SOURCE 5** is a document produced by the government in 1989 summarising what multiculturalism means. Do you think it is still relevant today?

aud-0580

SOURCE 5 What is multiculturalism?

In a descriptive sense multicultural is simply a term which describes the cultural and ethnic diversity of contemporary Australia. We are, and will remain, a multicultural society.

As a public policy multiculturalism encompasses government measures designed to respond to that diversity. It plays no part in migrant selection. It is a policy for managing the consequences of cultural diversity in the interests of the individual and society as a whole.

The Commonwealth Government has identified three dimensions of multicultural policy:

1. *cultural identity:* the right of all Australians, within carefully defined limits, to express and share their individual cultural heritage, including their language and religion;
2. *social justice:* the right of all Australians to equality of treatment and opportunity, and the removal of barriers of race, ethnicity, culture, religion, language, gender or place of birth; and
3. *economic efficiency:* the need to maintain, develop and utilise effectively the skills and talents of all Australians, regardless of background.

There are also limits to Australian multiculturalism. These may be summarised as follows:

- multicultural policies are based upon the premises that all Australians should have an overriding and unifying commitment to Australia, to its interests and future first and foremost;
- multicultural policies require all Australians to accept the basic structures and principles of Australian society — the Constitution and the rule of law, tolerance and equality, Parliamentary democracy, freedom of speech and religion, English as the national language and equality of the sexes; and
- multicultural policies impose obligations as well as conferring rights: the right to express one's own culture and beliefs involves a reciprocal responsibility to accept the right of others to express their views and values.
  As a necessary response to the reality of Australia's cultural diversity, multicultural policies aim to realise a better Australia characterised by an enhanced degree of social justice and economic efficiency.

4.5 SKILL ACTIVITY: Communicating

Conduct a 'four corners' activity on the following statement: 'Australia is a shining example of a successful multicultural society.'

To do this, first of all divide into four groups according to whether you strongly agree, agree, disagree or strongly disagree with the statement. In your group, **discuss** your perspectives on the issue to discover why you hold this view. Now swap with someone in an opposing corner (e.g. strongly agree with, strongly disagree) and **discuss** your differing perspectives. Try to discover why you hold opposing views.

4.5 Exercise

learnon

4.5 Exercise

Learning pathways

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

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Check your understanding

1. **Match** the terms 'integration' and 'multiculturalism' with the correct definition.

Term	Definition
	A policy which combines a racial, religious or cultural minority with the majority group
	A policy which promotes a society containing and recognising more than one culture or ethnic group

2. What was the importance of the *Racial Discrimination Act 1975*?
   - **A.** The Act legislated for the protection of people's rights and legislated against racist or discriminatory behaviour.
   - **B.** The Act legislated for respect and equality in Australia.
   - **C.** The Act legislated for equal access to government services for all Australians.
   - **D.** The Act legislated for unequal access to government services for all Australians.
3. **Outline** the improvements in migrant services that resulted from the introduction of multiculturalism as a formal government policy.
4. Why was Channel 0/28 (SBS) created?
   - **A.** To provide international coverage of sport and news
   - **B.** To provide entertainment aimed at minority groups
   - **C.** To reflect the values of modern Australia by providing a venue and voice for multiculturalism
   - **D.** To reflect the values of foreign countries
5. By 1989, the government was committed to a multicultural Australia. How was this made clear?

Apply your understanding

Communicating

6. **Develop** and write a response to Pauline Hanson where you argue against the claim that Asian immigration leads to the emergence of ghettos in our suburbs because Asian Australians do not share the same cultural beliefs and values as the broader Australian community.

Using historical sources

7. **Consider** the satirical image of Pauline Hanson in **SOURCE 4**.
   - **a.** What statement is the artist trying to make by depicting Pauline Hanson as an old-fashioned 'Aussie battler'?
   - **b.** Is this representation a positive or negative depiction of Hanson? **Justify** your response.
8. Refer to **SOURCE 5**.
   - **a.** **Analyse** how Prime Minister Fraser's opinion on multiculturalism is replicated in the opening lines of **SOURCE 5**.
   - **b.** **Identify** the aim of multicultural policies according to this source.

Historical perspectives and interpretations

9. **Discuss** how the sources in this lesson provide evidence for changing attitudes to immigrants over the period 1966 to 1998.

Communicating

10. **Create** a paragraph explaining why it is so important to avoid racial stereotyping in a modern multicultural society.

LESSON
4.6 How are asylum seekers and refugees treated in Australia?

LEARNING INTENTION

By the end of this lesson you should be able to understand the ongoing debate over how many asylum seekers and refugees should be accepted into Australia annually, and about how they should be treated while their ultimate fate is decided.

TUNE IN

SOURCE 1 shows protestors holding banners outside the Victorian State Library building during a rally in Melbourne on 4 February 2016.

SOURCE 1 A protest rally



1. Why are the people in **SOURCE 1** protesting?
2. Who do you think is the intended audience for their protest?
3. What appeals are they making?

4.6.1 What is a refugee?

A refugee is a person who has fled their country because they fear they will be persecuted for their race, religion, nationality or beliefs. Global events from the late twentieth century onwards have led to an increase in the number of people from the Middle East and central Asia seeking asylum. Increasing turmoil in Europe (Ukraine) could also add to these numbers. In 2018, the United Nations High Commissioner for Refugees (UNHCR) estimated that the number of people displaced by conflict or persecution had reached a record high of 68.5 million

globally. Fleeing conflict-ridden areas, refugees have headed for Europe via land routes and towards Australia via Indonesia, often undertaking dangerous sea voyages.

As a member of the UN and a signatory to the UN Convention Relating to the Status of Refugees, Australia is obliged to offer protection to refugees against their forced return and to consider their requests for asylum (protection). It is also obliged to accept a reasonable number of refugees each year.

4.6.2 The *Tampa* incident

Australia recognises two types of refugees. The first type, who resettle under official humanitarian programs are selected overseas and enter Australia with a **visa**. This entitles them to **permanent residency** and the right to apply for citizenship. The second type arrive unofficially, many of them by boat, typically after paying people smugglers a large sum of money for their passage to Australia. Australia's immigration policies towards boat arrivals have been a source of debate within the Australian community.

In August 2001 a Norwegian cargo vessel, the MV *Tampa*, rescued 438 men, women and children from an overcrowded, sinking fishing vessel 140 kilometres north-west of Christmas Island. Those on board (from Afghanistan, Pakistan and Sri Lanka) had fled an Indonesian refugee camp and were seeking sanctuary in Australia. When the ship's captain radioed to ask Australia for medical assistance for the asylum seekers, the government sent in Australia's Special Air Service (SAS) instead. Opposition Leader Kim Beazley expressed his support for the government's response.

Prime Minister Howard claimed that, as a **sovereign nation**, Australia had a right to protect its borders. He argued that by not going through the formal refugee process, these people were 'queue jumping', and insisted, 'We will decide who comes to this country and the circumstances in which they come'. The Australian government refused to allow the *Tampa* to enter Australian waters. Many Australians opposed the government's position, claiming it was inhumane and against international law.

visa a government document allowing the holder to enter or exit a country

permanent residency status allowing a person to live indefinitely in a country, while retaining citizenship of another country

sovereign nation a nation that has the right to determine its own laws and future

SOURCE 2 According to statements made by the *Tampa*'s captain, by the time he picked up the asylum seekers many were in poor health. Some were unconscious, while others were suffering from dysentery.



The government's actions were successfully challenged in the federal court, but the government won a subsequent appeal. Some asylum seekers were transferred to New Zealand, but others were sent to Nauru and Papua New Guinea as part of the government's 'Pacific solution', where their applications for asylum often took months or even years to process. Subsequently, the government changed the law to remove its outer islands, including Christmas Island, from Australia's migration zone, meaning that those who sought to enter Australia without following the proper refugee process had to set foot on the Australian mainland before they would be processed. Due, in part, to this hardline stance on asylum seekers, the Coalition won a decisive victory in the federal election of 2001.

on Resources

Video eLesson Refugees arriving in Greece (eles-2604)

4.6.3 Mandatory detention

Since the *Tampa* affair of 2001, asylum seekers have continued to play an important role in Australian politics. Discussions tend to focus on the refugees' right to be here and their treatment while in detention. According to Australia's *Migration Act 1958*, people who do not have a valid visa, and are therefore in Australia unlawfully, must be detained. They are not held prisoner, but are under 'administrative detention'. Once placed in detention, occupants are given the opportunity to apply for refugee status through either a protection visa (onshore) or refugee visa (offshore). Once a visa is granted, they can stay in Australia without restrictions; if not, they will be deported from the country as soon as possible. Australian detention facilities have included centres at Villawood, Northam, Sherger, Maribyrnong, Wickham Point and Yongah Hill.

Standards have been developed to ensure that people detained in Australia are treated humanely and in a way that respects their gender, culture, health and age. According to the Department of Immigration, services available at each detention facility include:

- health services
- educational programs, including English-language instruction
- cultural, recreational and sporting activities
- religious services
- availability of telephones, newspapers and television
- culturally appropriate meals and snacks and unlimited access to chilled water, tea, coffee, milk and sugar.

These services may have been provided at Australian detention centres, but as **SOURCE 3** illustrates that is not necessarily the case with offshore detention centres. These centres had been abandoned in 2008 but the tragic crash of SIEV 221 on Christmas Island in December 2010 forced the government to address the people-smuggling trade. It was claimed that, if asylum seekers could be dissuaded from getting on boats, lives could be saved. This caused the Gillard government in 2012 to revert (in the face of much criticism) to the 'Pacific solution' and they re-opened detention facilities on Nauru in September 2012 and on Manus Island some two months later.

Once again, treatment of potential immigrants became a political 'hot potato' and decidedly influenced federal elections. In July 2013, Prime Minister Kevin Rudd, in an attempt to retain his party's hold on power, introduced a stricter refugee policy with the cooperation of the government of Papua New Guinea. Under this policy, no asylum seeker who arrived by boat would be granted a visa. This meant that the facilities at Manus Island (approximately 1070 kilometres north of Cape York) would be enlarged. This did not save Prime Minister Rudd, who lost power in September 2013. His successor, Tony Abbott, through his immigration minister, Scott Morrison, introduced 'Operation Sovereign Borders', which had a significant impact on the number of boats landing on Australian territory. Boats were turned back by the Australian Coast Guard and Navy and the numbers of refugees in offshore facilities increased.

SOURCE 3 A room on Manus Island used for the detention of asylum seekers. This photograph comes from an official handout provided by the Australian Department of Immigration and Citizenship.



4.6.4 Criticisms of mandatory detention

The major criticisms of mandatory detention include the time taken to process visa applicants, the isolation that many occupants experience while detained and the large number of children held in detention. One of the most controversial sites was the Woomera Immigration Reception and Processing Centre in South Australia. Originally designed in 1997 for 400 occupants, at its peak Woomera held more than twice that number, putting a strain on the centre's facilities. In the summer of 2002, some occupants lit fires in some of the centre's smaller buildings and sewed their own lips shut in protest at what they perceived as inhumane treatment, while around 300 detainees conducted a hunger strike. Thousands of Australians marched in support of the detainees' rights to be heard. In response to the turmoil at Woomera, the United Nations launched an investigation into the conditions at two of Australia's detention centres and concluded that conditions could 'in many ways be considered inhumane and degrading'.

Woomera has been overshadowed by more recent events at Manus Island as Australia has returned to offshore processing of asylum seekers. Manus Island, the largest of the offshore detention centres along with the facility at Nauru, has been the focus of significant outrage. Human rights groups such as Amnesty International have labelled the conditions inhumane, as has Australian Greens' senator Sarah Hanson-Young. There have been riots, hunger strikes and allegations of sexual abuse. Reza Barati, a 23-year-old Iranian asylum seeker, was killed during a riot on Manus Island in February 2014. This set off a rush of protests across Australia within days. Similar protests have been occurring intermittently since then. **SOURCE 1** shows a protest in Melbourne in February 2016 against children in detention.

4.6.5 The response to asylum seekers

As the number of asylum seekers around the world grows, the Australian government faces a practical and moral dilemma. Election results would seem to suggest that the Australian public wants strict border control, but many Australians have argued for humane reform.

In lesson 4.1, you were shown the type of poster that has been used overseas to deter people without visas from getting on boats to come to Australia, but a growing number of Australians, shocked at the world refugee crisis, have influenced government and forced a change of policy. In September 2015, Australia increased its intake of Syrian refugees by 12 000. In 2022, Australia granted temporary visas to 9000 Ukrainian nationals fleeing the war in their country.

SOURCE 4 Many Ukrainians, such as Alla Storozhuk and her daughter Yesenia, found safety in Australia.



DID YOU KNOW?

At the current rate of arrivals, it would take 20 years for asylum seekers to fill the MCG.

4.6 SKILL ACTIVITY: Questioning and researching

Working either alone, in pairs or in a small group, use your library or the internet to **research** how asylum seekers are treated in the United Kingdom, Canada or the Netherlands, then answer the following questions.

1. **Identify** how many asylum seekers the country receives on a yearly basis.
2. **Describe** the country's official policy on asylum seekers.
3. **Outline** the best things about the way the country treats asylum seekers.
4. **Propose** how the way the country deals with asylum seekers could be improved.
5. **Consider** what (if anything) Australia could learn from this country's practices.

4.6 Exercise

learnon

4.6 Exercise

Learning pathways

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

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Check your understanding

1. **Match** the term with the correct definition: immigrant, refugee, asylum seeker.

Term	Defintion
	Someone who flees their country because they fear persecution
	Someone seeking sanctuary in a foreign land
	Someone who makes the decision to move to another country to improve lifestyle, join other family members, etc.

2. **Identify** why the *Tampa* incident divided public opinion.
   - A. The Australian government was viewed as either lacking compassion for refugees, or correctly defending the right of Australia to determine who should enter the country.
   - B. The Australian government was viewed as either lacking compassion for refugees, or assisting people smugglers.
   - C. The Australian government was viewed as either protecting our borders or assisting people to seek asylum in Australia.
   - D. It didn't divide public opinion.
3. Australia removed outer islands such as Christmas Island from its migration zone to make it more difficult for asylum seekers to set foot on Australian soil. True or false?
4. **Identify** what similar events have occurred in both domestic and offshore detention centres. **Analyse** what conclusions you can draw from this.
5. **Summarise** the dilemma facing the Australian government with regard to asylum seekers.

Apply your understanding

Using historical sources

6. Based on **SOURCE 2**, how would you **describe** the conditions aboard the *Tampa*, the appearance of the asylum seekers and their possessions? **Identify** what other sources you would need in order to further investigate these aspects of the asylum seekers' voyage.
7. **Consider** what you think the photographer was trying to emphasise with **SOURCE 2**. **Identify** why you think it has been shot from this height and distance. Has this influenced your previous answer?
8. Using **SOURCE 3**, **identify** what facilities are provided in the rooms for detained asylum seekers. Does this image match the list provided in the text by the Department of Immigration?

Questioning and researching

9. **Analyse** why the government would allow the photograph in **SOURCE 3** to be used as part of their official handout on detention centre facilities. **Decide** what they would be trying to emphasise or de-emphasise. Why?

Communicating

10. **Discuss** and **determine** whether the Australian government should have acted differently with regard to the *Tampa* crisis, the tragedy on Christmas Island in 2010 and the situation in detention centres such as Woomera and Manus Island.

LESSON
4.7 How do migrants contribute to Australia?

LEARNING INTENTION

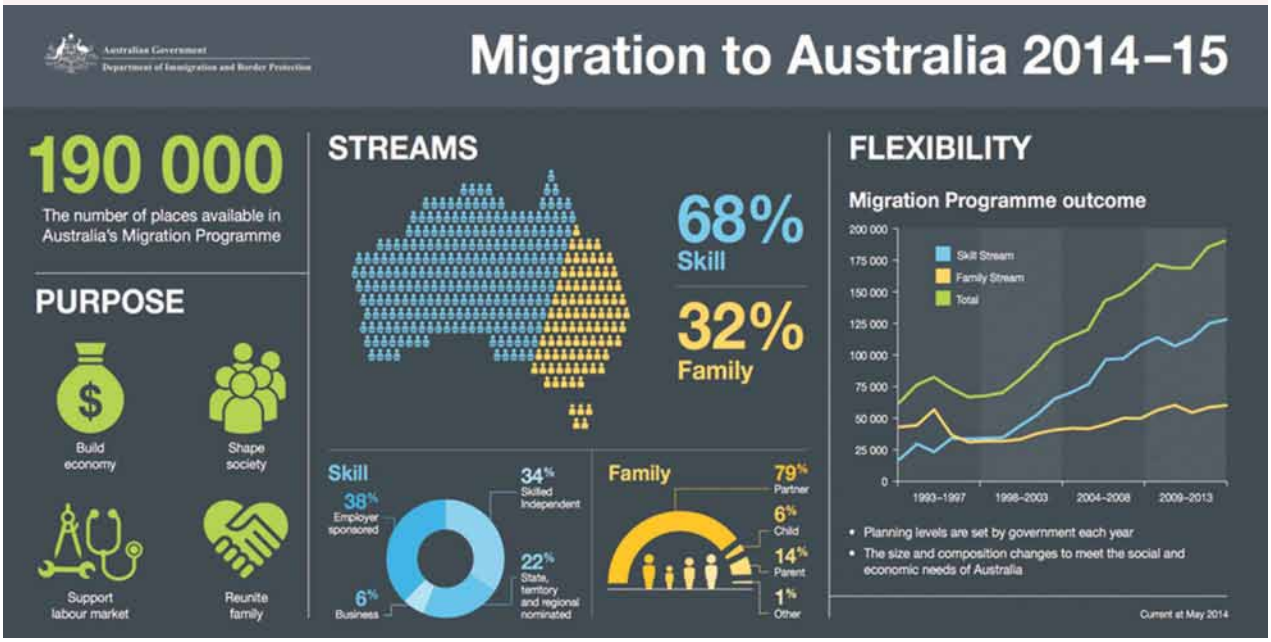
By the end of this lesson you should be able to identify some of the many valuable contributions that immigrants have made, and continue to make, to Australia, how they have influenced our cultural heritage, and why the Australian government makes it a priority to attract certain migrants to our shores.

TUNE IN

SOURCE 1 is an official government poster that outlines the changing nature of Australia's migration program between 1993 and 2015.

tlvd-10752

SOURCE 1 Australia's migration program between 1993 and 2015



1. Examine **SOURCE 1** and decide who you think this poster was designed for.
2. What is/are the most important point/s it makes?
3. Could this poster be considered a type of propaganda? Why/why not?

4.7.1 Addressing the 'skills shortage'

Today Australia has a population of over 27 million people, over one-quarter of whom were born overseas. While English is the most commonly spoken language, more than 200 other languages are spoken by Australians, including 62 First Nations Australian languages. Immigration policies continue to change to reflect political and economic changes within Australia and the rest of the world. Immigrants have added to our cultural heritage by making Australia a more inclusive and cosmopolitan nation.

Immigration policy continues to be based on the government's need to fill shortfalls in Australia's skilled workforce by granting business and skilled migration visas. Entry is competitive and is based on a points system designed to 'deliver the best and brightest skilled migrants'. The number of points a potential applicant is 'worth' is based on factors such as age, qualifications, relevant work experience and English proficiency. In 2009, as the global financial crisis squeezed economies around the world, the Australian government gave

priority to migrants who were sponsored by Australian businesses, meaning they already had guaranteed work with an employer. This was part of a strategy to increase demand-driven rather than supply-driven immigration.

By 2014 this meant that the number of skilled migrants entering Australia was increasing significantly and more than twice as many migrants came to Australia to fill employment needs than to reunite with family members. Large numbers of skilled migrants now come from China and India.

DID YOU KNOW?

The Temporary Skills Shortage Visa (482 visa) is a short-term visa that allows Australian businesses to employ overseas workers. A business can sponsor someone for this visa if they cannot find an Australian citizen or permanent resident to do the skilled work.

4.7.2 Australia's changing relations with its neighbours

Australia's changing approach to immigration has improved the economic and political ties between Australia and its neighbours. When the White Australia policy was in full force, the country saw the United Kingdom and Europe as its major partners in international matters. These links began to loosen as Australia welcomed its first wave of immigrants in the post-war years. However, it was in the 1970s and 1980s, as Australia opened its doors to 90 000 Indochinese refugees, that the country would become a more important player in the Asia–Pacific region. In 1974, Australia became the first 'dialogue partner' of the Association of South East Asian Nations (ASEAN), while Gareth Evans, the Labor government's foreign affairs minister, chaired the first meeting of the Asia Pacific Economic Cooperation (APEC) forum in 1989. Both organisations promote trade and cooperation among member nations and discuss economic, political, social and cultural issues at their annual meetings.

SOURCE 2 World leaders and delegates pose for a photograph at the Group of 20 (G20) summit in Brisbane, Australia, 15 November 2014. The Australian Prime Minister at the time, Tony Abbott, is in the front row between Shinzo Abe, the Japanese Prime Minister, and President Xi Jinping of China. The Indonesian President, Joko Widodo, is just behind on the left of the Australian Prime Minister.

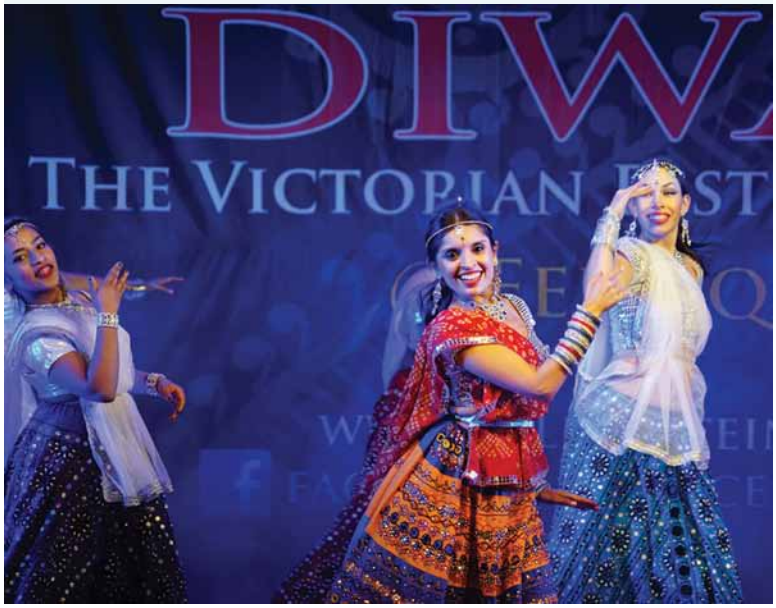


Today, the country's largest migrant intake comes from China and India, while China, Japan and the United States are Australia's largest trade partners. Australia has successfully redefined itself as a valuable member of this region.

Throughout this period of change, immigrants' continuing connections with their countries of origin have deepened ties and understandings between Australia and other countries.

Today, Australia's third biggest export (after coal and iron ore) is educational services. In some cases, this involves teachers and/or curriculum being sent around the world, while in others it involves international students studying Australian programs within Australia.

SOURCE 3 Traditional Indian dance performance during Diwali celebrations at Federation Square Melbourne in October 2014



International students are entitled to stay in Australia while studying a full-time course and may be accompanied by their spouse and dependent children. When the student returns to their country of origin, the student will convey what they have learned about Australia to family and friends, thereby promoting cross-cultural understanding.

4.7.3 The impact of migration on Australia's cultural heritage

Migration has enhanced the Australian nation across the full range of human endeavours. In education, science, business, artistic expression, sporting pursuits and other areas, the ingenuity and entrepreneurship of migrants has helped the country prosper. In the business world, migrants such as Richard Pratt, Harry Triguboff, Maha Sinnathamby and Frank Lowy have created wealth and opportunity for Australians.

Frank Lowy's story is amazing. Born in Czechoslovakia in 1930, he became a refugee during World War II, before travelling to Australia in 1953. Over the following decades, he would establish the Westfield shopping empire in Australia and the United States.

To celebrate the fiftieth anniversary of his arrival in Australia in 2003, Lowy donated the funds to establish the Lowy Institute, an independent think tank which aims to 'generate new ideas and dialogue on international developments and Australia's role in the world'. He has also been the chairman of the Football Federation of Australia and he crowned his time overseeing the Australian team with a secure victory in the Asian Cup in 2015.

DID YOU KNOW?

In 2010, *Business Review Weekly* estimated that Frank Lowy was worth over $5 billion, making him Australia's richest person at the time.

This victory is captured in **SOURCE 4** where the Australian captain, Mile Jedinak, the son of Croatian immigrants, proudly wears the green and gold. Indeed, the Socceroos and Matildas owe much of their success to the migrant experience. Mark Viduka, Tim Cahill and Emily van Egmond are a few of the stars who have donned the national strip and are all the children of immigrants to Australia. Many other sports boast elite athletes from migrant backgrounds, such as boxer Tim Tszyu, middle-distance runner Peter Bol, tennis player Nick Kyrgios, cricketer Usman Khawaja and golfer Minjee Lee.

SOURCE 4 Mile Jedinak, captain of the Socceroos, and his team celebrate as he lifts the trophy after victory during the Asian Cup final match between Korea Republic and Australia at ANZ Stadium on 31 January 2015 in Sydney. Frank Lowy, then chairman of the Football Federation of Australia, is pictured bottom right.



Migrants have also made significant contributions to the arts in Australia. In the design arts, Harry Seidler, an Austrian refugee from Nazi Europe, helped define modern architecture in Australia. Legendary Australian musicians John Farnham and Jimmy Barnes were born in the United Kingdom, as were artists Russell Drysdale and Tom Roberts. All of these artists have produced works that are frequently referred to as quintessentially Australian and it could be argued that it is their migrant background that has helped them create those iconic works.

4.7 SKILL ACTIVITY: Using historical sources, Historical perspectives and interpretations

Using the sources in this lesson, as well as from within the rest of the topic:

1. **Evaluate** how the attitude towards migrants changed between the 1960s and 1980s. How would you account for this change?
2. **Elaborate** on how this compares to the attitude towards migrants today.

4.7 Exercise

learnon

4.7 Exercise

Learning pathways

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

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Check your understanding

1. **Identify** the key fact in section 4.7.1 that illustrates that Australia is a multicultural nation.
2. On what grounds are immigrants more likely to be admitted to Australia?
   - **A.** Family relationships
   - **B.** Skills
   - **C.** Humanitarian need
   - **D.** Eagerness
3. Complete the following sentence **identifying** how changes in trade policy have altered Australia's relationship with the rest of the world.
   Australia has redefined its trade relationships to focus less on Britain and continental Europe, and more on the _____ region.
4. **Identify** two benefits of 'importing' education.
   - **A.** Provide support for asylum seekers
   - **B.** Promote cross-cultural understanding
   - **C.** Bring revenue into Australia
   - **D.** Create more spending for Australia
5. Using the information in this lesson, **analyse** if you could argue that immigration has enhanced Australia's cultural heritage.

Apply your understanding

Historical perspectives and interpretations

6. **Identify** the most significant changes to Australia's migration program since 1993.

Using historical sources

7. According to **SOURCE 1**, **identify** how many immigrants in percentage terms have been sponsored to migrate to Australia between 1993 and 2015.
8. **SOURCE 2** is a carefully posed photograph. **Identify** what statement is possibly being made by the positioning of the Australian Prime Minister.

Historical perspectives and interpretations

9. **SOURCE 3** shows an aspect of Diwali celebrations. Diwali is a Hindu festival that celebrates the victory of good over evil, light over darkness and knowledge over ignorance. **Discuss** in what ways this festival is an appropriate way to celebrate Australia's migration story.
10. **Discuss** the ways that official government policies about trade and immigration gradually made Australia more a part of Asia and less a distant partner of the United Kingdom.

LESSON
4.8 INQUIRY: Compare sources to answer a historical question

LEARNING INTENTION

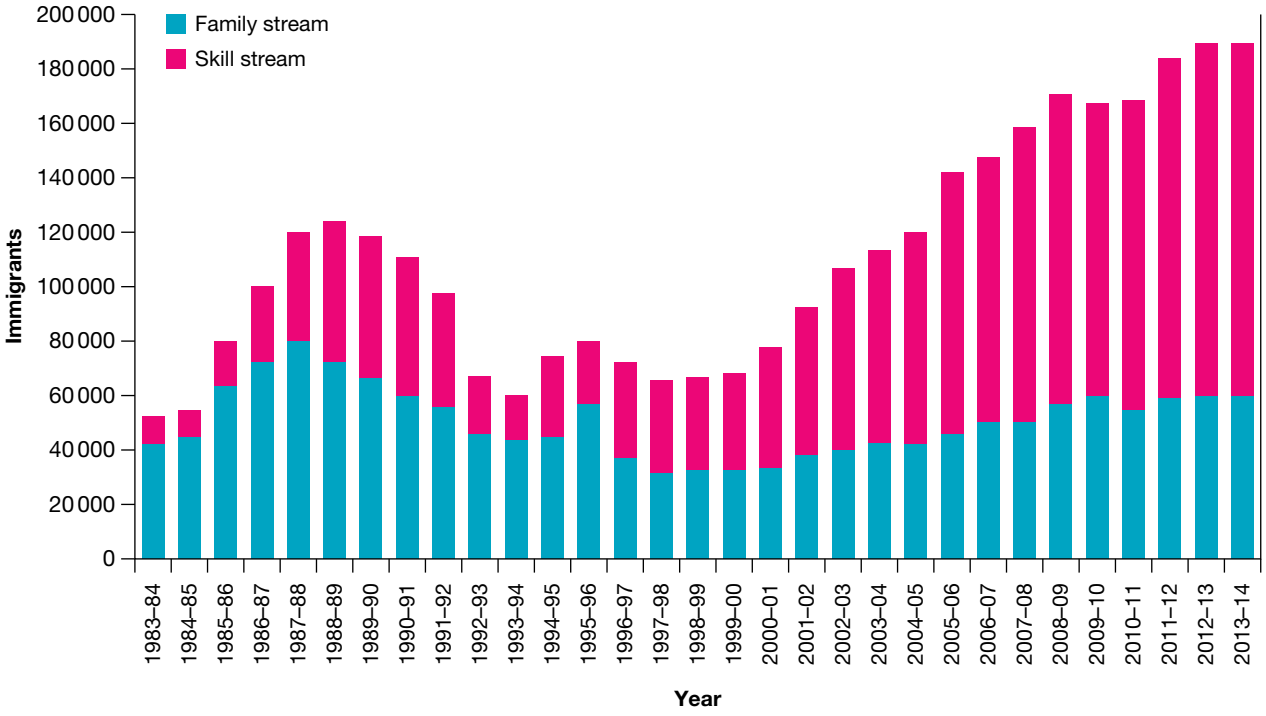
By the end of this lesson you should be able to identify how government policies have shaped immigration since 1947.

Background

It is your task to use the following sources to decide: 'In what ways have government policies shaped immigration since 1947?'

tlvd-10753

SOURCE 1 Skilled and family as a proportion of the migration program (Parliamentary Library analysis using Department of Immigration and Border Protection (DIBP) and ABS statistics)



aud-0581

SOURCE 2 In this excerpt from an interview published by the Department of Immigration, George describes the difficulties that led to his immigration to Australia in the mid 2000s. Since arriving in Australia, he has become a prominent member of the Liberian community of South Australia and is recognised as one of the Department of Immigration's success stories.

Born in Liberia in 1978, George had a childhood filled with challenges. His father, a sergeant in the military, was murdered by rebels in the civil war in 1990 and, soon after, the family fled to a refugee camp in Guinea. This placed a heavy burden on George, who, as the eldest son in a family of eight siblings, felt pressure to help his mother raise his brothers and sisters.

‘Eventually, I left the refugee camp to work in a photography shop and I sent money to my family in the camp,’ George said. ‘I felt responsible to look after them.’

Tragedy struck in November 2004, a month before George’s migration to Australia on a refugee visa, when George’s mother died in a minibus crash. She was returning from a migration health screening in Conakry, the capital city of Guinea, to the refugee camp. The crash exacerbated the mixed emotions he already felt about saying goodbye to his brothers and sisters to start a new life in Australia with his wife, Veronica, and first child, Edna.

SOURCE 3 This photograph, taken in 1948, shows migrant families waving goodbye at London airport as they leave for Australia. Using the assisted passage scheme, run by the Australian government, British migrants paid only £10 to travel to Australia. These families have paid extra to travel by air instead of sea.



Before you begin

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

Inquiry steps

Step 1: Questioning and researching

- **Write** your inquiry question.
- **Research** your question. In this case, this means analysing the four sources in this lesson to better understand the issues.

SOURCE 4 Approximately 4000 protesters gather at Sydney Town Hall to demonstrate their opposition to the deportation and detention of asylum seekers to the offshore processing centres of Manus Island and Nauru. The protesters called for the abandonment of all offshore detention, demanding 'let them stay'.



Step 2: Using historical sources

- **Analyse** these sources, considering the following:
  a. What 'answers' does the source offer to your major question?
  b. Who created this source and why?

Step 3: Historical perspectives and interpretations

- **Evaluate:** What are the strengths and weaknesses of each source?
  a. Is the information reliable or unreliable?
  b. What evidence do you see of an opinion about your question?
  c. Whose views/experiences are represented? What further information do you need?

Step 4: Communicating

- *What is the answer to your inquiry question?* Present your findings as a written and/or oral presentation. Support your claims with examples from your research, analysis and evaluation.

The final stage of investigation involves drawing conclusions based on the evidence you have collected. In your presentation, suggest other evidence that would need to be examined before you could come to a more certain conclusion.

Complete your self-assessment using the **inquiry rubric** or access the 4.8 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39870)

LESSON
4.9 Review

Hey students! Now that it's time to revise this topic, go online to:


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4.9.1 Key knowledge summary

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

4.2 What do sources tell us about migration experiences?

- Immigration was a unique and dominant feature of Australian society from the second half of the twentieth century.
- Our knowledge of migration experiences comes from statistical data gathered from government and non-government sources.
- Oral history also plays a part in revealing the impact of immigration on the immigrants themselves and on Australia.
- Photographs and other artefacts help historians understand the migration story, but this evidence needs to be contextualised on the basis of where it has been sourced.

4.3 What were the effects of Australia's changing immigration policy?

- The legacy of the White Australia policy has had a significant impact on the Australian outlook and Australia's relationship to its Asian neighbours.
- The impact of World War II created an impetus to build up Australia's population as a means of defence against perceived external threats.
- This facilitated the first wave of immigrants from non-traditional sources; that is, not Anglo-Celtic immigrants.

4.4 What opportunities and challenges were experienced by immigrants to Australia?

- Assisted migration increased Australia's population significantly.
- Migrants were initially housed in reception centres such as Bonegilla.
- The experiences of some immigrants at these reception centres was not ideal.
- This indicated that the policy of assimilation was not suitable for many migrants. The policy of integration was introduced, but this too did not suit the reality of the migration experience for people.
- The impact of the assisted migration scheme upon the Australian economy was overwhelmingly positive.
- There have been subsequent waves of migration reflecting global push and pull factors.

4.5 How has Australia's immigration policy evolved?

- By the mid-1970s, the White Australia policy was formally denounced and Australia adopted the encompassing policy of multiculturalism.
- This policy had benefits for both migrants and Australians.
- Once again, this was not universally welcomed by Australians and some advocated a challenge to this policy and a return to integration or assimilation.

4.6 How are asylum seekers and refugees treated in Australia?

- Australian immigration policy has been challenged by a growth in the number of asylum seekers.
- Responses to this have divided Australians in both public and political life.
- Australia has failed to deliver a humane, successful approach to dealing with asylum seekers.
- This failure has been critical in the selection of governments at a federal level where many Australians have voted for conservative policies while others have protested vehemently for compassionate strategies in dealing with the problem.

4.7 How do migrants contribute to Australia?

- Australia has ultimately gained from its migrant experience.
- This is most obvious in the economic sphere where migrants fill skills shortages in Australia's employment market.
- Immigration has facilitated Australia's relations in the Asian region, particularly through the education of Asian students.
- Australia's cultural heritage is intrinsically linked with the migration experience. The nation is richer because of migration.

4.8 INQUIRY: Compare sources to answer a historical question

- Sources can be used to analyse how government policy has helped shaped immigration since 1947.

4.9.2 Key terms

Anglo-Celtic having ancestry originating in the British Isles, including England, Ireland, Scotland and Wales
assimilate the process in which individuals or groups of differing origins take on the basic attitudes, habits and lifestyles of another culture
communism a system of government in which the state controls the economy, in an attempt to ensure that all goods are equally shared by the people
integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately
multiculturalism policy recognising an immigrant's right to practise whichever culture they wish to, as long as they do not break the law; respect for, and appreciation of, cultural diversity
Oral history a method of gathering and preserving historical information through recorded interviews with participants in past events and ways of life
permanent residency status allowing a person to live indefinitely in a country, while retaining citizenship of another country
sovereign nation a nation that has the right to determine its own laws and future
statistician a compiler of statistical data
visa a government document allowing the holder to enter or exit a country
White Australia policy an Australian government policy from the early 1900s that restricted immigration to Australia to white migrants

4.9.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

Why do people from all over the world leave their homes to live in Australia and how has this changed Australian society**?**

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

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11490)
Reflection (ewbk-11768)
Crossword (ewbk-11769)

Interactivity Migration experiences crossword (int-7666)

4.9 Review exercise

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Multiple choice

1. When was the White Australia policy finally dismantled?
   - A. 1966
   - B. 1973
   - C. 1989
   - D. 2001
2. What was the name of the immigration policy adopted immediately after World War II in Australia?
   - A. Assimilation
   - B. Integration
   - C. Pacific solution
   - D. Multiculturalism
3. When was the Racial Discrimination Act, which prohibited discrimination on the basis of a person's colour, race, ethnicity or religion, passed in Australia?
   - A. 1996
   - B. 1975
   - C. 1980
   - D. 1949
4. In 1948 what percentage of Australia's population was born overseas?
   - A. 45%
   - B. 25%
   - C. 10%
   - D. 5%
5. What was Bonegilla?
   - A. The name of the vessel that brought displaced persons to Australia
   - B. The surname of the millionth migrant who arrived in Australia in 1955
   - C. The term coined by Maltese migrants to describe their migration experiences
   - D. The migrant reception centre in Northern Victoria
6. Why did the number of refugees accepted into Australia increase dramatically in 1979?
   - A. Relaxed United Nations protocols
   - B. The end of the Vietnam conflict
   - C. The arrival in Australia of ethnic Chinese who were fleeing persecution in Vietnam
   - D. The Australian government's acceptance of multiculturalism as a policy
7. What is Australia's third largest export industry?
   - A. Cobalt
   - B. Education
   - C. Manufactured goods
   - D. Beef
8. The *Tampa* crisis occurred in
   - A. 2001.
   - B. 2003.
   - C. 2005.
   - D. 2007.

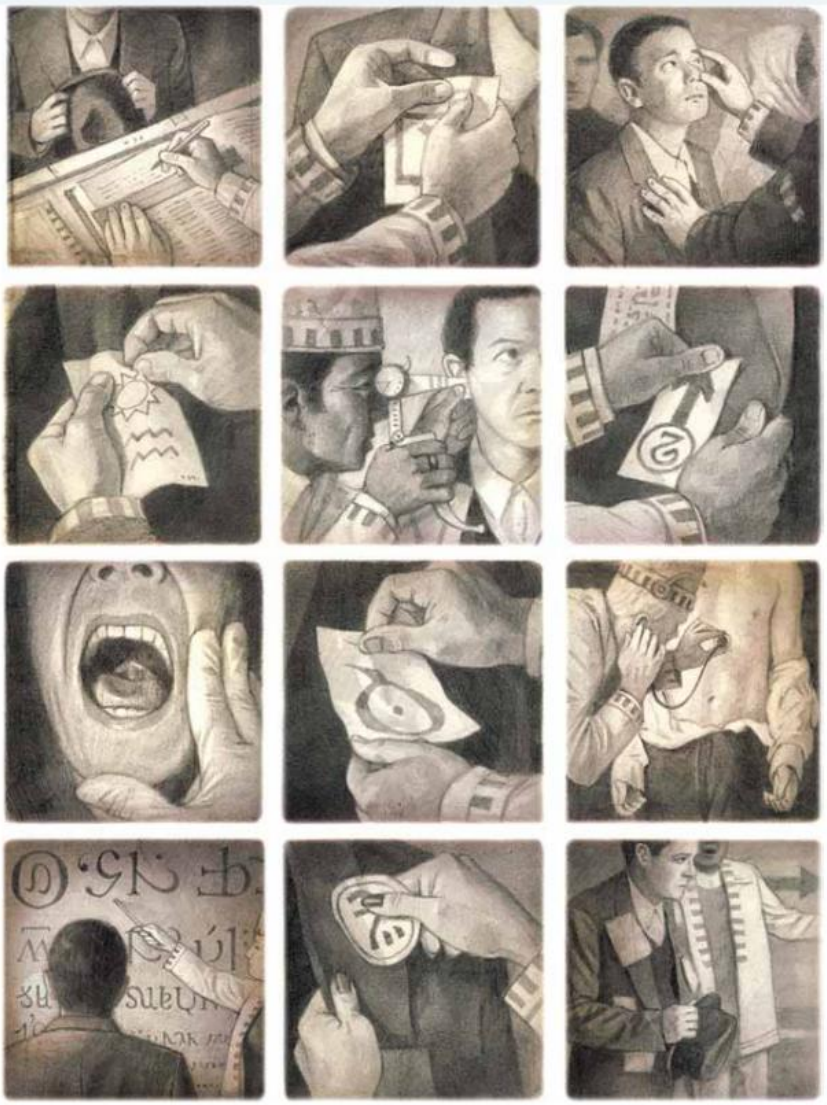
9. Manus Island is approximately how many kilometres north of the Australian mainland?
   - **A.** 1070
   - **B.** 2600
   - **C.** 3000
   - **D.** 3400
10. What percentage of Australia's current population was born overseas?
   - **A.** 45%
   - **B.** 25%
   - **C.** 10%
   - **D.** 5%

Short answer

Using historical sources

11. **SOURCE 1** below is a fictional tale created by Shaun Tan depicting one man's migration to a strange land. Read the images from left to right until you've completed each row.

SOURCE 1 Shaun Tan is an Australian illustrator and author whose father travelled to Australia from Malaysia to study. His father's migration experiences, as well as those of other Chinese-born migrants who travelled to Perth, are reflected in *The Arrival*, a wordless graphic novel that tells the story of a nameless man who must leave his family to seek a better life in a foreign country.



a. **Create** a brief analysis of each image describing the key features of the image such as what is happening, what sounds the character is probably listening to, and what statement each image generally makes about the migration process. Set out your response as a list with your descriptions numbered from 1 to 12 (for example, numbers 1 to 3 would be about the top row of images).
b. **Consider** how the source communicates the status and feelings of the immigrant and then write a source **analysis** expressing how effectively you think the source captures the experience of immigration.
c. **Describe** how the images by Shaun Tan shown in **SOURCE 1** have expressed the migrant experience of arrival in a foreign land.
d. Think about how this storyboard replicates the experiences you have read about in this topic. **Create** a one-page response **outlining** how well the source reflects the migrant experiences, referring to some supporting examples from the text.

12. Refer to **SOURCE 2**.

SOURCE 2 Antonio was born in Possagno, Italy. After an eventful journey he arrived in Australia in 1948.

I only had one change of clothes. I came on the first plane after the war in 1948. I had paid 100 000 lire deposit for the boat trip but something happened and I lost most of the money. I borrowed money from relations already in Australia and came by plane from Rome. It was an old bomber plane. There were 27 places but over 50 on the plane. I was lying down on the floor and I held onto the pilot's seat. We had engine trouble over India and we were there for about a week. We were put in old army barracks in India and we were bitten by something that was not fleas but they were so big it wasn't funny. When the plane had to take off everybody had to go to the front.

I arrived in 1948. My father had come to Australia in the 1920s but had returned to Italy. My brother Andrea was already in Australia and a couple of uncles were in Griffith. The reason why I didn't come with my brother and two uncles was because I was in the army.

Nine months later my wife Antonia came with our daughter Elvia, aged 18 months, my brother Joe, sister Angela Cunial, future brother-in-law Isidoro Vardanega and Frank Bastianom. I came straight to Orange because Andrea was already there. I came by train.

My impressions of Australia: open country, good people . . . but the flies were bad! I knew this was the land for me.

a. **Identify** the parts of the story that the respondent, Antonio, wants to impress upon his audience. How does he do this?
b. Based on the text, **describe** what qualities or assets you believe Antonio possesses that made him a successful migrant.
c. Oral history is a problematic source of information. Do you think that Antonio has taken any liberties in his version of events? **Explain** what further information you would need to verify his account.

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5 Globalising world (1945 to present)

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LESSON
5.1 Overview

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How does what we choose to read, watch, listen to and play tell us about the perspectives of people at a particular time?

5.1.1 Introduction

Mass culture and mobilisation of young people is a relatively recent phenomenon. This changed after World War II as Australia experienced a period of relative peace and prosperity. A 'baby boom' followed and families were encouraged to buy a home and fill it with the latest consumer goods.

Teenagers of this 'baby boom' generation, which constituted almost 40 per cent of all Australians in 1966, would help to end the Vietnam War and fight for civil rights, land rights, women's rights and gay rights. They were encouraged by a growing awareness of their own power, best exemplified in popular culture. Since then, the power of teenagers has only grown, and they have been targeted by companies seeking their disposable income.

SOURCE 1 Technology now easily allows every individual to participate in popular culture, with injustices and messages being shared far and wide.



Today, teenage popular culture has shifted from the 'broadcast' model (music, film, television) to a model that is far more interactive and participatory. Today, using social media and the ever-more powerful phones in their pockets, students can become content producers, and have a direct influence on popular culture.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11492)

Video eLesson Popular culture (eles-2622)

int-6723

SOURCE 2 A timeline of popular culture, 1945–present



1945
World War II ends

1948
General Motors produces Holden, 'Australia's Own Car'.

1946
Arthur Calwell introduces a new immigration scheme that will have a major impact on Australia and its culture.

September 1956 Australia airs its first television broadcast.





November 1962
Australia wins 38 medals at the Commonwealth Games, the highest medal tally in the games' history.

1961
Construction of the Berlin Wall begins.

April 1965
Prime Minister Menzies commits Australian troops to fight in Vietnam.

June 1964
Beatlemania touches down in Australia.

May 1967
More than 90 per cent of Australians vote in favour of including First Nations Australians on the census.



April 1968
Dr Martin Luther King Jr is assassinated, triggering riots across America.

1973
Australia's voting age is lowered from 21 to 18.

1974
Australia qualifies for the FIFA World Cup.

June 1969
Members of New York's gay community riot when the Stonewall Inn is raided by police, sparking a worldwide gay rights movement.

1975
The leader of the elected Labor government, Prime Minister Gough Whitlam, is dismissed by the Governor-General, Sir John Kerr. His government is replaced by the Liberal Party, led by Malcolm Fraser.



1980
AC/DC release their album *Back in Black*. It is currently the second highest selling album of all time.

1989
The Berlin Wall falls.

1991
The USSR is dissolved.



2000 Sydney hosts the Olympics.

1985
Neighbours first airs.



2008
Sydney hosts Catholic World Youth Day.

2013
Holden announces it will cease manufacturing in Australia in 2017.

2013
Chinese President Xi Jinping announces the Belt and Road Initiative, which was designed to increase China's influence around the world.

LESSON
5.2 What do sources tell us about the modern world?

LEARNING INTENTION

By the end of this lesson you should be able to describe the main types of historical sources about the globalising world.

TUNE IN

tlvd-10763

SOURCE 1 is a post-war advertisement for the Trans-Australian Railway. It was designed to entice travellers to see Australia from the comfort of a train.

1. Who do you think this advertisement was designed for?
2. How might this intended viewer have affected the choice of wording and images made by the designers?
3. What sort of lifestyle does this advertisement suggest people living in post-war Australia could expect? Discuss your answers in a small group and then with the class.

SOURCE 1 Post-war advertisement for the Trans-Australian Railway



5.2.1 Historical sources

One of the advantages of studying recent history is the multitude of sources available to us. Among the great range of primary sources are physical remains, diaries, letters, newspapers and photographs. All of these can help to inform us about the past. But in studying recent history you will also encounter some new sources that we have not previously been able to use.

Oral history

As the events you are studying in this topic happened relatively recently, you may encounter someone who has lived through them. You may have a relative who fought in Vietnam or a neighbour who remembers the introduction of television. When people who remember events speak about them, passing on their recollections, they are creating oral history. But you need to be careful when using oral history as a source. It may represent only one person's perspective and should be compared with other opinions. Also, people's recollections can change over time: they may have been very young when the event they are describing took place, so their memories may have changed or they may have only a child's perspective of the event. Despite these drawbacks, people's first-hand experiences offer very valuable insights into past events.

Television

'Good evening, and welcome to television.' With these words, introducing the first television broadcast on 16 September 1956, a technological revolution was launched in Australia. From the historian's perspective, television provides us with an often graphic visual account of events. In its early years, governments had not yet recognised the medium's power and there was often no **censorship** on broadcasts. This gave the public at the time, and historians now, a unique view of world events. The Vietnam War was the first major conflict to be covered by television; every night, when they watched the news, people saw images of death and destruction in their living rooms. The impact of these images is one of the reasons historians give to explain why people's attitudes to the Vietnam War changed. It is why the Vietnam War is sometimes known as 'the living room war' or 'the television war'.

censorship government controls and restrictions on the free flow of information in the media

SOURCE 2 A family watching television in Adelaide, 1950s



SOURCE 3 Walter Cronkite in Hue, Vietnam, during the campaign known as the Tet Offensive in early 1968. Cronkite was an influential journalist whose criticism of the Vietnam War helped to turn Americans against the conflict



DID YOU KNOW?

During one battle of the Vietnam War, journalists interviewed US soldiers during a gunfight. The soldiers were firing their weapons, turning to answer a question and then turning back to fire again!

The thirty-year rule

At the start of each year we are afforded a unique insight into past government thinking and decision making. When the **Cabinet** meets, its deliberations and decisions are recorded in official documents known as minutes. While many of these deliberations are made public, some are not. Some decisions and discussions involve sensitive information that could be vital to the nation's security or, if released, could be embarrassing for the politicians involved. But each year the National Archives releases the Cabinet minutes from 30 years ago. This gives historians the opportunity to revisit past issues. For instance, minutes from the late 1950s and early 1960s, released in the 1980s and 1990s, revealed that the Australian government contemplated but rejected the idea that Australia should obtain nuclear weapons. Currently, the thirty-year rule is being changed and the period of time is being reduced to 20 years.

The internet

If television was the first big communication revolution since World War II, the internet and the changes generated by information and communications technology (ICT) would be the second. Where once people wrote letters to each other and kept diaries, now they communicate via email or social networking sites such as Twitter and maintain blogs. This revolution has already changed the way historians gather information. The internet offers historians a much richer range of sources on which to base their research (although other sources will be lost, as emails are deleted and blogs removed). It also enables people to access a huge range of resources from their home computers, where previously they might have had to travel widely to view them first-hand. For example, now people can access the archives of newspapers from across the world, or undertake virtual tours of buildings that they could previously only read about. Recently, there has been an increase in the number of people researching their family histories; this task has been made easier by the wealth of easily accessible materials (especially from overseas) that the internet has provided.

But just as we need to assess the reliability of physical sources, so, too, do we need to evaluate online material carefully when using it as a primary or secondary source.

It can be very difficult to verify the accuracy of information on the internet. When using the internet as a source during your research, be very careful to ensure that the pages you browse are based on research and not just opinion.

Cabinet group of select government ministers that meets regularly to decide major issues of government

5.2 SKILL ACTIVITY: Using historical sources

Now that you have learned how to **analyse** an advertisement, including the way that it reveals the values of the time, you are ready to locate and **analyse** other advertising materials from the same era. When you do, will they reinforce the values we have seen in the advertisement in **SOURCE 1**, or show a different side of society at this time?

Using **SOURCE 1** as an inspiration, locate back-issues of a popular Australian newspaper such as *The Age,* or magazine such as *Woman's Day.* Find three advertisements, one from 1939–45, one from 1950–55, and one from 1960–65. You are going to **compare** these.

In each case, ask:

- What, and who, does the advertisement depict?
- Who does it appear to be aimed at? How can you tell?
- Based upon the words and images used in the advertisement, what sorts of judgments can you make about the kind of place Australia was at the time? (In this answer, **consider** both what/who is *shown,* and what/who is *not shown*.)
- Based upon these three advertisements, how did Australia change during this period?

Using your **research**, **decide**: Is advertising a reliable historical source? Why/why not?

5.2 Exercise

learnon

5.2 Exercise

Learning pathways

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

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- Receive immediate feedback
- Access sample responses
- Track results and progress

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Check your understanding

1. What is meant by the term 'oral history'?
   - A. The written memories of a person or group of people
   - B. The taped or recorded memories of a person or group of people
   - C. The physical remains of a person or group of people
   - D. Paintings or sculptures that a person has created in the past
2. **Name** something we have learned from Cabinet papers released to the public under the thirty-year rule.
   - A. During the 1950s and early 1960s the Australian government decided to obtain nuclear weapons.
   - B. During the 1950s and early 1960s the Australian government considered whether or not Australia should obtain nuclear weapons. It rejected the idea.
   - C. During the 1950s and early 1960s the Australian government decided to introduce the internet.
   - D. During the 1950s and early 1960s the Australian government decided to ban the internet.
3. Insert the missing word: _____ has helped to renew people's interest in researching their family trees.

Apply your understanding

Communicating

4. **SOURCE 2** shows a family watching Australia's first television broadcast. **Describe** how television has changed family life in Australia.
5. **Describe** the ways in which the television set in **SOURCE 2** is different from a modern television set. **Identify** what you can tell from these differences about changes in technology since Australia's first television broadcast.

Historical perspectives and interpretations

6. Look at **SOURCE 3**. **Infer** how the presence in Vietnam of independent-minded reporters like Walter Cronkite might have helped to change people's attitudes to the Vietnam War.
7. Another big event occurred in Australia in the year television was introduced. In many ways, this event was the reason why television was introduced. Find out what this event was and **explain** why you think it might have been the catalyst for the introduction of television in Australia.

Communicating

8. **Outline** the advantages and disadvantages of each of the types of sources mentioned in this lesson.

LESSON
5.3 How did World War II change the world?

LEARNING INTENTION

By the end of this lesson you should be able to describe the changes in world relations following World War II.

TUNE IN

The devastation wrought on the world by World War II brought suffering to both victors and vanquished. New weapons used on Hiroshima and Nagasaki created new threats to world peace and, in response, new strategies to try to maintain peace were needed.

Imagine seeing the image in **SOURCE 1** on the front page of a newspaper and thinking that the destruction was created by a single bomb. What feelings do you think that would create around the world?

SOURCE 1 The city of Hiroshima after the atomic bomb was dropped on 6 August 1945



5.3.1 The United Nations

While historians will never be entirely certain, it is estimated that between 50 and 70 million people died during World War II. Of these, more than half were civilians — people who were not fighting but died as a result of the conflict. Much of Europe was devastated by the war. Asia, too, sustained terrible destruction, first by the invading Japanese and then by the Allies as they pushed Japan back. The world also witnessed the destructive capabilities of the most deadly weapon ever invented — the atomic bomb. Africa and the Middle East also suffered significant damage. Millions of people were displaced and forced to find new homes.

Having twice experienced the horror of world war in the first half of the twentieth century, there was a determination among the peoples of the world to ensure that such wars could never happen again. The League of Nations had been established after World War I with the principal mission of maintaining world peace by providing an international forum for countries to air their grievances and settle disputes. Although the League failed, it was hoped that a second attempt at a global body, the United Nations (UN), would be more successful.

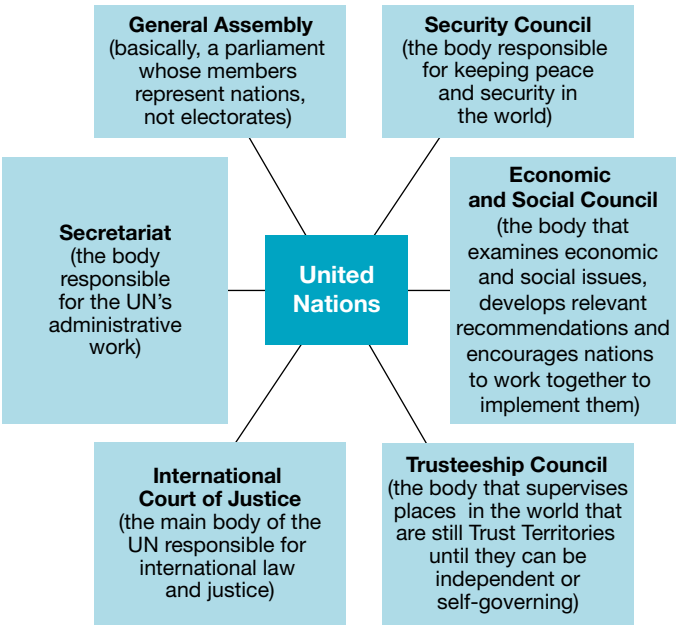
SOURCE 2 After a rocket attack on London during World War II



The UN was formed on 24 October 1945. Its two main bodies are the General Assembly, in which all member states participate, and the smaller Security Council, tasked with making decisions aimed at maintaining international peace and security. Other UN bodies are listed in **SOURCE 3**.

The Security Council is considered to be the most important body of the UN, as it has the power to authorise military force to enforce its resolutions. The five most powerful countries at the end of World War II are all permanent members of the Security Council. These were the United States, China (until 1971 this seat was held by the non-communist Nationalist government, which fled mainland China after the Chinese Revolution and civil war), France, Great Britain and the Soviet Union (since the Soviet break-up in 1989 the seat has been held by Russia). Each member has the right to veto

SOURCE 3 The principal bodies of the United Nations



(prevent from passing) any Security Council resolution with which it disagrees. The other 10 members of the Security Council are elected by the General Assembly for a two-year term.

The aims of the United Nations are stated in its Charter, the document that created the UN and outlines how it works. The four stated aims can be summarised as:

- to promote peace and prevent war
- to promote fundamental human rights and the dignity of every human person
- to promote international law and justice
- to promote social progress and better living standards.

Human rights were (and remain) a significant focus for the UN. This was highlighted by the adoption of the Universal Declaration of Human Rights in 1948.

SOURCE 4 The opening statement of the Universal Declaration of Human Rights

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world …

With the creation of the UN, it was hoped the world would be able to live in peace, people's rights would be respected and their standards of living would be improved. However, in many cases the UN has proved to be incapable of solving deep-rooted disputes or protecting the rights of vulnerable people.

DID YOU KNOW?

When the United Nations was founded in 1945 it had 51 member states. Currently there are 193 members, with South Sudan the last country to be admitted in 2011. Vatican City is the only internationally recognised sovereign state that is not a UN member.

5.3 SKILL ACTIVITY: Questioning and researching

Using the internet, locate information from reputable sources such as Amnesty International, or from the United Nations itself, to answer the following questions.

1. **Outline** the definition of human trafficking.
2. **Identify** the reasons why people are trafficked, and how many people (approximately) are trafficked for these purposes per year. (Express as a graph.)
3. **Identify** the aspect of the United Nations Charter that relates to human trafficking.
4. **Describe** how big a problem human trafficking is in Australia.
5. How has social media contributed to the problem of human trafficking? **Explain** in what way/s it might assist in combating the problem.

Express your findings as a report of approximately 500 words, and include the graph you created for question 2.

5.3 Exercise

learnon

5.3 Exercise

Learning pathways

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

These questions are even better in jacPLUS!



- Receive immediate feedback
- Access sample responses
- Track results and progress

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Check your understanding

1. **Identify** the four main aims of the United Nations.
   - **A.** To promote peace and prevent war
   - **B.** To ensure trade between countries is conducted smoothly and predictably
   - **C.** To promote fair trade
   - **D.** To promote fundamental human rights and the dignity of every human person
   - **E.** To promote international law and justice
2. **Identify** the five permanent members of the United Nations Security Council.
   - **A.** China, the United States, Britain, France and Australia
   - **B.** China, the United States, Britain, France and Canada
   - **C.** China, the United States, Britain, France and Russia
   - **D.** Japan, the United States, Britain, France and Russia
3. Which of the following is considered to be the most important body of the United Nations?
   - **A.** General Assembly
   - **B.** Economic and Social Council
   - **C.** Security Council
   - **D.** International Court of Justice
4. What is the name of the failed global body that the United Nations aimed to replace?
   - **A.** The Universal Declaration of Human Rights
   - **B.** The League of Nations
   - **C.** The Charter of Nations
   - **D.** The General Assembly
5. Fill in the blanks.
   While historians will never be entirely certain, it is estimated that between 50 and _____ million people died during World War II. Of these, more than _____ were civilians — people who were not fighting but died as a result of the conflict.

Apply your understanding

Using historical sources

6. Using **SOURCES 1** and **2**, **describe** the destructive power of the weaponry used in World War II.
7. After **examining SOURCE 2**, **explain** why the atomic bomb helped prompt greater moves towards world cooperation and the creation of the United Nations.
8. Using **SOURCE 3** and the text, **outline** the role of the United Nations General Assembly and the Security Council.
9. Read **SOURCE 4**. **Identify** what aspects of World War II you believe might have led people to want to make human rights a major priority.

Historical perspectives and interpretations

10. **Determine** why historians are uncertain about the number of people killed during World War II.

LESSON
5.4 How did Australian society change in the 1950s and 1960s?

LEARNING INTENTION

By the end of this lesson you should be able to identify major changes to Australian society in the 1950s and 1960s, and how these were influenced by overseas events, including the Cold War.

TUNE IN

One campaign designed to reassure Australians of immigrants' suitability involved offering residency to blond, blue-eyed members of the Baltic states, who were referred to as 'the beautiful Balts'.

1. How is immigration influenced by the culture of the country?
2. Would it surprise you to learn that people who were allowed to migrate to Australia were once selected (in part) on their looks?
3. What criteria should we use when assessing whether somebody should be allowed to immigrate to Australia today? Discuss your answers in a small group and then with the class.

SOURCE 1 A photograph of Baltic immigrants taken in Victoria in 1948



5.4.1 Populating Australia

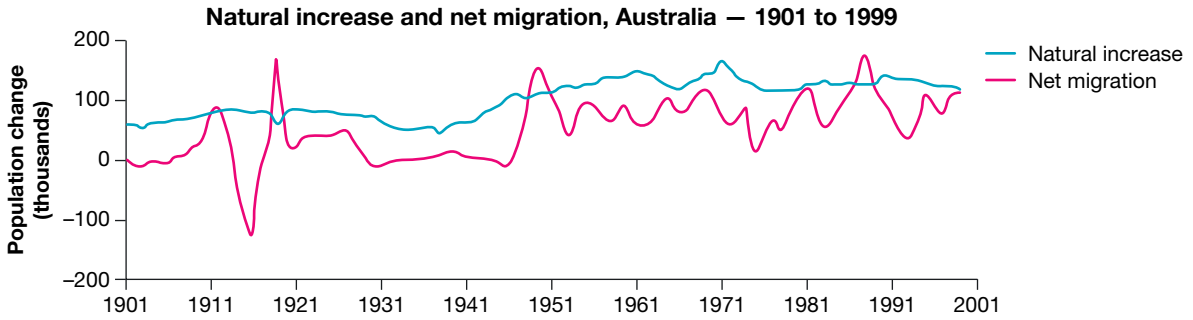
In 1939, Australia was plunged into a six-year battle that saw the mainland bombed by the Japanese and enemy submarines enter Sydney Harbour. Australians, who had always felt great solidarity with the English, found themselves relying upon America for protection from the Japanese. When the war ended in 1945, Australia rejoiced, but the soldiers returned to a country that faced years of hardship.

The Australia to which the soldiers returned could no longer take its security for granted. The federal government, together with much of Australian society, believed that the only protection against foreign invaders was to dramatically increase the population, which at the time stood at only seven million. The ruling Curtin government set the target of increasing Australia's population by 1 per cent per year. This was largely to be accomplished by dramatically increasing the number of immigrants accepted into Australia. The government of the day reassured the populace that only the most suitable immigrants would be chosen.

In 1949, Robert Menzies was elected as Australia's Prime Minister twice: first, between 1939 and 1941, and between 1949 and 1966. Under Menzies, the country would enter a 'long boom', as unemployment fell, wages rose and many infrastructure projects vastly improved the quality of life for many Australians, including new migrants.

int-6724

SOURCE 2 Australia's population increase during the twentieth century



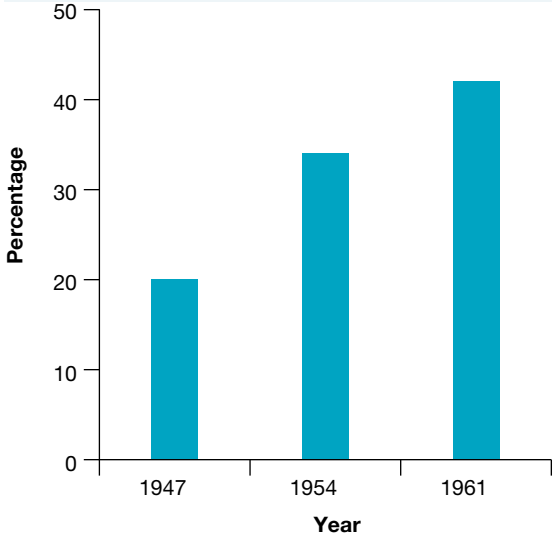
Source: CBCS Demography Bulletins; ABS 1985; ABS Australian Demographic Statistics (3101.0), various issues.

5.4.2 The nature of Australian society

Women and work

Social and economic changes after the war were slow to be felt by the women of Australia, particularly in relation to work. During the war, many women had found work in industries such as munitions production and nursing, and in the Women's Land Army. Undertaking this work gave many women a new-found sense of independence and pride. When the men returned from war, initially, women were expected to vacate their positions and resume their duties at home. However, an acute labour shortage meant that governments were forced to turn to married women to fill working roles (see **SOURCE 3**). Women in the workforce, married or single, were usually given a lower wage than their male counterparts. In 1949–50, the National Council of Women and the Australian Federation of Business and Professional Clubs petitioned for women to receive equal pay, and they were granted 75 per cent of what a man would earn to undertake the same job. It would be the late 1960s before Australian women would be granted equal pay for equal work, and the 1980s before they would be legally protected from harassment in the workplace.

SOURCE 3 Percentage of married women in the Australian female workforce 1947–61



Prosperity increases in the 1950s

As the 1950s began, unemployment was down, manufacturing was up, and the economy was growing steadily. Despite the recent influx of migrants, Australia was still a predominantly white, Anglo-Saxon society, in which the majority of people sought entertainment in film; bonded over sport and community events such as dinner-dances and church services; and learned about current affairs from radio, newspapers and the *Movietone news*. When this generation finally 'settled down', it was in comfortable, purpose-built suburbs, with quarter-acre blocks complete with a driveway for a new car. Women were not encouraged to work outside the home, and

affordable whitegoods, vacuum cleaners and other products promised to make domestic chores less tedious. With this relative peace and prosperity as a backdrop, babies were born in record numbers, leading to a 'baby boom'. Advances in communications technology would introduce 'baby boomers' to a flood of American popular culture. The combination of these factors would cause many to question the social and political views of their parents, the nation's loyalty to its English roots and the very notion of what it meant to be 'Australian'.

The stability could not last forever. In the coming decades, world politics would once again throw the country into political turmoil. While the world's two superpowers, the United States and Russia, would not be engaged in armed conflict against one another, tensions between them nevertheless threatened the world's peace and stability. These tensions were labelled a 'Cold War'.

SOURCE 4 shows the Doomsday Clock, which was first unveiled in 1947. It is not an actual clock; it is a metaphor. Every minute the world gets closer to midnight is one minute closer to catastrophe. This metaphor was designed by some of the scientists who were responsible for building the world's first atomic weapons. They felt that it was necessary to make it clear to the world's citizens just how close they were to destroying themselves, particularly as the United States and the Soviet Union embarked upon a nuclear arms-race.

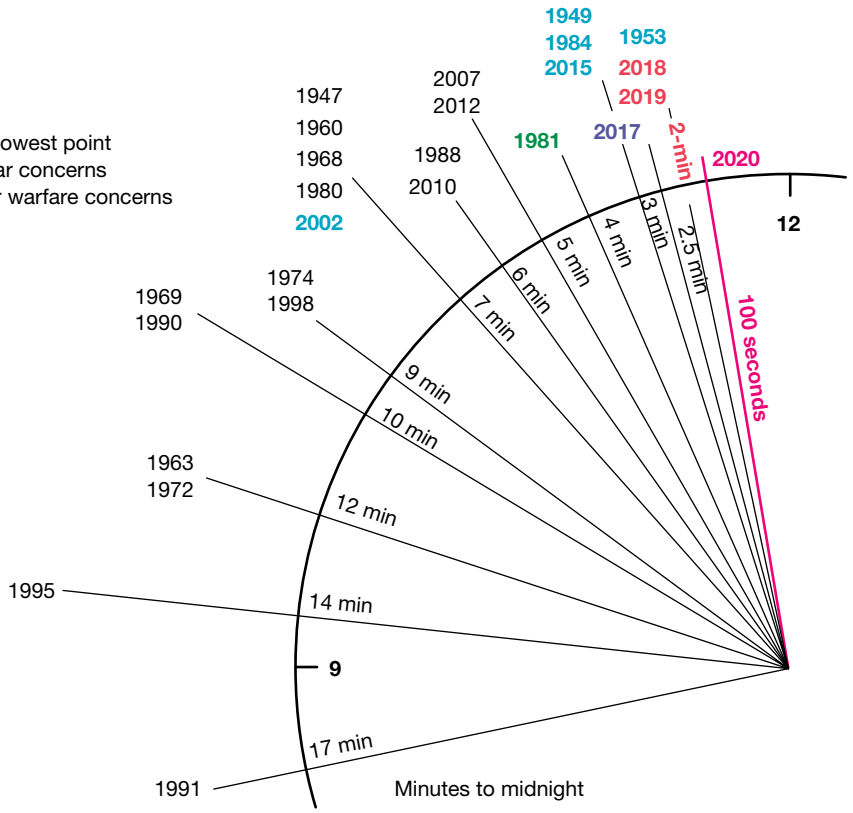
int-9104

SOURCE 4 The Doomsday Clock

Doomsday Clock – Minutes to midnight

Three minutes or under

1949: Soviet's first nuclear test
1953: US tests hydrogen bomb
1984: US-Soviet relations reach lowest point
2015: Climate change and nuclear concerns
2020: Climate, nuclear and cyber warfare concerns



5.4.3 Suburban life in the 1960s

By the mid 1960s, many changes were afoot around the world and although the pace of change may have been slower, Australia was no exception. In the next decade, women's rights movements would transform Australian society, but in the 1960s many women still took on traditional roles, working in 'women's jobs' until they married. Australian wages and working conditions, for men at least, were better than ever. In the suburbs, in their kitchens and living rooms, many women reigned over the domestic domain. Families gathered around the television and absorbed a largely imported American culture.

int-6726

SOURCE 5 A modern artist's impression of an Australian dinner party in the 1960s



- **A** The kitchen was where a woman would spend much of her day. With sleek, modern lines and pastel colours, the kitchen radiated control, hygiene and femininity, and often sported modern appliances.
- **B** Men usually wore a suit and tie to a dinner party while women wore the latest floral designs.
- **C** For many people, the dream home of the 1960s was a brick, single-level modern design that would accommodate a growing family.
- **D** The living room was the pride of the house, with furniture and art that demonstrated the owner's style and sophistication.
- **E** Children were generally expected to remain silent unless spoken to.
- **F** Too old to hang out with the children and too young to sit with the adults, teenagers entertained themselves by listening to music, gossiping or practising the latest dance craze.

5.4 SKILL ACTIVITY: Questioning and researching

a. **Investigate** the participation of women in the workforce in present-day Australia. Use your **research** as well as the information in this lesson to draw a graph showing participation rates from the period 1950 to 2020. Write a paragraph **describing** the changing trends shown in your graph. In this paragraph, make sure to account for not only the total number of women in the workforce, but their proportion as a percentage of the total number of women in Australia at the time.

b. Then list other types of sources you would need to consult if you were going to understand not only how many women had worked in the workforce over time, but what their experience was like.

5.4 Exercise

learnon

5.4 Exercise

Learning pathways

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

These questions are even better in jacPLUS!



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Check your understanding

1. Australia's population at the end of World War II was seven million. **Identify** what percentage of today's population of 26 million this figure most closely represents.
   A. 23% **B.** 35% **C.** 27% **D.** 42%
2. The reason that the government gave for Australia's need to increase its population after the war was to develop a multicultural population. True or false?
3. **Identify** what working roles women undertook in World War II.
   A. Nursing and fighting as soldiers
   B. Munitions production, nursing and in the Women's Land Army
   C. All types of work that had been vacated by the men going to war
   D. Nursing only
4. **Create** a timeline for women's progress towards equal pay using the dates mentioned in section 5.4.2. Add appropriate labels next to each date.
5. Fill in the missing words in the following passage, drawing on information in section 5.4.3.
   Australian _____ was changing in the 1960s. Men received _____ wages, while women were mostly content to work at _____. Once they were _____, many women were happy to stay at _____ in the _____. An important source of entertainment for families was _____, which transmitted a largely _____ version of culture.

Apply your understanding

Using historical sources

6. There are three peaks shown in the net migration line on the graph in **SOURCE 2**, as well as one very low trough. Can you **explain** these in historical terms?
7. Write a paragraph **explaining** the data in the graph in **SOURCE 3**.
8. **SOURCE 4** depicts the Doomsday Clock. Looking at this diagram, **identify** the following:
   - When have been the least dangerous times since 1947? What made them so?
   - When have been the most dangerous times since 1947? What made them so dangerous?
   - Based upon what you can see in this diagram, what 'time' do you think the world will be at in five years? How does this make you feel?
9. What sources might the artist who created **SOURCE 5** have used as references for their artwork? Do you consider **SOURCE 5** as a primary or secondary source? **Explain**.

Questioning and researching

10. **Investigate** one aspect of the long boom under Prime Minister Robert Menzies, such as the expansion of primary industry exports, the growth of protected manufacturing industries, or the promotion of home ownership. **Summarise** how this aspect of the long boom changed life for Australians. In your research, **decide** which Australians it benefited most, and which it may have benefited less. Why do you think this was? Share your findings with the class.

Communicating

11. Some of you may have grandparents who are part of the 'baby boom' generation.
    a. **Explain** how this demographic group received its name.
    b. This generation is often described collectively as having certain defining characteristics, such as being individualistic, optimistic, high-achieving and acquisitive. How valid is it to classify a whole group in this way?
12. **SOURCE 5** is a modern artist's impression of life in the Australian suburbs in the 1960s. **Create** a table with two columns to **compare** and **contrast** the details of life depicted in **SOURCE 5** with details you think are representative of life in the Australian suburbs today.

LESSON
5.5 What were the causes of the Cold War?

LEARNING INTENTION

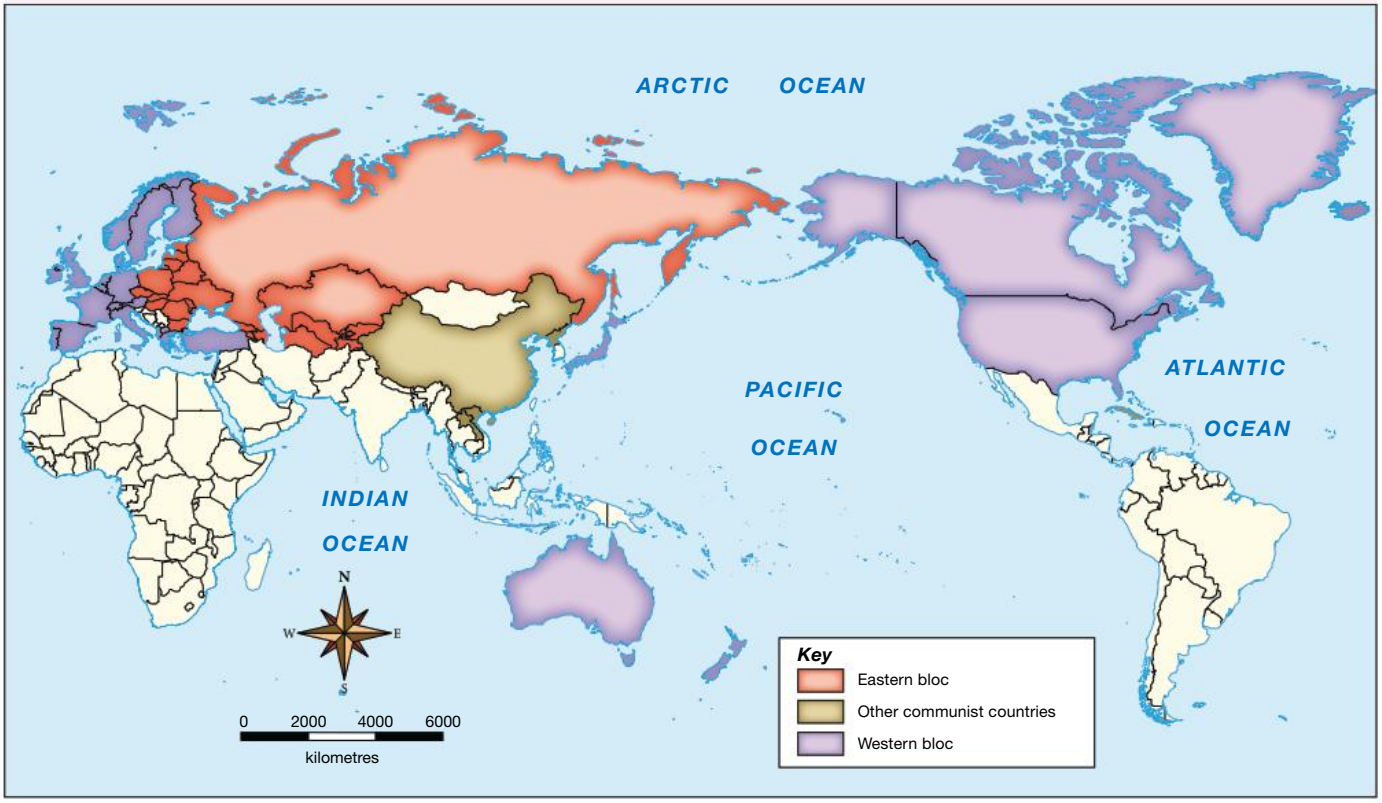
By the end of this lesson you should be able to identify some of the causes of the Cold War, and what it meant for life in Australia.

TUNE IN

Look at the map in **SOURCE 1**. A number of client or **satellite states** were aligned with the Soviet Union in what was known collectively as the Eastern (or Soviet) Bloc. All these countries had communist governments. Other communist countries were not directly aligned with the Soviet Union. The Western Bloc comprised those countries that had aligned themselves with the economic and political interests of the United States. All these countries were non-communist.

int-9105

SOURCE 1 A map of political alignments during the Cold War.



1. Which part/s of the world were directly involved in the Cold War?
2. Write down anything that surprises or intrigues you about this map. You can come back to these points as you read more about the Cold War in the pages that follow.
3. Why might Australia get involved in wars that do not directly threaten our borders? Discuss your answers in a small group and then with the class.

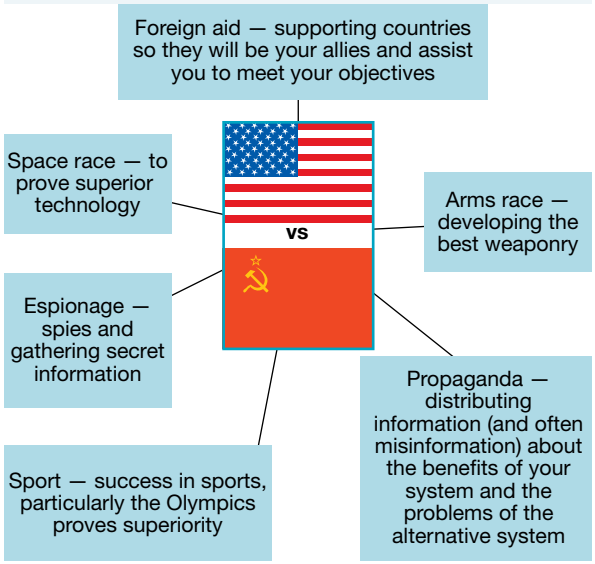
5.5.1 Superpowers in conflict

After World War II, two superpowers emerged — the United States of America and the Soviet Union. These two powers had been allies during the war, but only because

satellite state a country dependent on and dominated by a more powerful country

they had a common enemy in Germany. They actually deeply distrusted each other. The United States believed in democracy, private ownership of resources and free-market capitalism. This stood in direct contrast to the Soviet communist system, which featured one-party government, state-owned resources and a state-run economy. The United States was also first to develop the world's most powerful weapon — the atomic bomb. For the next 50 years the competition between these superpowers, often described as the **Cold War**, dominated world affairs.

SOURCE 2 The Cold War was so named because the US and USSR never fought directly against each other in a 'hot war'. However, they fought in a number of other ways.



The superpowers never fought each other directly; rather, conflicts were conducted through their allies or dependent states. Each superpower was involved at various times throughout the Cold War era in supporting rebellions or one side or the other during civil wars in Third World countries — for example, in Korea (1950–53), Indochina (1950–75) and Nicaragua (1980–89).

But what drove this conflict? While there were many causes, at the centre of this war was a battle of **ideologies**. The Western Bloc countries, led by the United States, were all capitalist countries. This means they believed in the importance of private ownership of resources and in the role of the market in allocating resources. They believed people should have the freedom to choose their occupation and to spend their money however they wished. This economic freedom extended to politics. The West believed in multi-party democracies, with freedom of speech and freedom of assembly as important rights required to help democracy function. However, one result of the Western fear of communism during this era was that the United States and its allies often supported brutal and corrupt dictators in Third World countries for no better reason than the fact that those dictators were anti-communist.

By contrast, the Eastern Bloc countries were communist. They believed in the collective ownership of resources, which should be allocated by the central government. They saw capitalism as a selfish system that pitted the individual against the good of society. They believed the government should control the nation's wealth so as to share it out fairly to all. As a result, they curtailed economic freedom. They also limited political freedom, as they believed only the Communist Party could act in the best interests of society. Opposition parties were banned, and rights such as freedom of speech were also restricted. **SOURCE 3** provides a summary of the basic differences between the two ideologies.

Cold War a power struggle and battle of ideologies, after World War II, between the Western bloc nations led by the superpower United States and the Eastern Bloc nations led by the superpower USSR

ideology sets of ideas or beliefs that guide an individual, group, society or nation and provide the basis of political systems

SOURCE 3 A table showing the main differences between capitalism and communism

Capitalism	Communism
Private ownership of resources	State control of resources
Individual economic freedom and market freedom	State direction and economic control
Competition and financial reward as incentives	Patriotism, belief in the collective good or force used to motivate people
Multi-party democracies	Single-party control
Freedom of speech	Control of media and opinions
Hierarchy in societies based on wealth and status	All members of society in theory being equal

5.5.2 The arms race

One reason the Cold War conflicts and tensions were so dangerous was that both superpowers were also locked in an arms race, with each determined to become the dominant power bloc in the world. Each raced to build massive stockpiles of weapons, including weapons of mass destruction such as nuclear bombs with which they could easily destroy not only each other, but the rest of the world too. Each was also set on winning the space race — being the first to gain control of realms beyond Earth, both for reasons of propaganda and for strategic advantage.

DID YOU KNOW?

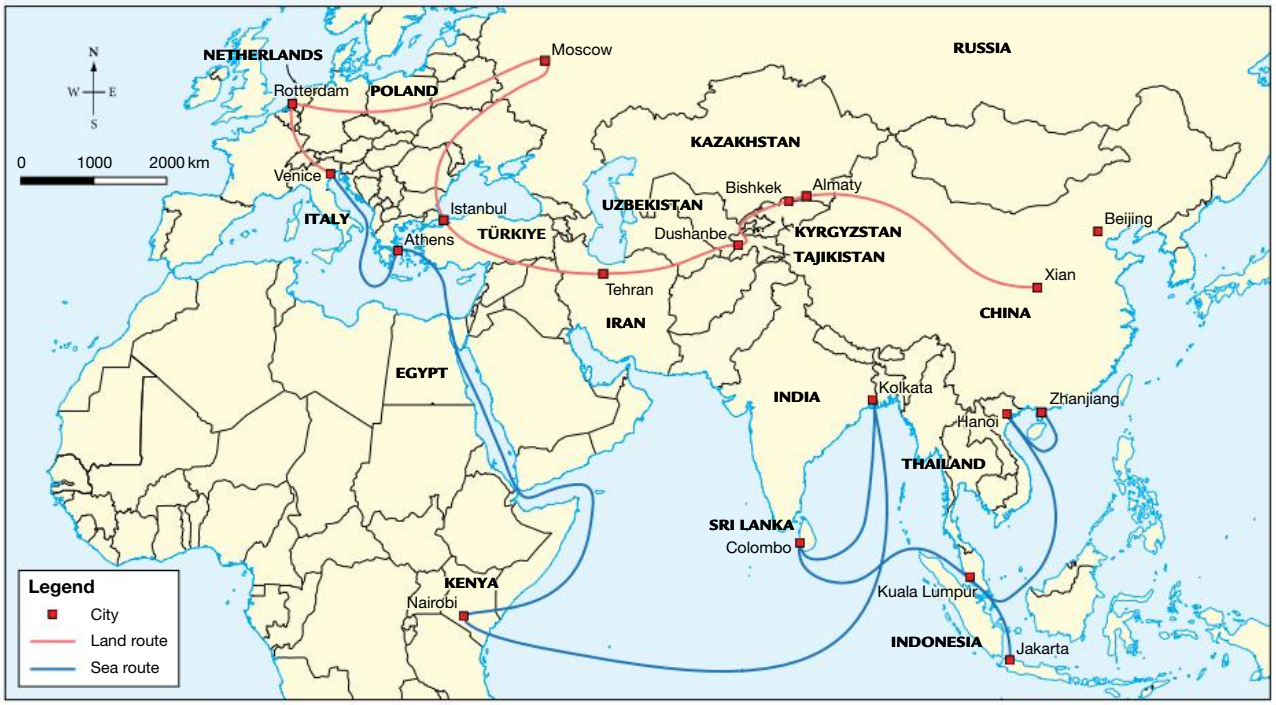
The first man in space was a Russian, Yuri Gagarin. On 12 April 1961 his spaceship, the Vostok 1, orbited the Earth and landed safely. Gagarin became a hero in the USSR and his feat is still celebrated today.

The rise of India and China

Another significant feature of the early twenty-first century is the rise of two new superpowers — India and China. While neither can yet be classified as a superpower, they both have large populations, strong militaries and rapidly developing economies. Both countries possess nuclear weapons and are determined to play a more active role in international affairs. This will threaten the dominant role now played by the United States and will raise problems for Australia as we continue to support our ally the United States, while also trying to remain on friendly terms with these developing powers.

Australia has good relations with both countries, but there have been times when these relationships have come under strain. China is already Australia's largest trading partner, and the trade between the two countries has been steadily increasing. It will be essential for Australia to engage with these countries as their political and economic power and influence increases.

SOURCE 4 Originally proposed in 2022, the Belt and Road Initiative is part of President Xi Jinping's grand vision for China in the twenty-first century. It is designed to connect China economically with its neighbours via sea (belt) and land (road). By May 2022, 146 countries, including New Zealand, had signed on to the initiative.



Source: Map drawn by Spatial Vision.

DID YOU KNOW?

In 2021, India became the third most common place of birth of Australian residents, overtaking both New Zealand and China. More than 600 000 residents surveyed on census night said that they were born in India.

5.5.3 The fear of communism

As an ally of the United States during World War II, and a nation that held similar beliefs about democracy and free-market capitalism, Australia sided with the US during the Cold War. Because of fear of communism and to demonstrate support, Australia signed security treaties with the US and fought in their wars.

Throughout the 1950s and 1960s there was a genuine fear of communism within Australia. Prime Minister Robert Menzies (Australia's longest serving leader), warned of the loss of prosperity and personal freedoms if the 'Red Menace' (communism) took hold. Australians took some comfort in their close relationship with the United States. Conservative politicians of the day, however, warned that the threat was not just invasion but infiltration from within. They warned that communist sympathisers within Australia were spreading their ideas within trade unions and the Labor Party.

SOURCE 5 This photograph, showing Soviet agents 'escorting' an evidently reluctant Mrs Petrov onto her flight for Moscow, shocked Australians.



In 1954, in the lead-up to the federal election, Menzies announced that Vladimir Petrov, a Russian diplomat, had asked for and been granted political asylum. Petrov handed over documents claimed to indicate that Soviet spies were active in Australia. His wife, however, was held under virtual house arrest by Soviet officials. A week later they forced her onto a plane headed for Moscow. When the plane landed in Darwin for refuelling, **Australian Security Intelligence Organisation (ASIO)** held them for taking weapons onto the plane. Mrs Petrov was granted political asylum and reunited with her husband. Australians were outraged by this event. Although no evidence of a 'spy ring' was ever revealed, Menzies used the affair successfully to frighten voters during the 1954 election campaign (which he won in May) and he continued to use fear of communism to win support in subsequent federal elections.

Australian Security Intelligence Organisation (ASIO) a body responsible for collecting information on terrorism and other dangers to Australia's security

5.5.4 Treaties

Australia signed two major treaties that tied us to the United States during the Cold War.

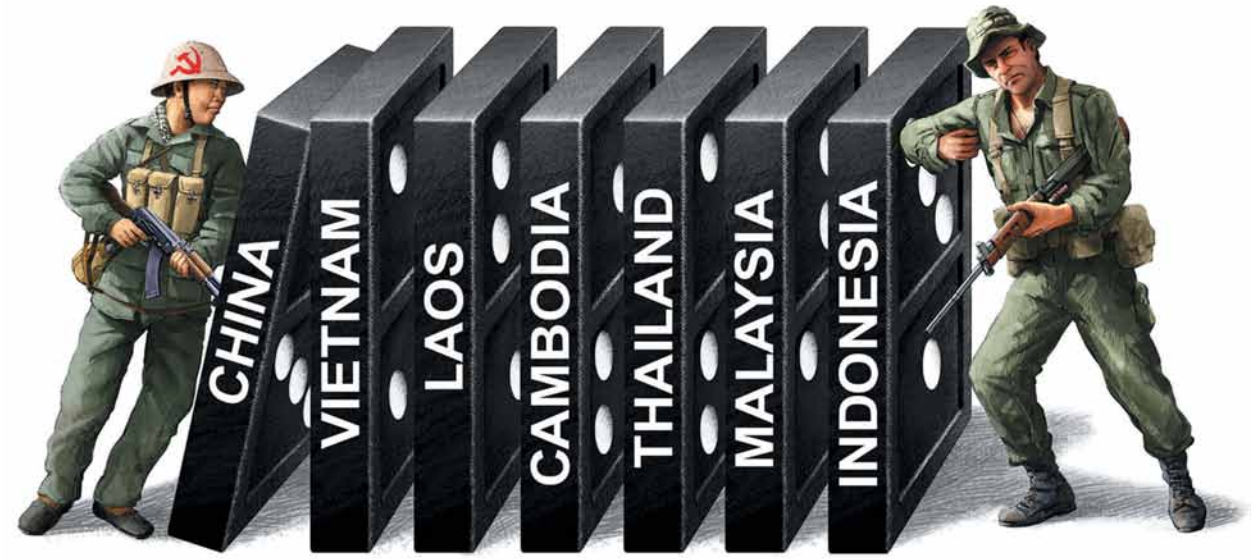
- The ANZUS Pact (1951) was a three-way alliance between Australia, New Zealand and the US, under which each state agreed to cooperate on defence matters and pledged to come to the aid of the other if attacked. Despite New Zealand's withdrawing from the treaty in the mid 1980s, ANZUS remains the cornerstone of Australia's foreign policy today.

- The Southeast Asia Treaty Organization (SEATO) was signed in 1954. The members of this alliance were Australia, France, New Zealand, Thailand, Pakistan, the Philippines, the United Kingdom and the US. Intended to complement the anti-communist collective defence role played by NATO in Europe, SEATO proved to be ineffective because of internal disputes and was disbanded in 1977.

The domino theory and forward defence

Australia's main objective with these alliances was to block the spread of communism through South-East Asia to Australia. The Menzies government believed in the 'domino theory' — that if one country fell to communism, neighbouring countries would also fall, just like dominos. To prevent this, it believed Australia had to support non-communist governments. According to the forward defence strategy, we had to fight communism wherever it was to be found, rather than waiting for our enemies to attack us. Based on these beliefs, Australia supported the Malaysian government against communist rebels by stationing troops in Malaya between 1955 and 1963. Australia also fought in two major wars in the name of anti-communism.

SOURCE 6 The domino theory in action



SkillBuilders to support skill development

- 7.16 Describing change over time

5.5 SKILL ACTIVITY: Questioning and researching

Use the internet or your local library to **investigate** a significant Cold War event. Choose either the building of the Berlin Wall or the Cuban Missile Crisis. In your **research**, use a range of reputable sources to answer the following questions.

1. How did this conflict begin?
2. What role did the West play in this conflict?
3. What role did the USSR play in this conflict?
4. In what way/s was it an important/pivotal event in the Cold War?
5. When and how was it resolved?

Present your findings in a written report, including images, of approximately 400 words.

5.5 Exercise

learnon

5.5 Exercise

Learning pathways

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

These questions are even better in jacPLUS!



- Receive immediate feedback
- Access sample responses
- Track results and progress

Find all this and MORE in jacPLUS

Check your understanding

1. **Identify** which of the following describes the Cold War.
   - A. A period of conflict between the two superpowers, Japan and China, in which there was no direct fighting between them
   - B. A period of conflict between the two superpowers, the USA and USSR, in which there was no direct fighting between them
   - C. A period of conflict between the two superpowers, Japan and China, in which there was a number of deadly battles
   - D. A period of conflict between the two superpowers, the USA and USSR, in which there was a number of deadly battles
2. **Identify** the two treaties Australia signed to help it fight communism.
   - A. ANZUS
   - B. Treaty of Versailles
   - C. NATO
   - D. SEATO
3. The 'domino theory' was used to **explain** the spread of:
   - A. capitalism.
   - B. communism.
   - C. democracy.
   - D. fascism.
4. **Explain** how the arms race contributed to the Cold War.
5. **Create** a timeline of Cold War events that involved Australia.

Apply your understanding

Communicating

6. **SOURCE 2** outlines some of the ways the Cold War was 'fought'. Choose any two and **create** a paragraph on how the two sides might have competed in these areas.
7. **Analyse** whether you would rather live in a capitalist or a communist society. **Identify** the possible advantages and disadvantages of each.

Historical perspectives and interpretations

8. **Interpret** why **SOURCE 5** 'shocked' Australians when they first saw it.

Communicating

9. Based upon what you have read, **decide** whether the best tools to fight the Cold War were military or political. Use evidence to **justify** your views.
10. In your own words, **describe** the rising influence of China and India since the end of the Cold War. Then **predict** how you think their influence might change over the next 25 years. What makes you say this?

LESSON
5.6 How did Australia form relationships with its neighbours?

LEARNING INTENTION

By the end of this lesson you should be able to evaluate the significance of different government policies in establishing Australia's relationship with the Asia–Pacific region.

TUNE IN

SOURCE 1 is an excerpt from Prime Minister Robert Menzies' election speech before the 1955 election. It shows how important he thought it was to be thinking about Australia's relationship with Asia.

SOURCE 1 Prime Minister Robert Menzies' election speech before the 1955 election

... we have positively set out to improve mutual understanding and friendship with the people of South and South-East Asia; and, I am happy to say, with considerable success. Discussions with Asian leaders proceed in an atmosphere of growing trust. We want the new nations of Asia to preserve their freedom and independence. We welcome the progress of Malaya and Singapore towards self-government. Australian forces, like other British Commonwealth forces in Malaya, are one of the guarantees to Malayans that they will decide their own future in peace, instead of having it decided for them by aggressive Communism.



1. What sort of relationship does it seem Robert Menzies wanted to have with Asia? What makes you think this?
2. How would you describe the tone of this speech? Which words are most important in setting this tone?
3. How does Menzies' approach to Asia compare with that of our current political leaders? Discuss your answers in a small group and then with the class.

5.6.1 The aftermath of World War II in Asia

The period of post-World War II history known as the Cold War had its major expression in the competing ideologies of the United States and Union of Soviet Socialist Republics (USSR) and was played out first in Europe. The defeat of the Japanese forces in eastern and south-eastern Asia in 1945 left a **power vacuum** in this region. As competing forces jockeyed to fill this power vacuum, the ideologies of capitalism and communism would soon come into direct conflict, as they had in Europe. This would be watched with growing disquiet by many other nations, including the United States and Australia.

The power vacuum left by the defeat of the Japanese led to many competing groups seeking to exercise power in different parts of eastern and south-eastern Asia. In some cases, colonial rulers sought to re-assert their power over their former colonies. This was the case with the French in Indo-China and the Dutch in what is now Indonesia. The British also sought to re-establish colonial control in Burma (now known as Myanmar), on the Malay Peninsula, and in Singapore and northern Borneo. Some countries were granted or regained independence, while others had temporary administrations established by the victorious **Allied powers**, pending final decisions on future government.

power vacuum a situation in which there is a lack of political leadership

Allied powers the name for the countries that allied themselves against the Axis powers during World War II. They included the United States, the Soviet Union and Britain and her former colonies.

In most of the countries of the region, communist parties and sympathisers had been active before and during the war, and many of these now saw an opportunity to fill the power vacuum. This was to lead to Cold War tensions similar to those affecting Europe in the post-war period. Since Australia had been left feeling vulnerable after the Pacific War, the likelihood of armed conflict in the countries to our north was of particular concern to the government and general public.

The status of the countries in the region can be summarised as shown in **SOURCE 2**.

int-9106

tlvd-10754

SOURCE 2 The political status of countries in southern, eastern and south-eastern Asia post World War II

China had been in a state of civil war between the Communist Party and Nationalists, or Guomindang, since 1927, although the two sides had formed a truce to fight the Japanese since 1937. With the Japanese defeat, hostilities again broke out between the two sides, each side strongly supported by the Cold War rivals that faced off in Europe.

In Burma, the British also sought to re-establish their pre-war colonial rule, but were met by an independence movement consisting of a number of different parties, including the Communist Party of Burma. The British granted independence to Burma (now Myanmar) in 1947, and a government that included both communists and non-communists was established.

Thailand had been an independent country before the war, and resumed its independent status. Its small communist party had very little influence.

Before the war Britain had administered the Malay Peninsula as a federation of small states, each ruled nominally by a Sultan. After the defeat of the Japanese there were attempts to unify these states into one central nation. These met with varying degrees of success, but were opposed by the Malay Communist Party, which had a strong ethnic Chinese membership. The Malay Peninsula, known at the time as Malaya, gained independence in 1957, and joined with neighbouring former British colonies in 1963 to form the Federation of Malaysia.



Korea had been ruled by Japan since 1910, and so the power vacuum was more pronounced. In August 1945, Russian troops had entered northern Korea from Siberia as part of the allied campaign to defeat Japan. By the time of the Japanese surrender, Russia occupied the area north of the 38th parallel, and Korea was divided, just as Germany had been, with the US administering the southern half of the Korean peninsula, and Russia in charge of the north.

Vietnam, Cambodia and Laos had all been French colonies before the war, and the French sought to re-establish their rule in 1945. They met resistance, however, as local inhabitants in each of these countries saw the defeat of the Japanese as an opportunity to gain independence. In Vietnam and Laos, these independence movements had strong communist sympathies and beliefs, and so were likely to be opposed by western powers.

The Philippines had been under US rule before the war, but had been working towards independence, which they then gained in 1946. Communists who had fought against the Japanese attempted a number of revolts between 1949 and 1954, but these were quickly put down by the government.

In Indonesia, formerly the Dutch East Indies, a strong independence movement had developed before the war, and as soon as the Japanese surrendered, Indonesian leaders declared Indonesian independence. The Dutch attempted to re-assert control, but were met with armed resistance. The Communist Party of Indonesia was an active participant in this resistance. In 1949, the Dutch recognised an independent Indonesia.

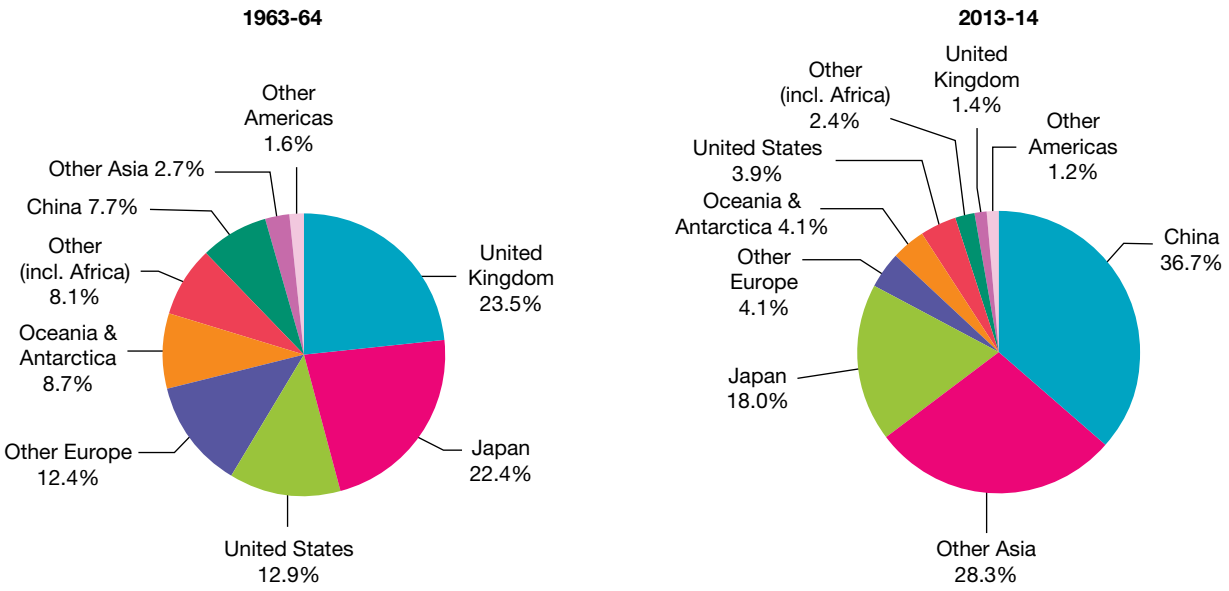
Source: © Spatial Vision

Many of the national independence movements that arose in Asia before, during and after World War II included groups of communist supporters and sympathisers. To the western powers facing up to the Cold War in Europe, the post-war period in Asia was to become a major focus of anti-communist activity. This would lead Australia to intervene in wars in both Vietnam and Korea alongside its strongest new security ally since World War II, the United States of America.

Australia and the Asia–Pacific region

In the second half of the twentieth century, much of Australia's attention, in relation to trade and tourism, had turned to Asia. As countries throughout the region began to prosper, they became viable trading partners for Australia, offering the nation opportunities that it had previously found in European countries or the Americas. This realignment towards Asia began under the Whitlam government and would continue throughout subsequent governments, both Labor and Liberal–National.

SOURCE 3 These graphs show which countries Australia exported to in 1963–64 and in 2013–14.



Source: https://www.dfat.gov.au/sites/default/files/fifty-years-of-Australias-trade.pdf

From Whitlam to Fraser

Gough Whitlam's election as prime minister in 1972 came at a time when distrust in the Asia–Pacific was high, due to the Cold War. At the time, the United States did not have a diplomatic relationship with China, due to the threat that the United States and others believed that Chinese Communism posed to the region. Whitlam took a risk, as opposition leader, by visiting China to discuss what diplomatic relations between an Australian Labor government and China might look like. When he became leader, he negotiated an agreement to establish diplomatic relations between the two countries. He also established diplomatic relations with the Democratic Republic of Vietnam and the Democratic People's Republic of Korea. This was part of an attempt to make good on a pledge he had made during his election campaign, in which he had vowed that Australia would be a 'good neighbour'.

SOURCE 4 Prime Minister Gough Whitlam visits China in 1973



While Gough Whitlam's tenure as prime minister was short, he left an important legacy in many areas, including Australia's greater engagement with Asia. Liberal–National Prime Minister Malcolm Fraser, who was appointed caretaker prime minister in 1975 and won the election in a landslide just one month later, built on his predecessor's approach towards Asia by attempting to engage more closely with the region. Fraser was a proud proponent of multiculturalism, welcoming Vietnamese refugees in record numbers after the fall of Saigon and establishing Channel 0/28 (SBS), including its worldwide news broadcasts, as a way of assisting the country's newest migrants to feel more at home.

The Fraser government also appointed Frank Galbally QC to investigate the post-arrival services available to migrants. The Galbally Report, released in 1978, identified several areas of weakness and inadequacy in Australia's post-arrival services provision. As a result, the Fraser government supported the establishment of migrant resource centres around Australia. Staffed by people who spoke the same language as their clients, these resource centres assisted new migrants to find housing, medical services, translators/interpreters and English lessons. They also assisted migrants who might be qualified to undertake particular work in their country of origin, to have their qualifications recognised in Australia.

SOURCE 5 The Footscray Settlement and Language Centre was one of many migrant resource centres set up in the late 1970s to assist migrants to settle in.



Hawke and Keating

Throughout the 1980s and 1990s, two Labor leaders would follow similar strategies in relation to Asia, but their personal styles would be quite different. Bob Hawke, a staunch unionist with a big personality, came to power in 1983, the same year that United States' President Ronald Reagan labelled the USSR 'the evil empire'. Bob Hawke wanted Australia to remain allies with America, but also felt Australia had an important role to play in the Asia–Pacific region. He set about assisting China to form closer ties with some of Australia's nearest neighbours, including South Korea, Singapore and Indonesia. During Hawke's time in government, the USSR collapsed, while China continued to rise in prominence and power. Hawke described the closer ties he tried to forge with Asia as 'enmeshment'.

SOURCE 6 Paul Keating and his foreign minister meet with Indonesia's President Suharto (centre) and his foreign minister after signing the historic pact



Paul Keating had served as Bob Hawke's treasurer, and had sought to strengthen the Australian economy, largely through a process of deregulation. After challenging Bob Hawke for leadership of the Labor Party in 1991, he would serve as prime minister until 1996. Paul Keating made sure that members of his government travelled to Indonesia four times per year, thereby greatly strengthening diplomatic ties between the two nations. This culminated in 1995 when the countries signed the short-lived Australia–Indonesia Agreement on Maintaining Security. For Keating, this push for regional stability was about Australia seeking safety 'in Asia, not from Asia'.

aud-0582

SOURCE 7 One of the murkiest chapters of the Cold War era is the war in East Timor. Beginning in 1975, Indonesian forces invaded their neighbour, claiming that they were attempting to defeat communist forces. The conflict would not end for 22 years, and would claim the lives of at least 100 000 East Timorese. Here, journalist John Pilger reflects on his years of reporting on the conflict.

Filming undercover in East Timor in 1993, I followed a landscape of crosses: great black crosses etched against the sky, crosses on peaks, crosses marching down the hillsides, crosses beside the road. They littered the earth and crowded the eye.

The inscriptions on the crosses revealed the extinction of whole families, wiped out in the space of a year, a month, a day. Village after village stood as memorials.

Kraras is one such village. Known as the 'village of the widows', the population of 287 people was murdered by Indonesian troops.

Using a typewriter with a faded ribbon, a local priest had recorded the name, age, cause of death and date of the killing of every victim. In the last column, he identified the Indonesian battalion responsible for each murder. It was evidence of genocide.

I still have this document, which I find difficult to put down, as if the blood of East Timor is fresh on its pages.

Howard

In his memoir, *Lazarus Rising*, former Prime Minister John Howard begins his chapter on Asia by stating that 'For more than 40 years, every serious political leader in Australia has been committed to the belief that close engagement and collaboration with our Asian neighbours was critical to Australia's future.' One of John Howard's biggest foreign policy challenges was dealing constructively with China. Soon after he became prime minister in 1996, a series of diplomatic issues threatened the once-strong relationship. In part, this was because the Australian government had shown support for a show of strength by the United States in the Taiwan Strait, while John Howard himself had chosen to meet with the Dalai Lama in 1996. That same year, Prime Minister Howard would start to rebuild some stability with China when he met the Chinese President Jiang Zemin face-to-face on the sidelines of the Asia–Pacific Economic Cooperation (APEC) forum in Manila.

During Howard's early years in office, tensions with Indonesia loomed large. Indonesia had annexed its neighbour, East Timor, in 1975. Ever since, Australian governments had sought to work constructively with our largest neighbour. In the late 1990s, however, the world was insistent that it was time for Timor to be granted a vote for independence. Prime Minister Howard said as much in a letter sent to Indonesia's new President, BJ Habibie. Several months later, the East Timorese got their vote, and chose independence. After pro-Indonesian militants in the province massacred East Timorese citizens, President Habibie allowed Australia to send in soldiers as peacekeepers. It would be their task to protect the people of East Timor and allow the newly-independent nation to begin to rebuild.

SOURCE 8 Australian soldiers patrol the streets of East Timor on a peacekeeping mission in 1999



aud-0583

SOURCE 9 In 2006, Prime Minister John Howard offered his Australia Day speech to the National Press Club.

… This Australia Day celebration of citizenship embodies a profound truth and a simple irony.

The truth is that people come to this country because they want to be Australians. The irony is that no institution or code lays down a test of Australianness. Such is the nature of our free society.

It would however be a crushing mistake to downplay the hopes and the expectations of our national family. We expect all who come here to make an overriding commitment to Australia, its laws and its democratic values. We expect them to master the common language of English and we will help them to do so.

We want them to learn about our history and heritage. And we expect each unique individual who joins our national journey to enrich it with their loyalty and their patriotism.

Australia is a magnet for people from all corners of the globe not because of what it might become, but because of what it has become. It harvests the hopes and dreams of mankind because of the quality of life it offers the ordinary citizen — lives of opportunity and belonging; of growth and of balance.

This achievement is higher, rarer and more precious than we commonly suppose …

… So tomorrow let us indeed celebrate our diversity. But we should also affirm the sentiment that propelled our nation to Federation 105 years ago — one people, one destiny.

Australia's standing in the world has never been higher. We are seen as a fair-minded and generous country. We are seen as a country that stands up for what it believes in. We are respected for who we are, for the quality of our ideas and for the unique perspective we bring to our region and to the world. The divisive, phoney debate about national identity and what it means for our influence in the world has been finally laid to rest. Australia is a liberal democracy with global political and economic interests and a proud history of defending freedom against its enemies. We do not have to smother or apologise for our place in the western political tradition in order to build our relationships in Asia or in any other part of the world …

5.6 SKILL ACTIVITY: Using historical sources

Locate two Australia Day addresses by one or more prime ministers mentioned in this lesson. Looking at these speeches, **investigate** the following:

- What the speech says (both explicitly and implicitly) about Australian values
- How the Australian prime minister viewed Australia's place in the world
- What the prime minister viewed as the greatest challenges for the country at this time

Share your findings with your classmates. Together, **consider**: how did the views and values, the nation's relationship with Asia, and the greatest challenges for the nation, change over time?

5.6 Exercise

learnon

5.6 Exercise

Learning pathways

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

These questions are even better in jacPLUS!



- Receive immediate feedback
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Check your understanding

1. **Identify** how the Cold War affected Australia's attitude towards Asia in the decade after the end of World War II.
   - A. Australia became more relaxed about its standing in the region.
   - B. It made Australia wary of countries with communist leanings.
   - C. It made Australia trusting of countries with communist leanings.
   - D. Australia cut itself off from Asia completely during this period.
2. **Identify** why Gough Whitlam's trip to China as a member of the opposition was so controversial.
   - A. It was made at the taxpayers' expense.
   - B. The trip was too long.
   - C. He took the trip in the lead-up to the election, when he should have been campaigning at home.
   - D. Australia and China were not on speaking terms at the time.
3. Which prime minister (from Whitlam to Howard) do you think had the most generous attitude towards Asia? What makes you say this?
4. **Study SOURCE 3** and **determine** whether the following statements are true or false.
   - a. The three countries we exported the most to in 1963–64 were Japan, the UK and the US.
   - b. The three countries we exported the most to in 2013–14 were the UK, China and Japan.
5. 'Between 1945 and 2006, Australia pivoted away from Europe towards Asia.' What evidence in this lesson can you find to support this claim? Can you find any evidence to refute it?

Apply your understanding

Communicating

6. a. **Create** a timeline from 1970 to 2006. Using the information in this lesson and your own research, on this timeline, note significant events, including wars and financial successes and failures, in the Asia–Pacific. Alongside these, **identify** who was prime minister of Australia at the time.
   b. **Discuss**: Based upon your observations, how did the challenges within the region change over time?
7. Read Prime Minister Howard's Australia Day speech (**SOURCE 9**). **Locate** the expectations he has of those who wish to make Australia home. Do you believe that these are fair expectations? **Explain** your views using evidence from other sources within this spread.
8. **Decide**: Has Australia's response to issues within the Asia–Pacific been based more on seeking opportunities, or on concerns about our own security? Based upon your response, do you think that policy-makers have been right? Why/why not?

Using historical sources

9. **Examine SOURCE 7** and answer the following questions.
   - a. What claims is John Pilger making?
   - b. What evidence does he have to support these claims?
   - c. What corroborating evidence could you seek to support or refute these claims?
   - d. What potential problems might there be with proving the exact details, including numbers of people killed, in this sort of case?

Questioning and researching

10. Working in pairs, **decide**: Is it ever appropriate for a country to 'look the other way' if they suspect, or have evidence, that a powerful neighbour nation has committed crimes? Partners need to take an opposing view, which they should present as a 350-word essay, making a combined essay of 700 words. Then, together, they should decide which of the two views they really agree with and present their reasons why to a third party such as the teacher.

LESSON
5.7 What role did sport play in society?

LEARNING INTENTION

By the end of this lesson you should be able to evaluate the importance of sport to Australia's people, and its relation to national and international events.

TUNE IN

Surfing became an important part of youth culture from the early 1960s onwards in Australia. Refer to **SOURCE 1** and answer the questions that follow.

SOURCE 1 Here, young Australians are unloading their Kombi van as they prepare to surf in 1967.



1. Consider what might have appealed to teenagers about the surfing lifestyle in the 1960s.
2. Describe how their parents might have felt, seeing them heading off to a day at the beach.
3. In what way/s have teenagers lives changed since this picture was taken? In what ways are they similar? Discuss your answers in a small group and then with the class.

5.7.1 Developing a surfing culture

Both organised and informal sporting activities helped forge the characteristics of Australian communities. Sport provided a sense of belonging, identity and social interaction for a population often spread across vast distances. In the post-war era, while many sports teams promoted inclusiveness, others practised social exclusion and even racism.

Before 1902, it was illegal to swim on Australian beaches in daylight hours. By the 1970s, Australian beach and surf culture had become a clearly defined movement with a strong focus on freedom of expression and rebellion. In the early twentieth century, mixed swimming at Australian beaches was still rare. Modest and almost full body bathing costumes (as seen in **SOURCE 2**) were still commonplace.

SOURCE 2 (a) Women in traditional bathing suits in New South Wales, 1908 (b) This one-piece suit worn by Australian film and swimming star, Annette Kellerman, was extremely controversial during the early 1900s.



DID YOU KNOW?

In September 1902 at Manly Beach, William Gocher openly defied the local regulations forbidding bathing in daylight hours and entered the water at midday in a neck-to-knee bathing costume. Despite being arrested, no charges were laid and in 1903, all-day bathing was allowed.

It was a visit from American Olympic champion Duke Kahanamoku in 1914 which introduced Australians to modern surfing (see **SOURCE 3**).

The timing of Australian surfing's rise corresponded with a range of social issues which were having a wider and dramatic impact on Australian society. The peace and civil rights movements, together with growing environmental concerns, contributed to the growing popularity of surfing. As such, the sport became a focus for youth counter-culture and rebellion; it became a way for young Australians to make a statement to older generations. A series of local and international films further popularised the archetypal surfer.

SOURCE 3 Duke Kahanamoku (pictured centre-right with a long-board over his shoulder) leaves the beach at Freshwater, Sydney, in January 1915



SOURCE 4 Directed by Australian surfer and filmmaker Alby Falzon, *Morning of the Earth* (1971) helped popularise surfing and surf culture in Australia.



on Resources

Video eLessons Surfies, clubbies and a changing way of life (eles-2623)
Surf culture hits Australia in the 1960s (eles-2745)

5.7.2 Going for gold

Australia has been part of the Olympic movement since the first modern games in 1896. In fact, only Greece and Australia have participated in every Summer Olympics. Since the inaugural games, Australia's involvement has continued to grow, culminating in hosting the Olympics in 1956 and later in 2000. The games in 1956 corresponded with the official launch of television in Australia. It also corresponded with heightened tensions in Europe during the Cold War. This led many people to call for the Olympics to be scrapped, something the Australian government was not going to do.

Australia's involvement in the Olympic Games and the wider Olympic movement represents our country's passion for sport but also our commitment to Olympic and Paralympic values of friendship, respect, excellence, determination, inspiration, courage and equality. The Australian government believes that the Olympic Games are an 'opportunity for nations to come together in peace and friendship' and it has a long history of service to the International Olympic Committee (IOC).

DID YOU KNOW?

In the 1956 Olympic Games in Melbourne, 325 Australian athletes participated, winning 35 medals: 13 gold, 8 silver and 14 bronze. This resulted in Australia being placed third after the USSR and USA on the overall medal table, an achievement not yet surpassed by an Australian team at the Olympics.

SOURCE 5 As well as having the ceremonial honour of lighting the Olympic cauldron at the Sydney Olympics in 2000, Cathy Freeman would go on to win a gold medal in the women's 400 m. With the cameras of the world trained on her, after her victory, she ran around the track holding both the Australian flag and the Aboriginal flag. This was seen as an important moment in the battle for reconciliation.



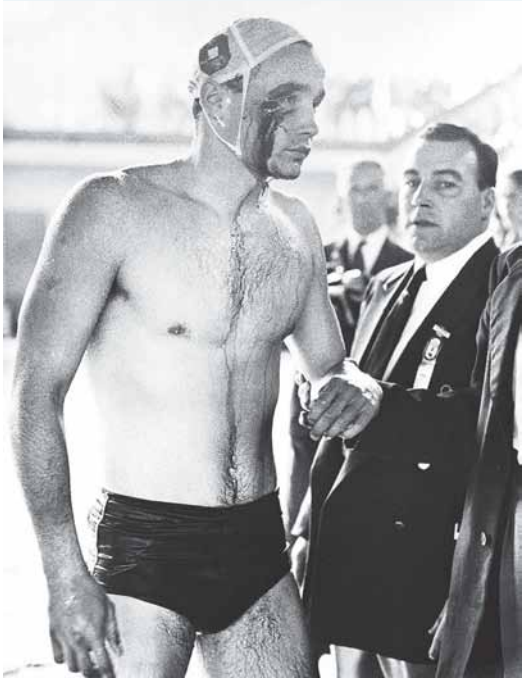
The Olympics as a platform for political protest

Australia has also featured prominently in some of the most enduring moments of the modern Olympics. At the 1956 Melbourne games, in the shadow of the Cold War, Hungary and the Soviet Union met in a water polo game that came to be known as the 'Blood in the water' match. Just months before the Olympics, Hungarians had revolted against the oppressive rule of the Soviet Union, and had claimed independence. Tensions exploded during the game, with brutal tactics employed by both sides. Fearing a crowd riot, officials eventually called the game off.

In 1968, Australian athlete Peter Norman found himself embroiled in controversy surrounding a civil rights protest by his American counterparts. On the way to the medal presentation ceremony, first-place getter Tommie Smith and third-place getter John Carlos informed Norman they intended to make a statement supporting African-American rights by raising their fists in the 'Black Power' salute. From the image in **SOURCE 7**, it may not seem as though Norman was doing much to support his fellow athletes. Yet it was Norman who suggested that Smith and Carlos wear black gloves on the dais. Norman paid a significant price for his actions, being shunned by his peers and overlooked for selection in subsequent games, despite surpassing qualification standards. Only in 2012, six years after his death, did the Australian government issue a formal apology to Norman and his family.

tlvd-1046

SOURCE 6 Hungarian water polo player Ervin Zador is led from the pool after being punched in the closing moments of the 'Blood in the water' match against the Soviet Union at the 1956 Melbourne Olympics



tlvd-1047

SOURCE 7 Peter Norman stands in support while Americans Tommie Smith and John Carlos give the 'Black Power' salute at the 1968 Mexico Olympics



5.7.3 Immigration, soccer and national identity

Although other codes of football, namely Australian Rules and Rugby, had already become established in Australia, it was soccer, known in Europe as 'football', that was the sport that European migrants to Australia knew and loved.

Between 1947 and 1964, more than two million migrants entered Australia under schemes designed to expand industry, or as **displaced persons** following World War II. Often, they found themselves unwelcome in the established sporting clubs and sought refuge in soccer. The high number of migrants participating in soccer led to it being labelled 'Wogball' by some white Australians.

Throughout the 1950s and 1960s, soccer remained popular with migrant communities in all states. Clubs were run by immigrants and often represented a single ethnicity. The petroleum company Ampol sponsored these competitions and the national Ampol Cup. In 1974, just one year after the official end of the White Australia policy, Australia qualified for the FIFA World Cup. Although they were beaten by East Germany (2–0), West Germany (3–0), and drew with Chile (0–0), playing at one of the biggest sporting events in the world was a major achievement and reignited interest in establishing an Australian league.

SOURCE 8 Australia play Uruguay in Melbourne (1974) as part of their preparation for the World Cup held in the same year



displaced person a person driven from their homeland by war or political upheaval

SOURCE 9 Australia's soccer team (left), lined up with Chile before their 1974 World Cup match. Hailing from clubs such as Hakoah Melbourne, St George Budapest and Pan Hellenic, the team represented a mixture of ethnicities.



Ethnic tensions

The National Soccer League was established in 1977. For most of its history, it would remain fairly segregated, with players and supporters divided along ethnic lines. Of the 14 teams that competed in the 1991 season, 11 were 'ethnic': three were Italian, four Greek, two Croatian, one Macedonian and one Maltese. The 1991 final was played between South Melbourne Hellas and Preston Makedonia, replicating the tensions felt in the Greek and Macedonian communities over the disputed Macedonian territory. Throughout the match, fans from both sides taunted each other with racial slurs, leading one member of the crowd to describe the match as a 'proxy war'.

SOURCE 10 Fans rioted at a match between Preston and South Melbourne in 2005. Afterwards, both clubs were fined for bringing the game into disrepute, and it was ruled that matches between the two clubs would be played behind 'closed doors' for the next two years.



In a society that claimed to be embracing multiculturalism, this sort of ethnic intolerance was a cause for major concern. In 1992, the Australian Soccer Federation began a process of 'Australianising' soccer clubs, which included banning any club that carried the name of a foreign country, state or place, or any name with 'political implications'. This was an attempt to stop the **xenophobia** and racism that had sometimes accompanied the sport, as well as being a business decision designed to attract corporate sponsorship.

Establishment of the A-League

The National Soccer League was succeeded by the A-League, which had its inaugural season in 2005–06. Run by Football Federation Australia (FFA), it is the top professional soccer league in Australia.

One year after the establishment of the A-League, Australian soccer — or football, as it is referred to by many of its fans — had its greatest victory in decades. The Socceroos, Australia's national team, defeated Uruguay to qualify for the World Cup for the first time since 1974. The team would go on to make it into the Round of 16 for the first time. In the 2021/22 season, the top-tier women's competition, which had begun in 2008 as the W-League, was brought together under the A-League banner alongside the men's and youth teams.

xenophobia the fear or hatred of foreigners or strangers

SOURCE 11 Harry Kewell tackles Dario Srna and cements his place as man of the match in Australia's win over Croatia in the 2006 World Cup.



5.7 SKILL ACTIVITY: Questioning and researching, Historical perspectives and interpretations

There have been so many moments of historical significance in Australian sport. Conduct your own **research** to locate a historically significant moment. Write a brief report on it, responding to the following prompts:

a. **Identify** the social/political issues this event, or 'moment', tap into or reflect.
b. **Explain** how this event was regarded in Australia at the time.
c. Has the perception of its meaning and/or significance changed over time?

5.7 Exercise

learnon

5.7 Exercise

Learning pathways

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

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Check your understanding

1. **Recall** which global events initially restricted the popularity of surfing in Australia. Select all options that apply.
   - **A.** World War II
   - **B.** The Vietnam War
   - **C.** World War I
   - **D.** The Great Depression
2. **Identify** what the Australian government believes about the value of the Olympic Games.
   - **A.** That they are an opportunity for Australia to show off its sporting prowess
   - **B.** That they are an opportunity for Australia to win gold medals
   - **C.** That they are an opportunity for nations to come together in peace and friendship
   - **D.** That they are an opportunity for Australia and other nations to compete against each other
3. **Explain** the connection between surfing and counter-culture.
4. **Explain** how the National Soccer League represented the different ethnicities found within Australian society.
5. **Identify** what problems the cultural background of soccer clubs posed for state and national soccer competitions.

Apply your understanding

Historical perspectives and interpretations

6. **Propose** why Annette Kellerman's bathing suit (as shown in **SOURCE 2b**) was considered controversial at the time. Would it be considered controversial now?

Communicating

7. Closely examine **SOURCE 3**. **Identify** and **describe** three features of interest to a historian in this photograph.
8. **Discuss** the strengths and weakness of **SOURCE 6** as a piece of historical evidence. Then **decide**: what other evidence would you need to gather to corroborate this source?
9. What emotions does the image in **SOURCE 7** evoke? Are these emotions relevant in evaluating the value of a historical source? **Explain** your answer.
10. **Compare** the scenes shown in **SOURCES 8** and **9** to those you might see in contemporary Australian soccer. **Analyse** and **describe** the key changes (both positive and negative).

Using historical sources

11. What value do photographs and written accounts of sporting events have as historical sources? **Discuss**.
12. **Examine** the images shown throughout this lesson. What do they tell us about the role sport plays in Australian society? Has this changed over time? Use examples to **explain** your answer.

LESSON
5.8 What was the impact of the rock'n'roll revolution?

LEARNING INTENTION

By the end of this lesson you should be able to evaluate the impact of rock'n'roll, both international and homegrown, on Australian society.

TUNE IN

Music has the ability to connect with people on such a level that it can create a powerful movement. Rock'n'roll had a tremendous hold on Australia and the world in the 1950s, with Elvis Presley being dubbed the 'King of Rock'n'Roll'.

SOURCE 1 Elvis Presley, the undisputed King of Rock'n'Roll in the late 1950s, was influenced by a wide range of musical traditions and styles including country and western, blues, gospel and rockabilly.



1. Who were Elvis Presley's biggest fans?
2. What was it about Elvis that made him so popular to teenagers?
3. Is it possible for an artist or entertainer to be both popular and a counter-culture icon? Discuss your answers in a small group and then with the class.

5.8.1 The origins of rock'n'roll

In the late 1950s and early 1960s, teenagers were looking for a sound that was riskier and more 'authentic' than the music their parents were listening to. They found it in rock'n'roll, a new genre of music that would take the world by storm.

Rock'n'roll began in America and blended country and western music with the beat of rhythm and blues and the vocal power of African-American gospel music. As a blend of traditionally white and black musical styles, rock'n'roll was initially met with controversy and opposition. The prevailing conservatism of the time simultaneously hindered and helped the popularity of rock'n'roll. Teenagers were drawn to rock'n'roll's faster

beats and melodies, yet they were also attracted to the social statements made by this new genre of music. In this way, a demographic division between older and younger generations was created by the rise of rock'n'roll music. This cultural and generational divide continued to grow as the popularity of rock'n'roll increased. The emergence of rock'n'roll also corresponded with technological developments in the musical world. Electric instruments were becoming more commonplace, and radio and television both had significant influences on the popularity of rock'n'roll.

Australian rock'n'roll — the first wave

In Australia, rock'n'roll found fans in **disc jockeys** such as Bob Rogers. Rogers would present the first top 40 show in Australia, bringing Australian teenagers the new sounds coming out of America on his weekly radio show.

Australian teenagers had been enthralled with rock'n'roll since the movie *Blackboard Jungle* hit theatres in 1955; its soundtrack featured 'Rock around the clock' by Bill Haley. Before this, most music hits would sell around 50 000 copies in Australia. 'Rock around the clock' sold three times as many copies. For Australian teenagers, rock'n'roll represented new-found freedom and an opportunity to break away from what they saw as the old-fashioned values of their parents. As it was developing in their lifetime, young people saw rock'n'roll as *their* music.

disc jockey also known as a DJ, a disc jockey announces and plays music on the radio

SOURCE 2 Australian singer Lonnie Lee, who would go on to have a string of number 1 hits of his own, recalls the effect that *Blackboard Jungle* had on him when he watched it for the first time.

I can remember walking down George Street with a couple of my friends to go and see it and it was really exciting. I was — I think I was about 16 or 17 and we went into the movie and the music came on and oh, mercy, I swear you could not put it into words the incredible effect that that music had on young people knowing myself how I felt and my friends felt. And the people were thumping on the floor with their feet to the beat of the thing and clapping and yelling, it was like a live performance.

Rock'n'roll was featured across Australia in live shows organised by promoters such as Lee Gordon. Through his 'Big Show' concerts, Gordon brought a number of major rock'n'roll acts to Australia, including Bill Haley and the Comets, Little Richard, and Buddy Holly and the Crickets, and allowed Australian acts to open for them, thereby promoting the local music scene. It was on one of these tours that audiences were introduced to an Australian singer named Johnny O'Keefe (known as 'The Wild One').

SOURCE 3 Australian rock'n'roll singer Johnny O'Keefe performing live during the Lee Gordon show at Milton Tennis Courts in Brisbane, Queensland, 1959



O'Keefe, who had modelled himself on Elvis Presley and Little Richard, became the first Australian rock'n'roll performer to tour the United States and to break into the United States top 40. Television would also play a major role in popularising early rock'n'roll, as television shows such as *Six O'Clock Rock*, hosted by O'Keefe, presented rock'n'roll to a predominantly teenage audience.

As the 1950s drew to a close, the American rock'n'roll performers were about to face a challenge from British rock'n'roll bands including the Rolling Stones, the Animals, and, of course, the Beatles. Together, these bands would come to be known as 'The British Invasion'.

5.8.2 The rise of the Beatles

The Beatles

The working-class English city of Liverpool was a grim place to grow up in the post-war years. Local teenagers were looking for a creative outlet and many found it in music. Four of the best were John Lennon, Paul McCartney, George Harrison and Ringo Starr, who together became known as the Beatles. Their first single, 'Love me do', was released in October 1962 and peaked at number 17 on the British charts. In March the following year they made it to number 1 with another song they wrote themselves, 'Please please me'. This would be the first of many hits in the singles and album charts.

The Beatles' musical style was heavily influenced by the emergence of rock'n'roll. Elvis Presley, Little Richard and Chuck Berry were among those listed by the band as formative influences. The Beatles soon developed their own musical style, ranging from cheerful guitar riffs in the early days to more experimental music in later years. Though their physical appearance may not seem outrageous compared to modern standards, the 'moptop' hairstyle worn by all four Beatles in their early days was considered to be an expression of rebellion. This added to their popularity and placed the Beatles at the centre of the rock'n'roll revolution.

Beatlemania arrives in Australia

Following a meteoric rise to fame in England and a string of number one hits in the United States, in 1964 the Beatles set off on a World Tour, including Australia. When their plane touched down at Sydney's Mascot International Airport on 11 June 1964, the Fab Four (as the Beatles were known) were greeted by around 2000 screaming fans. Fans' hysterical reaction to the band had become known as 'Beatlemania'.

They would make 15 appearances at venues around the country, but nowhere would they receive a reception like they did in Adelaide. Large crowds of screaming teenage fans had been expected; what wasn't expected was the turnout — estimated at between 250 000 and 350 000 people — which was more than a quarter of the city's population. After they left Australia, the Beatles were more popular than ever, holding the top six spots on the top 40.

SOURCE 4 Fans scream for Paul, one of the 'Fab Four', in Exhibition Street, Melbourne, in 1964



DID YOU KNOW?

When the Beatles toured Australia, the DJs hosting the events failed to stop the fans from screaming through the performance, making it almost impossible to hear the music.

DISCUSS

'The 1964 Beatles tour was the most influential moment in Australian popular music.' What other evidence would you need to evaluate the accuracy of this statement?

SOURCE 5 John Bywaters was an Adelaide-based musician when the Beatles toured in 1964. In this excerpt with reporter Mike Sexton, he explains how he gained popularity in the post-Beatlemania hype with the Twilights.

MIKE SEXTON: But after the Beatles left and the screaming died down, the beat went on. Local musicians inspired by the visit were asking the question — if it could happen to four lads from Liverpool, then why not them?

JOHN BYWATERS: We then became sort of vacuums, or like a sponge if you like, sucking in all this new material that the Beatles started to produce and we sort of had a bit of reflected glory from them as they became popular.

MIKE SEXTON: John Bywaters played in a Beatles cover band called the Twilights which was fronted by a British migrant named Glenn Shorrock. Soon they started writing their own songs and found themselves in the charts alongside their idols.

JOHN BYWATERS: I think it's back to the migrant thing where these hip kids came from mainly England and the north of England. I think, you know, they were already into the influence of that sort of music and they came here and they made Adelaide a very vibey scene with the clubs and such like.

5.8.3 Australian rock goes worldwide

It was not long after rock'n'roll music made its way to Australia that the first home-grown rock bands began to emerge. This first wave of Australian rock was directly influenced by the new sounds coming out of the American music industry. Australian artists such as Johnny O'Keefe were part of this first wave. Although these acts were hugely popular in Australia, they struggled for international recognition. The same could not be said for artists who were part of the second wave of Australian rock. This era of Australian rock'n'roll occurred directly after the Beatles' 1964 Australian tour and its sound was heavily reminiscent of the famous British band. Part of this second wave were the Easybeats, the first Australian band to have an international rock'n'roll hit with the 1966 single 'Friday on my mind'.

A third wave of Australian rock'n'roll developed in the grit and grime of the 'pub rock' scene. The rise in popularity of pub rock was due, in part, to the continuing influence of TV music shows, particularly the ABC's *Countdown*, which ran from 1974 to 1987. Hosted by respected musical personality Ian 'Molly' Meldrum, this enormously popular show promoted Australian musical acts to a local audience. Bands such as Billy Thorpe and the Aztecs and later Cold Chisel, the Angels and AC/DC all emerged during this period. In 1975, members of the Easybeats produced AC/DC's first album, *High Voltage*.

SOURCE 6 AC/DC at a performance in Hollywood in 1977



SOURCE 7 John Paul Young ('Squeak') and Ian 'Molly' Meldrum on the set of *Countdown*



AC/DC would gain a succession of international hits, becoming one of the world's most popular and enduring rock bands over the following decades. Other popular Australian bands of this period included the Seekers, the Bee Gees, the Saints, the Go-Betweens and INXS, while solo artists such as Kylie Minogue would become household names.

5.8.4 First Nations Australians' cultures, beliefs and stories through dance and music

Another home-grown act embraced by the international community is contemporary First Nations Australian dance group, Bangarra Dance Theatre. Bangarra combines theatre with dance, music, poetry and design to create inspiring experiences that promote awareness and understanding of First Nations Australian cultures.

Bangarra was founded in 1989 by Carole Y. Johnson, Rob Bryant and Cheryl Stone. It has achieved national and international acclaim, with performances held at some of the world's biggest venues. However, the connection to Australia is never forgotten with the group regularly returning to Australia to perform and to develop new productions. In 2013, Bangarra established Rekindling as a way of giving back to their community. This youth program offers residencies to young First Nations Australian performers, who are encouraged to gather stories from community Elders and to produce new works that continue Bangarra's work in pushing the boundaries of performance and storytelling.

5.8 SKILL ACTIVITY: Using historical sources

Using the **Bangarra** weblink in your online Resources, and any other resources you feel are appropriate, **research** *Terrain* or another of Bangarra's works. In your **research**, answer the following questions:

a. What is the show about (the story, and the theme/message)?
b. Which artform/s does it use?
c. What role did the wider First Nations Australian communities, including community Elders, play in developing the work?
d. How has the work been received since its release?

on Resources

Interactivity The Beatles (int-6727)
Weblinks Rock'n'roll in Australia
Bangarra

5.8 Exercise

learnon

5.8 Exercise

Learning pathways

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

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Check your understanding

1. **Select** the three music styles that were major influences on early rock'n'roll.
   - A. Country and western
   - B. Hip hop
   - C. Blues
   - D. Gospel
2. **Identify** through which medium rock'n'roll entered Australia. Select all options that apply.
   - A. Radio
   - B. Live shows
   - C. Podcasts
   - D. Film
3. **Explain** how rock'n'roll created a cultural and generational divide between teenagers of the 1950s and 1960s and their parents.
4. Using the information available to you in this lesson, how do you **explain** the incredible popularity of the Beatles?
5. **Explain** the role the television show *Countdown* had in increasing the popularity of Australian rock'n'roll.

Apply your understanding

Communicating

6. **SOURCE 2** describes Australian teenagers' responses to *Blackboard Jungle*. According to this quote, **explain** what it was about the soundtrack that made it so popular.
7. **SOURCE 3** shows Johnny O'Keefe in concert in 1959.
   - a. What do you notice about the audience?
   - b. What similarities and differences can you discern between this concert and that of Elvis Presley?
   - c. In what way/s is it similar, and different, to the AC/DC performance depicted in **SOURCE 6**?

Using historical sources

8. Based upon **SOURCE 4, SOURCE 5,** and other information in this lesson, do you think that the Beatles' 1964 tour promoted or stifled the creativity of Australian rock'n'roll? **Discuss.**

Communicating

9. **Discuss** the strengths and weaknesses of using song lyrics as historical sources.
10. **Describe** the development of rock'n'roll in Australia. Include references to artists and bands.
11. **Explain** why Australian audiences and musicians were so open to influence from American musicians in the late 1950s and early 1960s. How did this change after the Beatlemania tour of 1964?
12. **Propose** how the development of Australian rock'n'roll might have helped with the development of Australia's post-war identity.

LESSON
5.9 How has migration influenced change in Australia?

LEARNING INTENTION

By the end of this lesson you should be able to identify how there have been a number of 'waves' of migration between the end of the Second World War and today, and how these have changed the make-up of the Australian populace.

TUNE IN

The migration poster from the 1950s shown in **SOURCE 1** was distributed in the United Kingdom, and advertised immigration to Australia for just £10.

tlvd-10755

SOURCE 1 Migration poster from the 1950s advertising immigration to Australia



1. Based upon both the text and imagery, what sort of picture does this poster paint of Australia?
2. What sorts of people do you think it was designed to appeal to? What makes you say this?
3. Do you think the poster is designed to dissuade anybody from emigrating? If so, who?
4. In pairs, compile a list of five to ten things that you think immigrants would like to know about living in Australia that are not shown on this poster. Discuss your answers in a small group and then with the class.

5.9.1 Australia after World War II

At the end of World War II, Australia's seven million people came from a predominantly **Anglo-Celtic** background and the majority of people — including politicians — wanted to keep it that way. However, the world was changing. In the decades that followed, Australia would be forced to open its borders to waves of immigrants, first from Europe, then from Asia. The different beliefs and attitudes that these immigrants brought with them would both cause conflict and enrich Australian culture.

Australia emerged from World War II as a small, insular and mostly white population, living mainly at the coastal edges of a vast landmass. Fearing that such a small population would be vulnerable to attack from overseas, Arthur Calwell (then immigration minister) attempted to recruit immigrants from Europe. Once here, these immigrants were put to work as part of the post-war reconstruction effort. During this period, a high level of economic growth, combined with a low level of unemployment, led to the post-war boom. Despite the range of benefits that a larger population offered the country, the immigration minister's welcome initially extended only to those of white European descent.

Anglo-Celtic having ancestry originating in the British Isles, including England, Ireland, Scotland and Wales

assimilation the process in which individuals or groups of differing origins take on the basic attitudes, habits and lifestyles of another culture

aud-0584

SOURCE 2 This letter to the editor, from April 1949, reflects much of the public opinion about Arthur Calwell's treatment of refugees-turned-war brides, whom the immigration minister worked hard to deport.

Sir.-

There can be no doubt that the attacks being made upon the White Australia Policy at present are not in our interest and I consider that, instead of having the man protecting it held up to public ridicule, we should be with him . . . That is Mr. Calwell.

No precedent should be created no matter what sentimental grounds there are to allow any of these coloured refugees to remain here. To do so would not be credited by posterity [future generations] as sentiment but as a factual deed open for use by skilful lawyers as the means of defending other cases. As Australian citizens we must keep our feet on the ground.

The Philippine people were very glad of Australian help in New Guinea and the islands, the steps which gave them their freedom from Nippon [Japan]. Should a foe come out of the North in the future these people and their Government would quickly change from being resentful about the White Australia Policy.

Today Australia stands as the bulwark [defender] of civilisation in the Pacific against the background of a quickly changing orient [Asia]. Therefore I, as one citizen and in keeping with . . . constitutional policy, believe in the preservation completely of the White Australia Policy.

SOURCE 3 The different periods of migration to Australia between 1947 and 1986. Times of economic growth are signified by terms like 'reconstruction', 'boom' and 'expansion', while times of economic slow-down are known as a 'recession' or 'decline'. Within each era, the table shows the annual average net migration figure.

Years	Economic situation	Settlement policy	Annual average net immigration
1947 to 1954	Post-war rebuilding	**Assimilation** — absorption into the new country's culture while giving up your own	91 289
1954 to 1961	Growth		83 536
1961 to 1966	Decline and growth		79 097

1966 to 1971	Industrial consolidation	**Integration** — publicly adopting the new country's culture while still being able to celebrate your own culture privately	104 228
1971 to 1976	Growth and decline	Multiculturalism — recognising the right to celebrate any culture you choose so long as you are not breaking the law	40 376
1976 to 1981	Decline		83 752
1981 to 1986	Decline and industrial rebuilding		78 240

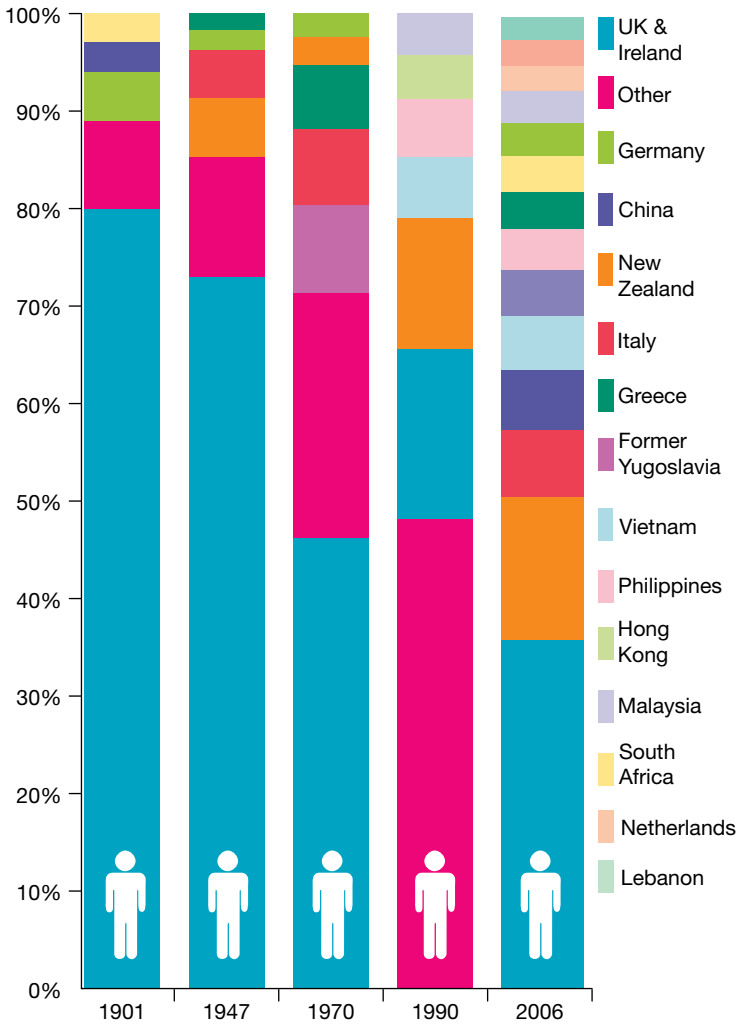
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Following the defeat of Ben Chifley's Labor government in 1949, the new minister for immigration, Harold Holt, allowed 800 non-European refugees to remain in Australia and permitted Japanese war brides (war-time marriages between soldiers and foreigners) to be admitted, in a striking reversal of the decisions made by his predecessor.

In 1957, during the country's economic 'long boom', non-Europeans who had resided in Australia for at least 15 years were allowed to apply for citizenship.

Australia entered the Vietnam War in 1962 and would remain involved until 1972, with 60 000 armed-services personnel involved in the conflict. Many Australians felt a duty to protect the Vietnamese and their neighbours, particularly the two million who had become refugees due to the war. Within this climate of greater acceptance, the White Australia policy was finally abolished by the Whitlam Labor government in 1973. Over the next decade, the nation accepted many refugees from Indochina (see section 5.9.3). Before 1979, many came by boat; after 1979, many were sent to Australia as part of the United Nations' Orderly Departure Program.

SOURCE 4 Country of birth for immigrants who arrived in Australia between 1901 and 2006



In the decades after the White Australia policy was abolished, Australia focused on attracting skilled migrants. Since the 1990s, when the Keating Labor government forged a closer trading relationship with the nation's Asian neighbours, the number of Asian immigrants has increased significantly. According to the Australian census, in December 2016 Chinese immigrants made up the third-largest group of Australians born overseas, followed closely by Indians.

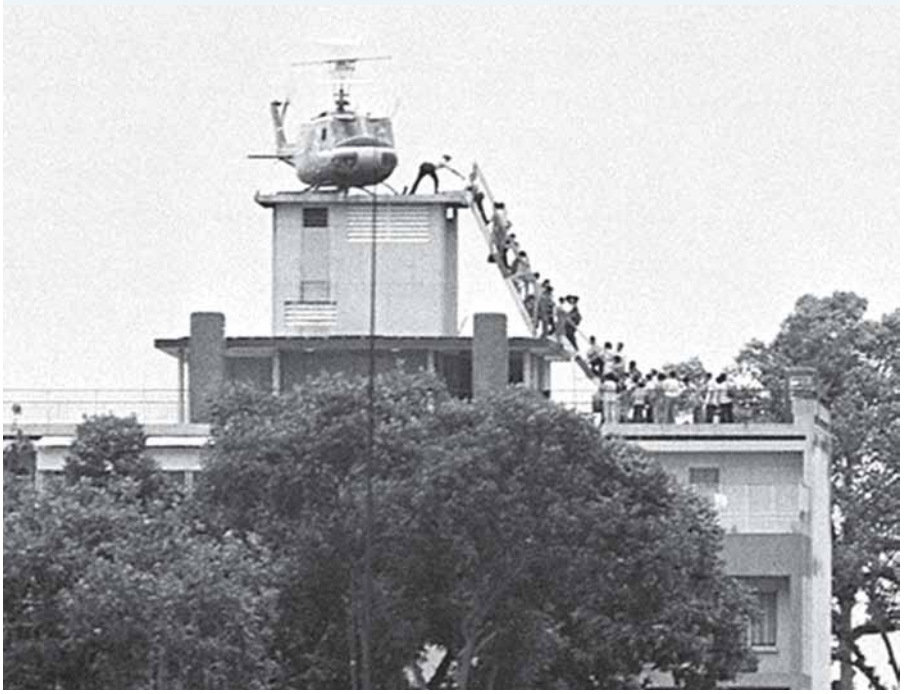
integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately

5.9.2 Immigration from Asia

The Fall of Saigon

The Vietnam War began as a conflict between communist North Vietnam and South Vietnam. The United States feared that if South Vietnam was allowed to fall to communism, it could lead neighbouring countries such as Laos, Cambodia and Thailand to do the same, creating what was known as the 'domino theory'. After the United States sent troops to support South Vietnam, Australia followed suit, sending 60 000 personnel between 1962 and 1972. Of these personnel, 3129 would be injured and another 500 would be killed. During this time, many Australians joined the anti-war movement. When Australia and the US withdrew from the conflict, many Australians felt a new-found sense of duty to protect the Vietnamese people.

SOURCE 5 In this well-known photograph taken during the fall of Saigon, people attempt to climb on board a US helicopter, their only chance to escape the city.



On 29 April 1975, after months of heavy US casualties and mass protests around the world, US President Gerald Ford ordered all American personnel out of South Vietnam, effectively declaring defeat. On 30 April, the North Vietnamese Army, led by General Vo Nguyen Giap, entered Saigon in tanks and trucks. Earlier that day US helicopters had removed the last of the embassy's staff, but Vietnamese citizens who had supported America's battle against the general's communist forces waited in vain for the choppers to carry them to safety. After more than two decades of war, Vietnam, Cambodia and Laos 'fell' to the communists. This would lead an unprecedented number of Vietnamese to seek refuge in friendly nations around the world, including Australia.

5.9.3 The first 'boat people'

In the months following the fall of Saigon, many South Vietnamese people fled their homelands, fearing persecution from the new communist government.

Escaping Vietnam was a difficult and dangerous experience for refugees. Many were afraid that they would be caught by the army as they attempted to leave and be sent back. There, they faced internment in a 're-education camp', where they might be tortured or killed. Most refugees escaped by buying passage on a large boat (some

of which could hold up to 400 people). Others used small fishing boats that were never designed for sailing in open sea. Some were picked up by large trawlers from countries like China, while many were lost at sea for months at a time. Because of the expense of escape, many families became separated during the process. Estimates of the number of people who died attempting to flee Indochina in this period vary widely from 30 000 to 250 000. While many boats landed in neighbouring Asian nations such as Malaysia, Japan, Hong Kong and Thailand, others made it much further.

On 26 April 1976, a worn-out fishing boat named the *Kein Giang* limped along the coast of Darwin. After a two-month journey navigated by means of a page torn from a school atlas, 25-year-old Lam Binh and his four crewmates had reached their destination. The following day their boat was boarded by immigration officials. 'Welcome on my boat,' the captain said. 'My name is Lam Binh and these are my friends from South Vietnam and we would like permission to stay in Australia!' The arrival of this tiny fishing boat and its crew signalled the beginning of an influx of Indochinese 'boat people'.

SOURCE 6 Indochinese 'boat people' fleeing their homeland



aud-0585

SOURCE 7 South Australia's lieutenant governor, Hieu Van Le, was a Vietnamese refugee. At 21, he set off, along with 50 other people, on a small fishing boat headed for anywhere that would accept them. This is an extract from an article appearing in a university magazine in 2008.

"The skipper, a local fisherman, summoned us together and said he didn't know which way to go or what else to do," said Mr Le.

"We were mostly people from cities, many of us had never even been in a boat before. I waited for someone to come up with a solution. Nobody had any practical suggestions, neither the older people we deferred to or the professional people—everyone was arguing. Eventually, with youthful exuberance, frustration and some recklessness under the circumstances, I grabbed some paper and drew a map of Vietnam and the region as best I could remember."

With roughly sketched map in hand, Mr Le announced that the only way to go was west which should bring them to Malaysia or Thailand. Two days later they saw fishing boats with Malaysian flags and Hieu Van Le was their acknowledged leader.

One major hurdle overcome, the next few days were nightmare material with coastguards turning them away, sometimes at gunpoint, every time they tried to land.

"When you escape from one country to another in a fragile boat with very limited supplies, water and fuel, the first thing you want to do is to land at the nearest place you can. But it turned out to be quite impossible," said Mr Le. "Mentally we weren't prepared for that. Before we left we were told by the so-called skippers and people in the know that once we'd successfully escaped the Vietnamese shore and made it into international waters there would be plenty of ships—a kind of highway of ships—that would pick us up and bring us to shore. It wasn't happening. Nobody wanted us."

A moral and legal obligation

SOURCE 8 Vietnamese refugees wait to be processed at Melbourne's airport in 1976.



As a participant in the Vietnam War and signatory to the United Nations 1951 Convention Relating to the Status of Refugees, Australia had both a moral and legal obligation to accept refugees from Indochina. In 1977, in response to the growing number of refugees throughout Indochina, Australia developed its own refugee policy in which it formally acknowledged its responsibility to resettle a fair proportion of the world's refugees. In 1979, during Vietnam's war with the People's Republic of China, the Vietnamese government targeted ethnic Chinese who had been living in Vietnam. Many fled the country, adding to the flood of Vietnamese -refugees who arrived at their neighbouring countries by any means necessary. By 1984, Australia had accepted around 90 000 Indochinese refugees out of a total of 2 million. Two thousand of these had arrived as boat people, while the others had been processed in camps set up by the United Nations, either in Vietnam or in its neighbouring countries, and arrived by air.

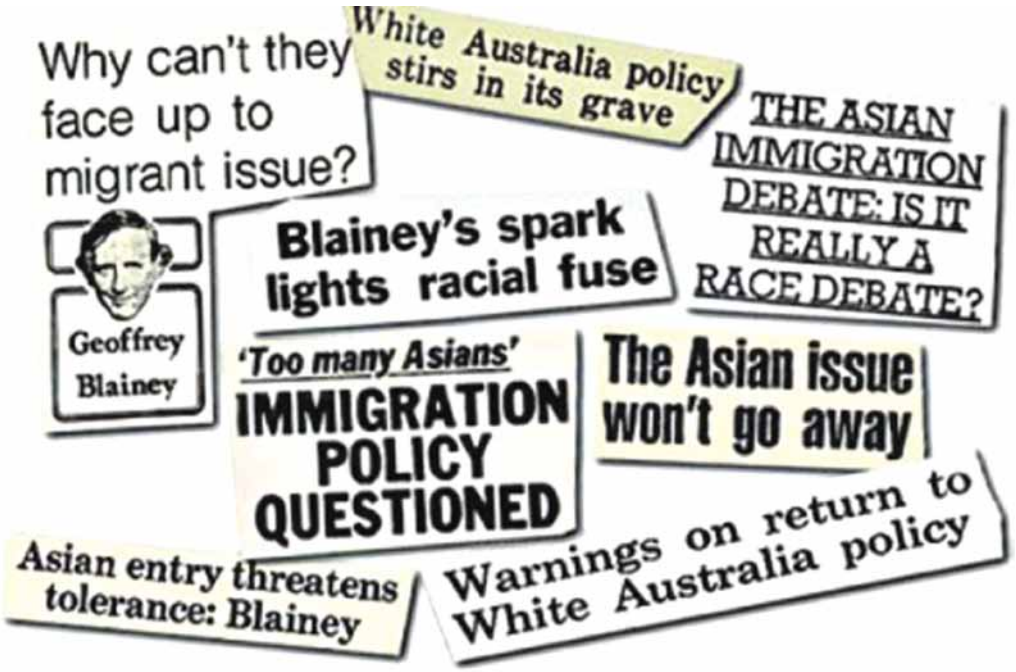
5.9.4 The Blainey debate

In 1984 Professor Geoffrey Blainey, a well-known historian and history author from the University of Melbourne, ignited a debate within the community and media. In a speech to a Rotary club in Warnambool, he suggested that the pace of Asian migration to Australia was too fast, that Asian immigrants were taking 'Australian' jobs, and that higher immigration rates would lead to racial conflict. The response from Professor Blainey's contemporaries from the University of Melbourne was swift, with 24 academics publicly distancing themselves from what they believed were inflammatory and divisive statements. Students **picketed** his lectures, and he was forced to hire personal security after he and his family received death threats. Despite this negative response within the academic community, Professor Blainey's views on Asian migration struck a chord with some Australians who feared that Vietnamese refugees represented an 'Asian invasion', a sentiment that would make One Nation leader Pauline Hanson so popular 15 years later.

picket a group of people who try to persuade others from doing something; for example, trade unionists dissuading workers from working during a strike

tlvd-10756

SOURCE 9 Some of the 1984 newspaper headlines regarding the Blainey debate



5.9.5 The challenge of 'fitting in'

With the policy of assimilation (see lesson 4.5) having begun to give way to one of integration in the mid 1970s, the country was better prepared to assist refugees to resettle successfully. However, it was still very difficult for people to adapt to their new country and know how they could contribute to Australia while still holding on to the beliefs and practices that were important to them. Common problems experienced by Indochinese refugees included:

- little knowledge of English and, in many cases, little formal education
- few job prospects upon arrival
- being separated from family and friends
- the ongoing effects of physical and mental trauma and torture.

One strategy adopted by Indochinese refugees (which had been adopted by European immigrants 25 years earlier) was to form neighbourhoods where they could speak their own language, buy and sell their own food,

and worship at their own temples. Suburbs with large Vietnamese populations included Richmond in Victoria and Cabramatta in New South Wales. Despite the positive attributes of these neighbourhoods, they often had a higher incidence of unemployment, crime and drug use than surrounding neighbourhoods. Because of this, some members of the Australian community and the media referred to Vietnamese neighbourhoods as 'ghettos'. As these refugees fought to make a life for themselves in Australia, they were often subject to racism and social exclusion.

5.9.6 Being Asian-Australian today

Despite the attempts of Blainey and others to undermine the value of multiculturalism, Australia's Asian communities have continued to grow and thrive. Today, like immigrants from other nations, Asian-Australians have made major contributions to all facets of Australian life. However, the lives of second- or third-generation Asian-Australians are very different from those of their parents and grandparents.

aud-0586

SOURCE 10 Language is one of the things that makes us who we are. Not understanding English has been very difficult for previous generations of immigrants, while some third-generation immigrants know English but have abandoned the language of their family. This is the situation that Amy Choi wrestles with in this excerpt from her autobiographical story *The Relative Advantages of Learning My Language*.

. . . My grandfather wrote poetry on great rolls of thin white paper with a paintbrush. He offered to read and explain his poems to me several times over the years, but I only let him do it once. I'd let my Chinese go by then, which made listening to him too much of an effort.

Though I was raised speaking Chinese, it wasn't long before I lost my language skills. I spoke English all day at school, listened to English all night on TV. I didn't see the point of speaking Chinese. We lived in Australia . . .

. . . At [his] funeral, my sadness was overshadowed by a sense of regret. I'd denied my grandfather the commonest of kindnesses. I was sixteen years old.

I am now twenty-six. A few weeks ago, during a family dinner at a Chinese restaurant, the waiter complimented my mum on the fact that I was speaking to her in Chinese. The waiter told Mum with a sigh that his own kids could barely string a sentence together in Chinese.

Mum told the waiter I had stopped speaking Chinese a few years into primary school, but that I had suddenly started up again in my late teens.

I have often wondered how aware my mum is of the connection between Grandad's death and my ever improving Chinese. Whenever I am stuck for a word, I ask her. Whenever I am with her, or relatives, or a waiter at a Chinese restaurant, or a sales assistant at a Chinese department store, I practise. I am constantly adding new words to my Chinese vocabulary, and memorising phrases I can throw into a conversation at will.

It is an organic way of relearning a language. Textbooks and teachers are not necessary, since I am only interested in mastering the spoken word. I am not interested in the written word or in the many elements of Chinese culture of which I am ignorant. I am not trying to 'discover my roots'. I am simply trying to ensure that the next time an elderly relative wants me to listen to them, I am not only willing, I am able.

5.9 SKILL ACTIVITY: Using historical sources

The infamous dictation test earned Australia international condemnation. **Research** the story of Egon Kisch or Mabel Freer, two immigrants who successfully fought against the test.

In your **research**, uncover:
- What was their background?
- Why, specifically, did they object to the dictation test?
- What was the response from the government and the Australian public?

5.9 Exercise

learnon

5.9 Exercise

Learning pathways

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

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- Receive immediate feedback
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Check your understanding

1. **Identify** the most common background of Australian residents before World War II.
2. Immigration Minister Arthur Calwell attempted to appease Australians who were fearful of immigration by focusing on the benefits of receiving migrants to Australia from Europe. True or false?
3. For what reason did Australia need to encourage immigration after World War II?
   - A. To solve unemployment
   - B. For growth and defence
   - C. To keep Australia Anglo-Celtic
   - D. Pressure from other countries
4. **Outline** why so many South Vietnamese and ethnic Chinese people fled Indochina after 1975.
5. **Describe** the other obligations a country has to refugees once they have been accepted.

Apply your understanding

Historical perspectives and interpretations

6. **Explain** what you think the author of **SOURCE 2** meant in the following quote, and how this may have reflected other Australians' views at the time: 'Today Australia stands as the bulwark of civilisation in the Pacific against the background of a quickly changing orient'.

Communicating

7. **SOURCE 3** describes migration to Australia in terms of time periods. **Identify** which of these periods lasted the longest. Which were the shortest? **Analyse** what possible connections you can see between the country's economic strength and the number of immigrants it accepted over the period 1947–86.
8. Look at **SOURCE 4**.
   - a. **Identify** where most Australian immigrants came from in the first half of the twentieth century.
   - b. Did this trend continue in the second half of the twentieth century?
   - c. **Investigate** what other trends you can see in the data.
   - d. Based on this source, would you say Australia's immigration population is becoming more diverse or less diverse? **Explain**.
9. **Evaluate** why Hugh Van Es's photograph (see **SOURCE 5**) has become such a well-known image of the Vietnam War.

Using historical sources

10. **SOURCE 6** depicts a boatload of Vietnamese people who had fled their homeland. **Analyse** what similarities and differences you can find between this image and Hieu Van Le's description of his own sea voyage in **SOURCE 7**.
11. **SOURCE 9** depicts a number of newspaper headings regarding the comments of Professor Blainey. Based upon these headings, **explain** what the general view towards Asian immigration was in 1984. What makes you say this?
12. In **SOURCE 10**, Amy Choi reflects on growing up as a third-generation Asian-Australian. **Identify** in what ways did language represent her identity as an Australian. **Suggest** why she may not have listened to her grandfather's stories. **Propose** why she has recently begun learning Chinese and **describe** what this suggests about how she views her identity today.

LESSON
5.10 What were the global political and social influences on popular culture?

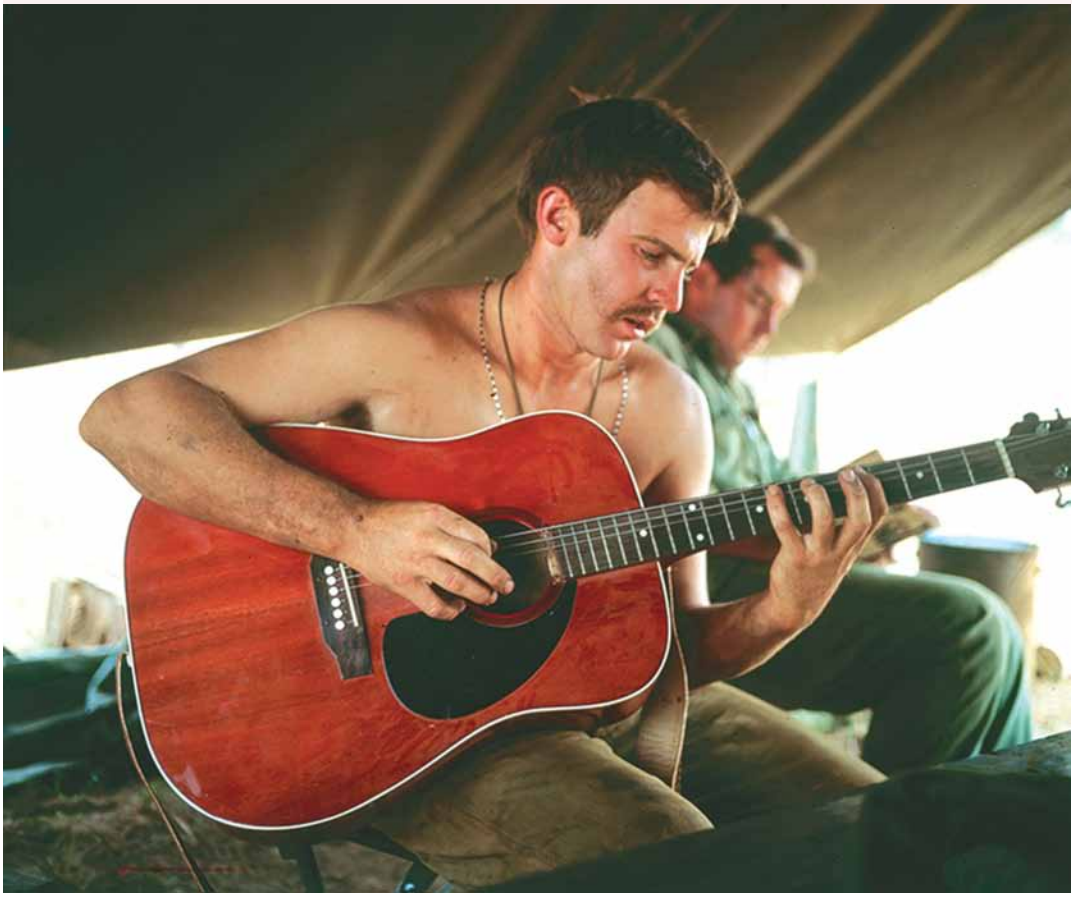
LEARNING INTENTION

By the end of this lesson you should be able to evaluate the significance of protest movements around the world and in Australia.

TUNE IN

Protest movements have powerful potential. Music has also often played a part in bringing large groups of people together who are united on an issue or facing a political fight.

SOURCE 1 Normie Rowe, an Australian pop singer, who was highly disturbed by the experience of fighting in Vietnam



1. What do you already know about Australia's involvement in the Vietnam War?
2. What role has media (including music, movies and television) played in your understanding?
3. How does music compare to other media forms as a way of influencing the way people think and feel?

5.10.1 Music and the power of protest

The 1960s was a time of political and social upheaval. As the Cold War entered another decade, and the West wrestled with its fear of the spread of Communism throughout Asia, Australia went to war in Vietnam. Battles sprung up at home against Australia's participation in the war and in the name of civil rights, and in support of First Nations Australian land rights and women's liberation. Around the world, many people took to the streets in protest, while others were inspired to create music that expressed their concerns. Musicians began to recognise that, through their songs, they had an opportunity to educate and inform their listeners about political and social issues. This music became known as 'protest music'.

In 1964, Prime Minister Robert Menzies announced that the government would begin selective **conscription** of 20-year-old Australian men, many of whom would be sent to Vietnam where they would combat the threat posed by the communists. Others — inspired by members of America's folk-music revival movement — put pen to paper to create protest music. Written by Johnny Young and sung by Ronnie Burns in 1969, 'Smiley' was inspired by the experiences of Normie Rowe, who fought in Vietnam. The lyrics tell a story: *'Smiley / You're off to the Asian War / And we won't see you smile no more'*. The Vietnam War and the horrors experienced by its young soldiers would continue to inspire musicians for decades. In 1983, Australian folk group Redgum released 'I was only nineteen', in which they wrote, *'Frankie kicked a mine the day that mankind kicked the moon. God help me, he was going home in June'*.

Another major issue that preoccupied protest singers of the 1960s was **civil rights**. During this era, the protest against Vietnam and for civil rights went hand-in-hand. In America Bob Dylan led the musical protests around civil rights for African-Americans. Many Australians supported First Nations Australians' right to own their traditional lands (also known as 'land rights').

Protest music continued to hold a strong place in the Australian rock'n'roll scene through the 1970s and 1980s. Bands such as Midnight Oil proved that it was possible to have commercial success with socially responsible music. Contemporary Australian bands such as the John Butler Trio and hip-hop act The Herd continue to produce protest music.

conscription compulsory enlistment, especially in the armed forces; also called the draft

civil rights the rights belonging to an individual by virtue of citizenship

SOURCE 2 On 28 August 1963, Bob Dylan, widely recognised as the pioneer of the folk-rock music style, and singer-activist Joan Baez, played in front of an estimated 250 000 people who had gathered in America's capital in support of economic and civil rights for African-Americans. His song 'Blowin' in the wind' became a protest anthem.



5.10.2 The hippie movement

The hippie subculture emerged out of the **beat generation** of the 1950s in America, Australia, England and elsewhere. Rather than protesting as stridently as those who had come before them, hippies aimed to challenge the conventional values of regular, mainstream society by embracing a less materialistic, more communal lifestyle, and promoting a peaceful, compassionate and sustainable way of life. It could be said that they were attempting to create a **utopia**.

America's hippies and other like-minded people came together at Woodstock, a three-day, free music festival held outside Bethel, New York, in August 1969. Thirty-two musical acts performed for half a million people who danced in the rain and mud. The festival would come to be synonymous with the values of peace, love and communal living. Many of the values that underpinned Woodstock were also represented by Australia's **Aquarius** Festival, which was held in Nimbin in 1973, and attended by between 5000 and 10 000 young people from around the country. This festival was advertised with the slogan, 'From our hearts, with our hands, for the Earth, all the world together'. Many hippies decided to stay on in the Nimbin area after the festival and continue its counter-culture lifestyle philosophy.

Music festivals in Australia

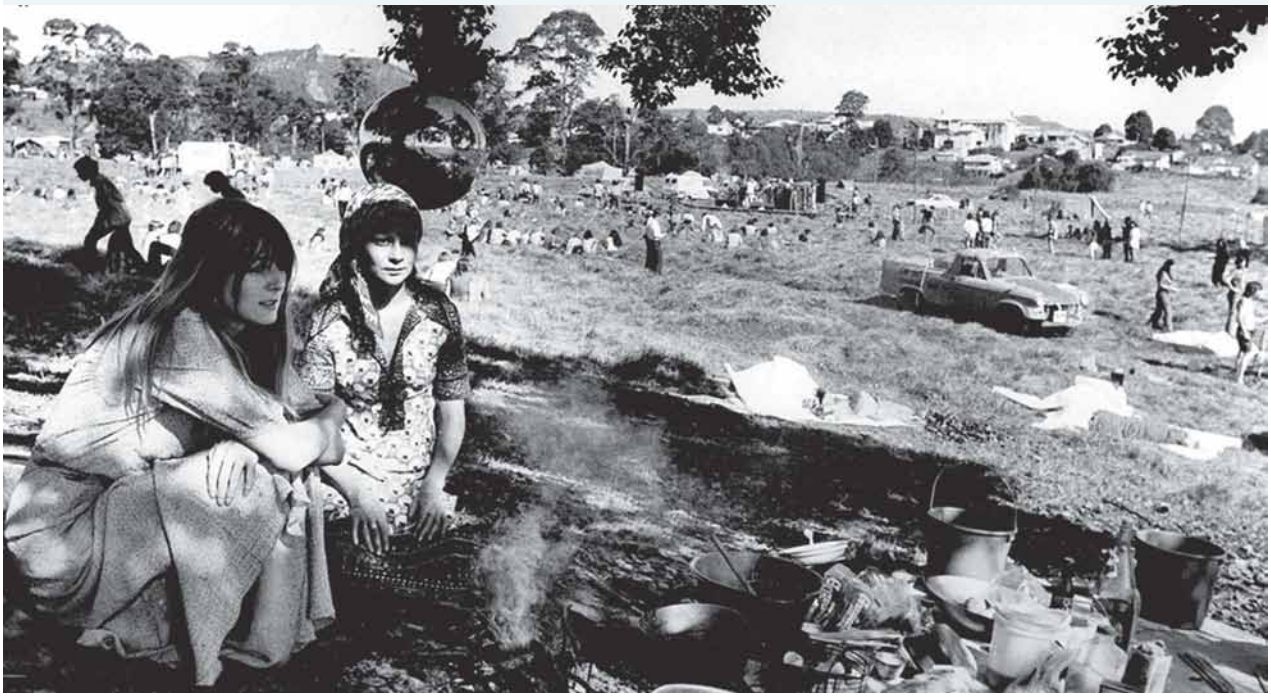
In Australia, between 1970 and 1975, many outdoor music festivals were staged. The first Sunbury Music Festival in January of 1972 is often referred to as 'Australia's Woodstock'. The inaugural festival drew an audience of 35 000, all of whom camped out and lived communally for three days listening to rock, blues, soul and r'n'b (rhythm and blues) music. However, as far as music and mood was concerned, the hippie movement of peace and love was giving way to the essential Australian ingredients of sun, beer and gritty rock. Performers like Billy Thorpe and the Aztecs, Max Merritt and the Meteors and Chain showcased Australian contemporary music. The festival eventually folded in 1975 after financial difficulties that arose from the concert being rained out.

beat generation a subculture, first associated with American writers and poets, that rejected conventional work, possessions, clothing and lifestyle, and promoted radical ideas

utopia an ideal, perfect place, especially in its social, political and moral aspects

Aquarius relating to the Age of Aquarius — a period of transition, according to astrologers

SOURCE 3 The Aquarius Festival, held in Nimbin in 1973, was designed to celebrate freedom of mind, body and spirit.



5.10 SKILL ACTIVITY: Communicating

Select a decade of the twentieth century (either the 1960s, 1970s or 1980s) and **conduct research** into protest music from that decade. Find an example of lyrics that could be classified as 'protest' and write a persuasive essay of 400 words showing how it represents an *effective* protest against events of its time.

5.10 Exercise

learnon

5.10 Exercise

Learning pathways

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

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Check your understanding

1. **Select** the correct definition of protest music.
   - A. Music written by Greenpeace
   - B. Music written to educate and inform listeners about political and social issues
   - C. Music to make people start protesting
   - D. All of the above
2. **Select** three aims of the 'hippie' movement.
   - A. Promoted the solution of problems and issues through violence
   - B. Promoted peace, compassion and a sustainable way of living
   - C. Challenged the values of regular mainstream society
   - D. Sought a less materialistic, more communal lifestyle
3. **Summarise** the purpose of conscription. Which group of Australians faced conscription?
4. **Define** the values that were represented at the Woodstock music festival.
5. **Communicate** how Australia's Sunbury Music Festival differed from:
   - a. Woodstock
   - b. the Aquarius Festival.

Apply your understanding

Using historical sources

6. **Distinguish** what you think the respective photographers are trying to capture in **SOURCES 1** and **2**. How are you positioned to view the subjects in the photographs?
7. **Determine** what a historian could learn from studying the photograph in **SOURCE 3**. In your response, **consider**:
   - a. the gender of those shown
   - b. the age of those shown.

Communicating

8. Which music festivals are held today in Australia? Are they based on a particular philosophy or set of values as Woodstock was? If so, what are they? If not, does this suggest music is no longer a means of protest? **Outline** your views.
9. What is it about protest music that made it such a powerful form of protest? **Determine** if another form of protest could have replicated the success of protest music in the second half of the twentieth century. Why or why not?
10. Based upon what you know about the changing media landscape in Australia in the mid-to-late twentieth century, **discuss** in what way/s media may have helped to popularise protest music and those who sang it.
11. In 250 words, **identify** an equivalent of the 'hippie' movement in today's Australia. In what way/s do these people represent the same (or similar) values? In what way/s are they different? (**Consider**, for example, the way that they spread their message.)
12. **Create** your own poster for one of the festivals listed in this lesson, that embodies the values of the festival. Present your poster to the class.

LESSON
5.11 How did Australian television become a cultural influence?

LEARNING INTENTION

By the end of this lesson you should be able to identify key moments in the evolution of Australian television as a media platform and as an emerging artform.

TUNE IN

In Melbourne Tonight was one of the most popular musical variety shows of the 1950s and 1960s. On the show, Graham Kennedy introduced celebrities, presided over comedy sketches and read product advertisements.

1. Looking at **SOURCE 1**, describe what you see, including the set, Kennedy's costume and overall 'look', and anything else that strikes you about the picture.
2. What sort of 'character' do you imagine Graham Kennedy played as host? What make you say this?
3. What indications can you see, in this picture, that this was a show 'of its time' (the 1950s and 60s)?

SOURCE 1 Graham Kennedy, hosting *In Melbourne Tonight*



5.11.1 Welcome to television

Since it arrived in Australia in 1956, no form of mass media has been more influential in establishing and reinforcing popular culture than television. From humble beginnings, the television would become a pivotal cultural and political tool, and would help to transform the country forever. In recent years, television has gone digital, offering viewers more choice than ever, and forcing television producers to think of new ways to attract and maintain their audience.

Bruce Gyngell, a presenter on Australia's first commercial television network TCN-9, officially introduced television to the Australian public on 16 September 1956 with the words 'Good evening, and welcome to television'. The release date coincided with the Melbourne Olympics, which were held from 22 November to 8 December 1956. By the time the Olympics was broadcast, TCN-9 had been joined by HSV Melbourne and ABN-2. Other stations sprung up in the following years, including stations based in major metropolitan areas and regional or rural areas.

The most popular programs of the day were produced overseas, where higher budgets allowed studios to create shows with higher production values. Local productions included quiz and musical variety shows, which had been popular during the radio era, as well as news and current affairs shows.

Vietnam — the first 'television war'

By 1966, only ten years after it was released in Australia, the television had become a common household item, and could be found in 95 per cent of homes in Sydney and Melbourne. The Vietnam War was the first war to be shown on Australian television and gained the name 'the television war'. Early coverage of the war was upbeat, containing few images of the dead and focusing instead on the military's progress. However, as the conflict dragged on, and public opinion began to turn against the war, television opened a window into the more troubling stories. This culminated in the coverage of a South Vietnamese **napalm** strike on an enemy stronghold in the summer of 1972. One of the most striking images of this event is of Phan Thi Kim Phúc, a young girl burned by napalm, running down the middle of a road surrounded by American soldiers.

SOURCE 2 Neil Davis, an Australian war correspondent, captured footage from the front line throughout the Vietnam War. This photograph, taken in 1973, shows him injured while in Cambodia.



Channel 0/28 — multiculturalism on screen

In 1980, Australia made history when it established Channel 0/28, the world's first ethnic television channel. The Fraser government supported the station because it believed the channel would assist immigrants in understanding Australia and would better reflect their interests. This was part of a deliberate strategy to develop a more **multicultural** nation, one that respected its residents' cultural heritage rather than attempting to force a dominant culture upon them.

From the start, the Channel 0/28 broadcast was designed to offer a broad range of programming that would appeal to people whose interests weren't adequately covered by the other networks. On its first night, it screened the documentary *Who are we?*, which traced the history of immigration to Australia. This set the tone for the new channel, which would become known for screening movies from around the world and for covering international issues in depth within its news programs. In 1985 the channel changed its name to the Special Broadcasting Service (SBS).

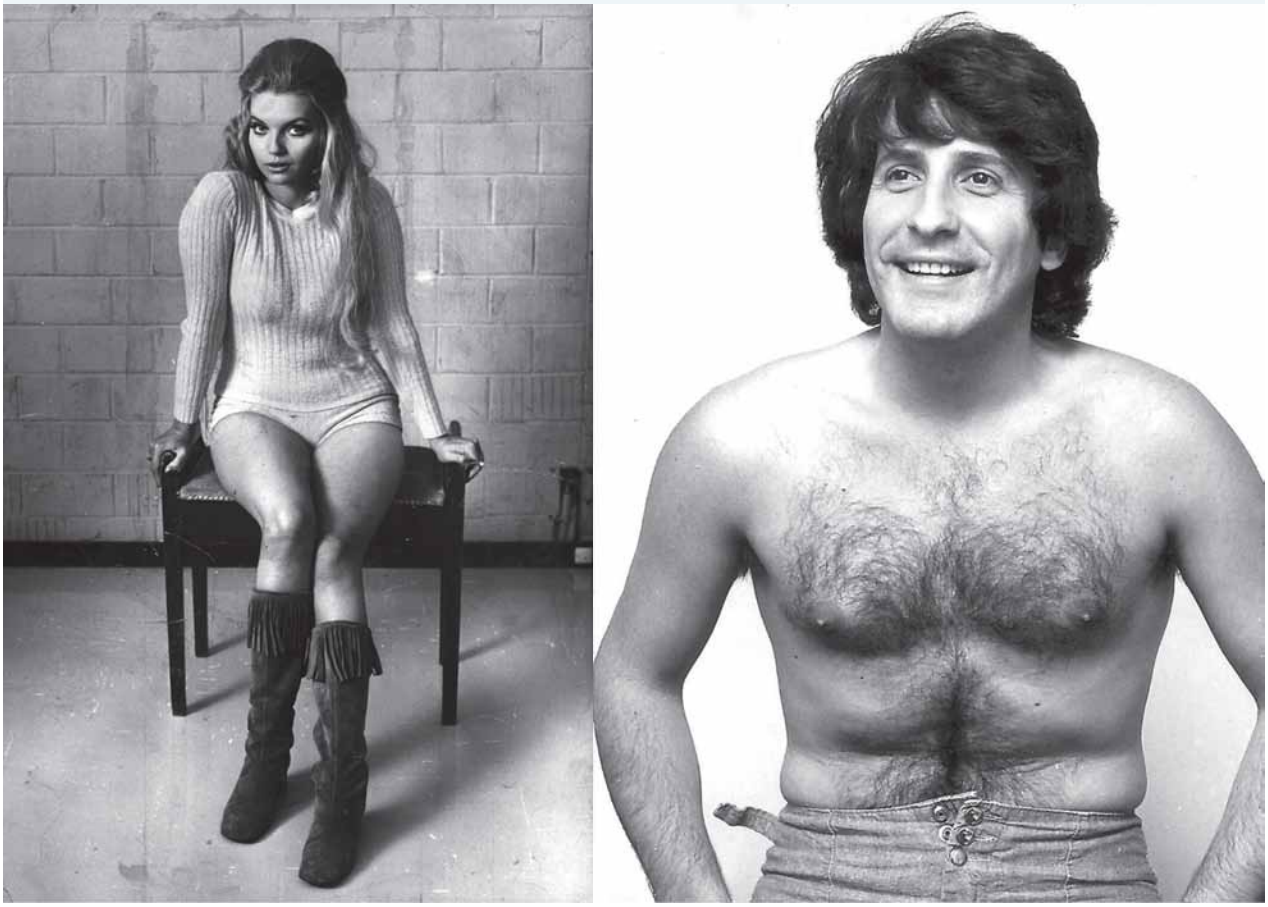
napalm a highly flammable, sticky jelly used in incendiary bombs and flamethrowers

multiculturalism policy recognising an immigrant's right to practise whichever culture they wish to, so long as they do not break the law; respect for, and appreciation of, cultural diversity

5.11.2 From soapies to reality

Australia has produced a number of dramatic serials, or 'soap operas'. They typically feature an open storyline, which continues from one episode to the next, seemingly indefinitely. Early Australian soap operas included *Number 96* (1972), *The Sullivans* (1976) and *Sons and Daughters* (1982), all of which ran in prime-time slots and were important in reflecting changing social attitudes.

SOURCE 3 These images of Abigail (left) and Joe Hasham (right), who were stars of the controversial television program *Number 96*, show why it may have been compelling viewing for Australians in the 1970s. At the peak of its popularity, the *Daily Mirror* newspaper claimed that 1.8 million Australian viewers had tuned in to watch. In 1977, after 1218 episodes, the show was cancelled because of falling ratings.



Number 96 was one show that courted controversy on a number of occasions. Launched in 1972 by an ailing 0–10 Network (now Channel 10), *Number 96* focused on the relationships of a group of people living in one apartment complex. The show featured a multiracial cast, frequent nudity, sex scenes, homosexuality and drug use.

These racy storylines and themes had never been seen on television before. The impact of *Number 96* was exaggerated by its contrast to more conventional Australian 'soapies' such as *The Sullivans*. Viewers were confronted with representations of a changing world and this shocked and scared many Australian households.

The genre reached new heights with *Neighbours* (1985) and *Home and Away* (1988) gaining huge popularity with predominantly teenage audiences in Australia. *Neighbours* and *Home and Away* also performed well overseas, particularly in England, because they represented a very different lifestyle to that of the British.

Some Australian soap opera stars, most notably Kylie Minogue, used their new-found international stardom to become successful pop singers, while others, such as Russell Crowe, Margot Robbie, Liam Hemsworth and Chris Hemsworth, became A-list movie and television actors.

SOURCE 4 Domestic and international tourists continue to make the pilgrimage to the sets of *Home and Away* and *Neighbours* each year, where they can view the Summer Bay Surf Lifesaving Club, Alf's Bait Shop and Ramsay Street up close.



DID YOU KNOW?

The original dramatic serials were broadcast on radio during the week in daytime slots, when most listeners would be women. When the serials needed sponsorship, they approached the makers of cleaning products, including soap. This is why, even during the television era, these shows were known as 'soap operas' or 'soapies'.

Reality television 'gets real'

Most reality television consists of a group of people put into a challenging situation and offered a substantial prize if they can survive a process of elimination. Since it requires no professional actors and can be shot entirely on location, reality television is quite cheap to produce, making it attractive to television stations. The popularity of reality television is largely due to viewers relating better to participants than to paid actors. Viewers enjoy watching normal people faced with abnormal situations. They are fascinated by flawed personality traits and are intrigued by the potential of conflict. In fact, some reality television shows have been criticised for deliberately misrepresenting participants and manufacturing conflict. Examples of popular reality TV shows include *Australian Survivor, Australian Idol, Australia's Next Top Model, The Voice* and *MasterChef*, all of which were based upon concepts developed in other countries.

The technology of television

Ever since the first television signal was broadcast in Australia, technology has dictated what Australians watch and how they watch it. In 1966, Australia received its first satellite images from the United States, a technology that would eventually allow television companies to show events live rather than waiting to broadcast recorded footage. On 20 July 1969, satellite images allowed Australians to watch Neil Armstrong and Buzz Aldrin walk on the moon. This immediate access to information became even more important when Australian soldiers entered the Vietnam War. In 1975, colour television arrived in Australia, leading to a growing popularity in this medium, and further establishing its dominance over radio.

SOURCE 5 Australia fell in love with *MasterChef* when it was broadcast on Network Ten in April 2009. It would go on to be one of the top rating programs of the year, with an estimated 3.7 million people tuning in to the finale. The *MasterChef* format was originally developed for English television. Australia is one of more than 25 countries to have localised the show.



SOURCE 6 When it was first broadcast in 1968, *Skippy the Bush Kangaroo* was the most expensive Australian television production ever made, costing around $6000 per episode. It was the first Australian show to be widely screened in the United States, as well as 80 other countries worldwide. However, Australians would have to wait until 1975 to view *Skippy* in colour.



In recent decades, Australians have been given access to a broader range of television stations via cable television, which they pay for on a subscription basis. In 2010, Australia began the complex process of shifting from analogue to digital TV, which allows for an increasing number of television channels. However, many people, including content producers, worry that, rather than promoting a greater amount of local television production, these channels will become yet more venues for broadcasting American re-runs. The increase of internet pirates illegally downloading television shows and the rise of streaming services such as Netflix and Stan, also pose a significant threat to the future of television in Australia and around the world.

5.11 SKILL ACTIVITY: Historical perspectives and interpretations

What do you believe has been the most significant moment in Australian television? You will need to **conduct** your own **research** in order to answer this question. Be sure to **explain** the reasons for your choice.

In your response, make sure to include:

a. a description of the moment
b. who was responsible for it
c. why it was so significant
d. which Australians it was most significant for.

on Resources

Weblink History of the ABC

5.11 Exercise

learnon

5.11 Exercise

Learning pathways

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

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Check your understanding

1. Complete the following paragraph to **explain** how the television could be seen as a tool for family cohesion. By 1966, only 10 years after it was released in _____, the television had become a common household item, and could be found in _____ per cent of homes in Sydney and _____. Before television, _____ was a family event, with a large radio found in the living rooms of most Australian homes. This trend was kept when household televisions replaced radios, with entire families huddled around a small screen.
2. Televised updates from the Vietnam War had no impact on Australian families and communities. True or false?
3. **Select** two reasons why the establishment of Channel 0/28 was significant.
   - A. It was the world's first ethnic television channel.
   - B. It was Australia's first television station.
   - C. It aired only Australian-made television shows.
   - D. It recognised Australia's multiculturalism and focused on issues often ignored by other networks.
4. **Discuss** the impact of *Number 96* on Australian society.
5. **Identify** and **explain** the reasons viewers often prefer to watch reality television rather than 'soapies'.

Apply your understanding

Communicating

6. **SOURCE 2** depicts Australian investigative journalist Neil Davis. **Communicate** what you can tell about his style of reporting based upon this image. How might this style of reporting have given him an advantage during the Vietnam War?
7. As you can see from **SOURCE 4**, some tourists include a tour of a soap opera set when they travel to Australia. **Evaluate** what this suggests about the importance of Australian soap operas to our image internationally. What sort of impression do you think that the major soap operas, *Neighbours* and *Home and Away*, give of Australia? Is this an accurate impression?

Using historical sources

8. **Study SOURCE 3**.
   a. How do these images and the popularity of the television program *Number 96* support or refute the idea of Australia as a conservative society in the early 1970s?
   b. The *Daily Mirror* newspaper that reported the 'amazing figures' of '1.8 million viewers' every night is considered a tabloid newspaper. Why might a historian be reluctant to use a tabloid newspaper as a reliable source?
9. **SOURCES 5** and **6** represent very different television programs and television viewing habits over time. What does this change **demonstrate** about changes in Australian popular culture?

Communicating

10. Are all television genres equally reliable as historical sources? **Explain** your view, using specific examples.
11. **Identify** and **explain** the key changes in Australian television programs and technology since its launch in 1956. How have these changes affected television's ability to influence the views of its audience? **Explain** your views.
12. **Compare** and **contrast** the images of early Australian television shown in this lesson with those that are familiar to you from contemporary television. Make a table that **summarises** the main similarities and differences (include references to genre and content).

LESSON
5.12 What can the film industry tell us about history?

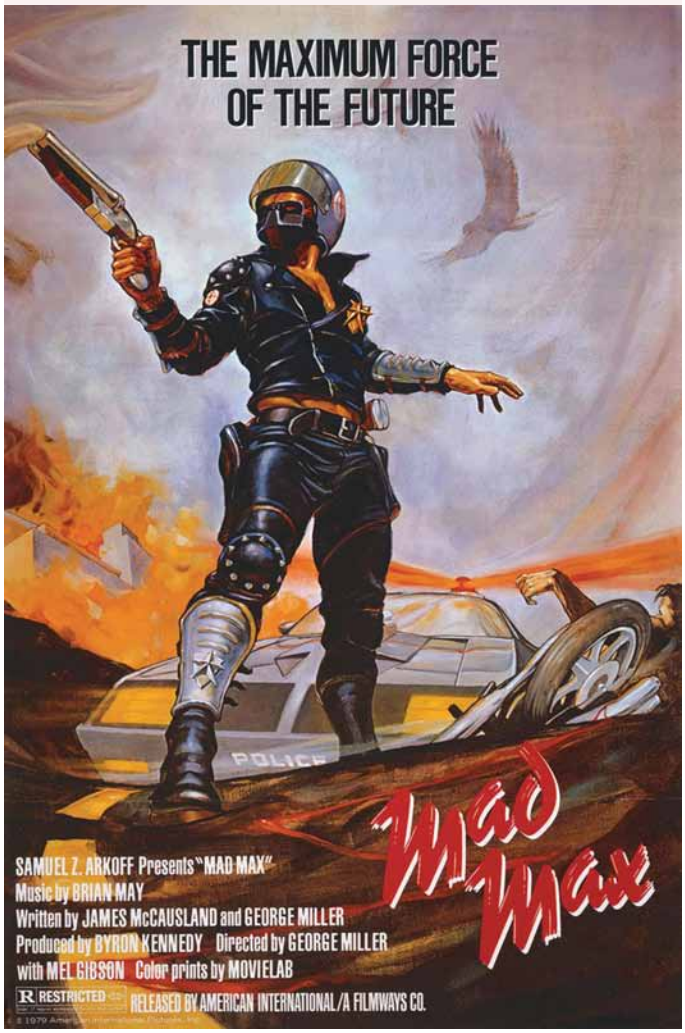
LEARNING INTENTION

By the end of this lesson you should be able to identify how changes to the film industry reflect social and political changes.

TUNE IN

Mad Max (1979) tells the story of a police officer in a post-apocalyptic Australian future. It was immensely popular in Australia and around the world, leading to a number of sequels and establishing Mel Gibson as an international movie star.

SOURCE 1 *Mad Max* (1979) promotional film poster.



1. Looking at **SOURCE 1**, decide: how was the film aimed to appeal to local and international audiences?
2. What elements on the poster (if any) identify the film as Australian?
3. Why might this franchise continue to speak to audiences today?

DID YOU KNOW?

In 2015, the fourth in the *Mad Max* film series, *Mad Max*: *Fury Road*, became the highest grossing Australian film ever, surpassing *Crocodile Dundee, Australia* and *Babe*. It also won six Oscars (from ten nominations) at the 2016 Academy Awards.

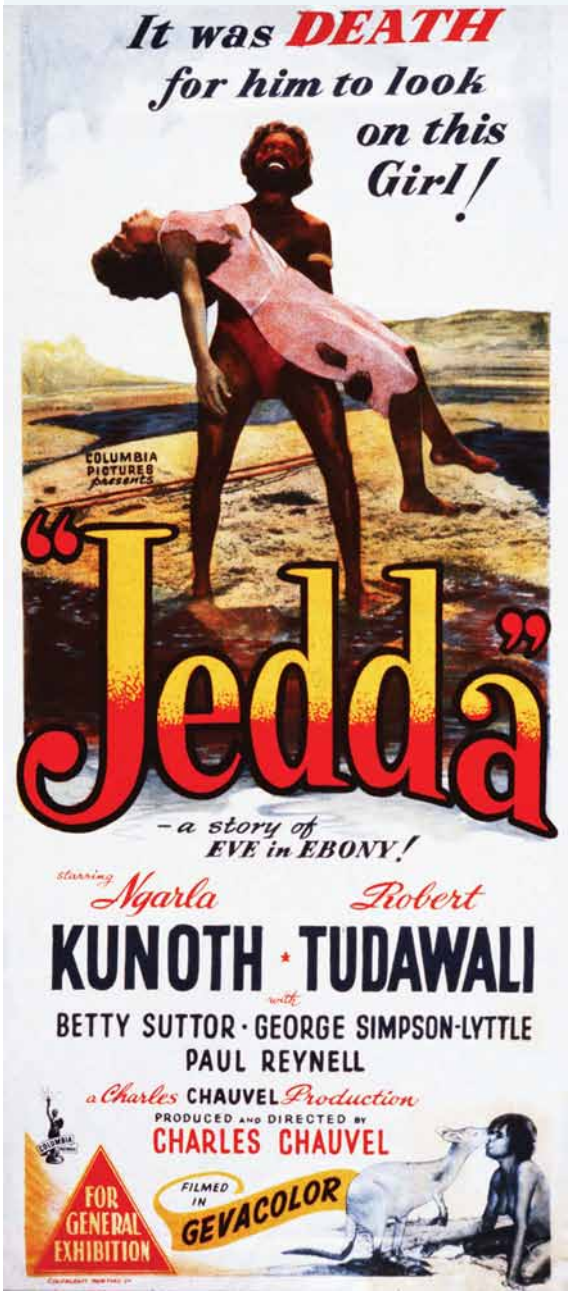
5.12.1 The growth of the Australian film industry

The Australian film industry has a long and proud history. Australian filmmakers the Tait brothers created the world's first feature film in 1906 with *The Story of the Kelly Gang*. Throughout the rest of the silent era, filmmakers would continue to create films that largely reflected Australia's colonial past. In the 1940s and 1950s, the industry was neglected by the government, and major productions were made possible only with investment from large British and American studios. In the 1970s, the Australian government began to invest heavily in its film industry, starting a boom period that would last for two decades. This cinematic 'new wave' would launch the careers of many of the country's best-known actors, filmmakers and on-screen personalities, and would underpin Australia's contribution to the global film industry in the decades to follow.

The first Australian feature film to be produced in colour was the groundbreaking movie *Jedda* (1955). Still one of the most controversial Australian films, *Jedda* tells the story of a young First Nations girl who is brought up by a European family after her mother dies. Representing themes that are still deeply relevant in Australian society today, *Jedda* was also a film of firsts. It was the first Australian film to feature First Nations Australian lead actors and the first to debut at the prestigious Cannes Film Festival.

From 1970 to 1985, the nation produced about 400 movies, more films than had been made since film production began in Australia. During this period, the Australian government threw its support behind the industry by offering large tax breaks to encourage investment in film production, and establishing both the Australian Film Development Corporation (later renamed Film Australia) and the Australian Film Television and Radio School (AFTRS). This growth in the film industry allowed local audiences to watch films that felt truly Australian, created by home-grown directors. Popular films of the period included *Sunday Too Far Away* and *Picnic at Hanging Rock* (1975), and *Mad Max* (1979).

SOURCE 2 A movie poster for *Jedda* (1955)



5.12.2 The Australian character in film

Since *The Story of the Kelly Gang*, Australian audiences have enjoyed watching characters test the boundaries of acceptable behaviour. Rogues, larrikins and scoundrels depicted on screen seem to have an enduring appeal for both Australian filmmakers and filmgoers. One of the first films financed by the newly established Australian Film Development Corporation was *The Adventures of Barry McKenzie* (1972).

The film was written by Barry Humphries and directed by Bruce Beresford, and cost $250 000 to produce. *The Adventures of Barry McKenzie* told the story of Bazza, an ill-mannered, hard-drinking 'hero', and his 'shameless adventures in Pommyland'. The movie relied heavily upon stereotypes of Australians and the English for its humour, pitting Bazza against a cast of uptight British characters. The **ocker** comedy was a hit in Australia and Britain, and was the first Australian film to earn more than $1 million at the box office.

SOURCE 3 *The Adventures of Barry McKenzie*, made in 1972, relied heavily on Australian and British stereotypes for its humour.



SOURCE 4 Crocodile Dundee makes his entrance wrestling the crocodile that almost took his life, which is now dead and stuffed, but still makes a great impression on the tourists.



In *Crocodile Dundee* (1986), Sue Charlton, a reporter from the 'big apple' visits the Australian bush in an attempt to meet a famed crocodile hunter. Michael J 'Crocodile' Dundee is unrefined with a good sense of humour, but, unlike Barry McKenzie, he demonstrates a number of features associated with the traditional hero, such as bravery and the willingness to protect his friends. After Mick rescues Sue from a crocodile attack, she takes him back to New York, where his straightforward manner and lack of pretences charm the people he meets. A worldwide smash hit, *Crocodile Dundee* broke box office records for an Australian movie.

SOURCE 5 In this scene from *Animal Kingdom*, Janine 'Smurf' Cody offers guidance to her criminal son Craig.



In 2010's *Animal Kingdom*, Jackie Weaver plays crime family matriarch Janine 'Smurf' Cody, who is willing to do anything to protect 'her boys', a criminal gang targeted by the police. A critical sensation, *Animal Kingdom* picked up numerous awards including the AFI's Best Australian Film of 2010, while Weaver received an Academy Award nomination for Best Actress.

Interestingly, the success of *Animal Kingdom* both at home and abroad mirrors the success of Australia's first feature film, another crime drama, more than 100 years earlier.

ocker (slang) a boorish or uncultivated Australian

5.12.3 Influences on Australian film and the future

The Australian film industry has been entwined with Hollywood for decades. Following World War II, many films shot in Australia, such as 1959's *On the Beach*, were financed at least in part by American studios, and feature foreign actors in major roles. This practice has been heavily criticised by some people, who claim that Australian stories would be better served by using local talent. However, others claim that major international productions shot locally, including *The Matrix* (1999), *Australia* (2008), *Where the Wild Things Are* (2009) and *The Wolverine* (2013), have given Australian actors and film crews experience that would be almost impossible for them to get otherwise.

SOURCE 6 The Australian government supports the idea of movies being shot in Australia, in part because of the money that can be generated through promoting Australia as a travel destination. *Australia* (2008) was shot in various locations throughout Australia and was tied to a tourism campaign titled, 'See the movie, see the country'.



Many Australians have made it big in Hollywood in front of, and behind, the camera. These days, it is not uncommon to see an Australian actor headlining an American film (usually with an American accent), while Australian directors such as Peter Weir and Bruce Beresford have had long, successful careers in Hollywood. Since the advent of computer-generated imagery (CGI), Australian special effects studios have contributed special effects to American films such as *Finding Nemo* (2003) and *The Lego Movie* (2014) and television series including multi-Emmy Award winner *The Pacific* (2010).

The Australian film industry has also recently developed strong ties with Bollywood. The largest and most successful film industry in the world, Bollywood is the name given to the Indian film industry. Since the 1990s, the link between the two industries has become closer. Increased Indian immigration, a changing Australian diplomatic and economic focus in Asia and strong cultural links, including a shared colonial heritage, have assisted the development of this relationship. Many Bollywood films have been shot in Australia and several Australian actors and personalities have featured in them.

Even former Australian Test cricketer Brett Lee has starred in Bollywood movies!

SOURCE 7 In 2015, former Australian cricketer Brett Lee starred in the Bollywood-style feature film *UNindian*. The movie was set in Australia and funded by the Australia India Film Fund, whose aim is to 'fund India-centric films for a global audience'. Its box office takings were $133 910.



5.12 SKILL ACTIVITY: Questioning and researching

'The Australian film industry is doomed unless the illegal downloading of movies is stopped.' Do you agree or disagree with this statement?

Research the issue, locating reliable sources, and **explain** your response, using evidence from your research. Include a full list of works you have cited.

5.12 Exercise

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5.12 Exercise

Learning pathways

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

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Check your understanding

1. **Identify** what was unique about the 1955 film *Jedda*. **Select** all options that apply.
   - A. It was filmed in colour.
   - B. It featured Hollywood actors.
   - C. It featured First Nations Australian actors.
   - D. It was shown at the Cannes Film Festival.
2. **Identify** what recent developments have assisted the formation of a close relationship between the Indian and Australian film industries. **Select** all options that apply.
   - A. Australian diplomatic and economic focus on Asia
   - B. Increased emigration to India
   - C. Increased Indian immigration
   - D. Strong cultural links
3. Based on the descriptions provided in this lesson, **identify** which movie provides the most accurate representation of Australian culture.
   - A. *The Adventures of Barry McKenzie*
   - B. *Crocodile Dundee*
   - C. *Animal Kingdom*
   - D. None of the above
4. **Study** the characters mentioned in this lesson and listed below. For each of them, **identify** their personalities and **explain** how they represent members of Australian society.
   - a. Barry McKenzie
   - b. Mick 'Crocodile' Dundee
   - c. Janine 'Smurf' Cody
5. **Explain** how the Australian government saved the ailing Australian film industry in the early 1970s.

Apply your understanding

Communicating

6. Using the sources in this lesson, as well as your knowledge of Australian cinema, **construct** a graphical representation (flow chart or similar) showing the major developments in Australian post-war film.
7. Based upon the scenes depicted in **SOURCES 3** and **4**, **determine** what Barry McKenzie and Crocodile Dundee have in common. How might they differ? What might their depictions suggest about the way Australia changed between 1972 and 1986?
8. **Compare** the movies referred to in **SOURCES 6** and **7**. Which film do you think filmgoers might prefer to visit a cinema to watch and why?
9. **Identify** what you think is the appeal of rogues, larrikins and scoundrels to the Australian filmmaker and filmgoer, and **decide** if this appeal will continue.

Using historical sources

10. **Examine** the movie poster for *Jedda*.
    - a. How are First Nations Australians represented in this poster?
    - b. How does this representation reflect the understanding of First Nations Australian culture during the 1950s?
    - c. Individually or as a group, design a new, more appropriate, poster for the movie *Jedda*.

LESSON
5.13 How has life changed since the end of World War II?

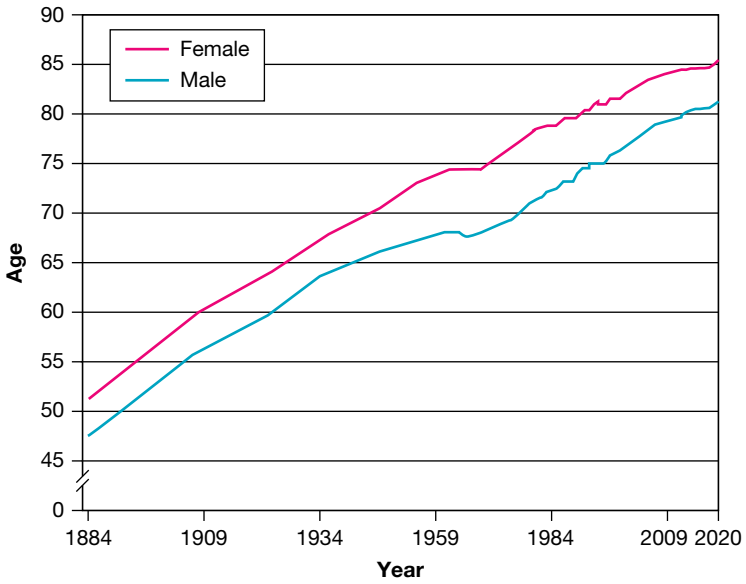
LEARNING INTENTION

By the end of this lesson you should be able to describe how much Australia has changed since the end of the Second World War, and evaluate both the positive and negative effects of these changes on a range of Australians.

TUNE IN

One way of judging a country's progress is to look at the average life expectancy, or the number of years its population is expected to live. These numbers are usually different for women and men.

SOURCE 1 Average life expectancy for Australians



Source: ABS.

1. How would you describe the trend for both men and women in **SOURCE 1**?
2. If this trend continues, what might the life expectancy be in the year 2034?
3. This trend is not guaranteed to continue. What factors might alter its trajectory?

5.13.1 Technological development

Technology has changed at an unprecedented rate during the past 60 years. This has had a profound impact on our culture, our work, our way of life, our interactions and our health. Some describe the computer, and the associated technological revolution, as the force that drives the modern world. During the same time period the world's population has more than doubled, and that rate of growth is expected to increase. This has placed an enormous strain on the Earth's resources and has had a great impact on many people's standard of living. Out of this has grown the green movement, with its concern for the environment and sustainable living.

There is no doubt that technology is advancing at an ever-increasing rate. People 60 years ago could not have imagined how we would be living today, any more than we can predict what life will be like in 60 years' time.

Household technology

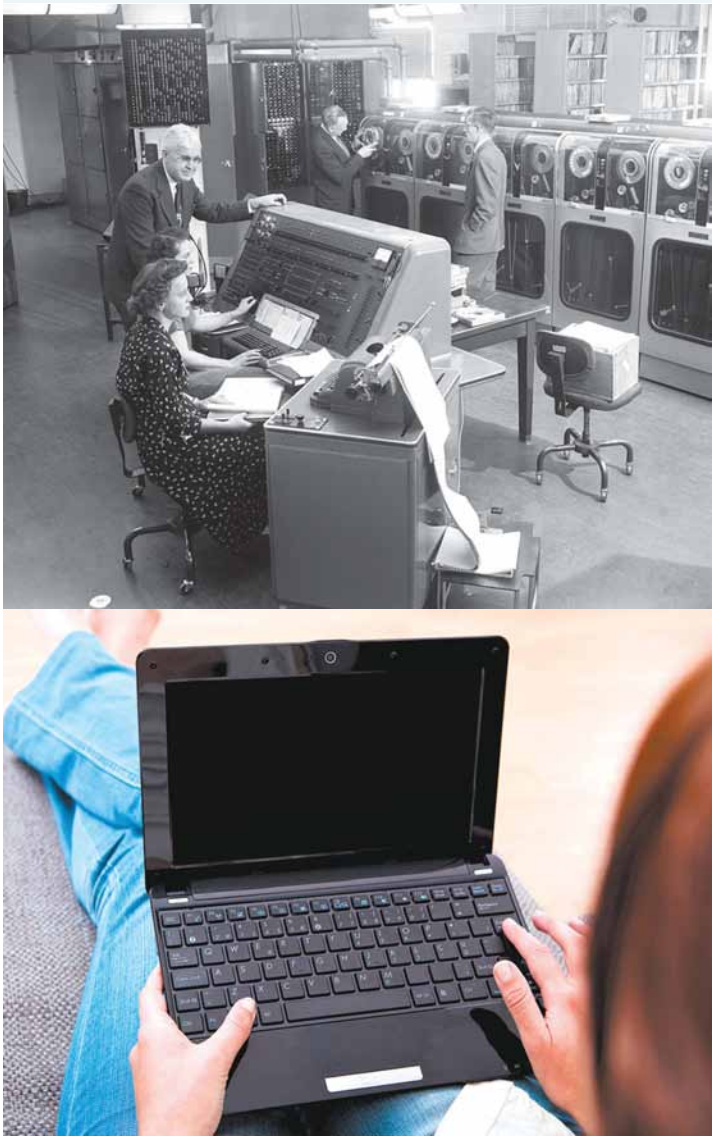
As outlined earlier in this topic, television changed our lives, but so did many other twentieth-century technologies. The household refrigerator and freezer enabled us to store food for long periods of time, while the microwave oven (which became available to the average Australian household in the late 1970s) dramatically reduced the time it took us to cook our meals. Today we can start our cars using remote control and some appliances will even respond to voice commands.

Communications

The first programmable computers were built in the 1930s. The first ones to be used for commercial purposes were enormous, filling whole rooms or even the entire floor of a building.

However, with the invention of the integrated circuit (better known as the microchip) in 1959, computers became both much more powerful and much smaller. Now we have small, lightweight laptops and computers installed in our cars, washing machines and phones.

SOURCE 2 Computers used today are a fraction of the size of those used in the 1950s.



In fact, computers are used in many machines produced today. They also run complex systems such as air traffic control at airports, bank ATMs and many other systems on which our world now depends.

Communications technology allows messages to travel all over the world almost instantaneously. We can call or message people from our mobile phones, and catch up with the news around the world as it happens. Social media sites such as Facebook and Twitter have become more than just tools for keeping in touch; they are used to disseminate information to vast numbers of people in a free, unrestricted manner. This has significant ramifications for governments and society.

DID YOU KNOW?

While it took radio 38 years and television just 13 years, it took the World Wide Web only four years to reach 50 million users.

Travel and trade

With developments in shipping and refrigeration, world trade has expanded dramatically. This means that goods produced in one country can safely and quickly be transported in large numbers to other countries. Advances in aviation have seen people travel much more than they once did. An overseas trip that once would have involved several months at sea can now be accomplished in a few hours on a modern jet airliner.

SOURCE 3 The Qantas Constellation (pictured at top) began flights from Sydney to London in 1947. The newest Qantas plane, the A380 (pictured at bottom), entered service in 2008.



One key consequence of the technological revolution has been **globalisation**. Globalisation has reduced the significance of national borders while vastly increasing the flows of people, trade goods, ideas and cultural knowledge. Countries have become less important as they have been integrated into the global economy. Along with the dramatic improvements in communications and travel, the world has become a much smaller place.

5.13.2 The environment movement

While there have always been those who argue that we should treat our natural environment with greater respect, the modern environment movement began in the 1960s. The world had been devastated by war and had seen the destructive capabilities of the atomic bomb. This experience led people to question how we viewed and used our planet. Industrial growth was also blamed for damaging the environment; some people began to argue that economic growth and development, and the associated overuse of resources, should be slowed down, if not stopped altogether, in order to protect the environment.

In the 1970s the environment movement became a mass movement. As a result of popular pressure, countries began to draft legislation and establish authorities (such as the US Environment Protection Agency) charged with regulating industrial and other polluting activities and protecting the environment. In 1972 the **UNESCO** Convention Concerning the Protection of World Cultural and Natural Heritage was endorsed by many nations across the world. This convention helped to ensure that areas of significant environmental importance would be preserved for future generations.

The environment movement in Australia has a long history. Scientific interest in our unique flora and fauna has resulted in people working to ensure our environment is preserved and protected. They were not always heeded. For example, one consequence of the gold rushes was the heavy ecological damage caused by mining operations.

An important turning point for the green movement, as it is often called, came out of the Tasmanian government's 1978 proposal to dam and flood the Franklin River and build a hydro-electric power station; this would have led to significant damage to the river and the surrounding areas. People reacted strongly across the nation to this proposal. Many protests were mounted and the Franklin Dam became an important issue in the 1983 federal election. After this, environment issues began to play a more prominent role in Australian politics. The Australian Greens Party was formed in 1992 and it won 13 per cent of the federal vote in 2010, securing a Senate seat in every state and also claiming its first seat in the House of Representatives.

globalisation the idea that, through improved communications and increased international and multinational trade, the significance of national borders is reduced as the world becomes one global marketplace

UNESCO (United Nations Educational, Scientific and Cultural Organization) a UN body tasked with promoting peace and security through international cooperation in the fields of education, science and culture

SOURCE 4 People take to the streets in Melbourne to protest the destruction of the Franklin River.



SOURCE 5 Bob Brown, standing in the motorboat, addresses protesters during the Franklin Dam dispute in 1983. Bob Brown later entered federal parliament as a senator. He was leader of the Australian Greens Party from 1992 until 2012



Sustainability

Environmentalists believe that the damage we have done to the planet through our growing population, overuse of resources and unchecked greenhouse gas emissions will ultimately mean that life on Earth becomes unsustainable. They argue that we must change our lifestyle and our relationship with the planet in order to ensure that the planet's **ecosystems** can survive. **Climate change** has made the need for sustainable living even more urgent. Radical changes need to be made by individuals, societies and governments to ensure that we live sustainably.

5.13.3 Standard of living

Most Australians enjoy a relatively high standard of living. Life in Australia is good for many, and getting better. One measure of economic wellbeing is our gross domestic product (GDP) per capita, a figure found by dividing the income generated in the country by the population. Australia's GDP per capita places us among the wealthiest people in the world. Another measure of wellbeing is the Human Development Index (HDI), arrived at by means of a wide variety of data, but mainly based on life expectancy, education and income. According to this measurement, Australia is ranked in the top 10, with Norway number one.

Medical advances

There have been many medical advances over the past 60 years. Modern drugs can cure many diseases, and vaccinations mean we are no longer susceptible to diseases that once killed thousands. A disease such as malaria, which kills up to a million people around the world every year, is no longer found in Australia. With our ability to transplant organs (such as the heart, kidney and lung) and identify illness in its early stages, we are able to ensure that we can live longer and enjoy better health than ever before. Improved living conditions and sanitation, healthier lifestyles (improved diets and hygiene) and medical advances have combined to help bring about these changes. However, these advances have generally helped only the world's richer nations, while the poorer nations have often been unable to afford the medicines and technology, and have been left to rely on the charity of the world's wealthier nations.

ecosystem systems formed by the interactions between the living organisms (plants, animals, humans) and the physical elements of an environment

climate change any change in climate over time, whether due to natural processes or human activities

The future?

We must remember, though, that measurements such as GDP assume that everyone has equal access to the benefits available in that country. We know this is not the case, and we must continue to ensure that we act to make Australia the fairest country it can be, and ensure that all Australians benefit from the wealth and good fortune available.

5.13 SKILL ACTIVITY: Questioning and researching

Select one technology mentioned in this lesson, and answer the following.

- **Describe** the benefits of this technology.
- **Identify** its costs (these might be financial, environmental or something else).
- **Identify** which Australians have benefited most from this technology. Why might this be the case?
- **Propose** what (if anything) would need to change for all Australians to benefit equally from this technological advancement.

Use a range of sources in your research. Present your findings to a small group or to the class as a whole.

5.13 Exercise

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5.13 Exercise

Learning pathways

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

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Check your understanding

1. **Identify** the event that is seen as marking the beginning of the modern environment movement in Australia.
   - A. The formation of the Australian Greens Party
   - B. The campaign against the Tasmanian government's 1978 proposal to dam and flood the Franklin River
   - C. The construction of the Snowy Mountains Hydro-electric Scheme
   - D. Australia's endorsement of UNESCO
2. **Identify** two of the main aims of the environment movement.
   - A. To ensure issues of environmental concern are not brought to attention
   - B. To promote a sustainable future in which resource use and environmental protection are balanced
   - C. To minimise the government's role in protecting the environment
   - D. To preserve and protect the environment
3. The Human Development Index (HDI) is arrived at by using a wide variety of data, but is mainly based on three indicators. **Select** these three indicators from the list below.
   - A. Life expectancy
   - B. Religion
   - C. Income
   - D. Education
4. **Identify** any two significant technological changes that have occurred since World War II.
5. **Identify** the country that is number one in the Human Development Index.
   - A. France
   - B. Finland
   - C. Canada
   - D. Norway
6. What is meant by the term 'sustainability'?

Apply your understanding

Using historical sources

7. **Compare** the images in **SOURCES 2** and **3**. **Describe** technological developments evident in these pictures.
8. **Identify** the aspects of **SOURCE 4** that show many Australians were against the damming of the Franklin River.

Communicating

9. Environmentalists argue that economic growth must be slowed and that we may need to sacrifice our living standards for the sake of the planet. **Reflect** on why many people resist such arguments.
10. Measures such as GDP per capita are criticised because they fail to reflect how the wealth of a nation is shared. **Examine** why it is important to look at the distribution of resources when assessing a nation's standard of living.
11. **Identify** and **explain** why Australia always rates highly on measures such as the Human Development Index.
12. **List** the other types of data included in the Human Development Index that make it different from GDP. Do you think this makes HDI a 'better' measure? What aspects of life do you believe should be measured when describing a country's standard of living.

LESSON

5.14 How have our beliefs and values been impacted over time?

LEARNING INTENTION

By the end of this lesson, you should be able to identify how and why Australians' beliefs have remained the same or changed over time.

TUNE IN

As a nation, Australians are known for their democratic society and their ability to stand up for their beliefs. Throughout history, there have been countless protests with passionate protesters standing up for what they believe in.

SOURCE 1 Protesters in Sydney march for marriage equality

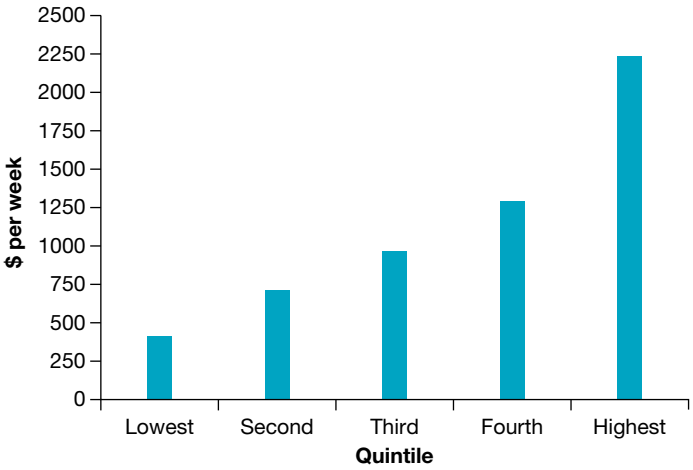


1. Examine **SOURCE 1** and make a list of the slogans written on placards held by protesters.
   a. According to the placards, what did protesters want to change?
   b. Are any political organisations represented in the crowds? If so, which ones are present and why do you think they attended these rallies?
2. What makes the debate around marriage equality historically significant?

5.14.1 Advance Australia fair?

Australians have traditionally considered our nation to be an **egalitarian** society; that is, one that values equality and fairness. Some people have even referred to Australia as a 'classless society' because every member of society, in theory, has the opportunity to succeed. However, in 1945, there were a great number of people whose voices were left out of the national debate, including First Nations Australians, non-white immigrants, LGBTQIA+ Australians and many women. It would take decades for Australia to become a society that would truly value citizens of any colour, sexual orientation, religion and gender.

SOURCE 2 Australian income inequality in mean $ per week (after tax), by quintile



Source: ABS (2022) Household income and income distribution, Australia: Summary of Results, 2019–20.

But in some ways Australians have become less equal since 1945. Today, while it is possible for people from a range of backgrounds to get an education, gain employment and become productive members of society, many Australians still live in poverty, and lack access to education, healthcare and other essential services. In the past 70 years, Australia has also seen the gap widen between its poorest and richest citizens (see **SOURCE 2**). For those living in poverty, the concept of egalitarianism can seem more myth than reality.

Recent statistics from the Australian Bureau of Statistics (ABS) reveal that although average household weekly income rose significantly between 2003–04 and 2007–08 by $213 per week, in the following eight years, it grew by only $27. The average weekly income in 2019–20 was $1124. Wealth is less equally distributed now than it was in 2003–04. In fact, according to the Australian Bureau of Statistics, in 2019–20, the top 20 per cent of households received almost five times as much income (after tax) as those in the bottom ten per cent.

aud-0587

SOURCE 3 This extract from the article 'Still working for the man? Women's employment experiences in Australia since 1950' suggests gender inequality in work remains an issue for women in Australia.

The changes in Australian society since 1950 have been profound. From a minority of women in paid work in 1950, it is now the norm to combine both paid work and family care across the life course. The reality of the male breadwinner exists in a minority of families, as both women and men contribute to the family funds in the majority of households. Major changes have occurred in the conditions of work for women. Whereas lower wages for women were the law in 1950, this is now forbidden through anti-discrimination and industrial legislation. Equal opportunity at work and equality of conditions and rewards are now the law.

What kind of working world do the grand-daughters of those women of the 1950s face? They are the most highly educated cohort with more women than men possessing university degrees. They will spend longer than their grandmothers in the paid workforce and can enter any occupation and industry and expect equal pay with their male co-workers. They can expect organisations (at least those with more than 100 employees as set out in the legislation) to have employment equity programs that consider and address equity issues. What is the current reality at work? There are many more opportunities for women to enter the workforce but these opportunities decrease if women choose to move to managerial ranks. Most managers are men. Women may be constrained in their choices by hostile organisational cultures and lack of practices that assist with managing both paid work and family care. Are women still working for a man? Most probably.

egalitarian having the belief that all people are equal and deserve equal rights

The power of democracy

A democratic society is one in which the people have the power to determine the laws and actions of the state. Australia has one of the oldest continuous democracies in the world. In 1945, all white Australian adults over 21 were entitled to vote in the federal election. This right did not extend to most First Nations Australians. In 1962, as the civil rights movement built up momentum in Australia and overseas, the Menzies government extended the vote to all Aboriginals and Torres Strait Islanders (see lesson 3.7). In 1971, Liberal senator Neville Bonner became the first First Nations Australian to sit in Parliament. It was not until 2016 that Linda Burney became the first First Nations Australian woman to be elected to the House of Representatives.

SOURCE 4 Gough Whitlam watches on as the Governor-General's secretary reads the notice dismissing him in November 1975.



In 1975, Australian democracy was put to the test when the Labor prime minister, Gough Whitlam, was dismissed by the Governor-General, Sir John Kerr. This dismissal was due to many reasons. One reason was because the government's supply of money had been frozen by the Opposition in the Senate. This made it impossible for the prime minister to govern the country.

The Whitlam dismissal was significant because it was the first time that many Australians realised that the governor-general (who was appointed by the prime minister to represent the Queen) could sack an elected prime minister. Despite the unsettling nature of this decision, the response by all parties demonstrated the strength of Australian democracy. All parties, including the Labor Party and trade unions, agreed to resolve their issues though the established democratic process.

Today, all Australians aged 18 and over are required to vote in state/territory and federal elections.

Each person's vote is cast in secret and recorded on a ballot (list of candidates); ballots are counted by independent monitors. Donations to political parties above a certain level must be disclosed. The whole electoral process is designed to be as fair and inclusive as possible, and is a great source of pride for many Australians.

5.14.2 Religious tolerance in a changing society

Technically, Australia is a secular society. This means that there is no official religion in Australia and governments are forbidden to promote one religion above others. Despite this, religious observance is still an important part of Australian society. In the 1940s, most of Australia's Anglo-Celtic population identified themselves as Christian (either Protestant or Catholic). It was expected that these people would attend church at least once a week. Followers of these faiths wore their 'Sunday best', and church-sponsored events, including dances, were a common meeting place for girls and boys. However, there was still a large religious divide between these denominations.

When World War II ended, most Australians considered themselves loyal to England, the 'mother country'. Many of these people viewed Catholics, who had traditionally immigrated from Ireland rather than England, as unreliable, superstitious and even disloyal to Australia. It was not uncommon for a job to be advertised

accompanied by the disclaimer, 'Catholics need not apply'. At this time, a 'mixed marriage' referred to marriage between a Protestant and a Catholic. It was an act that could break families apart.

Catholics who were married in a Protestant church were excommunicated, which meant they were denied membership to the Catholic Church, a fate that befell Ben Chifley, who was prime minister in the late 1940s. Despite the potential damage that it could cause, one in five people chose to marry outside their faith prior to 1960.

SOURCE 5 In an opinion piece written for the *National Times* in 2009, Siobhan McHugh reports on the Protestant/Catholic divide that was ever-present in Australia during much of the early twentieth century.

HOW THE IRISH ROSE ABOVE AUSTRALIA'S SOCIAL APARTHEID

Religion in 'Anglo-Celtic' Australia was code for identity: it branded you as part of the Protestant Ascendancy or the Catholic 'Bog Irish'. To marry across these entrenched divides was nothing short of consorting with the enemy for many...

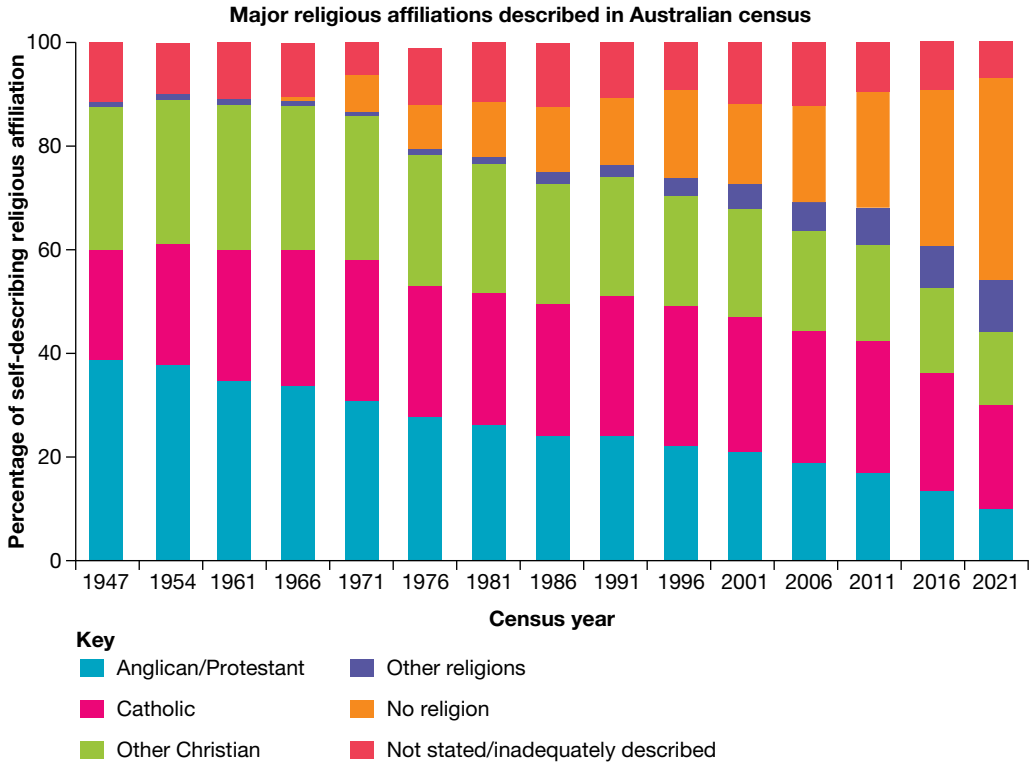
One Randwick man was cut out of three wills for marrying a Catholic — yet his nominally Anglican parents did not even attend church regularly. It was all about upholding Englishness and Empire, about fealty [loyalty] not faith. On the Catholic side, the hatred was just as strong, fuelled by memories of the Irish famine of the 1840s, which halved the population through death, disease and emigration, as the English exported food from Ireland. After one Maitland woman, Julia O'Brien, eloped with her Protestant lover, her father forbade the mention of her name and spurned her deathbed visit. When Julia died in childbirth, neither side would help with the children, who had to be placed in an orphanage. The eldest went on to reject all religion...

Changing attitudes to religious practice

Some of these long-held prejudices would start to be broken down as a tide of European migrants reached Australia's shores following World War II. Suddenly, the number of Roman Catholics (many from Italy) increased dramatically, along with members of other Christian denominations, such as the Greek Orthodox

int-9055

SOURCE 6 This graph shows the proportion of the Australian population that identifies with various religions according to census data collected since 1947.



church, which challenged the supremacy of the Anglican church. Another significant milestone occurred following the 1963 federal election. The largely Protestant Coalition government approved state aid for Catholic schools (and other non-government schools). Labor Prime Minister Gough Whitlam consolidated this in 1972 when he tripled the amount of state aid given to all schools. From this point onwards, it could be said that the religious intolerance that had marked much of Australia's early history had finally begun to crumble.

With Whitlam's abolition of the White Australia policy in 1973, the nation opened its arms, and its borders, to people from across Asia, greatly increasing the number of practising Buddhists, Hindus and Sikhs in Australia. Between the 1980s and the present, an influx of immigrants from the Middle East and, more recently, Africa has led to an increase in the number of practising Muslims. Throughout this era, growing support for multiculturalism has led to an increasing level of religious tolerance within the community.

In recent years, it has also become more common to hear some political leaders referring to their faith in election campaigns and other interviews. This has become a point of debate for some people, who fear that such religious politicians may be unable to choose between their religion and the needs of the country, particularly when dealing with controversial issues. The recent debate over marriage equality is an example of how social and political issues can be influenced by religious beliefs.

5.14 SKILL ACTIVITY: Questioning and researching

'Religion in Australia is a unifying force, not a divisive force.' **Discuss** this contention in small groups and **develop** for and against arguments. Then **conduct research** on religious forces in Australia after World War II to further **investigate** this topic, and **present** your findings to your classmates.

5.14 Exercise

learnon

5.14 Exercise

Learning pathways

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

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Check your understanding

1. Prime Minister Gough Whitlam was sensationally sacked by Governor-General Sir John Kerr in 1975. Complete the paragraph below to **explain** how the actions of politicians following this event demonstrate Australian democracy in action.
   The Whitlam _____ was very significant because it was the _____ time that many Australians realised that the governor-general (who was appointed by the _____ to represent the _____) could sack an elected prime minister. Despite the unsettling nature of this decision, the response by all parties demonstrated the strength of Australian _____. All _____, including the Labor Party and trade unions, agreed to resolve their issues though the established democratic process.
2. **Select** which of the following shows how the abolition of the White Australia policy led to increased religious freedom and tolerance in Australian communities.
   A. Australia opened its borders to allow only American people and culture in.
   B. Australia opened its borders to allow only Asian people and cultures in.
   C. Australia opened its borders to Christian people and cultures from across the world.
   D. Australia opened its borders to people and cultures from across the world.
3. To the best of your knowledge, **explain** how it might be possible for inequality between a country's rich and poor populations to develop.
4. In your own words, **define** the terms 'egalitarianism' and 'democracy'.
5. **Explain** the ways in which Australia both is and is not an example of an egalitarian society.

Apply your understanding

Using historical sources

6. Using the graph in **SOURCE 2**:
   a. **compute** the difference between the weekly income of Australians in the lowest and highest quintile
   b. **compute** this as an annual income (after tax). What statement can you make about the results you obtain in relation to income equality between Australians?
7. **Outline** what issue is being explored in **SOURCE 1**. What changes in Australian society are outlined in the source? Can you detect any bias in this source? What would you need to know in order to establish whether the source was biased?
8. **Examine SOURCE 6**. Based on your analysis of this graph, and your current knowledge, how do changes in religious affiliation reflect Australia's changing immigrant intake? What do these changes suggest about Australia's changing attitude toward religion since 1945?

Communicating

9. **Discuss** how reliable statistics are as a source for showing broad patterns of change over time. What might be their limitations?
10. Australia has been described as a classless society. **Identify** what factors have contributed to this description of Australia by historians and commentators.

LESSON
5.15 INQUIRY: Teenagers through the decades

LEARNING INTENTION

By the end of this lesson you should be able to speak to people to form tentative conclusions about the past.

Background

As you now know, after World War II, improvements to communications technology created a direct connection between the mass media (newspaper, television and radio) and their target audience, many of whom were teenagers. By analysing popular film, music, television, sport, fashion, and other examples of popular culture from this era, we have learned about the sorts of things that have preoccupied, motivated and inspired people during this tumultuous period. Another way we can gain an insight into the lives of teenagers of the past, and either corroborate or challenge our findings, is to speak to them directly. In this inquiry, you will need to locate at least three people who were teenagers in different decades. These decades can include the 1950s, 60s, 70s and 80s. Through your inquiry, you are going to try to discover how, and why, life changed for the nation's teenagers in the latter half of the twentieth century.

SOURCE 1 Technological advancements and many other changes meant that life was quite different for teenagers born in different decades.



Before you begin

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

Inquiry steps

Step 1: Questioning and researching

Write your **inquiry question**.

Research your question. In this case, interview at least three people who were teenagers in different decades from the 1950s to the 1980s. You will need to ask them a series of questions, including the following:

- How would you **describe** the mainstream or dominant culture when you were a teenager?
- How would you **describe** the counter-culture?
- Were you part of the mainstream or counter-culture?'
- What values do you think underpinned Australian culture at this time?

Step 2: Using historical sources

Analyse your interviewees' answers, looking specifically for evidence of things that are a) similar and b) different between them.

Step 3: Historical perspectives and interpretations

Evaluate: What are the strengths and weaknesses of each interview/interviewee (for example, a clear memory and lots of detail are strengths, while a fuzzy memory or a lack of details would be weaknesses.)

Step 4: Communicating

What is the answer to your inquiry question? Present your findings as a written and/or oral presentation, with pictures (such as photographs of your interview subjects when they were teenagers) for the purpose of illustration. Support your claims with examples from your research, analysis and evaluation.

Complete your self-assessment using the **Inquiry rubric** or access the 5.15 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39880)

LESSON
5.16 Review

Hey students! Now that it's time to revise this topic, go online to:

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5.16.1 Key knowledge summary

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

5.2 What do sources tell us about the modern world?

- Since World War II, improvements in technology have resulted in a mass media.
- By analysing sources such as films, music, television, sport and fashion, we can understand the phenomenon of popular culture since 1945.

5.3 How did World War II change the world?

- World War II had been devastating to countries around the world, in terms of the loss of life, the destruction of property, and the financial cost. It also displaced millions of people worldwide.
- This devastation inspired the creation of the United Nations, an organisation charged in part with making sure that such terrible wars could never happen again.

5.4 How did Australian society change in the 1950s and 1960s?

- In post-war Australia, the population was predominantly white and Anglo-Saxon.
- Labour shortages meant immigration was encouraged. As well, women were needed in the workforce although they did not receive equal pay.
- Prosperity increased in the 1950s as the economy grew. Life in the suburbs and affordable consumer goods became the norm, along with a 'baby boom'.
- Advances in communications technology brought American popular culture to Australia.

5.5 What were the causes of the Cold War?

- After the Second World War, two superpowers emerged: the United States and Russia. They represented competing ideologies.
- One of the ways these superpowers consolidated their power *in fact, one of the things that makes them superpowers is their large stockpile of nuclear weapons.*
- Today, many countries have nuclear weapons, including China and India, both of which are well on their way to achieving superpower status. Significantly for Australia, we have close relationships with both of these countries.

5.6 How did Australia form relationships with its neighbours?

- Australia's relationship with its neighbours in the Asia Pacific has changed greatly since the end of World War II.
- While all Australian leaders have recognised the increasing importance of this relationship to Australia's security and financial success, they have dealt with the governments of these countries very differently, with some seeing the relationship as largely competitive while others have viewed it as one of cooperation.

5.7 What role did sport play in society?

- Sport is an important element of national identity and Australia has developed a strong sporting culture.
- A surfing culture developed in Australia after World War II, taking advantage of Australia's coastal features and sunny climate.

- Participation in the Olympics was seen as part of Australia's commitment to its values, and Australian athletes enjoyed great success. World events intruded into the Olympics in the form of political protests.
- Immigration from Europe encouraged the growth of soccer as a sport, although ethnic tensions sometimes created divisions rather than unity. Australia's national men's team, the Socceroos, have had increasing success in world soccer.

5.8 What was the impact of the rock'n'roll revolution?

- Australian popular music immediately after World War II included jazz, country and big band music and catered to conservative tastes.
- Rock'n'roll was a new form of music which appealed to the 'baby boom' teenagers. It originated in America and its popularity quickly grew around the world.
- Australian rock'n'roll performers such as Johnny O'Keefe emerged and Australia joined the rock'n'roll craze. Performers from America toured Australia and were seen by a largely teenage audience.
- British music arrived in the 1960s, with the Beatles as its foremost exponents. The group toured Australia in 1964 and were met by large crowds of screaming fans.
- A second and third wave of Australian rock'n'roll acts achieved success overseas. Groups such as The Easybeats and AC/DC had international hit songs.

5.9 How has migration influenced change in Australia?

- Australia has experienced three identifiable 'waves' of migration in the post-World War II period.
- These included the first wave of displaced persons, European refugees; assisted migrants during the 1950s and 1960s; and the final wave made up of immigrants who are supplementing Australia's skill shortage.
- Australia has responded with three immigration policies: assimilation, integration and multiculturalism.
- Alongside these 'waves' there has been an increase in asylum seekers reaching Australian shores since the late 1970s.

5.10 What were the global political and social influences on popular culture?

- Some of the most significant cultural changes in Australia have developed in response to our evolving relationships with other countries.
- Australia's connection to its colonial past has formed the basis of our cultural identity. From cricket pitches to the houses of Parliament, much of Australian modern identity stems from British roots.
- Our connection to Britain began to wane after World War II. In its place arose a new partner in the United States of America. New trends in music, television and film soon found their way into mainstream Australian society. Along with these cultural areas, social and political movements popular in America were seen in Australia as well.
- The civil rights, peace, environmental and hippie movements all entered Australia through its new cultural partner. In recent years, Australian culture and identity has seen another change due to our closer relationship with our Asian neighbours.

5.11 How did Australian television become a cultural influence?

- Television arrived in Australia in 1956 and soon became a dominant cultural force.
- The events of the Vietnam War were able to be seen in Australian households and this influenced public opinion against the war.
- Multiculturalism found a place in television with the establishment of Channel 0/28, later SBS. This was the world's first ethnic television channel.
- Australian television programs have been varied in genre, but 'soap operas' have been particularly successful. Reality television has been popular with some demographics.
- Technology has influenced what Australians watch and the range of channels available has increased via cable, satellite and internet streaming services.
- Illegal downloading and internet streaming services pose a threat to the future of Australian television.

5.12 What can the film industry tell us about history?

- As Australia's global relationships changed, so too did Australian music, film and television. New global trends and influences led to different genres of entertainment developing within Australia. As a result, the quality of Australian-made music, film and television began to improve. As it did, it began to have an influence on global audiences.
- A particular view of the Australian character was often depicted in Australian-made films with portrayals of larrikins, rogues and scoundrels.
- Australian films enjoyed increasing popularity overseas, feeding money back into the emerging Australian arts industry. This enabled further growth in these areas and also contributed to the development of Australian identity.
- The future of the Australian film industry is uncertain as American films continue to dominate Australian cinema releases. Australians also download many films — legally or illegally — rather than attend movie theatres.

5.13 How has life changed since the end of World War II?

- Australia has seen an unprecedented rate of technological change since World War II.
- In general, the quality of life for Australians has improved over this time, however these improvements are not enjoyed equally by all Australians.
- As our rate of consumption has increased, we have become more aware of the environmental harm caused by first-world lifestyles. This has led to a push for sustainable development.

5.14 How have our beliefs and values been impacted over time?

- Australia now looks towards Asia and the United States rather than Britain.
- The vision of Australia as a democratic and egalitarian society has been questioned by some. Some Australians still live in poverty, and lack access to education and healthcare. This is particularly true for First Nations Australians.
- Democracy, however, remains strong, with all Australians over the age of 18 being required to vote in federal and state or territory elections.
- As a secular society, Australia has no official religion. Multiculturalism has resulted in a growth in the different religions present within society. However, social and political issues can still be influenced by religious groups.

5.15 INQUIRY: Teenagers through the decades

- Through this inquiry, try to discover how, and why, life changed for the nation's teenagers in the latter half of the twentieth century.

5.16.2 Key terms

Allied powers the name for the countries that allied themselves against the Axis powers during World War II. They included the United States, the Soviet Union and Britain and her former colonies.

Anglo-Celtic having ancestry originating in the British Isles, including England, Ireland, Scotland and Wales

Aquarius relating to the Age of Aquarius — a period of transition, according to astrologers

assimilation the process in which individuals or groups of differing origins take on the basic attitudes, habits and lifestyles of another culture

Australian Security Intelligence Organisation (ASIO) a body responsible for collecting information on terrorism and other dangers to Australia's security

beat generation a subculture, first associated with American writers and poets, that rejected conventional work, possessions, clothing and lifestyle, and promoted radical ideas

Cabinet group of select government ministers that meets regularly to decide major issues of government

censorship government controls and restrictions on the free flow of information in the media

civil rights the rights belonging to an individual by virtue of citizenship

climate change any change in climate over time, whether due to natural processes or human activities

Cold War a power struggle and battle of ideologies, after World War II, between the Western bloc nations led by the superpower United States and the Eastern Bloc nations led by the superpower USSR

conscription compulsory enlistment, especially in the armed forces; also called the draft

disc jockey also known as a DJ, a disc jockey announces and plays music on the radio

displaced person a person driven from their homeland by war or political upheaval

ecosystem systems formed by the interactions between the living organisms (plants, animals, humans) and the physical elements of an environment

egalitarian having the belief that all people are equal and deserve equal rights

globalisation the idea that, through improved communications and increased international and multinational trade, the significance of national borders is reduced as the world becomes one global marketplace

ideology sets of ideas or beliefs that guide an individual, group, society or nation and provide the basis of political systems

integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately

multiculturalism policy recognising an immigrant's right to practise whichever culture they wish to, so long as they do not break the law; respect for, and appreciation of, cultural diversity

napalm a highly flammable, sticky jelly used in incendiary bombs and flamethrowers

ocker (slang) a boorish or uncultivated Australian

picket a group of people who try to persuade others from doing something; for example, trade unionists dissuading workers from working during a strike

power vacuum a situation in which there is a lack of political leadership

satellite state a country dependent on and dominated by a more powerful country

UNESCO (United Nations Educational, Scientific and Cultural Organization) a UN body tasked with promoting peace and security through international cooperation in the fields of education, science and culture

utopia an ideal, perfect place, especially in its social, political and moral aspects

xenophobia the fear or hatred of foreigners or strangers

5.16.3 Reflection

Revisit the inquiry question posed in the Overview:

How does what we choose to read, watch, listen to and play tell us about the perspectives of people at a particular time?

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

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11492)
Reflection (ewbk-11796)
Crossword (ewbk-11797)

Interactivity Globalising world crossword (int-9108)

5.16 Review exercise

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Multiple choice

1. Why were Lee Gordon's 'Big Show' rock concerts so influential on the Australian music scene?
   - A. They were free and exposed people to new music.
   - B. Australian bands were the headline acts.
   - C. Australian bands supported overseas headline acts.
   - D. They were the first concerts held in Australia.
2. 'Populate or perish' was the phrase given to what kind of post-war federal government initiative?
   - A. Immigration
   - B. Family planning
   - C. Tax incentives for families
   - D. Urban planning
3. Why was Channel 0/28 established in 1980?
   - A. Because people were becoming bored with other stations
   - B. To help immigrants understand Australian culture and customs
   - C. To show a greater range of foreign programs
   - D. To balance the number of television stations
4. After World War II, Australian teenagers discovered they had access to the three ingredients necessary to establish a surfing culture. What were they?
   - A. The beach, the sun but no spare time
   - B. The beach, cars and leisure time
   - C. The money, the wetsuits and no spare time
   - D. The beach, surfboards and leisure time
5. Who was the first Australian band to have an international rock'n'roll hit?
   - A. The Bee-Gees
   - B. Billy Thorpe and the Aztecs
   - C. AC/DC
   - D. The Easybeats
6. What was the event that shaped Australian society and dominated popular culture during 1965–75?
   - A. The Korean War
   - B. The Vietnam War
   - C. The civil rights movement
   - D. The hippie movement
7. Which of the following types of mass media helped to shape popular culture after 1945?
   - A. Television
   - B. Music
   - C. The internet
   - D. All of the above

8. **Identify** the two main drivers of social change in post-war Australia from the list below.
   - **A.** Television
   - **B.** Politics
   - **C.** The Vietnam War
   - **D.** Migration
9. Name the years and locations of Olympic Games held in Australia.
   - **A.** Melbourne (1956) and Sydney (2000)
   - **B.** Melbourne (1956) and Brisbane (1988)
   - **C.** Sydney (2000) and Melbourne (2006)
   - **D.** Sydney (2000) and Brisbane (1988)
10. Over the past 60 years, the world's population has:
   - **A.** decreased.
   - **B.** more than doubled.
   - **C.** almost doubled.
   - **D.** increased by 25 per cent.

Short answer

Communicating

11. The national service scheme, introduced by the Menzies government in 1964, was based on a ballot system. All eligible men aged 20 had their names put into a barrel and if their number came up, they would receive a draft card. If drafted, a man was required to serve in the National Service for two years. From 1965 this often meant serving in Vietnam. Some men chose to protest compulsory conscription by burning their draft cards. This gained media attention, but often resulted in the man being fined. **Explain** if you think this was an effective form of protest. Why/why not?
12. **Evaluate** the following statement: 'Had Australia's international relationships remained the same after World War II, our country would not have undergone the social transformation that it experienced.'

Historical perspectives and interpretations

13. **SOURCE 1** is regarded as one of the most memorable and significant photographs of the twentieth century. Why do you think this is?
14. **Determine** how changes in media and communications technologies since the end of World War II, including the internet, have changed life for the majority of Australians.

SOURCE 1 Peter Norman stands in support while Americans Tommie Smith and John Carlos give the 'Black Power' salute at the 1968 Mexico Olympics



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6 The environment movement

LESSON SEQUENCE

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6.9 Review 384

First Nations Australian readers are advised that this topic may contain images of and references to people who have died.



LESSON
6.1 Overview

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Answer questions and check results

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We, as humans, have the capacity to destroy the Earth, or save it. Which will we choose?

6.1.1 Introduction

Since the early 1900s, more visionary world leaders, as well as organisations and individuals, have taken an increasing interest in the environment, recognising a need to preserve it for future generations. This awareness of the vulnerability of Earth's environments to human impact intensified in the 1960s as the modern globalised world began to take shape. The dramatic photographs sent back to Earth from the Apollo 8 moon mission in 1968 showed a beautiful but fragile planet from a perspective never seen before by humankind, mobilising many to change their thinking. Astronomer Carl Sagan echoed this new awareness when he said in 1994, 'Our planet is a lonely speck in the great enveloping cosmic dark. In our obscurity — in all this vastness — there is no hint that help will come from elsewhere to save us from ourselves. It is up to us.'

SOURCE 1 The Earth as seen from space



on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11494)

Video eLesson The Green movement (eles-2618)

int-9116

SOURCE 2 A timeline of the environment movement from the 1870s to the present

CE



March 1872
In recognition of the importance of parkland, US Congress approves the establishment of Yellowstone National Park.

1872

1879
Australia creates the world's second national park 32 km outside Sydney, known simply as 'The National Park'.

1882

1962

September 1962
In her book *Silent Spring*, Rachel Carson argued that irresponsible industrial and farming practices were having a direct negative impact on the natural world.

September 1969
Protesters abseil 300 m down the side of an office block to protest the proposed mining of the Colong Caves in New South Wales.

June 1971
Sydney's Builders Labourers Federation impose the first 'green ban', refusing to allow AV Jennings to begin construction on the last remaining bushland on the Parramatta foreshore.

1972

1972
Months of protest end in failure when the Hydro-Electric Commission floods Tasmania's Lake Pedder.



1976
Conservationists win a major battle when a decision by the courts forces US company Dillingham-Murphyores to stop sand mining on Fraser Island.

1974
The federal government releases the *National Parks and Wildlife Act 1974*, outlining the types of environments suitable for conservation and the methods by which they would be conserved.

1982

July 1983
Peaceful protest and clever use of national newspapers culminate in a Federal Court ruling to block the damming of Tasmania's Franklin River.

1978
The *Sea Shepherd* makes its maiden voyage, establishing itself as an aggressive protector of marine wildlife.

1985
Sinking of the *Rainbow Warrior*.

1992



1996
End of nuclear testing in the Pacific.

2002

September 2008
Professor Ross Garnaut releases his much-anticipated report on the effects of climate change on the Australian economy.

June 2010
Prime Minister Kevin Rudd loses the Labor leadership after failing in the eyes of many to tackle climate change, which he had called 'the greatest moral challenge of our generation'.

August 2010
The Australian Greens receive 13 per cent of the national vote, giving each of the six states a representative in the Senate, a first for any minor party.

2012

2015
In July, the United Nations World Heritage Committee decides against declaring the Great Barrier Reef endangered.



2015
In December in Paris, 150 countries sign a draft Agreement at the United Nations Framework Convention on Climate Change to work towards capping global temperature rise to 1.5 degrees Celsius.

2022

CE

LESSON
6.2 What do sources tell us about the environment movement?

LEARNING INTENTION

By the end of this lesson you should be able to understand how visual sources, including photographs, can become a catalyst for change.

TUNE IN

Visual sources, including photographs, have the power to change people's perceptions in a way that words rarely can. The environment movement has benefited from the keen eye and compassion of photographers such as the American Ansel Adams, Lithuanian-Australian Olegas Truchanas and his protégé Peter Dombrovskis. Viewers are free to examine photographs and interpret the feelings they evoke. As Ansel Adams said, 'There are two people in every photograph: the photographer and the viewer'. In this way, photography has had a significant impact on environmental awareness and the environmental movement itself, becoming part of a historical record.

SOURCE 1 A photograph taken by famous American photographer and environmentalist Ansel Adams in 1942. Like many of Adams' photographs, this image captures the raw beauty of nature. Adams' work helped expand the American national park program.



This photograph depicts mountains in the background, darkened trees in the foreground, and a glittering river snaking through the scene, leading the eye from one point to another. The place Ansell Adams chose to photograph was not chosen at random. It was selected for its natural beauty.

Other artistic choices made by the artist, which influence the mood of the photograph, include the time of day when the picture was taken, the contrast — and therefore the drama. This is depicted in the soft trees and craggy mountain peaks, and in the fluffy white clouds and radiant sunlight on the left-hand side of frame when compared to the gathering storm on the right.

As well as analysing what is shown in the picture, make sure to consider what is not shown, and how this affects the viewer's understanding. In the case of this image, there are no people. This is a deliberate choice, designed to make the viewer appreciate what an environment looks like without human occupation.

1. Have you heard the expression 'a picture is worth a thousand words'? How does this saying relate to what is written above?
2. Has an image ever changed your mind about something? If so, what was it that got you to think in a different way? If not, has a photograph or other visual source moved you? What was it that made you feel this way?
3. Do photographs have as much power to influence people today as they did in the days of Ansel Adams, Olegas Truchanas or Peter Dombrovskis? Why/why not?

6.2 SKILL ACTIVITY: Using historical sources

Now that you have learned how to **analyse** a photograph, and what it suggests about both the photographer and the viewer, you are going to research another important environmental photograph. It might be another photograph by Ansel Adams, or one by Olegas Truchanas or Peter Dombrovskis, or by somebody else. The important thing is that it is recognised as being part of the environmental movement.

Using **SOURCE 1** as an inspiration, locate one other photograph from the period 1945 to 1990. You will need to do some **research** on the historical context in which it was taken, as well as on the photographer who took it.

Analyse the photograph by responding to these prompts:

- What and/or who does the photograph depict?
- How would you **describe** the mood of the photograph? (For example, is it beautiful, dramatic, confronting, reassuring?)
- What environmental statement does it make? How do the visual elements combine to make this statement?
- Who does it appear to be aimed at? How can you tell?
- In what way/s might it be considered an effective piece of activism?

6.2 Exercise

learnon

6.2 Exercise

Learning pathways

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

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Check your understanding

1. **State** as many examples of sources as you can think of that would provide evidence about the history of the environment movement.
2. **Explain** what you think Ansel Adams mean by this statement: 'There are two people in every photograph: the photographer and the viewer.'
3. Our relationship with the natural world has been influenced by academic and popular writers, who have expressed their views in fiction and non-fiction, books, articles, letters, poems and songs. Which of these types of writing do you think is most effective in making somebody believe something or behave in a certain way? **Justify** your opinion.

Apply your understanding

Using historical sources

4. **Consider SOURCE 2**. It shows the cover from *The Mother Earth News*. Launched in 1970, this magazine offered concerned citizens practical advice on how to live a more sustainable life. From humble beginnings, it would go on to influence generations of do-it-yourself environmentalists and grassroots activists with its 'advice for wiser living'.
   a. **Describe** who you imagine its readers were.
   b. **Identify** what issues they were interested in, and **explain** how the written and visual elements tell you this.

SOURCE 2 *The Mother Earth News*



5. **Consider SOURCES 1 and 2.** Identify which one you think would be more likely to inspire somebody to become an environmental activist. **Explain** why.

Historical perspectives and interpretations

6. Think about what you know about the environmental movement today.
   a. **Analyse** if the tools outlined on this page are as relevant to the movement as they once were.
   b. **Explain** what other tools are available to those who want to influence public opinion that weren't around when Ansel Adams and the publishers of *The Mother Earth News* were active.
   c. Do you think that these are more or less influential than the sources above? **Justify** your opinion.

LESSON
6.3 Why were national parks established?

LEARNING INTENTION

By the end of this lesson you should be able to identify the reasons why national parks were first established, and explain how this led to a wider movement to protect the wilderness.

TUNE IN

Royal National Park in NSW was one of the first National Parks established anywhere in the world. However society's attitudes towards preservation of the environment and the way we interact with it have changed markedly over the years.

SOURCE 1 In 1968, German dignitaries Otto Kersten (right) and Mr and Mrs Brueckmann (centre) discuss a Dharawal rock carving of a kangaroo in Royal National Park with one of the park's guides (left).



1. Why do you think these visitors were being shown these engravings?
2. Do you believe this behaviour is appropriate? Why or why not?
3. Do you believe this would be allowed today? Why/why not? Discuss your answers in a small group and then with the class.

6.3.1 America leads the way

National parks first emerged in North America. Since settling in America, the population had moved westward from the Atlantic coast, shedding much of their European heritage as they went. By the mid 1800s, the majority of America's Indigenous peoples had been driven out of their traditional lands and placed on **reservations**. America's wilderness was conquered; its trees felled on a previously unimaginable scale to be sold for construction and to make way for agricultural development; and millions of wild bison hunted almost to extinction. In 1864, George P. Marsh released his groundbreaking work *Man and nature*, in which he argued that humans were a destructive force upon the environment, and that they must stop land clearance in the name of industrialisation and work to restore 'wild nature'.

Yellowstone, the world's first national park

Yellowstone National Park was signed into law by United States (US) President Ulysses S. Grant on 1 March 1872. Comprising more than two million acres of land in Montana and Wyoming, much of Yellowstone falls within an ancient volcanic caldera, a natural cauldron formed by the collapse of land after a volcanic eruption. It contains spectacular mountains, petrified forests, waterfalls, **geysers** and North America's largest high-altitude lake. It is also home to a huge range of fish, birds, insects and animals, including black bears, grizzly bears, buffalo, mountain lions and grey wolves.

With such a vast range of flora and fauna (plants and animals), the park truly embodied what George Marsh had referred to as 'wild nature'. However, Yellowstone was not set aside merely to protect these natural wonders. The world's first national park was heavily promoted by the American railroad industry, which had made a major financial investment in linking the country by rail, and saw tourism as one way to recoup its costs. The public responded enthusiastically, with about 50 000 tourists making the trip to Yellowstone each year, an early example of **ecotourism**.

reservations pieces of land set apart by the federal government for a special purpose, especially to hold and control a Native American people

geyser a natural hot spring that intermittently ejects a column of water and steam into the air

ecotourism tourism to places with unspoiled natural resources

SOURCE 2 Preservationists such as John Muir objected to the logging of majestic trees like this one, a giant sequoia, the first of which was felled in 1853.



After witnessing the impact of humans upon the environment as a boy, Wisconsin-born John Muir believed that the battle to conserve the natural world was a battle between right and wrong. In 1867, he set out on foot to explore America's wilderness. Of California's Yosemite, he wrote, 'No temple made of hands can compare'. But Yosemite was under threat from logging. Through his letters and articles, Muir successfully lobbied the government to establish Yosemite National Park in 1890. Two years later, he would also found the Sierra Club, one of America's most important wilderness societies.

6.3.2 Australia and other countries follow

In 1879, Australia attempted to follow the Yellowstone model by setting aside about 18 000 acres of bushland outside Sydney to create the world's second national park. The National Park (renamed Royal National Park in 1955) interpreted Marsh's concept of 'preservation' very loosely, however. Native trees and mangroves were removed to make way for thousands of ornamental trees, and rabbits, foxes and deer were released for hunting. In the decades that followed, Sydneysiders made the 32-kilometre journey from the city to enjoy the amusements offered, use the dance hall or take a boat ride around the lake. The park was affectionately referred to as 'the lungs of Sydney'.

Today, tourists have found new ways to enjoy Royal National Park, albeit sometimes at considerable risk to their lives, as **SOURCE 3** details.

aud-0590

SOURCE 3 'Social media obsession risks lives at Figure 8 Pools in Sydney's Royal National Park', *ABC News*, January 2016

Instagram and tourism campaigns have led to ill-prepared visitors 'inundating' Sydney's Royal National Park, arriving with no knowledge of surf conditions or bushwalking, a local resident has warned.

Three people were treated for minor injuries after being knocked over by a large wave that crashed over the rock shelf at the popular Figure 8 rock pool in the national park on Saturday afternoon.

It is a scene that Royal National Park residents saw coming.

'It [Royal National Park] was dedicated for a small population of Sydney as a small recreational area, but we now have 2.5 million people coming to the park [each year]', Coastal Cabins Protection League and resident Helen Voysey said.

'There is limited access and now we're inundated by car visitors who are not serious bush walkers and who don't understand what a national park is about or the surf.'

'They want to get to the place that's advertised and they don't have the understanding of how dangerous the coastal fringe is.'

The Figure 8 Pools are on a rock ledge south of Burning Palms Beach and are accessed via a steep 3.5 km walking track.

The showpiece rock pool is a perfectly formed figure eight shape, roughly six metres in length.

Information online stresses the importance of visiting the site at low tide, but waves can still break over the ledge during high surf like that seen over the weekend.

With Instagram, areas that were once secret spots are now repeatedly published with a map location, and the Figure 8 Pools has been a social media sensation.

Like fellow Royal National Park attraction Wedding Cake Rock, Figure 8 Pools has become a fashionable but risky spot to visit and share photos of.

Kane Weeks, from the National Parks and Wildlife Service, said social media had had a significant influence on how the organisation managed the site.

'The visitation to Figure 8 has increased over the last 12 months, but in the last month we've seen a dramatic increase at the site', he said.

'We've had to upgrade parking and try to limit the amount of people going to the site because of the risks.'

Mr Weeks said a visit to the site would take about four hours return over challenging terrain.

'We've got information on the national parks website that clearly indicates you need to go at low tide, but it was the swell and height of the wave that people got caught out with [at the weekend].'

'[Social media] brings a whole new demographic to the Royal National Park with young people and international visitors, but they need to understand the safety concerns for the site.'

DID YOU KNOW?

The traditional owners of the land on which Royal National Park was established are the Dharawal (Tharawal) people. Together with other groups in the area, they were known as the 'Eora' people, meaning 'here' or 'from this place'. Rock engravings in the park highlight the Dharawal's connection to the land.

Other parks were established around the world to preserve the wilderness. In Canada, 6641 square kilometres were set aside by the government in 1885 for the Banff National Park. Since this time, Banff has been grouped with other parks in the area to form the Canadian Rocky Mountain Parks. In New Zealand, Ngāti Tūwharetoa, a Maori tribe whose tribal lands covered the central North Island, gifted to the Crown the mountain summits of Tongariro, Ngauruhoe and Ruapehu in 1887 as a way of saving these sites from being sold to European settlers. By donating these areas to the British government, the tribe protected their use for future generations. These peaks were of major significance to the belief system of the Ngāti Tūwharetoa, one of whose sayings is, 'Te ha o taku maunga ko taku manawa' ('The breath of my mountain is my heart'). These words are now inscribed upon the entrance to the park for all visitors to see. This gift would become the basis for Tongariro National Park, the country's first national park, and the world's fourth.

aud-0591

SOURCE 4 On 23 September 1887, this letter was sent to the Honourable John Ballance (the Native Minister) by chief Te Heuheu, confirming that the mountains would be given to the Crown in order to make a national park.

Friend I have signed the deed laid before me by Mr Lewis for the purpose of confirming the gift of the land as a national park in accordance with the wish of the Government, and to fulfil my word spoken to you at Rotorua. I have however, two words to make known to you.

First — my father Te Heuheu Tukino, who was overwhelmed at Te Rapa, is laid on the mountain, and it is my wish that he be removed to some other place. He was, as you know, a chief of very high rank, and it is right that the Government should erect a tomb for him, because both my people and I are unable to do so. Your friend Mr Lewis has agreed to this word of mine, subject to your approval.

The second word is, that I am an old man, and the affairs of my people are conducted by my only son, Tureiti Te Heuheu Tukino. It is my wish that he be authorised, that is to say his name be inserted in the National Park Act; … These are my requests to the Government on my signing the deed giving Tongariro and Ruapehu to the Government as a National park, for the use of both Natives and Europeans.

6.3 SKILL ACTIVITY: Questioning and researching

1. **Construct** a timeline to show the chronological sequence of the establishment of the national parks mentioned in this section.
2. **Use** your own research to find out about the nearest national park to where you live. **Identify** when it was made a national park and include this in your chronology, along with four or five interesting facts about it (such as its size, number of visitors per year, and what makes it so special).

6.3 Exercise

learnon

6.3 Exercise

Learning pathways

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

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Check your understanding

1. Yellowstone National Park is characterised by:
   - A. 500 acres of land, much of which was formed after a large volcanic eruption in the area.
   - B. its high mountain peaks, waterfalls and petrified forests.
   - C. its beaches.
   - D. its vast deserts.
2. **Determine** whether the following statements are true or false.
   - a. The American railroad industry assisted in the development of Yellowstone National Park.
   - b. Yosemite was the United States' first national park.
3. The Ngāti Tūwharetoa tribe gave the Tongariro and other mountain peaks to the British government. **Identify** why they made this gift.
   - A. To ensure their protection and leave a legacy for future generations to enjoy
   - B. To provide more land for housing for a growing population
   - C. To provide farming land to meet a growing population's food requirements
   - D. To provide an environment for logging for future generations
4. List some of the effects of the westward movement of America's population in the 1800s.
5. **Describe** how the national park movement changed the way in which natural environments were regarded by the public.

Apply your understanding

Using historical sources

6. **Analyse SOURCE 2.**
   - a. What does the source suggest about what the natural world meant to America's early industrialists?
   - b. What techniques were used to fell trees such as the one pictured in this source? What evidence is there in the photograph to support your observations?

Communicating

7. After reading **SOURCE 3**, **consider** how the historical uses of Sydney's Royal National Park might differ from the ways in which it is used today. In your opinion, does the type of activity described in **SOURCE 3** protect or endanger the environmental status of the park?
8. Read **SOURCE 4**.
   - a. **Explain** the two requests made by Chief Te Heuheu. What do his requests suggest about the balance of power between the Ngāti Tūwharetoa and the Europeans?
   - b. **Identify** evidence to indicate how Chief Te Heuheu felt about gifting his land to the British government. Look for key words and consider language choice and tone.
9. From the sources in this lesson, **infer**, (making conclusions) about the differing ways in which people viewed the environment in the late 1800s. Use specific examples in your response.

Historical perspectives and interpretations

10. **Explain** how the national park movement in the 1800s might have been influential in the development of modern environmentalism.
11. Was the National Park in New South Wales a good example of George P. Marsh's vision of preservation? **Explain** your response.
12. **Explain** why the gifting of the peaks and the two requests made by Chief Te Heuheu in **SOURCE 4** have historical significance.

LESSON
6.4 How have humans impacted on the environment?

LEARNING INTENTION

By the end of this lesson you should be able to identify how humans have negatively impacted the environment, particularly since the early industrial period.

TUNE IN

During the late 1800s, the part of Africa now known as the Democratic Republic of Congo was under the control of Belgium's King Leopold II. Over fifty years, the Belgians plundered the country for natural resources, including ivory, copper and rubber.

SOURCE 1 In this *Punch* cartoon from November 1906, a Congolese man is entangled by the rubbery coils of a snake with the head of King Leopold II.



IN THE RUBBER COILS.

Scene—The Congo "Free" State.

1. What do you think the cartoon in **SOURCE 1** is trying to say about King Leopold II and the Congolese people?
2. How do you think that the title of the image, 'In the rubber coils', relates to what we see in the image?
3. Is this a primary or secondary source?
4. Why are political cartoons useful historical sources? What might be their limitations? Discuss your answers in a small group and then with the class.

6.4.1 Impacts resulting from the Industrial Revolution

The Industrial Revolution brought many economic and social changes. Inevitably, rapid and ongoing industrialisation and urbanisation had a significant and transformative effect on many environments that had remained largely unchanged for many generations.

While George P. Marsh, John Muir and others (see lesson 6.3) were effective in raising awareness of the need to set aside and protect unspoiled tracts (areas) of land and water, the world's urban centres were growing at an unprecedented rate as a result of rapid industrialisation and population growth. In 1800, only 3 per cent of the world's population lived in cities; just a century later, that number had risen to 14 per cent, with 12 cities of more than one million people. Although London had the highest population with almost seven million, three of the world's largest cities were located in America, the 'land of opportunity'. The impacts of industrialisation and urbanisation were being felt around the world. Today, these impacts are intensified many times, with 54 per cent of the world's population living in cities. There are over 300 cities with at least one million inhabitants.

The cost of urbanisation

As the cities of the world swelled, factories (and later cars) spewed toxins into the atmosphere, while biological and industrial waste was commonly discharged directly into waterways, sometimes the very waterways that were meant to serve the people of the city. This gave rise to a number of water-borne epidemics including typhoid and cholera.

Following the Meat Cutters strike of 1904 in America, during which 56 000 members of the Amalgamated Meat Cutters Union battled with the 'Beef Trust' (a small group of powerful companies) for fair pay, Upton Sinclair wrote *The Jungle*, a novel that examined life for workers in Chicago's meatpacking district. Its bleak depiction of city life was an eye-opener for its readers, and raised awareness about some of the social and environmental costs of the industrial revolution.

After reading *The Jungle*, President Theodore Roosevelt sent a commission to investigate its claims; less than six months later, he signed into law two Acts designed to clean up the industry, the Pure Food and Drug Act and the Meat Inspection Act.

aud-0592

SOURCE 2 In this excerpt from Upton Sinclair's novel *The Jungle*, Jurgis Rudkus and his family, recent immigrants from Lithuania, are transported by train to Chicago's meatpacking district, where they become, in Sinclair's words, 'wage slaves of the beef trust'.

A full hour before the party reached the city they had begun to note the perplexing changes in the atmosphere. It grew darker all the time, and upon the earth the grass seemed to grow less green. Every minute, as the train sped on, the colors of things became dingier; the fields were grown parched and yellow, the landscape hideous and bare. And along with the thickening smoke they began to notice another circumstance, a strange, pungent odor. They were not sure that it was unpleasant, this odor; some might have called it sickening, but their taste in odors was not developed, and they were only sure that it was curious. Now, sitting in the trolley car, they realised that they were on their way to the home of it — that they had traveled all the way from Lithuania to it. It was now no longer something far off and faint, that you caught in whiffs; you could literally taste it, as well as smell it — you could take hold of it, almost, and examine it at your leisure. They were divided in their opinions about it. It was an elemental odor, raw and crude; it was rich, almost rancid, sensual, and strong. There were some who drank it in as if it were an intoxicant; there were others who put their handkerchiefs to their faces. The new emigrants were still tasting it, lost in wonder, when suddenly the car came to a halt, and the door was flung open, and a voice shouted — 'Stockyards.'

6.4.2 Exploiting the developing world for resources

The damage caused by rampant industrialisation was illustrated most clearly in places that were exploited for their natural resources in the name of increasing industrial production and trade. In many cases, this exploitation was carried out by powerful **colonial nations** in their Asian or African colonies. Many of these

colonial nation a nation that has foreign settlements, or colonies, under its control

colonial powers lacked sufficient access to natural resources to fuel their industrial growth. To alleviate resource shortages at home, they sought to exploit their respective colonies abroad where an abundance of highly sought-after raw materials might be found.

The experience of the Congo Free State in Africa can be used as an example of colonial resource exploitation. Between 1855 and 1908, the Congo Free State (now known as the Democratic Republic of Congo) was controlled by Belgium's King Leopold II. The king claimed that he wanted to bring infrastructure, laws and religion to Central Africa in order to 'civilise' it. Instead, over more than half a century, the king's forces plundered the country for resources, including ivory, copper and rubber. The latter was used to feed the growing rubber boom, which was brought about by the world's growing need for automobile tyres and elastic to be used in clothing. As they exploited the Congo, Leopold's forces tortured and killed much of the native population. They also exploited the natural environment. In the Congo, rubber came from jungle vines; as these were cut down, the vines died, leading the resource to become more scarce. Similarly, in Peru, Brazil, Ecuador and Columbia, large swathes of rainforest were cleared to make way for rubber-tree plantations. Rubber barons grew rich by using the native Indian population as slaves and punished them harshly for failing to meet quotas. In some places, this led to the death of large parts of the Indigenous population, meaning that whole cultures died due to this industry.

Sir Roger Casement, a former British consul in the Congo, worked hard to publicise these crimes in a series of reports to the British government between 1904 and 1911. The industry was changed as a result of international pressure. However, exploitation of the developing world continues to plague international trade to this day, with smaller, weaker countries often exploited for their environmental riches or cheaper workforce. Recent examples include logging of the Amazon rainforest by domestic and multinational corporations; Multinational corporations' exploitation of workers in 'sweatshops' throughout Asia; and China's exploitation of the South-East Asian region in its hunt for energy, including the development of 40 hydro-electric plants along the Mekong River in nations with lax environmental and labour laws, such as Burma and Thailand.

DID YOU KNOW?

According to some estimates, during Leopold's rule of the Congo from 1885 to 1908, the country's population fell from 25 million to 10 million. These estimates are difficult to verify because records were not accurately kept. Starvation, war, disease and a falling birth rate are suggested as reasons for the drop in population.

6.4.3 The impact of industrialisation and urbanisation on Australia

Vegetation

Before European colonisation, most of Australia was covered by native species of vegetation, including shrubland, heath, grassland, woodland and forest. Since European settlement, around 13 per cent of this natural vegetation has been cleared to make way for our farms, cities and industries.

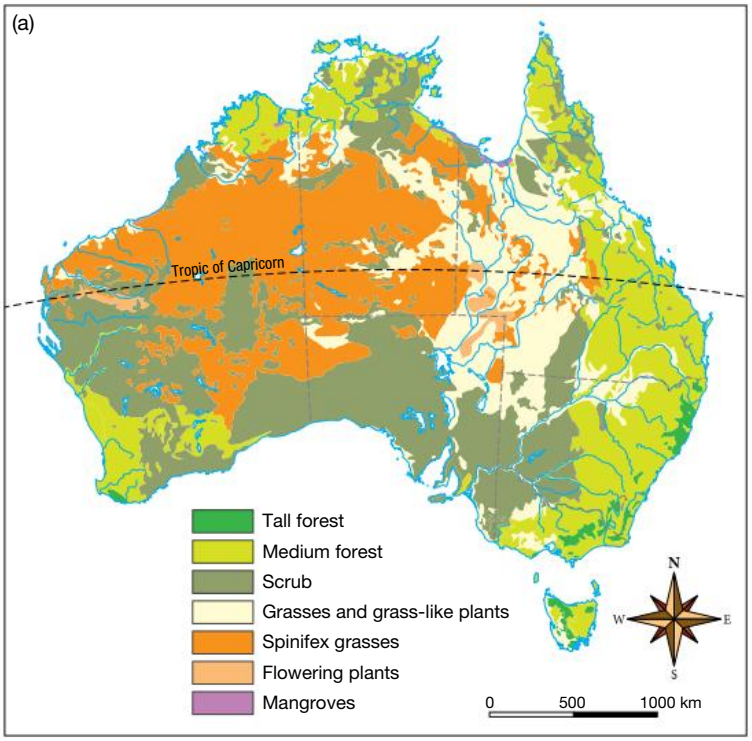
Forests, for example, not only provide a habitat for many species of native flora and fauna, but also contribute to water catchment. In Victoria, for instance, vegetation cover dropped over a period of 100 years from 88 per cent to less than 35 per cent of the state. According to the Department of Sustainability, Environment, Water, Population and Communities, between 1972 and 2004, around 8.4 million hectares of forest were cleared across the country. Today, nationwide, over half a million hectares of native vegetation is still being cleared each year. The largest percentage of this is in Queensland.

Another negative effect of **deforestation** has been fully appreciated only in recent decades. Because of our use of fossil fuels to power our homes and factories and to run cars, the amount of carbon dioxide in the atmosphere has been steadily increasing since the Industrial Revolution began. This is dangerous because carbon dioxide is a greenhouse gas, a gas that becomes trapped in the atmosphere and does not allow heat to escape, leading to a rise in global temperatures. Trees are natural carbon sequestrators, meaning that they have the ability to remove carbon dioxide from the atmosphere and store it within themselves. When trees are cut down, this ability is lost.

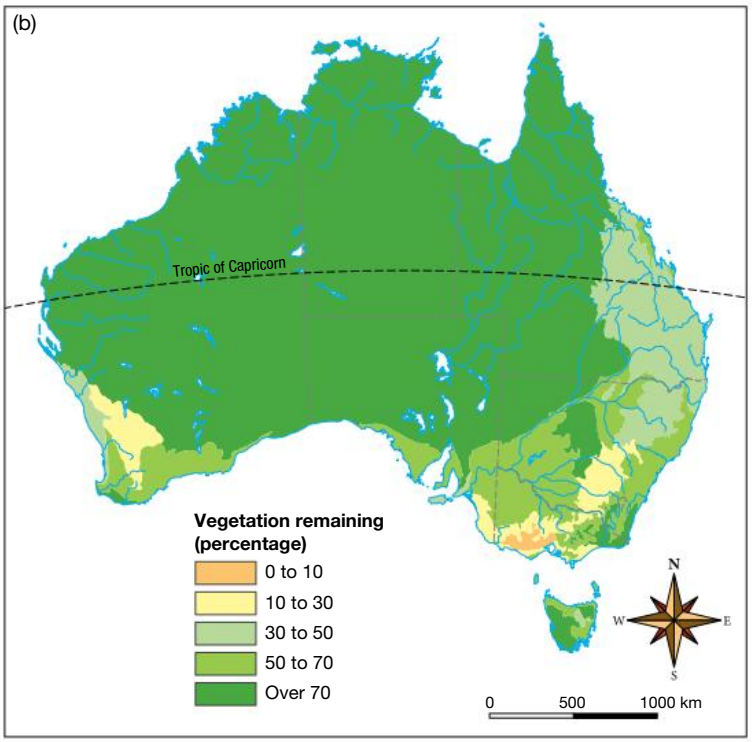
deforestation the removal of trees or forest

int-7948

SOURCE 3 These maps show (a) a comparison of the vegetation on the Australian continent in 1788 when Europeans arrived and (b) the percentage of that vegetation remaining today.



Source: MAPgraphics Pty Ltd Brisbane.



Source: MAPgraphics Pty Ltd Brisbane.

Conservational agriculture

In response to the key environmental issues of land clearance, deforestation and pollution, Australian farmers adopted a number of strategies from the 1960s onwards that demonstrated the advantages of environmentally friendly farming practices over industrialised farming. These included the back-to-the-land movement, permaculture and organic farming.

Back-to-the-land began in the United States at the beginning of the twentieth century, where it was popularised by the activist and author Bolton Hall. It relates to being self-sufficient and promotes practices such as growing your own food. In Australia, the movement appealed to members of the counter-culture movement of the 1960s, including hippies. Having set up farms in areas such as Nimbin in northern New South Wales, people farmed the land in an attempt to become self-sufficient.

aud-0593

SOURCE 4 Quotation from Bolton Hall (1854–1938) in *Three Acres and Liberty*, written in 1907

The time is not far distant when the builders of homes in our American cities will be compelled to leave room for a garden, in order to meet the requirements of the people. In the mad rush for wealth we have overlooked the natural state, but we see a healthy reaction setting in. With the improvements in steam and electricity, the revolutionizing of transportation, the cutting of the arbitrary telephone charges, it is becoming possible to live at a distance from our business. May we not expect in the near future to see one portion of our cities devoted entirely to business, with the homes of the people so separated as to give light, sunshine, and air to all, besides a piece of ground for a garden sufficient to supply the table with vegetables?

You raise more than vegetables in your garden: you raise your expectation of life.

As a pioneer of the Australian environment movement, Bill Mollison's concern for the state of Australian habitats was sparked when he began to notice rapid environmental changes in his native state of Tasmania. After studying psychology and environmental science, Mollison realised humankind needed to live in balance with the natural world. Together with one of his research students, David Holmgren, Mollison founded the permaculture movement. In recent years, the **permaculture** movement has grown significantly in Australia and across the world.

permaculture landscapes that are designed to mimic the patterns and relationships found in nature and yield an abundance of food, fibre and energy

SOURCE 5 From *Introduction to Permaculture*, 1991, by Bill Mollison

Sitting at our back doorsteps, all we need to live a good life lies about us. Sun, wind, people, buildings, stones, sea, birds and plants surround us. Cooperation with all these things brings harmony, opposition to them brings disaster and chaos.

aud-0594

SOURCE 6 From *Permaculture: A Designer's Manual*, 1988, by Bill Mollison

… every society that grows extensive lawns could produce all its food on the same area, using the same resources, and … world famine could be totally relieved if we devoted the same resources of lawn culture to food culture in poor areas. These facts are before us. Thus, we can look at lawns, like double garages and large guard dogs, [and Humvees and SUVs] as a badge of wilful waste, conspicuous consumption, and lack of care for the earth or its people. Most lawns are purely cosmetic in function. Thus, affluent societies have, all unnoticed, developed an agriculture which produces a polluted waste product, in the presence of famine and erosion elsewhere, and the threat of water shortages at home.

Organic farming developed as a natural extension of the principles of permaculture, as it focused on working in harmony with nature rather than against it. It involves growing food that is pesticide-free, using natural fertilisers and pest controllers, and conserving water. The Organic Federation of Australia was established in 1998 to 'work in co-operation with all sectors of industry and government to develop the Australian Organic Industry from a niche industry into a major component of Australian agriculture and deliver benefits to consumers, producers and the Australian environment'. In recent years, organic farming requirements have expanded to include products that have not been genetically modified.

6.4 SKILL ACTIVITY: Historical perspectives and interpretations

Is the developing world more or less safe from environmental exploitation today than it once was?

1. Use your library and the internet to find out more about one of the current forms of exploitation of the developing world mentioned in this lesson.
2. **Compare** it to what you have learned about Leopold II's exploitation of the Congo Free State. *Tip:* Start by **creating** a table listing the similarities and differences between them.
3. Based upon your research, **decide** how much has changed in the exploitation of the developing world for economic reasons in between the rule of King Leopold II and today.

6.4 Exercise

learnon

6.4 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. The outcome of President Roosevelt's commission to investigate the meatpacking industry in Chicago after the Meat Cutter's strike of 1904 was that, less than six months after Roosevelt's commission, he signed into law two Acts designed to clean up the meat-packing industry: the Pure Food and Drug Act and the Meat Inspection Act.
   b. President Roosevelt's actions were inspired by reading a novel about the issue called *The Jungle*.
2. **Identify** why colonial powers took resources from their overseas colonies.
   A. It was a way of topping up existing stocks.
   B. They were resources to which these countries would not otherwise have access.
   C. It was an easy way to increase their wealth.
   D. As a sign of their dominance
3. Why should we be concerned about loss of forests, both in Australia and other parts of the world? **Select** all options that apply.
   A. They provide habitats for flora and fauna.
   B. They are important for water catchments.
   C. They encourage monoculture.
   D. They increase carbon dioxide.
4. **Identify** and **explain** the ways in which urbanisation began to threaten natural environments during the early twentieth century.
5. **Identify** and **explain** three strategies Australian farmers used after 1960 to initiate environmentally friendly farming practices.

Apply your understanding

Questioning and researching

6. The period of Belgian control of the Congo Free State in Africa can be used as an example of colonial resource exploitation.
   a. **Identify** the main resource wanted by Belgium's King Leopold II.
   b. **Recall** what this resource was used for in the industrialising western world.
   c. **Select** two ways in which taking this resource could result in an impact on the natural environment.

Communicating

7. **Create** a table listing the historical sources used in this lesson in chronological order. In a second column, **identify** the theme or main idea presented in each source. Then in a paragraph, **discuss** what these themes have in common.

Historical perspectives and interpretations

8. Read **SOURCE 2**.
   a. **Identify** whose perspective is detailed in the source.
   b. The source is taken from a work of fiction. **Identify** what might affect the validity of a work of fiction as a historical source.
   c. To which of the human senses does this source particularly appeal?
   d. **Identify** two examples of the sensual language used by the writer to describe the effect of the local environment on the immigrants.
   e. **Examine** how this language might indicate an attempt to position the reader to a particular viewpoint?

Using historical sources

9. Study the maps in **SOURCE 3**.
   a. Estimate the percentage of Australia covered by forest in 1788.
   b. **Identify** which areas of Australia have fewer than 10 per cent of original forest remaining. **Propose** reasons for this.
   c. **Identify** which areas of Australia have had the least change to their 1788 vegetation. **Propose** reasons for this.

Communicating

10. **Evaluate** to what extent you consider the Industrial Revolution to be the cause of the world's environmental issues. Draw a consequences wheel to show some effects of the Industrial Revolution on global environments.

LESSON
6.5 What were the causes and consequences of the Atomic Age?

LEARNING INTENTION

By the end of this lesson you should be able to understand how the nuclear arms race, nuclear testing, and disasters at nuclear power plants have further unified environmentalists in their efforts to advocate for clean fuels.

TUNE IN

Examine **SOURCE 1**, a cartoon published immediately after the Cuban Missile Crisis between the US and USSR ended in October 1962.

1. The cartoonist uses an analogy of the Greek myth of Pandora, who opened a box that contained all the evils of the world. How apt is this analogy with relation to the threat of nuclear war to the world?
2. Political cartoons are valuable historical sources. At the time of their creation, why might they be more successful in influencing opinions on an issue as opposed to, for example, a government report or a newspaper editorial? Discuss your answers in a small group and then with the class.

SOURCE 1 A cartoon drawn by famed American political commentator, Herbert Block (aka Herblock).



6.5.1 Fears of nuclear war

With the explosion of the first atomic bomb in 1945, the world entered a new era that would become known as the Atomic Age. The United States' sole possession of nuclear weapons seemed to guarantee the world's security, while atomic energy promised to become the clean, cheap power source of the future. After the Soviet Union tested its first nuclear weapon in 1949, however, the two superpowers entered a nuclear 'arms race', in which each tried to develop the largest nuclear stockpile. In this time of nuclear weapon proliferation, many people worried that a nuclear war could break out. Around the same time, environmentalists raised concerns about the safety of nuclear power plants and the toxic waste this supposedly 'clean' power source generated.

The **Cold War** that dominated international superpower politics after World War II resulted in, at best, an uneasy truce. This truce was sustained by a concept known as mutually assured destruction (MAD). This was the notion that in the event that

Cold War a power struggle and battle of ideologies, after World War II, between the Western bloc nations led by the superpower United States and the Eastern Bloc nations led by the superpower USSR

nuclear warfare between the two countries did eventuate, both sides would be completely annihilated. Having seen the calamitous impacts nuclear warfare had on Japan's people and environment at the close of World War II, people across the world lived in serious fear of full-scale nuclear war.

aud-0595

tlvd-10764

SOURCE 2 An excerpt from US Secretary of State, Robert McNamara's 'No cities' speech delivered in Ann Arbour on 9 July 1962. The controversial speech outlined the government's nuclear war policies and strategies.

Let us look at the situation today. First, given the current balance of nuclear power, which we confidently expect to maintain in the years ahead, a surprise nuclear attack is simply not a rational act for any enemy. Nor would it be rational for an enemy to take the initiative in the use of nuclear weapons as an outgrowth of a limited engagement in Europe or elsewhere. I think we are entitled to conclude that either of these actions has been made highly unlikely.

Second, and equally important, the mere fact that no nation could rationally take steps leading to a nuclear war does not guarantee that a nuclear war cannot take place. Not only do nations sometimes act in ways that are hard to explain on a rational basis, but even when acting in a 'rational' way they sometimes, indeed disturbingly often, act on the basis of misunderstandings of the true facts of a situation. They misjudge the way others will react, and the way others will interpret what they are doing. We must hope, indeed I think we have good reason to hope, that all sides will understand this danger, and will refrain from steps that even raise the possibility of such a mutually disastrous misunderstanding. We have taken unilateral steps to reduce the likelihood of such an occurrence. We look forward to the prospect that through arms control, the actual use of these terrible weapons may be completely avoided. It is a problem not just for us in the West, but for all nations that are involved in this struggle we call the Cold War.

SOURCE 3 Location of the Chernobyl Power Complex in the Ukraine



6.5.2 Nuclear power and the Chernobyl disaster

Nuclear war was not the only means by which the Earth's environment and people's lives could be devastated. The Chernobyl Power Complex was a nuclear power plant located in the Ukrainian SSR (now the Ukraine), on the border of Belarus and the USSR.

The plant consisted of four reactors, which were completed between 1970 and 1983. On 26 April 1986, Reactor 4 exploded, discharging approximately 5 per cent of its nuclear reactor core into the atmosphere and downwind. The disaster would lead to the death of hundreds of people, the ongoing illness of thousands and widespread contamination. No event symbolised the potential danger of nuclear power, or was more important to anti-**uranium** campaigners, than the Chernobyl disaster.

uranium a radioactive element used in the construction of nuclear fuels and weapons

int-6718

SOURCE 4 An artist's impression of the chaotic scenes during the Chernobyl disaster



A On 26 April 1986, a reactor at the Chernobyl Power Complex experienced a sudden power surge. Official records attribute about 64 deaths as a direct result of the accident. However, the spreading radiation would claim the lives of an estimated 200 000 people in the decades to come, as well as cause cancers and genetic abnormalities in future generations of children.

B An army of liquidators consisting of firemen, nuclear power professionals, soldiers and civilians was sent in to clean up the site. They sealed the reactor inside a concrete sarcophagus (tomb). Most would later develop cancer and other life-threatening conditions as a result of the radiation.

C The government initially downplayed the extent of the disaster. It was only because of mounting international pressure that, days later, people within a 30-kilometre exclusion zone were evacuated. This exclusion zone is still enforced today.

D The radioactive fallout spread far across Europe. Some animals as far away as the United Kingdom have been discovered to contain unusually high levels of radiation attributed to the Chernobyl disaster.

E Local media were allowed to film the event. Many of them did not know the dangers and wore minimal or no protective equipment.

DID YOU KNOW?

Calder Hall, the world's first commercial nuclear electric power plant, was opened at Sellafield in England in 1952. Although it was seen by many as the beginning of an exciting new 'atomic age', the plant supplied more than cheap electricity. It produced plutonium to feed Britain's nuclear weapons program.

6.5.3 Nuclear testing on Australian soil

Although environmental campaigners and anti-nuclear protesters were convinced of the threats that nuclear power and energy presented for the planet, others had more positive views on its potential for peaceful purposes. At the International Conference on Atomic Energy convened by the United Nations in Geneva in 1955, 25 000 participants came together to advance non-military uses of nuclear technology. President Eisenhower had delivered his 'Atoms for Peace' speech two years earlier and many leaders and their governments wanted to support the cause. In 1954, the United Kingdom established the United Kingdom Atomic Energy Authority (UKAEA), although it had already been carrying out nuclear testing, notably on Australian soil.

From 1952 to 1957, the United Kingdom conducted a series of 12 nuclear tests at Emu Junction, Monte Bello Islands and Maralinga. Although these tests had been approved by Australia's Commonwealth government, it is likely this was done without consideration of the true environmental impacts of the testing program. In fact, some sources from the time (such as newspaper headlines and articles) document the pride that Australians felt about our participation in the British nuclear testing program.

The testing sites were chosen primarily for their remote locations. The Monte Bello Islands, for example, are an isolated chain of small islands off the coast of far north Western Australia. The British Navy could easily access the site and could conduct their testing away from prying international eyes. The desert locations of Maralinga (see **SOURCE 6**) and Emu Junction were chosen for similar reasons.

An Australian royal commission in 1985 revealed that, as they tried to develop their nuclear weapons, the British had unwittingly exposed Australian and English troops, as well as First Nations Australian communities, to nuclear **fallout**. Scientists testified that they had found high levels of nuclear contamination at Maralinga but acknowledged that the human cost of the tests would be impossible to prove. This was partly because, at the time of the tests, few records were kept of the First Nations Australians living on the land, and partly because of taboos involving in naming the dead. In 1985, the South Australian government returned ownership of the land to its traditional owners under the Maralinga Tjarutja Land Rights Act; however, it would take another ten years to clean up the contamination.

fallout the fall of radioactive particles after a nuclear explosion

SOURCE 5 Two years before the more well-known nuclear tests at Maralinga, a bomb was detonated at Emu Junction, South Australia. Many of the local First Nations people were not warned of the impending blast.

EILEEN KAMPAKUTA BROWN (translated): We noticed a very red, red colour in the sky in the west there, and we thought, hey. And it was that boom, that blast, and then that mushroom that we could see. That next morning when we all woke up, that was when we noticed sickness happening then.

Yami got up that morning and we saw, you know, red eyes, sore red eyes, real phlegmy in the nose, coughs, bad coughs as well, and so we were starting to think maybe it was to do with that bomb.

That morning when we woke up was when we found out about Kelly's father who passed away. Day Two we lost Kelly's sister then. So Day Three was when we lost Kelly's mother.

SOURCE 6 A sign declaring a prohibited area on the road to the Maralinga test site, taken in 1974



on Resources

Video eLesson Nuclear tests at Maralinga (eles-2621)

6.5.4 Nuclear testing in the Pacific

After World War II, several countries including the United Kingdom, France and the United States conducted nuclear testing in the Pacific Ocean. This tests occurred between 1946 and 1996, in the misguided belief that these were remote locations with little population to worry about.

The first country to do this was the United States, conducting its first test in Bikini Atoll in the Marshall Islands in 1946. The US went on to conduct around 100 nuclear tests in the Pacific over the following years, eventually stopping in 1962.

The United Kingdom's testing occurred between 1952 and 1958, when they conducted a total of 12 nuclear tests on Christmas Island, part of the British Indian Ocean Territory. These tests were conducted co-operatively with the US, as part of their joint defence strategy during the Cold War.

France, however, conducted the most nuclear tests in the Pacific. These also happened much later, between 1966 and 1996, on the French Polynesian atolls of Mururoa and Fangataufa. Although the French government claimed the tests were necessary for the country's defence program, they were highly controversial. There was widespread environmental and local opposition centred around concerns about the impact of radiation on health and the effect on the environment.

The *Rainbow Warrior* was a Greenpeace ship involved in protesting against the French nuclear testing. It was docked in Auckland Harbour in 1985, preparing to lead a protest flotilla to the nuclear test site in Mururoa, when it was bombed by French agents. A Greenpeace photographer, Fernando Pereira, was killed in the blast. This led to worldwide outrage, as well as pressure on France to end its nuclear testing program in the Pacific, which it eventually did in 1996.

Today, the *Rainbow Warrior* vessel remains a symbol of environmental activism and a reminder of the importance of standing up for environmental protection and human rights. While the original boat has been replaced, a new *Rainbow Warrior* vessel continues to be used by Greenpeace in its work.

The nuclear testing conducted in the Pacific over this time has had significant environmental and health consequences for the local people. These range from health issues caused by radiation exposure to environmental damage, including contamination of soil and water. Many of these effects are still being felt today.

DISCUSS

'The potential benefits of the use of nuclear power far outweigh all social and environmental impacts.' Do you agree or disagree with this statement? Justify your view.

6.5 SKILL ACTIVITY: Historical perspectives and interpretations

Research the Three-Mile Island accident in 1979, or the Fukushima nuclear disaster in 2011. **Compare** and **contrast** the causes and effects of this disaster with those of Chernobyl. Present your findings using words and images.

6.5 Exercise

learnon

6.5 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. The Atomic Age is the period of history which followed the detonation of the first nuclear bomb during World War II on 16 July 1945.
   b. The Cold War reduced fears of a nuclear attack.
2. Mutually assured destruction (MAD) is the concept that both parties involved in a conflict have the understanding that the use of _____ would lead to _____.
3. **Identify** the ways in which a nuclear war would be calamitous for the environment. **Select** all possible answers from the options below.
   A. The blast would form a crack that would extend through the Earth's crust.
   B. The initial impact of a nuclear bomb would destroy the surrounding built and natural environments.
   C. A nuclear bomb would kill all living things within the impact zone.
   D. Nuclear radiation would seep into ecosystems, cycling through food chains for years to come.
4. **Explain** the response of the following people in the Chernobyl disaster:
   - locals
   - liquidators
   - government officials
   - local media.
5. Answer the following questions about nuclear testing in Australia.
   a. **Name** the sites in Australia where the United Kingdom carried out nuclear testing.
   b. **Explain** how they were able to conduct these tests in Australia.
   c. **Identify** what was significant about the location of these sites.
   d. Had environmental impact studies been conducted?

Apply your understanding

Questioning and researching

6. **Identify** some of the environmental and health consequences of the nuclear testing conducted in the Pacific. **Explain** how these might have impacted local communities and the wider world.

Using historical sources

7. **Examine SOURCE 4.**
   a. The source represents an artist's impression of the aftermath at Chernobyl. **Evaluate** what limitations it might have as an accurate historical source.
   b. **Propose** what other types of sources a historian could draw on to ensure an accurate account of the disaster could be given. Given the nature of the times, **explain** why access to such sources might be restricted or difficult to obtain.
8. Read **SOURCE 5** carefully.
   a. According to the source, what was seen and heard on the day of nuclear testing at Emu Junction?
   b. Is this an eyewitness account? **Explain**.
   c. **Discuss** how reliable you consider this account. Why?
9. **SOURCE 7** is a photograph of Greenpeace's ship *Rainbow Warrior*.
   a. **Identify** the hints that this boat is dedicated to protecting the environment.
   b. **Consider** what life might be like for those on the boat. What makes you say this?
   c. Does this boat look like you imagine a boat for 'eco-warriors' should look? **Explain** why/why not?

SOURCE 7 Greenpeace's ship *Rainbow Warrior*. This ship, registered in The Netherlands, is the third to bear the name and was launched in 2011. It was built to environmentally friendly specifications and uses mainly wind power.



Communicating

10. Copy and complete the table below to make an **analysis** of the different types of historical sources used in this lesson.

Type of source	Example	Strengths	Weaknesses
Speech			
Political cartoon			
Artist's recreation of an event			
Photograph			
Eyewitness accounts			

LESSON
6.6 How have governments addressed global environmental issues?

LEARNING INTENTION

By the end of this lesson you should be able to understand complexities in addressing some of the world's most pressing environmental issues, including climate change, and how the response from governments, non-governmental organisations, and everyday people have changed over time.

TUNE IN

Many islands in the Pacific are facing the threat of rising sea levels brought about by climate change. One of these is the Polynesian country of Tuvalu.

1. Examine **SOURCE 1**. What statement do you think Tuvalu's Foreign Minister is trying to make in this speech?
2. Do you need to know exactly what he said to get the message?
3. Do you think that this is a smart way for smaller or poorer nations to get their message across? Why/why not?. Discuss your answers in a small group and then with the class.

SOURCE 1 Tuvalu's Foreign Minister, Simon Kofe, delivering a speech addressing climate change while half-submerged within the ocean



6.6.1 Responding to the global challenge of climate change

Many global issues today require global responses and international cooperation. Pollution, endangered environments and hazardous waste all demand attention. On one particular issue, however, the environment movement is increasingly vocal. That voice is being added to by scientists, politicians and citizens across the globe.

Despite controversial debates about whether **global warming** and climate change is the result of human activity, science has become settled on the issue, pointing to human activities, particularly our output of carbon dioxide emissions, as a very likely cause.

The United Nations World Meteorological Organization announced in January 2016 that, according to its data, 15 of the 16 hottest years on record have all been this century, with 2015 being significantly warmer than the record-level temperatures recorded in 2014. Underlining the long-term trend, 2011–15 is the warmest five-year period on record. Most scientists expect this upward trend to continue.

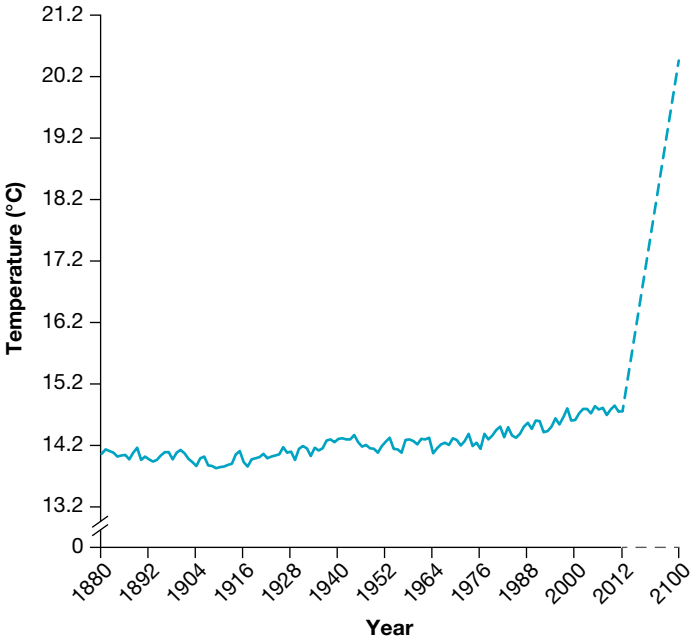
SOURCE 2 An aerial view of Kiritimati (Christmas Island), Kiribati, in the Pacific Ocean. This low-lying island is threatened by sea level increases caused by global warming.



global warming the observable rising trend in the Earth's atmospheric temperatures, generally attributed to the enhanced greenhouse effect

By the end of the twenty-first century the Earth's average temperature might be up to 5.8 °C warmer than today, if greenhouse gas concentration continues to increase. But it is not just the temperature that might change — storms might be more extreme, sea levels might rise, and floods and drought might also become more frequent. Sea levels have risen 10 to 20 centimetres over the past century, affecting many low-lying regions such as Papua New Guinea's Carteret Islands, which are slowly being covered by the sea. They and other low-lying island groups, such as the Marshall Islands and Kiribati in the Pacific, and the Maldives in the Indian Ocean, may eventually be entirely submerged.

SOURCE 3 Average global temperature, 1880–2012, with projection to 2100



Already governments are planning for below-average rainfall levels to become more commonplace. Around Australia, desalination plants have been built to help meet the future water needs of growing populations. It has also been predicted that the extreme weather that led to the recent bushfires and floods will become more common in years to come. While individual governments may plan to deal with the specific issues they face on the home front, international cooperation is essential for long-term gains to be made in the effort to reverse the effects of global warming.

Kyoto Protocols and climate change conferences

In 1992, the United Nations Framework Convention on Climate Change (UNFCCC), an international environmental treaty, was negotiated at the United Nations Earth Summit held in Rio de Janeiro. Since 1995, parties to the UNFCCC have met annually at the Conference of the Parties (COP) to assess progress in dealing with climate change. Formulated at COP3, held in Kyoto, Japan, the Kyoto Protocols (1997) called for a 15 per cent reduction in carbon dioxide emission by 2012. However, the differing priorities of some countries soon became apparent, with large producers such as China claiming an exemption from any targets because of their growing industrial development. The Australian government was also reluctant to accept these targets, arguing that they would have a negative impact on the Australian economy because of our high dependence on fossil fuels. The Kyoto Protocol was finally ratified (approved) by the Australian government in December 2007 and came into effect in March 2008. In ratifying the agreement, Australia committed to reducing greenhouse gas emissions by 60 per cent of year 2000 levels by 2050.

Ten years later, more than 10 000 participants, including government representatives and non-governmental organisations representing 180 nations, gathered at the Bali Climate Conference to develop the Bali Road Map, a document intended as a guide to reducing carbon emissions beyond 2012. When the United States delegates suggested developing nations should take more responsibility for carbon emissions, frustration with the United States boiled over, with a delegate from Papua New Guinea saying, 'If you cannot lead, leave it to the rest of us. Please get out of the way.' Following the Bali conference, many people hoped for a stronger plan for cutting carbon emissions.

At COP15 held in Copenhagen, Denmark (2009), world leaders officially recognised the need to keep the global temperature rise to less than 2 degrees Celsius. However, the agreement did not contain specific commitments for reaching that goal. At subsequent global climate change meetings, the lack of concrete

strategies continued to frustrate politicians and UN representatives. In Paris in 2015, COP21 focused on developing a binding agreement from all nations regarding practical solutions to climate change. The key outcomes of this meeting, the Paris Agreement, are listed in **SOURCE 4**.

SOURCE 4 Agreed outcomes from the 2015 United Nations Climate Change Conference held in Paris

Governments agreed:

- on a long-term goal of keeping the increase in global average temperature to well below 2 °C above pre-industrial levels
- to aim to limit the increase to 1.5 °C, since this would significantly reduce risks and the impacts of climate change
- on the need for global emissions to peak as soon as possible, recognising that this will take longer for developing countries
- to undertake rapid reductions thereafter in accordance with the best available science
- to come together every 5 years to set more ambitious targets as required by science
- to report to each other and the public on how well they are doing to implement their targets
- to track progress towards the long-term goal through a robust transparency and accountability system
- to strengthen societies' ability to deal with the impacts of climate change
- to provide continued and enhanced international support for adaptation to developing countries.

In Katowice, Poland in 2018, COP24 formulated rules for implementation of the 2015 Paris Agreement, which outline how governments will measure and report on their efforts to cut carbon emissions. The Australian government has ratified the Paris Agreement and committed to reducing emissions and increasing renewable energy capacity to meet targets set for 2030 and beyond. The issue remains contentious, however, with many people believing more needs to be done now to protect the planet for the future. In March 2019, thousands of students across Australia went on strike — missing school to protest perceived government inaction on climate change.

In October/November 2021, the United Nations' Climate Change Conference (COP26) was held in Glasgow, Scotland. UK cabinet minister Alok Sharma was president of the conference. Reflecting upon the successes and challenges of the conference, Alok Sharma said, "We can now say with credibility that we have kept 1.5 degrees alive. But, its pulse is weak and it will only survive if we keep our promises and translate commitments into rapid action."

SOURCE 5 'School Strike 4 Climate' supporters protest outside their local Member of Parliament's electoral office in Melbourne, March 2019



6.6.2 Responses to other environmental issues

Opinion polls in Australia and across the world have confirmed that governments can no longer ignore environmental issues. In the build-up to the 2016 US election, 51 per cent of people listed the environment as a key determining factor in their voting preferences (for a reference point, the most significant listed was terrorism, with 78 per cent). The rise of the Australian Greens as a legitimate alternative party has also forced

tlvd-10765

SOURCE 6 The risks to the Great Barrier Reef of various threats as shown in the 2019 Great Barrier Reef Outlook Report

Threat	Risk		Timing	Influencing factor			
	Ecosystem	Heritage values		Climate change	Coastal development	Land-based run-off	Direct use
Altered weather patterns	Very high risk	Very high risk	Now	●			
Sea-temperature increase	Very high risk	Very high risk	Now	●			
Ocean acidification	Very high risk	Very high risk	Now	●			
Sea-level rise	Very high risk	Very high risk	10+	●			
Modifying coastal habitats	Very high risk	Very high risk	Now		●		
Nutrient run-off	Very high risk	Very high risk	Now			●	
Sediment run-off	Very high risk	Very high risk	Now			●	
Outbreak of crown-of-thorns starfish	Very high risk	Very high risk	Now			●	●
Illegal fishing and poaching	Very high risk	Very high risk	Now				●
Incidental catch of species of conservation concern	Very high risk	Very high risk	Now				●
Altered ocean currents	High risk	High risk	Now	●			
Barriers to flow	High risk	High risk	Now		●		
Marine debris	High risk	High risk	Now			●	●
Discarded catch	High risk	High risk	Now				●
Extraction of particle feeders	High risk	High risk	Now				●
Extraction of predators	High risk	High risk	Now				●
Fragmentation of cultural knowledge		High risk	Now				●
Foundational capacity gaps		High risk	Now				●
Incompatible uses		High risk	Now				●
Artificial light	High risk	High risk	Now		●		●
Damage to reef structure	High risk	High risk	Now				●
Extraction from spawning aggregations	High risk	High risk	Now				●
Illegal activities — other	Medium risk	High risk	Now				●
Pesticide run-off	High risk	High risk	Now			●	
Outbreak of disease	High risk	High risk	Now	Cumulative effect of many factors			
Outbreak of other species	Medium risk	Medium risk	Now	Cumulative effect of many factors			
Terrestrial discharge	Medium risk	Medium risk	Now			●	
Acid sulfate soils	Medium risk	Medium risk	Now		●	●	
Disposal of dredge material	Medium risk	Medium risk	Now		●		●
Dredging	Medium risk	Medium risk	Now		●		●
Noise pollution	Medium risk	Medium risk	Now		●		●
Exotic species	Medium risk	Medium risk	Now		●	●	●
Behaviour impacting heritage values	Medium risk	Medium risk	Now				●
Damage to seafloor	Medium risk	Medium risk	Now				●
Extraction of herbivores	Medium risk	Low risk	Now				●
Grounding — large vessel	Medium risk	Medium risk	Now				●
Grounding — small vessel	Medium risk	Medium risk	Now				●
Spill — large chemical	Medium risk	Medium risk	Now		●		●
Spill — large oil	Medium risk	Medium risk	Now		●		●
Vessel strike	Medium risk	Medium risk	Now				●
Vessel waste discharge	Medium risk	Medium risk	Now				●
Wildlife disturbance	Medium risk	Medium risk	Now				●
Atmospheric pollution	Low risk	Low risk	Now		●		●
Genetic modification	Low risk	Low risk	5+				●
Spill — small	Low risk	Low risk	Now				●

Threat	Risk			Timing	
Region-wide	Low risk	High risk		Now	10+ More than 10 years
Local or regional	Medium risk	Very high risk		5+ More than 5 years	

Source: Great Barrier Reef Marine Park Authority

our country's politicians to carefully consider environmental policies. These changes have resulted in several examples of positive government responses to environmental issues.

In the United States, growing concern regarding the treatment of hazardous material in the 1970s and 1980s led to the creation of the *Comprehensive Environmental Response, Compensation, and Liability Act* (1980). Referred to as CERCLA or simply Superfund, the Act gives the government the authority to clean sites that are deemed unsafe. The Act was developed after a long series of tragic environmental disasters in the late 1970s, including the deaths of five workers at a chemical treatment plant in Bridgeport, New Jersey. Today, more than 1300 hazardous sites have been cleaned as a result of this legislation.

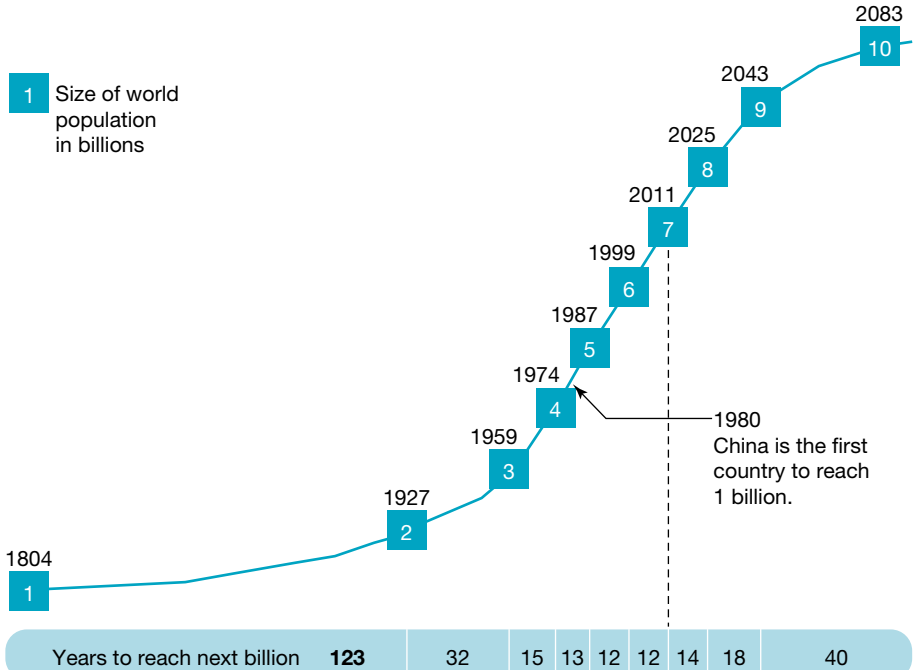
Closer to home, the Great Barrier Reef Outlook Report is another example of a government response to an environmental concern. As one of the most ecologically significant sites in the world, the protection of the Great Barrier Reef is of the utmost importance. Every five years, a detailed assessment of the health of the reef is conducted. This data is then developed into management strategies implemented by the federal and Queensland governments. **SOURCE 6** presents a summary of the risks to the reef that were identified in the latest report. When this report was updated in 2019, the assessment of the reef's health had worsened from 'Poor' to 'Very poor'.

The Great Barrier Reef is not only an environmental treasure; it is of significant economic importance to Australia as well. With more than two million visitors per year, the reef generates around 6 billion dollars and supports the livelihoods of more than 60 000 Queenslanders. In 2021, UNESCO made a draft resolution to list the reef as in danger due to climate change. If certain measures were not taken to protect the reef, this would mean that it might be stripped of its World Heritage status, greatly lessening its value as a tourist attraction. The Australian government fought back, lobbying those in charge of making this decision, and criticising UNESCO's decision-making procedure. Ultimately, this led the committee to reject labelling the Great Barrier Reef as 'in danger', but the committee requested to visit the reef within six months to issue new recommendations.

Population growth has added to environmental concerns. Even in the 1960s environmentalists were warning against unchecked population growth. *The Population Bomb* (1968) by Paul and Anne Ehrlich took a controversial and extreme position on population control, suggesting that, if population growth went unchecked, the world would face famine on a never-before-seen scale in the 1970s and 1980s. In 1973, respected English economist E. F. Schumacher challenged the industrial-age notion that 'bigger is better' in his collection of essays *Small is Beautiful: A Study of Economics as if People Mattered*.

int-6717

SOURCE 7 Seven billion and beyond: the growth of the world population and future predictions



Source: The United Nations Population Division, United States Census Bureau.

The ideas that underpinned the environment movement at this time included:

- unlimited growth is unsustainable
- biological systems need to remain diverse and productive
- the natural world has inherent rights
- the Earth and its creatures are all part of the same living being.

These issues are still central today.

DISCUSS

With a partner, decide whether you agree or disagree with the following statement: 'Australia has a responsibility to cut its carbon emissions, even if other nations are not doing so'.

Justify your opinion using information from this lesson and other sources you may find.

6.6 SKILL ACTIVITY: Communicating

Research an international environmental organisation, such as Conservation International, Greenpeace, the Environmental Defense Fund, The Nature Conservancy, Ocean Conservancy, the World Resources Institute or the World Wildlife Fund.

In your research, **consider** the following:

a. **Identify** when the organisation was founded.
b. **Identify** how large is it, and in which country/ies it operates.
c. **Describe** howow it advocates to change government policies around environmental threats.
d. **Evaluate** how effective its advocacy has been.
e. **Explain** how somebody, such as yourself, can get involved with the organisation and its advocacy.

Communicate: Present your findings to your classmates.

on Resources

Weblink Climate protests

6.6 Exercise

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6.6 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. Global warming is simply one element of climate change. Climate change relates to any variation in local, national and global climate patterns.
   b. There has been only one major global meeting about climate change.
2. What is the most significant cause of climate change?
   A. Livestock
   B. Melting polar regions
   C. Bushfires
   D. Human activities

3. In 2015 a United Nations Climate Change Conference was held in Paris. How did the outcome from the Paris Climate Conference differ from those that came before?
   - **A.** It resulted in the creation of a Memorandum of Understanding.
   - **B.** It resulted in the creation of a legally binding agreement.
   - **C.** It resulted in the creation of a List of Agreed Values.
   - **D.** It resulted in the creation of a legally binding contract.
4. **Explain** what evidence demonstrates the growing environmental concerns held by people in the United States and Australia.
5. **Describe** why government organisations such as the American CERCLA are so important to communities.

Apply your understanding

Using historical sources

6. **SOURCE 1** graphically illustrates the rise in global temperatures. **Identify** why the data on which this graph is based might be a driving force for change at the highest (governmental) level.
7. **Describe** the features of the natural landscape visible in **SOURCE 3**. **Explain** why such an environment will be vulnerable as a result of climate change.
8. Study **SOURCE 4.**
   - **a. State** the types of international cooperation mentioned.
   - **b. Identify** how the role of science is given importance in the source.
9. **Interpret** what **SOURCE 5** suggests about who is concerned about the impact of climate change.
10. **Examine SOURCE 6** and answer the following questions.
    - **a. Identify** (i) the two risk categories and (ii) the four influencing factors shown in the source.
    - **b. State** the threats that are linked to the influencing factor of climate change.
    - **c. Identify** which three threats will come into play in ten years or more.
    - **d.** Of the threats that present a very high risk to the ecosystem and heritage values of the Great Barrier Reef, **determine** which (i) Australia's governments, (ii) environment groups and (iii) individual citizens can do most about.
    - **e. Evaluate** what responses government and non-government organisations can implement to help address the threats.

Historical perspectives and interpretations

11. Using **SOURCE 7**, answer the following questions.
    - **a.** When did the world population reach one billion?
    - **b.** When Ehrlich wrote *The Population Bomb* in 1968, what was the approximate world population?
    - **c.** The figures for 2025, 2043 and 2083 are predictions. What ongoing information could have been used to make these predictions?
12. 'Global climate conferences such as those held at Kyoto, Copenhagen and Paris have done little to further real action on global climate change issues.' Based upon what you've read in this topic, and elsewhere, **discuss** to what extent you agree with this statement.

LESSON
6.7 What does Australia's environmental future look like?

LEARNING INTENTION

By the end of this lesson you should be able to identify some of the ways we can all help, as Australians, in addressing some of our most pressing environmental problems.

TUNE IN

On 8 May 2014, the Queensland Government gave preliminary approval for the creation of Australia's biggest mining project, the Carmichael coal mine, which would be owned by the Adani family. Environmental groups protested, setting up a years-long fight in the courts and on the streets.

1. Without knowing a lot of detail about the protest, what do you think the protesters shown in **SOURCE 1** are trying to say through this mock funeral?
2. Who do you think is their intended audience or audiences?
3. What is it about what you can see (including the signs people hold) that suggests this is the case?
4. Many environmental protests present a dire view of the planet. Is this the best way to get people to support the cause of environmentalism, or should protests try to present a more positive or proactive view? Discuss your answers in a small group and then with the class.

SOURCE 1 In this image, taken in December 2018, anti-Adani protesters in Melbourne stage a 'Funeral for our Future'.



6.7.1 Change over time in environmental concern

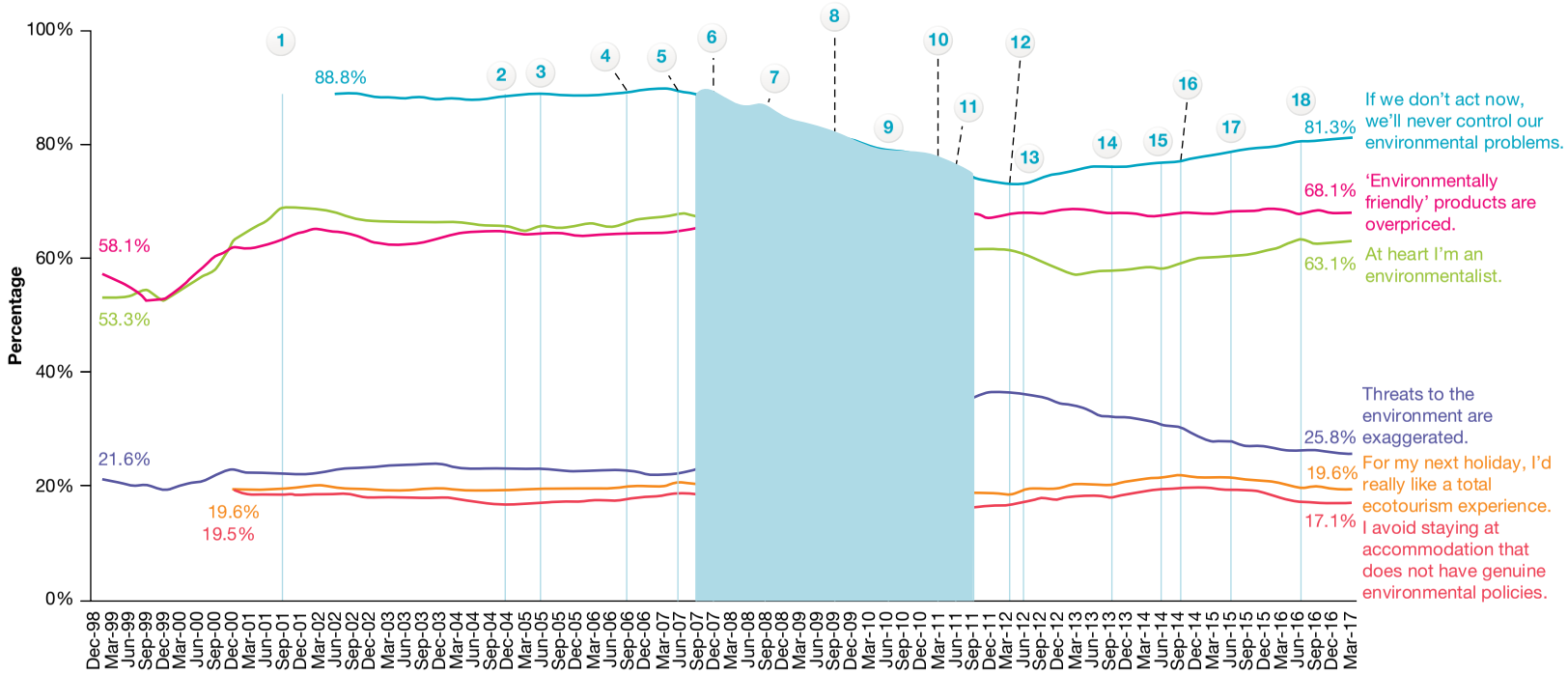
In 2022, the Intergovernmental Panel on Climate Change (IPCC) warned that rising sea levels can be slowed but cannot be stopped, and have stressed that this will greatly impact Australia. They warned that the Australian government has done too little to prepare for these changes.

It is interesting to note the fluctuations in Australians' concern about the environment over the past few decades, and to see how these align with other national and global issues. In the early 1990s, a time of relative prosperity in Australia, concern about the environment was extremely high. Our biggest environmental concerns back then were air pollution, destruction of trees and ecosystems, ocean pollution and the depletion of the ozone layer. However, statistics gathered in 2007–08 saw a reduction in concern. Since then, Australians' levels of concern for the environment have returned to close to where they were at the turn of the millennium.

In 2017, Roy Morgan Research prepared a report for WWF-Australia based on 20 years' worth of data. This data included a recent survey of 1800 Australians aged 14 and above about their attitudes towards environmental issues. They found that, although 86 per cent of the population agreed that climate change was of concern, they were more concerned by other environmental issues. Their biggest concern was protecting oceans and marine life, including the Great Barrier Reef, which 94 per cent of people agreed was important. Almost 70 per cent of those interviewed felt that a healthy environment and a prosperous economy go hand in hand.

tlvd-10766 int-9117

SOURCE 2 This graph shows the change over time in Australians' attitudes towards environmental issues, as reflected in their responses to stimulus belief statements.



1. September 11 attacks; Ansett collapse
2. Boxing Day tsunami, Indonesia
3. London bombings
4. *An Inconvenient Truth* released
5. Howard proposes ETS
6. Rudd ratifies Kyoto Protocol
7. Rudd announces CPRS details
8. CPRS voted down in parliament
9. Resource super profits tax introduced; Gillard replaces Rudd
10. Earthquake/tsunami/nuclear event Japan
11. Anti-carbon tax campaign advertised
12. Miners launch new anti-tax ad campaign
13. Carbon and mining tax introduced
14. Abbott wins election
15. Carbon tax repealed
16. Mining tax repealed
17. Turnbull replaces Abbott
18. Brexit

Source: WWF-Australia, 2019.

Variations according to location, age and gender

In 2017, more Australians who lived in capital cities reported concern about climate change (60 per cent) compared with people living outside capital city areas (52 per cent). The proportion of people concerned about environmental issues increased steadily with age, reaching a peak of 70 per cent in the age range 55–64 years, then declining to 54 per cent among Australians aged 65 years and over. Interestingly, similar proportions of 18–24 year olds (53 per cent) and those aged over 75 (54 per cent) reported being concerned about environmental issues in general. On the specific issue of climate change, however, this younger age group (18–24) was the most concerned of all age groups, at 61 per cent. More females were concerned about water shortages (68 per cent), accumulation and disposal of household waste (67 per cent), and climate change (61 per cent) than males (61 per cent, 60 per cent and 53 per cent respectively).

SOURCE 3 Persons concerned about environmental issues in Australia, by age group



Younger and older Australians	18-24 YEARS	65+ YEARS
Yes, climate change is happening	95%	79%
Climate change is happening & 'humans are largely causing it'	75%	57%
I think that climate change is happening, but it's just a natural fluctuation in Earth's temperatures	21%	39%
Strongly agree we should have more national parks	49%	23%
Strongly agree our oceans and marine life are suffering and we need to do more to protect them'	57%	38%
Reduced the amount of gas and/or electricity I use around the house	58%	72%
I recycle/compost as much household waste as possible	77%	90%
Say 'at heart I'm an environmentalist'	51%	69%

Source: WWF-Australia, 2019.

The findings from this survey are consistent with those that have taken place since. In 2021, the Lowy Institute released its Climate Poll, a nationally-representative survey. It found that concern over climate change had increased significantly in recent years, with 6 in 10 Australians agreeing that 'global warming is a serious and pressing problem. We should begin taking steps now, even if this involves significant costs'. Fifty-five per cent of Australians now believe that the government should be trying to reduce carbon emissions, while 91 per cent of Australians are in favour of the government offering subsidies — or financial assistance — to develop energy technology. Sixty per cent of Australians feel that the government is doing too little to combat climate change, while 78 per cent support establishing a net zero carbon target for 2050.

Aspirations for the environment

Consultations have shown that Australians believe that since the natural environment affects everyone, all people, groups, businesses and nations have a responsibility to participate in protecting it. Further, they hope that collective efforts and measures by governments, non-government organisations and individuals will work for positive environmental outcomes for the future. In caring for and sustaining the environment, alignment between the different levels of government, collaboration and linking across public and private activities and initiatives, and international cooperation is seen as imperative.

SOURCE 4 shows a summary of the hopes of Australians for the environment in 2012, which was gathered through extensive consultations.

SOURCE 4 An extract from the Australian Bureau of Statistics *Measures of Australia's Progress: themes and aspirations report 2012*

Environment

Healthy natural environment
Australians aspire to a healthy natural environment.

Appreciating the environment
Australians aspire to appreciate the natural environment and people's connection with it.

Protecting the environment
Australians aspire to care for and protect our natural environment.

Sustaining the environment
Australians aspire to manage the environment sustainably for future generations.

Healthy built environments
Australians aspire to healthy built environments.

Working together
Australians aspire for government, business and communities to work together locally and globally for a healthy environment.

6.7.2 Think global, act local

As the environment movement continues to inspire large-scale action worldwide, many people direct their efforts to making a difference in their local area. Growing community awareness of environmental issues is reflected in the rise of online and print publications that celebrate sustainability, going green and local activism. Countless small yet effective local projects focus on things that regular people can do to assist the environment every day, including buying products that are farmed organically, and participating in food swaps and community gardens. Many of these organisations believe that there is more opportunity to effect change at this grassroots level than there is through governments and political systems.

Grassroots organisations take the lead

Government departments and local councils have an important role to play in protecting the environment, but they cannot win the fight for the environment alone. Many non-government organisations (NGOs) represent the interests of those who want to protect the environment, working with local communities to run campaigns on issues such as the anti-nuclear movement, sustainability, healthy rivers and oceans, First Nations Australian land rights and climate change. In many cases, these **grassroots** movements give a voice to those who would otherwise go unheard. Popular grassroots environmental organisations include Friends of the Earth (FOE) Australia, which runs numerous campaigns on a range of issues; the Australian Network of Environmental Defenders' Offices (ANEDO), which represents independent community environmental law centres around Australia; and Watermark Australia, which encourages citizens to discuss water use and management and other water issues facing Australia.

Action on climate change

While many environmental NGOs welcome participation by young people, the Australian Youth Climate Coalition (AYCC) was specifically designed to give Australian environmentalists aged 30 and under a real voice in the climate change debate. This youth-run and youth-led organisation grew from 5000 members at the beginning of 2009 to more than 50 000 members by the end of the year. In 2009, the organisation focused on three major projects, which involved running the first Australian youth climate summit; working with World Vision

grassroots involving ordinary people in a community or organisation

to hold the world's first national youth vote on climate change; and establishing AYCC International to send a **delegation** to the United Nations Climate Conference. They have also sent delegates into schools to talk about climate change and to mentor students, and have established the Youth Climate Leadership Program. In 2010, the AYCC was one of 20 NGOs chosen to represent the community's interests in the Non-Government Organisation Roundtable on Climate Change.

Based in inner Melbourne, the Yarra Climate Action Now (YCAN) is a community group made up of people concerned about climate change. Their aim is to work to achieve collective responses to climate change. Lobbying all levels of government, media campaigns, stalls at events and festivals, participating in organised events such as 100% Renewables and doorknocking all form part of their act local, think global philosophy. Other campaigns include involvement in 350, a global grassroots climate action organisation, Yarra Community Solar, Trains not Toll Roads and Lock the Gate.

delegation a person or group appointed to represent others

SOURCE 5 The figure '350' is formed by people holding umbrellas at a mass environmental awareness event at the Sydney Opera House. 350 Australia is part of a global grassroots movement that aims to hold governments accountable to 'the realities of science and the principles of justice' through mass public action and online campaigns. The number 350 refers to the recommendation by scientists that the amount of CO_2 in the atmosphere must be reduced from its current level of 400 parts per million to below 350 parts per million.



DISCUSS

The future health of the environment is arguably the greatest challenge for present day individuals, groups and governments.

6.7 SKILL ACTIVITY: Using historical sources

Using all the sources in this lesson as evidence, write an essay on the following topic: 'Australia's environmental future is in good hands'.

6.7 Exercise

learnon

6.7 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. Overall, the concern of Australians about environmental issues is decreasing.
   b. People aged 65 to 74 are the most concerned about environmental issues.
2. **Compare** the main environmental concerns of Australians in the 1990s with their concerns after 2007. Can you **suggest** a reason for this change?
   A. People grew tired of historical concerns and found new ones.
   B. The perception that progress has been made in alleviating some of these historical concerns
   C. Historical concerns found themselves out of fashion.
   D. Historical concerns had all been resolved.
3. What does the growth in membership of the AYCC suggest to you?
   A. That an increasing number of young Australians are interested in being members of a group
   B. That an increasing number of young Australians are concerned about political issues
   C. That an increasing number of young Australians are not concerned about environmental issues
   D. That an increasing number of young Australians are concerned about environmental issues
4. **Explain** in your own words the meaning of the slogan 'Think global, act local'.
5. **Name** some of the projects (i) the AYCC and (ii) YCAN have been involved in. **Identify** what you see as the similarities and differences between these two organisations.

Apply your understanding

Questioning and researching

6. **Analyse** why caring for the environment should be a collective effort. Which of the aspirations in **SOURCE 4** relates to this?
7. Suggest what might be the biggest environmental concern of Australians in 20 years. **Justify** your opinion.
8. Using the sources in this spread for reference, as well as your own knowledge, to what extent can grassroots movements have more success than more formal government policies? **Explain** your view.

Using historical sources

9. Refer to **SOURCE 2**. Write two to three sentences about the trends shown in the graph, including what you **predict** might happen in this data over coming years.
10. Refer to the **SOURCE 3** infographic to answer the following questions.
    a. **Identify** particular environmental issues that concern both young and older Australians the most. **Explain** why you think these issues might be of paramount concern.
    b. **Select** which issues these two segments of Australian society disagree on, and **consider** why this might be the case.

Communicating

11. **Determine** how the evidence in **SOURCES 2–4** could be a valuable starting point for (i) an education campaign about the environmental issues faced by Australia and (ii) the focus of government policy aimed at making all Australians more concerned and active when it comes to protecting our environment.
12. At times, some environmental protesters employ controversial tactics to achieve their goals. Based upon what you have learned in this spread and others, **decide** if you believe these tactics are justified. **Elaborate** on what effect/s such tactics can have on the perception of environmental issues, both positive and negative.

LESSON
6.8 INQUIRY: Interrogate sources to form a reasoned opinion on a historic debate

LEARNING INTENTION

By the end of this lesson you should be able to compare and evaluate sources to answer a question about the past.

Background

As a historian, it is your task to decide, 'Are members of the Sea Shepherd Conservation Society eco-defenders or eco-terrorists?' To answer this question, you must locate and evaluate sources of evidence. One of the most challenging aspects of finding reliable evidence is that different people will offer different accounts of the same event. Accounts tend to differ based on whether the person experienced the event directly or indirectly, whether their information was complete or incomplete, and their role in the event. Some accounts may also suggest bias. To decide which historical account is most accurate, you need to gather a range of sources and establish how reliable they are through a process of corroboration — that is, comparing them against each other.

Sample source analysis

aud-0596

SOURCE 1 In this interview excerpt from *Huck* magazine, a bi-monthly lifestyle magazine published in London and aimed at young males, Sea Shepherd captain and founder Paul Watson explains his views on the illegal destruction of marine life, including whales, and what should be done about it.

Huck: What do you say to people who reason that human welfare should be considered before animal welfare?

PW: I think what people should realise is that what we're doing in the areas of conservation and biodiversity is probably more important to humanity than anything else, whether it's cancer research or helping the poor. If the oceans die, we die. We're interdependent, as is a lot of ecology, on other species … We need the fish, they don't need us. We need the bees, they don't need us … And if we don't conserve and preserve all this biodiversity in our world we're doomed. I think one of the most important things to be involved in is the conservation of biodiversity on planet Earth.

Huck: The Japanese authorities have labelled you a terrorist. Are you worried what effect that might have on your work?

PW: In a world where the Dalai Lama is officially a terrorist, it doesn't bother me too much. A while back, I was coming into the US and Homeland Security … said 'Japan have made an accusation that you're an eco-terrorist.' I asked 'Am I off to Guantánamo?' and they were like 'no it's just a lot of paperwork'. They seem to understand the politics of the situation. Japan have taken out an arrest warrant on me but nobody seems to take it seriously … I find it absurd that Japan are breaking all these laws … they sank one of our ships and the Captain responsible wasn't even questioned by authorities … and they have the audacity to call me a terrorist. We're not killing anybody, we're not injuring anybody, we haven't even been convicted of any crime and the Japanese have shot at us, thrown flash grenades at us, destroyed a £2m ship of ours. It's a very bizarre world where people who inflict terrible violence have the audacity to label people who are non-violent, terrorists.

Sample analysis

a. What 'answers' does the source offer to your major question?
Captain Paul Watson defends the society's anti-whaling actions by arguing that they are far less violent than those committed by Japanese whalers. Watson also directly addresses the question of whether he is a terrorist, calling the claim 'bizarre'.

b. When was the source created and how does the source fit the chronology of the event under investigation?

This interview was published in June 2010. Sea Shepherd has been active since 1979, albeit under a different name. The so-called 'Whale Wars' between Sea Shepherd and the whaling activities of Japan began in 2002 and continues today. This brief chronology places the interview in the midst of these activities.

c. Who created this source and why?
This interview was conducted by *Huck* magazine, a bi-monthly lifestyle magazine published in London and aimed mainly at young males. Clearly, Paul Watson is the sort of person the editors thought the magazine's readers would be interested in.

d. Are the views expressed reliable or unreliable?
The views are those of society founder Paul Watson. None of his claims are questioned by the interviewer, indicating that they are a clear statement of Watson's position but do not necessarily reflect a balanced account of the incidents he describes.

e. Do you see any evidence of bias?
Watson has a very one-sided view of the issues he describes, which is to be expected because he is an activist. He appears to view himself as the victim, at one point comparing himself to persecuted spiritual leader the Dalai Lama.

f. Whose views/experiences are not represented here?
The experiences not represented in this article include those of the Japanese whalers, other environment groups such as Greenpeace and those officially charged with protecting the oceans.

g. Does the source support the general patterns of change suggested by other evidence?
Although Captain Walker's views and methods could be described as extreme, they do reflect the growing sense of environmental concern witnessed in the twentieth century and beyond. Sea Shepherd and similar organisations arose because some people believed that more direct and hostile methods were required to combat global environmental issues.

Before you begin

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

Inquiry steps

Step 1: Questioning and researching

- Write your **inquiry question.**
- This can be the question posed in the Background section, or one of your own choosing.
- **Research** your question. In this case, this means **analysing** two more sources.

aud-0597

SOURCE 2 On 18 February 2011 Japan's foreign minister, Seiji Maehara, announced that the country had decided to bring its harpoon ships home a month early because of fears for the safety of the ships' crews due to the actions of the Sea Shepherd society.

[Today] Japan had no choice but to call off the research whaling mission for the current period from the viewpoint of ensuring the safety of the research vessels and the lives and property of the crew members. While this is due to obstructive acts by the Sea Shepherd, such obstructive acts are dangerous illegal acts that threaten the lives and property of the crew members of our country and the safe navigation of our ships that have been conducting lawful research activities on the open sea, and as such, they cannot be tolerated. Although the Ministry of Foreign Affairs, for its part, has continuously called on the Netherlands, Australia, and New Zealand, which are the flag states of Sea Shepherd's boats, or where the boats make port calls, to take effective measures to prevent acts of violence by Sea Shepherd, it is extremely regrettable that Sea Shepherd still has not been stopped from its obstructive acts … Although we made the heartrending decision to return home this time for the sake of the crew's safety, we will work on the diplomatic front and since we must not allow ourselves to be prevented from doing what is allowed by law…

SOURCE 3 This photo, taken 15 February 2012, was released by the Institute of Cetacean Research of Japan. It shows Sea Shepherd activists on an inflatable boat preparing to throw a bottle allegedly containing acid toward a Japanese whaling vessel during an encounter in the Antarctic Sea.



Step 2: Using historical sources

Analyse these sources, **considering** the following:

- What 'answers' does the source offer to your major question?
- When was the source created and how does the source fit the chronology of the event under investigation? (*Hint:* you may sometimes need to complete further research to answer this question.)
- Who created this source and why?

Step 3: Historical perspectives and interpretations

Evaluate: What are the strengths and weaknesses of each interview/interviewee? (For example, a clear memory and lots of detail are strengths, while a fuzzy memory or a lack of details would be weaknesses.)

- Are the views expressed reliable or unreliable?
- Do you see any evidence of bias?
- Whose views/experiences are not represented?
- Does the source support the general patterns of change suggested by other evidence?

Step 4: Communicating

Communicate: *What is the answer to your inquiry question?* Present your findings as a written and/or oral presentation. Support your claims with examples from your research, analysis and evaluation.

Complete your self-assessment using the **Inquiry rubric** or access the 6.8 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-40154)

LESSON
6.9 Review

Hey students! Now that it's time to revise this topic, go online to:

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6.9.1 Key knowledge summary

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

6.2 What do sources tell us about the environment movement?

- Since the 1960s the environment movement has grown considerably in strength as both experts and ordinary citizens have become involved.
- There are numerous readily available sources on the environment movement.

6.3 Why were national parks established?

- North America led the way in establishing the world's first national park, Yellowstone, in 1872.
- In 1879 in Sydney, Australia established the second of the world's national parks, later to be known as Royal National Park.
- Other nations such as Canada and New Zealand followed, also establishing national parks to protect unique environments.

6.4 How have humans impacted on the environment?

- Impacts arising out of the Industrial Revolution, such as rapid urbanisation and expansion to exploit resources in new colonies, resulted in significant costs to the health of the global environment.
- In Australia, industrialisation and urbanisation after European settlement led to environmental issues such as land clearance, deforestation and pollution.
- From the 1960s onward, some Australian farmers pioneered conservational agriculture and organic farming.

6.5 What were the causes and consequences of the Atomic Age?

- Fears of nuclear war followed the detonation of atomic bombs in 1945.
- The Cold War saw the superpowers of the US and the USSR locked in an uneasy nuclear truce.
- The nuclear reactor disaster at Chernobyl in 1986 convinced many people that nuclear power was a threat to humankind and the planet itself.
- Britain conducted nuclear testing on Australian soil at Emu Junction and Maralinga.
- Between 1946 and 1996 the USA, UK and France conducted nuclear testing in the Pacific, until policy changes as well, as strong environmental and humanitarian protesting, forced it to stop.

6.6 How have governments addressed global environmental issues?

- Climate change is a global environmental problem that requires a coordinated international response.
- The Kyoto Protocol and various climate change conferences under the auspices of the United Nations have attempted to convince countries to reduce their greenhouse emissions.
- Other environmental issues, such as the threat to the Great Barrier Reef, are not just Australian environmental issues but international issues.

6.7 What does Australia's environmental future look like?

- Australia's environmental future is under pressure from population increase, economic growth and climate change.
- In the early 1990s, concern about the environment was extremely high. Our biggest environmental concerns were air pollution, destruction of trees and ecosystems, ocean pollution and the depletion of the ozone layer.
- However, statistics gathered in 2007–08 saw a reduction in concern. Since then, Australians' levels of concern for the environment have returned to close to where they were at the turn of the millennium.
- The strategy of 'think global, act local' finds expression in many grassroots organisations in communities and neighbourhoods.

6.8 INQUIRY: Interrogate sources to form a reasoned opinion on a historic debate

- You can compare and evaluate sources to answer a question about the past; however, sources may present different views.
- To decide which historical account is most accurate, you need to gather a range of sources and establish how reliable they are through a process of corroboration — that is, comparing them against each other.

6.9.2 Key terms

Cold War a power struggle and battle of ideologies, after World War II, between the Western bloc nations led by the superpower United States and the Eastern Bloc nations led by the superpower USSR

colonial nation a nation that has foreign settlements, or colonies, under its control

deforestation the removal of trees or forest

delegation a person or group appointed to represent others

ecotourism tourism to places with unspoiled natural resources

fallout the fall of radioactive particles after a nuclear explosion

geyser a natural hot spring that intermittently ejects a column of water and steam into the air

global warming the observable rising trend in the Earth's atmospheric temperatures, generally attributed to the enhanced greenhouse effect

grassroots involving ordinary people in a community or organisation

permaculture landscapes that are designed to mimic the patterns and relationships found in nature and yield an abundance of food, fibre and energy

reservations pieces of land set apart by the federal government for a special purpose, especially to hold and control a Native American people

uranium a radioactive element used in the construction of nuclear fuels and weapons

6.9.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

We, as humans, have the capacity to destroy the Earth, or save it. Which will we choose?

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

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11494)
Reflection (ewbk-12512)
Crossword (ewbk-12513)

Interactivity The environment movement crossword (int-7665)

6.9 Review exercise

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Multiple choice

1. Identify the name of Australia's first national park.
   - A. The Royal Park
   - B. The Royal National Park
   - C. Yellowstone National Park
   - D. Tongariro National Park
2. Why did the Ngāti Tūwharetoa group give their land to the British government?
   - A. To avoid war with European settlers
   - B. To avoid development of the land by European settlers
   - C. To avoid another tribe stealing their land
   - D. To avoid taxes
3. What was the most populous city in 1900?
   - A. London
   - B. New York
   - C. Paris
   - D. Chicago
4. What percentage of the world currently lives in cities?
   - A. 24 per cent
   - B. 34 per cent
   - C. 44 per cent
   - D. 54 per cent
5. What was the key concern addressed by Rachel Carson in *Silent Spring*?
   - A. Species loss
   - B. Ozone depletion
   - C. Deforestation
   - D. Irresponsible farming practices
6. What environment movement was invented by David Holmgren and Bill Mollison?
   - A. Greenpeace
   - B. AYCC
   - C. Permaculture
   - D. Australian Green Party
7. Which nations conducted nuclear testing in the Pacific?
   - A. UK, France and United States
   - B. UK and United States
   - C. Russia, UK and France
   - D. Russia, US and France
8. .The Great Barrier Reef is not only an environmental treasure; it is of significant economic importance to Australia as well. In 2021, what threatened its status as a tourist attraction?
   - A. The Australian Greens made a draft resolution to list the reef as in danger due to climate change.
   - B. UNESCO made a draft resolution to list the reef as in danger due to climate change.
   - C. Sea levels rising made it temporarily inaccessible.
   - D. It was stripped of its World Heritage status.

9. The Kyoto Protocol was an attempt to deal with the environmental issue of:
   - **A.** deforestation.
   - **B.** the development of nuclear power.
   - **C.** pollution.
   - **D.** climate change.
10. What is a grassroots movement?
   - **A.** An agricultural group which believes in using traditional planting techniques
   - **B.** An action group which implements local and community-based strategies
   - **C.** A group of farmers who profit from the harvesting of grains
   - **D.** Any environmental group

Short answer

Using historical sources

11. **SOURCE 1** depicts Dian Fossey, who worked tirelessly to understand and defend the endangered mountain gorilla. During this battle she lost her life. Does this source show the environment movement as being positive or negative? **Explain** your perspective.

SOURCE 1 Dian Fossey was a trained zoologist who travelled to Rwanda's Virunga Mountains in the late 1960s to study the mountain gorilla in its natural habitat. As she imitated their movements and noises, Fossey built up trust with the gorillas and was eventually accepted into their society. Fossey's actions brought her into opposition with poachers, who sought to kill the gorillas for their heads and hands, which could be sold to tourists. Fossey was murdered, presumably by poachers, in 1985. Her story was told in the film *Gorillas in the Mist* (1988), which helped raise awareness around the world of the plight of this endangered species.



12. **SOURCE 2** depicts a child sitting in a recycling yard surrounded by e-waste. What message do you think that this image holds for people in the developed world?

Historical perspectives and interpretations

13. Who is responsible for the plight of the gorillas depicted in **SOURCE 1** and the situation of the child depicted in **SOURCE 2**? Who can provide solutions? **Explain** your response in a short essay of 250 words.

Communicating

14. Since the 1960s there has been great tension between those who seek to profit from the wilderness and those who seek to protect it. **Evaluate** how you think that this situation may be resolved in the decades to come.

SOURCE 2 As the world's demand for cheap electronic gadgets increases, so does the amount of e-waste that we throw away. Despite some recycling programs in developed nations, the US Environmental Protection Agency (EPA) estimates that it is 10 times cheaper to export e-waste to developing nations such as India, Africa and China than to dispose of it at home. Once it has found its way into developing nations, the waste is sifted through by men, women and children in order to salvage valuable components such as gold, silver and copper. Since many of the elements in e-waste are hazardous to humans, this is a dangerous job, for which workers are paid between $2 and $4 per day.



15. If you were trying to affect lasting environmental change, such as saving Australia's remaining wilderness or ensuring that we disposed of our e-waste responsibly, **propose** which of the following strategies you would adopt, and why.
    - Establish a grassroots campaign
    - Appeal to government
    - Seek support from big donors

In your answer, make sure to think about the skills and resources you already possess, and outline how you will use these to your advantage.

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7 Geography concepts and skills

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LESSON
7.1 Overview

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7.1.1 Introduction

As a student of Geography, you are building knowledge and skills that will be needed by you and your community now and into the future. The concepts and skills that you use in Geography can also be applied to everyday situations, such as finding your way from one place to another. Studying Geography may even help you in a future career here in Australia or somewhere overseas.

Throughout your study of Geography, you will cover topics that will give you a better understanding of the social and physical aspects of the world around you, on both the local and global scale. You will investigate issues that need to be addressed now, and for the future.

FIGURE 1 Geography helps you understand and explore the amazing world we live in.



on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11496)

Video eLesson Geography concepts and skills (eles-6133)

LESSON
7.2 Concepts in Geography

LEARNING INTENTION

By the end of this lesson you should be able to identify, explain and apply the seven Geography concepts using the acronym SPICESS.

7.2.1 SPICESS

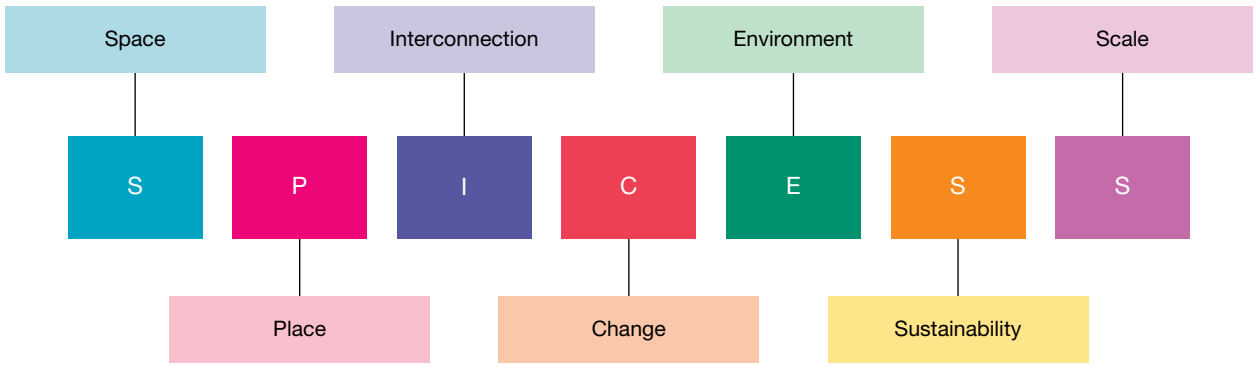
As you work through each of the topics in this title, you'll complete a range of exercises to check and apply your understanding of concepts covered. This year, you will build on your understanding of the key Geography concepts.

- Space
- Place
- Interconnection
- Change
- Environment
- Sustainability
- Scale

The easiest way to remember these concepts is the acronym SPICESS.

Geographical concepts help you make sense of your world. By using these concepts you can investigate and understand the world you live in, and you can use them to try to imagine a different world. The concepts help you to think geographically. We will explore each of the Geography concepts in detail in the following sections and through the activities and exercises for this lesson.

FIGURE 1 A way to remember the seven Geography concepts is to think of the term SPICESS.



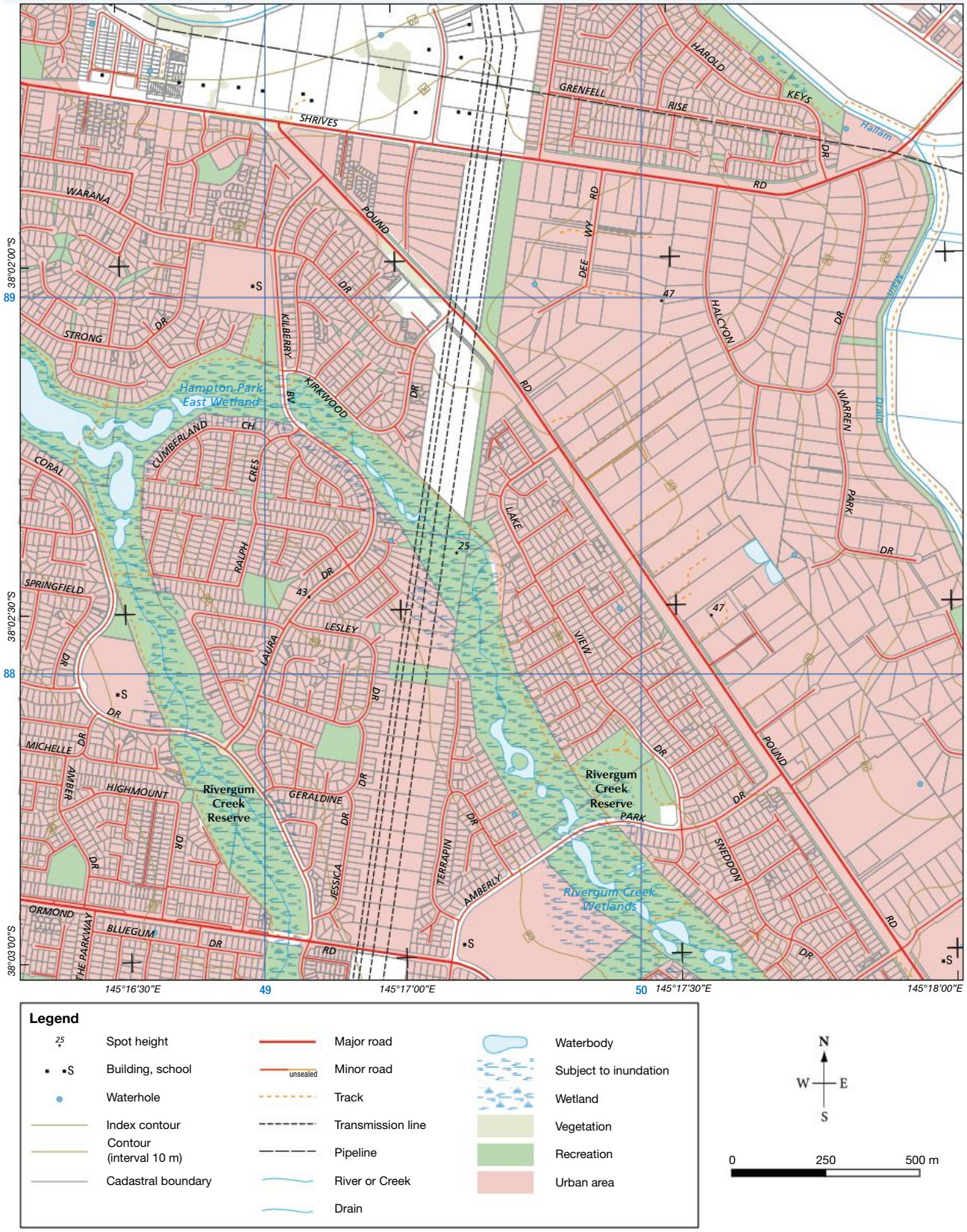
7.2.2 What is space?

The concept of **space** is about where things are located and distributed on the surface of the Earth.

When referring to space in Geography we can have absolute or relative location. Absolute location is the unique location of a site or geographical feature. For example, the absolute location of Broken Hill is at 31°57' South and 141°28' East. Relative location is the location of a place or feature in relation to other places. It can be described by direction and distance from other places and features.

space where things are located and distributed on the surface of the Earth

FIGURE 2 A topographic map extract of Narre Warren in 2013, a suburb on the rural–urban fringe of Melbourne



Source: © Vicmap Topographic Mapping Program / Department of Environment and Primary Industries. © The State of Victoria, Department of Environment, Land, Water and Planning, 2016. This publication may be of assistance to you, but the State of Victoria and its employees do not guarantee that the publication is without flaw of any kind or is wholly appropriate for your particular purposes and therefore disclaims all liability for any error, loss or other consequence which may arise from you relying on any information in this publication.

A site can be described by its absolute location — for example, latitude and longitude, a grid reference, a street directory reference or an address. Alternatively, a site can be described using a relative location — where it is in relation to another place in terms of distance and direction.

Geographers also study how features are distributed across space, the patterns they form and how they interconnect with other characteristics. For example, tropical rainforests are distributed in a broad line across tropical regions of the world, in a similar pattern to the distribution of high rainfall and high temperatures.

Explore more with myWorldAtlas

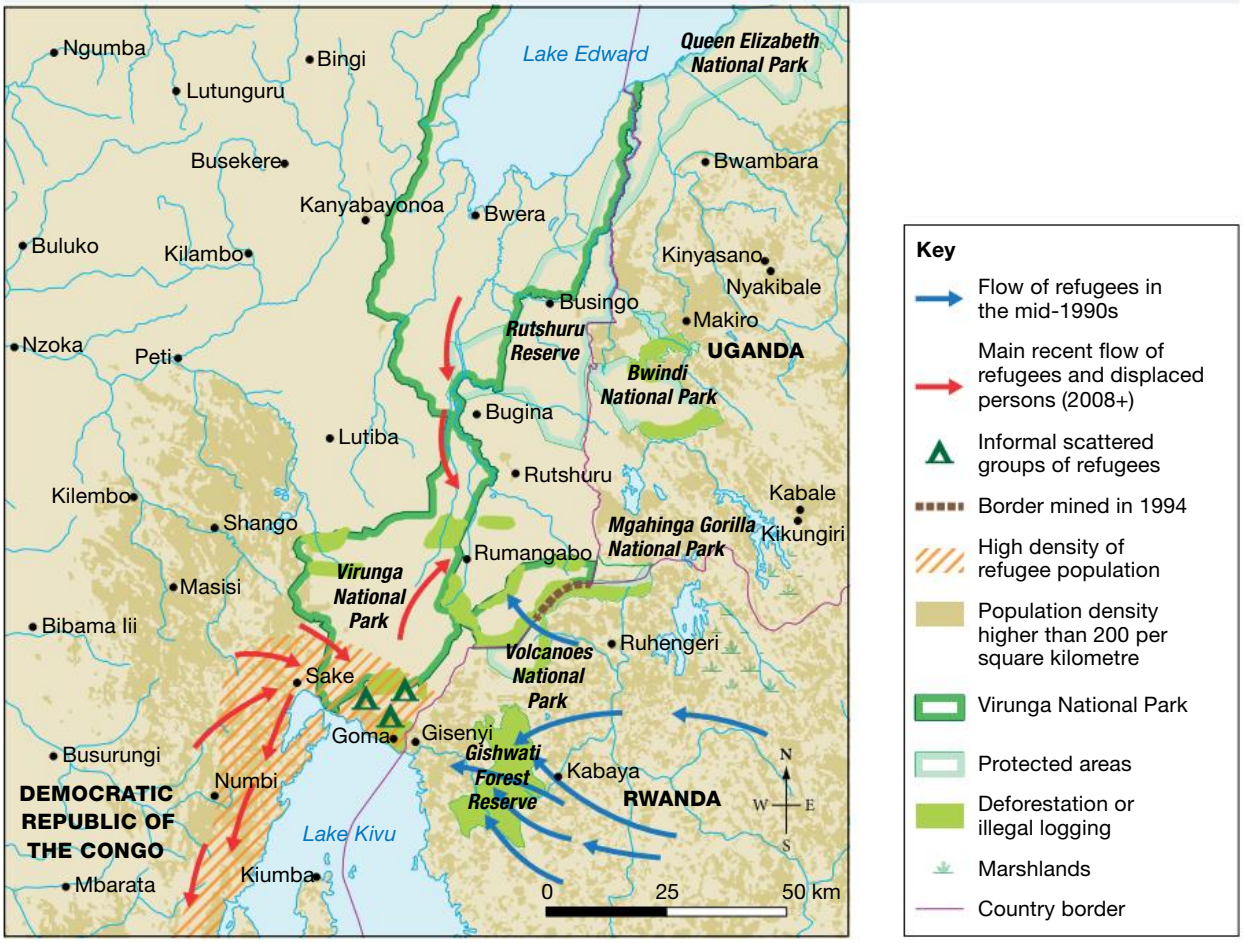
Deepen your understanding of this topic with related case studies and questions.
- Developing Australian Curriculum concepts > **Space**

7.2.3 What is place?

Place is an area on the Earth's surface which is identified and has meaning for people. To understand our world we need to understand its places by studying their variety, how they influence our lives and how we create and change them.

place an area on the Earth's surface which is identified and has meaning for people

FIGURE 3 The Democratic Republic of the Congo (DRC) has for years been subject to raids by militia groups and the influx of refugees from neighbouring countries. Forests in the country are important places for wildlife habitats and shelter for soldiers. Forests also provide the valuable resources of timber for fuel and building materials for refugees, and cleared land can be planted for food crops.



Source: AfriPop 2013. IUCN and UNEP-WCMC 2013, The World Database on Protected Areas (WDPA) [On-line]. Cambridge, UK: UNEP- WCMC. Available at: www.protectedplanet.net [Accessed 30/07/2013]. Made by Spatial Vision.

Places may be natural (such as an undisturbed wetland) or highly modified (like a large urban **conurbation**). Places provide us with the services and facilities we need in our everyday life. The physical and human characteristics of places, their location and their environmental quality can influence the quality of life and wellbeing of people living there.

conurbation an urban area formed when two or more towns or cities (e.g. Tokyo and Yokohama) spread into and merge with each other

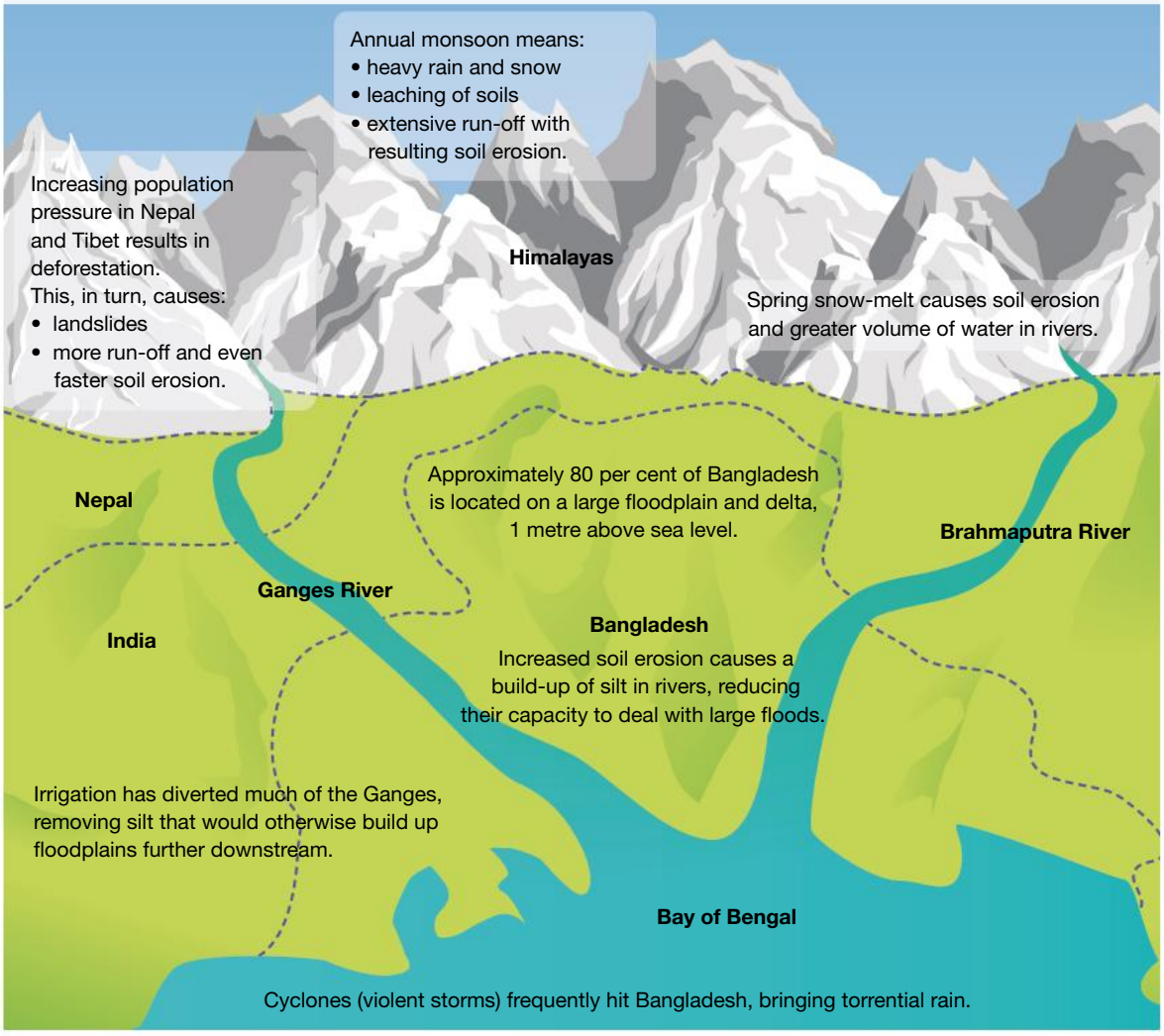
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- Developing Australian Curriculum concepts > **Place**

7.2.4 What is interconnection?

People and things are connected to other people and things in their own and other places, and understanding these connections helps us to understand how and why places are changing.

FIGURE 4 Bangladesh is one of the most flood-prone countries in the world. This is due to a number of factors. Firstly, it is largely the floodplain for three major rivers (the Ganges, Brahmaputra and Meghna), which all carry large volumes of water and silt. Secondly, being a floodplain, the topography therefore is very flat, which allows for large-scale flooding. In addition, the country is located at the head of the Bay of Bengal, which is susceptible to typhoons and storm surges. It is expected that sea level rises associated with global warming will increase the flooding threat even further in the future.



The **interconnection** between people and environments in one place can lead to changes in another location. The damming of a river upstream can significantly alter the river environment downstream and affect the people who depend on it. Similarly, the economic development of a place can influence its population characteristics; for example, an isolated mining town will tend to attract a large percentage of young males, while a coastal town with a mild climate will attract retirees who will require different services. The economies and populations of places are interconnected.

Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.
- Developing Australian Curriculum concepts > **Interconnection**

7.2.5 What is change?

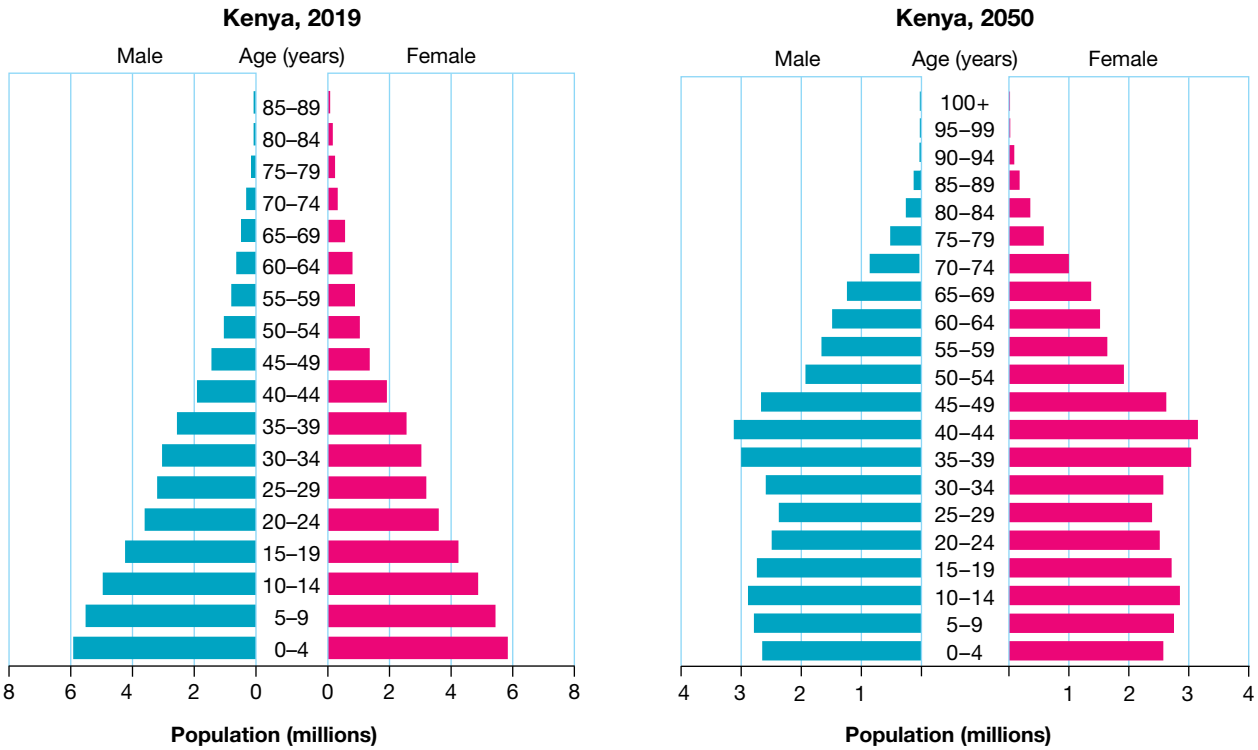
The concept of **change** is about using time to better understand a place, an environment, a spatial pattern or a geographical problem.

Topics that are studied in Geography are in a constant process of change over time. The scale of time may be a short time period, such as the issue of traffic congestion in peak hour or the erosion of a beach during a storm. Other changes can take place over a longer period, such as changes in the population structure of a country or revegetation of degraded lands.

interconnection the fact that people and things are connected to other people and things in their own and other places around the world

change refers to using time to better understand a place, an environment, a spatial pattern or a geographical problem. The concept of change involves both time and space — change can take place over a period of time, or over an area.

FIGURE 5 Population pyramids for Kenya, showing the predicted changes from 2019 to 2050. The graphs represent the number of males and females in five-year age groups.



Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.
- Developing Australian Curriculum concepts > **Change**

7.2.6 What is environment?

People live and depend on the **environment**, so it has an important influence on our lives. The environment, defined as the physical and biological world around us, supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, and being a source of enjoyment and inspiration to people.

There is a strong interrelationship between humans and natural and urban environments. People depend on the environment for the source, sink, spiritual and service functions it provides.

Humans significantly alter environments, having both positive and negative impacts. The building of dams to reduce the risk of flooding, the regular supply of fresh water and the development of large-scale urban environments to improve human wellbeing are examples. On the other hand, mismanagement has created many environmental threats such as soil erosion and global warming, which can potentially have a negative impact on quality of life for many people.

environment the physical and biological world around us, which supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, and being a source of enjoyment and inspiration to people

FIGURE 6 Lake Urmia is the largest lake in the Middle East and one of the largest landlocked saltwater lakes in the world. Between 2005 and 2017, the lake lost over 65 per cent of its surface area due to over-extraction of water for domestic and agricultural needs. The lake and its surrounding wetlands are internationally important as a feeding and breeding ground for migratory birds.



Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.

- Developing Australian Curriculum concepts > **Environment**

7.2.7 What is sustainability?

Sustainability is about maintaining the capacity of the environment to support our lives and the lives of other living creatures, both now and into the future.

Sustainability ensures that the source, sink, service and spiritual functions of the environment are maintained and managed carefully to ensure they are available for future generations. There can be variations in how people perceive sustainable use of environments and resources. Some people think that technology will provide solutions, while others believe that sustainable management involves environmental benefits and social justice.

This concept can also be applied to the social and economic sustainability of places and their communities, which may be threatened by changes such as the degradation of the environment. Land degradation in the Sahel region of Africa has often forced people, especially young men, off their land and into cities in search of work. Dust storms are an extreme form of land degradation. Dry, unprotected topsoil is easily picked up and carried large distances by wind before being deposited in other places. Drought, deforestation and poor farming techniques are usually the cause of soil being exposed to the erosional forces of wind and water. It may take thousands of years for a new topsoil layer to form. Therefore, any land practices that lead to a loss of topsoil may be considered unsustainable.

sustainability refers to maintaining the capacity of the environment to support our lives and those of other living creatures now and into the future

FIGURE 7 Dust storms are an extreme form of land degradation.



Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.

- Developing Australian Curriculum concepts > **Sustainability**

7.2.8 What is scale?

When we examine geographical questions at different spatial levels we are using the concept of **scale** to find more complete answers.

Scale is a useful tool for examining issues from different perspectives; from the personal to the local, regional, national and global. It is also used to look for explanations or compare outcomes. For example, explaining the changing structure of the population in your local area may require an understanding of migration patterns on a national or even global scale.

scale the way that geographical phenomena and processes can be examined at different spatial levels. Scale can be applied from personal and local levels to regional, national or global levels.

FIGURE 8 A map of India showing the distribution of literacy levels (percentage) for 2011



Source: Government of India, Ministry of Home Affairs, Office of Registrar General. (***Note:*** Most recent data available)

Explore more with myWorldAtlas

Deepen your understanding of this topic with related case studies and questions.

- Developing Australian Curriculum concepts > **Scale**

LESSON
7.3 Skills used in Geography

LEARNING INTENTION

By the end of this lesson you should be able to explain what geographers do.

7.3.1 Careers that will help the Earth

As the world's population increases and the impacts of environmental changes affect living conditions, people and organisations will need to adapt and develop strategies to manage and sustain fragile environments and resources. Land degradation, marine pollution and feeding the future world population are just three environmental challenges that will be the focus for many occupations in the future. Which careers will be helpful in managing environmental change?

TABLE 1 Careers that will manage environmental change

Conservationists 	Conservationists will work to find solutions to land degradation. They will work for governments, in national parks and on policy development, and with local communities on environmental protection projects.
Oceanographers 	Work for oceanographers will mainly involve research and monitoring of the marine environment. They may work for governments, providing data and advice on pollution levels, or they may work for private or not-for-profit organisations, helping to suggest and implement plans for cleaning up the oceans.
Agricultural scientists 	Agricultural scientists will be employed by the government, and agricultural and horticultural producers. They will work with farmer groups and agribusiness to carry out research, and with mining companies, working on regeneration projects.

7.3.2 Profile of a geographer

Geographers have a love of learning. They are the explorers of the modern world. Geographers are lifelong learners; they expand their knowledge to adapt their skills to the tasks required.

Expansion of knowledge requires a willingness to learn. How many of these skills and attributes have you developed?

- Willingness to learn
- Curiosity and adaptability
- Active listening
- Good communication
- Critical thinking
- Time management
- Problem solving

You can develop your skills and work attributes by undertaking work experience or volunteering activities while you are still at school.

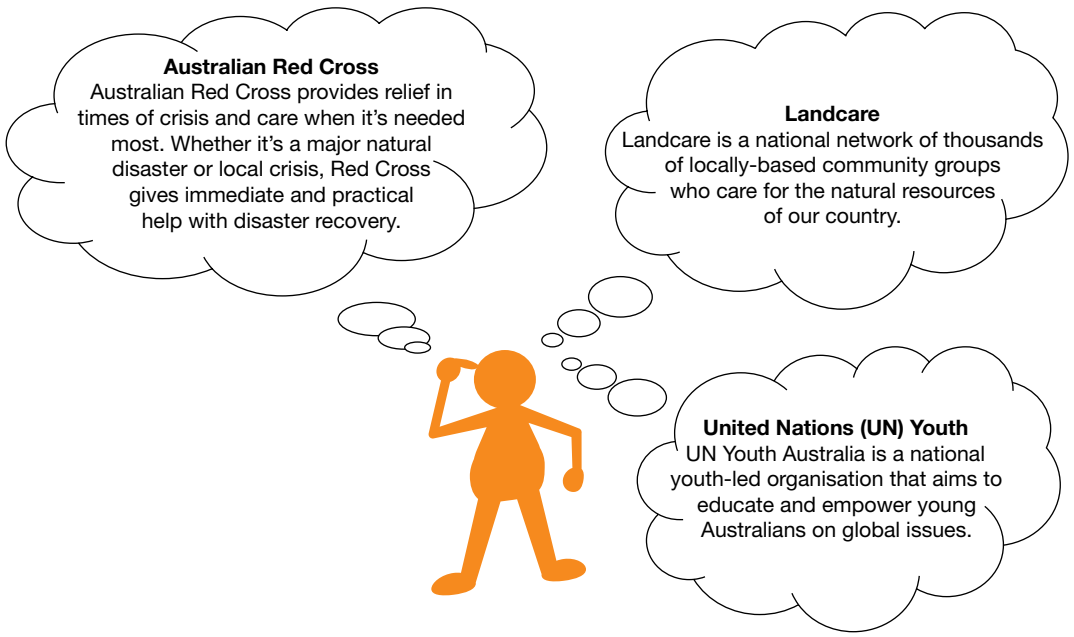
7.3.3 The importance of work experience

The activities you undertake and skills you develop in Geography will be useful to you in many aspects of your life and career. In building and managing your career options, it is also helpful to have an understanding of the interconnections between various careers. One way of building your knowledge of these interconnections, particularly in relation to Geography and the career paths that lead from it, is to undertake work experience in the field. Work experience can help you to understand the tasks involved in various roles and the training required to specialise in a particular area. You can gain first-hand experience through observation of and participation in the day-to-day tasks of workplaces.

Volunteering

Volunteering in your community is a great way to find out about different work environments and the things that affect the delivery of the services or programs. Volunteering your time to support local communities and businesses also demonstrates your willingness to learn and support others, and it can provide a great boost to your self-confidence, as well as important skill development. **FIGURE 1** provides some ideas to get you thinking.

FIGURE 1 Some options for volunteering



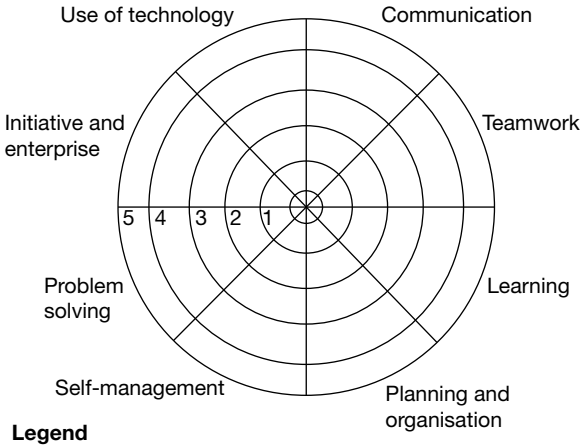
Learning directly from industry experts through volunteering can help you to consolidate your interests while also picking up valuable core skills for work (refer to **TABLE 2**). These core skills are considered the most important component of a career portfolio. The study of Geography also assists in the development of these skills.

TABLE 2 The core skills for work

Communication	Ability to use effective listening and speaking skills
Teamwork	Ability to connect and work with others
Learning	Ability to recognise and utilise diverse perspectives
Planning and organisation	Ability to develop plans and see things through to completion
Self-management	Ability to make decisions
Problem solving	Ability to identify and solve problems
Initiative and enterprise	Ability to create and innovate through new ideas
Use of technology	Ability to work in a digital world

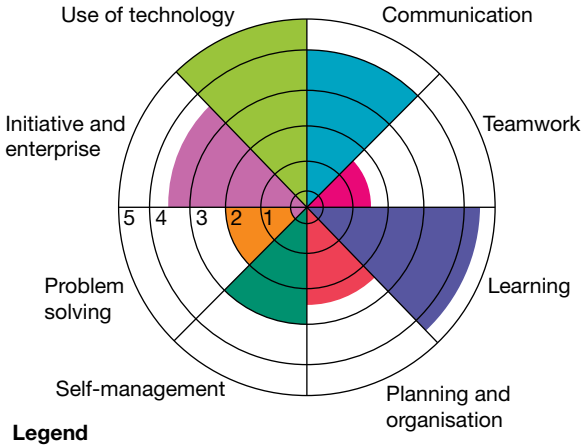
How many of the core skills for work have you developed? Use the **FIGURE 2** chart to help you think about your own skills. You may find you have particular strengths and other areas you need to improve upon. If you do this periodically, you can monitor your progress in this area. **FIGURE 3** is an example of a completed chart.

FIGURE 2 Evaluating my core skills for work



Legend
1 = Poor
2 = Fair
3 = Good
4 = Very good
5 = Excellent

FIGURE 3 Core skills analysis — March 2023



Legend
1 = Poor
2 = Fair
3 = Good
4 = Very good
5 = Excellent

7.3.4 Future careers and Geography

Studies in Geography, along with other Humanities subjects and evidence of your work experience or volunteering, can demonstrate your adaptability, creativity and enterprise skills for future work.

In the future, the type of work that will be available will change in response to the impact of climate change, population growth and decline, and technological innovation. The rapid expansion of world economies will mean that industries will adapt their workforces. Migration and a borderless world will mean that individuals will become global citizens working in large teams around the world. Many of the occupations of this century are yet to be created, while others have been imagined and offer a glimpse into the future.

The hypothetical job advertisement in **FIGURE 4** outlines some of the skills that will be needed to tackle these future roles.

FIGURE 4 Agroecologist — a career of the future

Seeking an agroecologist…	Job requirements/skills
Agroecologists help restore ecological balance while feeding and fuelling the planet. Agroecologists work with farmers to design and manage agricultural ecosystems whose parts (plants, water, nutrients and insects) work together to create an effective and sustainable means of producing the food and environmentally-friendly biofuel crops of the future. Agroecologists also work with Ecosystem Managers to reintroduce native species and biodiversity to repair the damage done by the ecosystem-disruptive farming techniques of the past.	You will need an undergraduate degree in Agroecology, in which you'll have learned how plants, soil, insects, animals, nutrients, water and weather interact with one another to create the living systems in which crop-based foods are grown. You'll also have learned about the technologies and methods involved in growing food in a sustainable way. To be successful in this role, you will need to be responsive to change, demonstrate adaptability by working as part of a global team, and be creative and enterprising in all elements of the business to ensure that business growth is sustainable.

FIGURE 5 An agroecologist works on growing food in a sustainable way.



7.3 SKILL ACTIVITY: Questioning and researching using geographical methods

1. Part-time, casual or vacation work are all useful ways to build your core skills for work. Use the **ACTU Worksite** weblink in your online Resources to locate information on work experience, volunteering and being ready for your first job.
2. Over the coming decades, new careers in Geography will emerge. Ecosystem auditors, localisers and rewilders will become commonplace in the future. Exploring these careers today can provide an insight into the type of studies and further training you will need to undertake to ensure that you are ready for the workforce of tomorrow.
   a. Use the internet to **research** one of the following careers: ecosystem auditor, localiser or rewilder.
   b. **Develop** a career profile for this emerging career. Include the following details in your profile:
      i. a definition for this occupation
      ii. the core skills needed in this field
      iii. the study or training required to successfully carry out the tasks of the role
      iv. the industries that will employ these occupations.

7.3.5 Skills used in studying Geography

In addition to these concepts, there is a range of essential practical skills that you will learn, practise and master as you study Geography. These skills can be categorised into the four core skills areas you already know from your study of Geography.

Questioning and researching using geographical methods

Questioning and researching using geographical methods involves applying geographical concepts to develop questions and using primary research or fieldwork to gain a greater understanding of a concept or issue. This year your research and fieldwork should involve gathering information from both primary sources and a range of secondary sources, while evaluating them for relevance, reliability and bias. In Geography we look at information from a range of perspectives, and use ethical protocols to assess reliability and worth. In Year 10 you will be investigating global, national and local differences in human wellbeing and how people's actions influence the sustainability of places and environments.

The SkillBuilders related to this skill that you'll use at Year 10 level are:

- how to develop a structured and ethical approach to research
- understanding policies and strategies.

Interpreting and analysing geographical data and information

In Geography this year you will interpret data by using both quantitative methods (measurable information) and qualitative methods (observations and descriptions) to find similarities, patterns and differences in sources studied. You will also be expected to predict trends and discuss relationships by identifying the key aspects of data presented to you in a variety of forms (for example, a range of different types of maps, tables, graphs and charts). In Year 10 Geography this may include analysing data on environmental change and the impact of people on places around the world. It will also be important to examine issues of wellbeing from a variety of economic and cultural perspectives.

The SkillBuilders related to this skill that you'll use at Year 10 level are:

- constructing and interpreting a scattergraph
- constructing and describing complex choropleth maps
- interpreting a complex block diagram
- reading topographic maps at an advanced level
- using geographic information systems (GIS)
- building a map with geographic information systems (GIS)
- using Excel to construct population pyramids
- interpreting a cartogram.

Concluding and decision-making

In Geography you will learn to justify conclusions and propose strategies by analysing data, information and perspectives from a variety of sources. By considering environmental, economic and social factors you will make assessments about questions relating to the way interconnections in our world affect the life of every living thing. Interpreting data in Year 10 will also enable you to predict trends and discuss relationships by identifying the key aspects of information presented to you in a variety of tables, graphs, maps, online resources and textbooks. There is a particular focus in Year 10 on physical and environmental geography and conclusions you make need to keep in mind the long-term sustainability of human interactions with the natural world.

The SkillBuilders related to this skill that you'll use at Year 10 level are:

- comparing an aerial photograph and a topographic map
- constructing and interpreting a scattergraph
- using multiple data formats
- constructing and describing complex choropleth maps
- creating a fishbone diagram
- comparing an aerial photograph and a topographic map
- using geographic information systems (GIS)
- evaluating alternative responses
- drawing a futures wheel
- comparing aerial photographs to investigate spatial change over time.

Communicating

Communicating your ideas and justifying your conclusions are key skills you will develop in Geography. Using geographical concepts and knowledge and digital and non-digital formats you will seek to express your thoughts and ideas on a wide range of concepts and issues. When communicating in Geography you need to ensure that you consider your audience, acknowledge your sources and choose appropriate methods of communication to ensure your message is clear and well presented. In Year 10 you will be expected to explore new ways of presenting information and further develop skills acquired in earlier years.

The SkillBuilders related to this skill that you'll use at Year 10 level are:

- writing a geographical essay
- drawing a futures wheel
- describing change over time
- debating like a geographer
- constructing and describing complex choropleth maps.

on Resources

Weblink ACTU Worksite

LESSON
7.4 SkillBuilder: Interpreting a complex block diagram

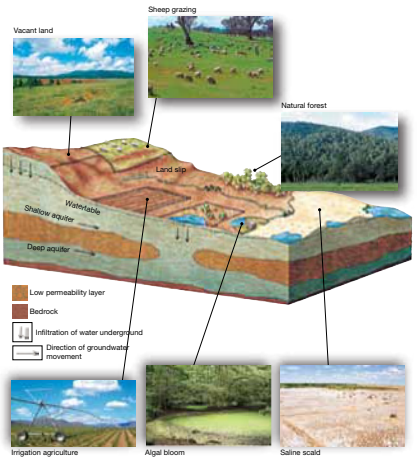
online only

What is a complex block diagram?

A complex block diagram is a diagram that is made to appear three-dimensional. It shows a great deal of information about a number of aspects on a topic or location. It shows what is happening at the surface of the land or water, what is happening above the land or water, and what is happening beneath the soil or water at a number of different locations across an area.

Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).



on Resources

Video eLesson Interpreting a complex block diagram (eles-1746)

Interactivity Interpreting a complex block diagram (int-3364)

LESSON
7.5 SkillBuilder: Creating a fishbone diagram

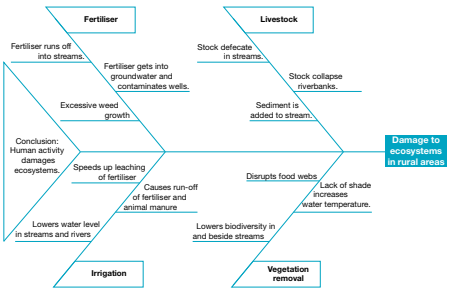
online only

What is a fishbone diagram?

Fishbone diagrams are useful to help visualise a problem or effect, and to show the causes of that problem. Bones above and below the central line are used to identify causes, while the 'head' of the diagram gives the problem or effect. Each major category of cause then flows to other causes and even sub-causes. These are all linked to convey the interconnection of ideas.

Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).



on Resources

Video eLesson Creating a fishbone diagram (eles-1748)

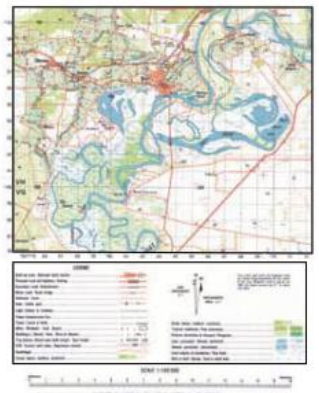
Interactivity Creating a fishbone diagram (int-3366)

LESSON
7.6 SkillBuilder: Reading topographic maps at an advanced level

online only

What is reading a topographic map at an advanced level?

Topographic maps are more than just contour maps showing the height and shape of the land. They also include local relief and gradients and allow us to calculate the size of various areas. Reading this information requires more advanced skills.



Source: Map supplied by MAPLAND, Environmental and Geographic Information, Department for Environment and Heritage, South Australia.

Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

Resources

Video eLesson	Reading topographic maps at an advanced level	(eles-1749)
Interactivity	Reading topographic maps at an advanced level	(int-3367)

LESSON
7.7 SkillBuilder: Comparing an aerial photograph and a topographic map

online only

What comparisons can be made between aerial photographs and topographic maps?

Comparing an aerial photograph with a topographic map enables us to see what is happening in one place. Photographs and maps may be from the same date but they may also be from different dates, and will thus show different information.



Source: © Commonwealth of Australia, Geoscience Australia (1982), Topographic map of Daintree National Park — Mossman, QLD. 1:100 000 Series R631, Sheet 7965, Edition 1 1 - AAS. 1982.

Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

Resources

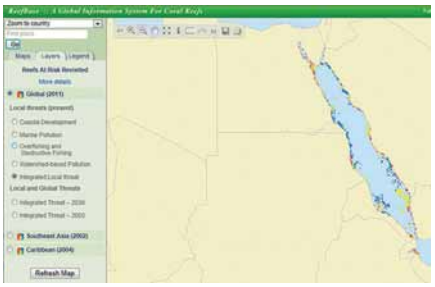
Digital documents	Topographic map of Mossman and the Daintree River National Park, Queensland	(doc-11572)
	Topographic map extract of Merimbula, New South Wales	(doc-11571)
Video eLesson	Comparing an aerial photograph and a topographic map	(eles-1751)
Interactivity	Comparing an aerial photograph and a topographic map	(int-3369)
Google Earth	Mossman	(gogl-0076)

LESSON
7.8 SkillBuilder: Using geographic information systems (GIS)

online only

What is GIS?

GIS is a computer-based system of layers of geographic data. Just as an overlay map allows you to interchange layers of information, GIS allows you to turn layers on and off to make comparisons between pieces of data.



Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

Video eLesson Using geographic information systems (GIS) (eles-1752)

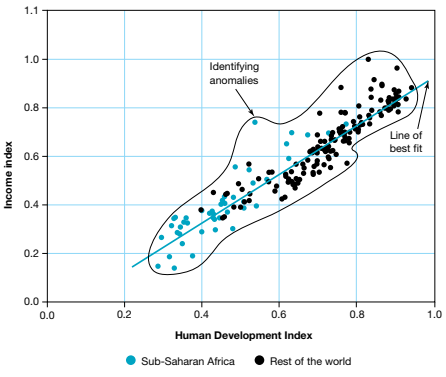
Interactivity Using geographic information systems (GIS) (int-3370)

LESSON
7.9 SkillBuilder: Constructing and interpreting a scattergraph

online only

What is a scattergraph?

A scattergraph is a graph that shows how two or more sets of data, plotted as dots, are interconnected. This interconnection can be expressed as a level of correlation.



Source: © United Nations Development Programme.

Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

Video eLesson Constructing and interpreting a scattergraph (eles-1756)

Interactivity Constructing and interpreting a scattergraph (int-3374)

LESSON
7.10 SkillBuilder: Interpreting a cartogram

online only

What is a cartogram?

A cartogram is a diagrammatic map. These maps use a single feature, such as population, to work out the shape and size of a country. Therefore, a country is shown in its relative location but its shape and size may be distorted.

Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

Video eLesson Interpreting a cartogram (eles-1757)

Interactivity Interpreting a cartogram (int-3375)

LESSON
7.11 SkillBuilder: Using multiple data formats

online only

What are multiple data formats?

Multiple data formats are varied forms of data presentation, used when a range of data needs to be shown. All the information must be read before the data can be interpreted.

Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).



on Resources

Video eLesson Using multiple data formats (eles-1761)

Interactivity Using multiple data formats (int-3379)

LESSON
7.12 SkillBuilder: Constructing and describing complex choropleth maps

online only

What is a complex choropleth map?

A complex choropleth map is a map that is shaded or coloured to show the average density or concentration of a particular feature or variable, and it shows an area in detail. The collected areas of data are smaller, so they show the mapped information more precisely. The key or legend shows the value of each shading or colouring. The most dense or highest concentration is usually the darkest shade. The least dense or lowest concentration is usually the lightest shade. Average values are attached to the colour shadings in the key or legend.

Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

Digital document	Blackline master: Map of Africa (doc-12012)
Video eLesson	Constructing and describing complex choropleth maps (eles-1732)
Interactivity	Constructing and describing complex choropleth maps (int-3350)

LESSON
7.13 SkillBuilder: Evaluating alternative responses

online only

What are alternative responses?

Alternative responses are a range of different ideas/opinions on an issue. Evaluating ideas involves weighing up and interpreting your research to reach a judgement or a decision based on the information.

Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).



A special environment

The island's special features include:

- long surf beaches and rocky headlands
- about 40 crystal-clear freshwater lakes. Some of these are perched lakes (that is, they sit, or perch, on an impermeable layer of rock or hardened organic matter lying above the watertable). There are also 'window' and barrage lakes. Window lakes appear when depressions in the land surface dip below the watertable, thus exposing part of it. Barrage lakes form when shifting sand dunes block running water and cause it to pool.
- many streams and creeks
- coloured sand cliffs, some 35 kilometres in length
- salt pans, lagoons, mangrove forests and wetlands
- thick rainforests, some of which are so dense that sunlight does not penetrate the canopy
- offshore seagrass beds to support colonies of dugong
- over 25 species of mammals, including dingoes thought to be the purest strain of the species in Australia
- over 350 species of birds. One of Australia's rarest birds, the endangered ground parrot, is found on the island.
- vast sandblows (that is, tracts of sand moved by the wind) and lofty sand dunes.

Past land uses

Fraser Island once had a sand-mining industry (mining its tracts of mineral-rich black sand). This was stopped in 1976 following a federal government inquiry. There was also a timber industry, disbanded in December 1991 by the Queensland Government after a separate inquiry.

Tourists

Hundreds of thousands of tourists now visit the Fraser coast region every year, injecting some $366 million into the region in 1999. It is estimated that 32 per cent of this visitor expenditure was contributed by tourists to Fraser Island itself. The most obvious risks that tourism brings to the national park have to do with land-clearing, waste, increased traffic and disturbance of the islan's flora and fauna.

Ecotourism facilities

The island's Kingfisher Bay Resort and Village has the highest level of accreditation as an ecotourism facility. An environmental impact statement was prepared before the proposed facility was approved for construction.

Dingo management

In the past, many tourists fed the dingoes that roam the island. In April 2001, however, a young boy was tragically killed by dingoes. Tourists are now provided with a 'Dingo Smart' brochure, and are heavily fined if caught feeding a dingo or trying to encourage its attention. Any dingoes known to be a problem are culled.

Managing camping facilities

There are six government-owned camps — at Central Station, Lake Boomanjin (the largest perched lake in the world), Lake McKenzie, Dundubara, Waddy Point and Wathumba — and two that are privately owned. People can also camp on a restricted number of beach areas, but not within 50 metres of a creek, stream or lake. Beach camping areas are temporarily closed sometimes to allow vegetation to regrow or to halt erosion.

Managing four-wheel drive vehicles

Four-wheel drive vehicles are needed to travel around the island. Left unmanaged, these large vehicles could have a significant impact on the island's flora and fauna and on levels of erosion, especially because touring parties tend to drive in the same areas. It is the most attractive parts of the island that are often the most vulnerable.

All vehicles travelling on the island have to display a purchased permit and, more recently, driving and parking on sand dunes have been made illegal. The Environmental Protection Agency has started a campaign to educate four-wheel drivers about the impacts their vehicles have on the island's environment.

Government funding

In 2004, the Australian government's Natural Heritage Trust granted $300 000 to reduce road-related erosion, provide environmentally friendly amenities and better direct pedestrian movement around Fraser Island. Barriers along the sides of the island's roads and better planning have reduced the degree of erosion from run-off. The idea was partly to make pedestrian travel a more attractive option, as well as draw pedestrians away from the island's vulnerable dunes. To do this, boardwalks were built along the banks of Eli Creek (see the photograph on page 26). Stretches of dunes are also regularly closed for rehabilitation. Although the potential threat from tourism-related erosion remains, the stability of the island's sand dun es is improving.

Visitor numbers to Fraser Island

Please tourists, don't pee in the lake

So, we're sure your momma told you not to pee in the swinning pool — but did she also tell you it's bad to pee in a lake? Down in Australia, the beautiful Basin Lake on Fraser Island off Queensland isn't doing well these days, and one of the causes is high levels of urine in the water. The official word is that too many tourists are using the lake as a toilet and that's led the Queensland Parks and Wildlife Service to consider closing one of the access tracks to reduce visitor numbers. Right now 35 000 people visit the lake every year and since there's no in-or outflow from the lake; whatever goes in, stays in. Our alternative suggestion is to simply stick up a big notice advertising the current urine levels in the lake. We're fairly sure most people would skip the swim.

Source: Fraser Island Travel Guide, 17 October 2008.

on Resources

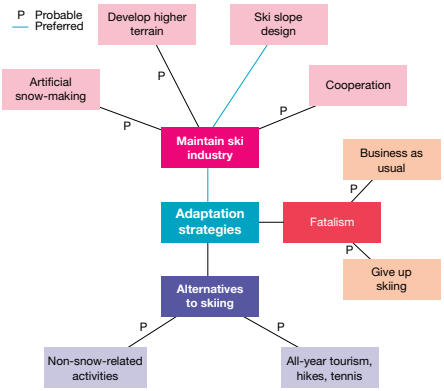
Video eLesson	Evaluating alternative responses (eles-1744)
Interactivity	Evaluating alternative responses (int-3362)

LESSON
7.14 SkillBuilder: Drawing a futures wheel

online only

What is a futures wheel?

A futures wheel is a series of bubbles or concentric rings with words written inside each to show the increasing impact of change. It helps show the consequences of change.



Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

Video eLesson Drawing a futures wheel (eles-1745)

Interactivity Drawing a futures wheel (int-3363)

LESSON
7.15 SkillBuilder: Comparing aerial photographs to investigate spatial change over time

online only

What is an aerial photo?

Aerial photos are images taken above the Earth from an aircraft or satellite. Two images taken at different times, from the same angle, and placed side by side, show change that has occurred over time. Comparing aerial photographs is useful because each photograph captures details about a specific place at a particular time.



Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

Video eLesson Comparing aerial photographs to investigate spatial change over time (eles-1750)

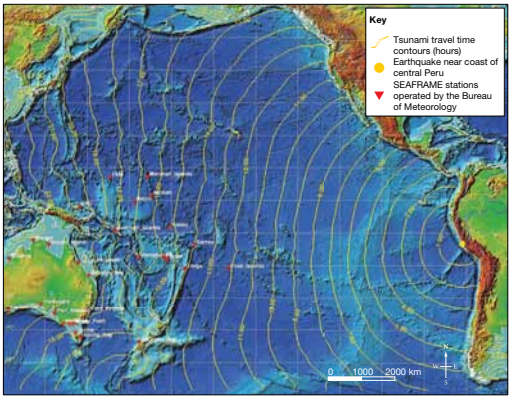
Interactivity Comparing aerial photographs to investigate spatial change over time (int-3368)

LESSON
7.16 SkillBuilder: Describing change over time

online only

What is a description of change over time?

A description of change over time is a verbal or written description of how far a feature moves, or how much it alters, over an extended period.



Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

Video eLesson Describing change over time (eles-1753)

Interactivity Describing change over time (int-3371)

LESSON
7.17 SkillBuilder: Building a map with geographic information systems (GIS)

online only

What is GIS?

A geographic information system (GIS) is a computer-based system that consists of layers of geographic data. Just as an overlay map allows you to interchange layers of information, GIS allows you to turn layers on and off to make comparisons between data.



Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

Video eLesson Building a map with geographic information systems (eles-1754)

Interactivity Building a map with geographic information systems (int-3372)

LESSON
7.18 SkillBuilder: Using Excel to construct population pyramids

online only

Why do we use Excel to construct population pyramids?

When constructing population pyramids, there is a large amount of data and large numbers to handle. The use of an Excel spreadsheet simplifies the process.

Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).



on Resources

Video eLesson Using Excel to construct population profiles (eles-1758)

Interactivity Using Excel to construct population profiles (int-3376)

LESSON
7.19 SkillBuilder: How to develop a structured and ethical approach to research

online only

What is a structured and ethical approach to research?

A structured and ethical approach to research involves organising your work clearly and meeting research standards without pressuring anyone into providing material and without destroying environments while gathering the data. Your work must also be your own, and anything that is someone else's work must be referenced in the text and included in the reference list.

Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).



on Resources

Video eLesson How to develop a structured and ethical approach to research (eles-1759)

Interactivity How to develop a structured and ethical approach to research (int-3377)

LESSON
7.20 SkillBuilder: Understanding policies and strategies

online only

What are policies and strategies?

Policies are principles and guidelines that allow organisations to shape their behaviour and decisions, and to clarify future directions. Strategies ensure that the key components of a plan are implemented. Policies and strategies are particularly useful in large organisations, where information needs to be spread to all employees.



Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

on Resources

Video eLesson Understanding policies and strategies (eles-1760)

Interactivity Understanding policies and strategies (int-3378)

LESSON
7.21 SkillBuilder: Debating like a geographer

online only

What does debating like a geographer mean?

Debating like a geographer is being able to give the points for and against any issue that has a geographical basis, and supporting the ideas with arguments and evidence of a geographical nature.

Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

Affirmative speaker 1
(Introduces key ideas)
- Where is the Southern Ocean?
- Who is whaling?
- Which countries are involved in the issue?
- How far is it from Japan?
- Whale species
- Uses of whale meat
- The role of tradition
- Scientific research

Affirmative speaker 2
(Negates negative speaker 1 and expands on key ideas—provides the facts, statistics, emotional argument)
- Whale numbers
- Scientific research: what is research achieving?
- Importance of tradition

Affirmative speaker 3
(Negates negative speaker 2 and sums up key ideas)
- Emphasises that resource is well managed: whaling is not the only threat to species

Negative speaker 1
(Negates affirmative speaker 1 and introduces key ideas)
- Southern Ocean is a whale sanctuary
- Why don't the trawlers work closer to home?
- What is so important about the whale hunting that the benefits outweigh the costs?
- Global food chains affected
- Animal cruelty

Negative speaker 2
(Negates affirmative speaker 2 and expands on key ideas—provides the facts, statistics, emotional argument)
- Global food chains: facts
- How are whales caught? Is it humane?
- The work of Greenpeace, its actions, the conflict
- International Whaling Commission, its work, the global ban

Negative speaker 3
(Negates affirmative speaker 3 and expands on key ideas)
- Emphasises the resource is being degraded and conflict is rife

on Resources

Video eLesson Debating like a geographer (eles-1762)

Interactivity Debating like a geographer (int-3380)

LESSON
7.22 SkillBuilder: Writing a geographical essay

online only

What is a geographical essay?

A geographical essay is an extended response structured like any essay, but it focuses on geographical facts and data, particularly data that can be mapped.

Go online to access:

- an overview of the skill and its application in Geography (Tell me)
- a video and a step-by-step process to explain the skill (Show me)
- an activity and interactivity for you to practise the skill (Let me do it).

FIGURE 1 An essay plan

Introduction: A freeway should not go through the urban parkland. Three reasons, or themes, are listed.

Theme 1: Noise levels from traffic. Currently peaceful environment. Sound barriers don't work.

Theme 2: House and land prices will decrease. People will not buy property because of the noise. Lifestyle is changed; roads and pathways are divided by the freeway; many people can't get to the parkland.

Theme 3: Animals will lose habitat and movement routes. Currently the area is home to kangaroos, and the habitat will be diminished. Vegetation may not support the kangaroos, animals will suffer.

Conclusion: If a road has to go through this area, it must be a tunnel under the parkland.

on Resources

Video eLesson Writing a geographical essay (eles-1763)

Interactivity Writing a geographical essay (int-3381)

LESSON
7.23 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results | **Watch teacher-led videos** | **Practise questions with immediate feedback**

Find all this and MORE in jacPLUS



7.23.1 Key knowledge summary

7.2 Concepts in Geography

- The acronym SPICESS helps you remember the seven Geography concepts:
  - space
  - place
  - interconnection
  - change
  - environment
  - sustainability
  - scale.

7.3 Skills used in Geography

- Many occupations are linked to the study of geography.
- Careers that will be involved in the management of environmental change include conservationists, oceanographers and agricultural scientists.
- Work experience provides an important opportunity to explore career options, to learn what you enjoy and to gain valuable understanding of different careers and work roles.
- Volunteering in the community demonstrates your willingness to learn and to contribute, as well as providing opportunities for skills development.
- There are a number of core skills for work, which you can work on developing over time.
- Future careers will evolve in response to our ever-changing world.

7.23.2 Key terms

change refers to using time to better understand a place, an environment, a spatial pattern or a geographical problem. The concept of change involves both time and space — change can take place over a period of time, or over an area.

conurbation an urban area formed when two or more towns or cities (e.g. Tokyo and Yokohama) spread into and merge with each other

environment the physical and biological world around us, which supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, and being a source of enjoyment and inspiration to people

interconnection the fact that people and things are connected to other people and things in their own and other places around the world

place an area on the Earth's surface which is identified and has meaning for people

scale the way that geographical phenomena and processes can be examined at different spatial levels. Scale can be applied from personal and local levels to regional, national or global levels.

space where things are located and distributed on the surface of the Earth

sustainability refers to maintaining the capacity of the environment to support our lives and those of other living creatures now and into the future

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11496)

Interactivity Geographical concepts and skills crossword (int-9109)

Hey teachers! Create custom assignments for this topic

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LESSON
7.4 SkillBuilder: Interpreting a complex block diagram

LEARNING INTENTION

By the end of this lesson you should be able to interpret a complex block diagram.

7.4.1 Tell me

What is a complex block diagram?

A complex block diagram is a diagram made to appear three-dimensional. It shows a great deal of information about a number of aspects on a topic or location. It shows what is happening at the surface of the land or water, what is happening above the land or water, and what is happening beneath the soil or water at a number of different locations across an area.

Why are complex block diagrams useful?

Complex block diagrams are useful because they allow you to see the interconnection between a number of factors affecting an environment. A diagram is a visual representation of a process or processes occurring in the environment.
Complex block diagrams:

- help you understand relationships between things over space
- provide you with an understanding of possible reasons for features or situations by simplifying explanations
- explain a number of factors at the same time
- show the interconnection between factors.

A good interpretation of a complex block diagram:

- helps identify features and patterns and possible reasons for these
- identifies and communicates key features and processes
- seeks to explain interconnection between features and spaces.

7.4.2 Show me

How to interpret a complex block diagram

You will need:

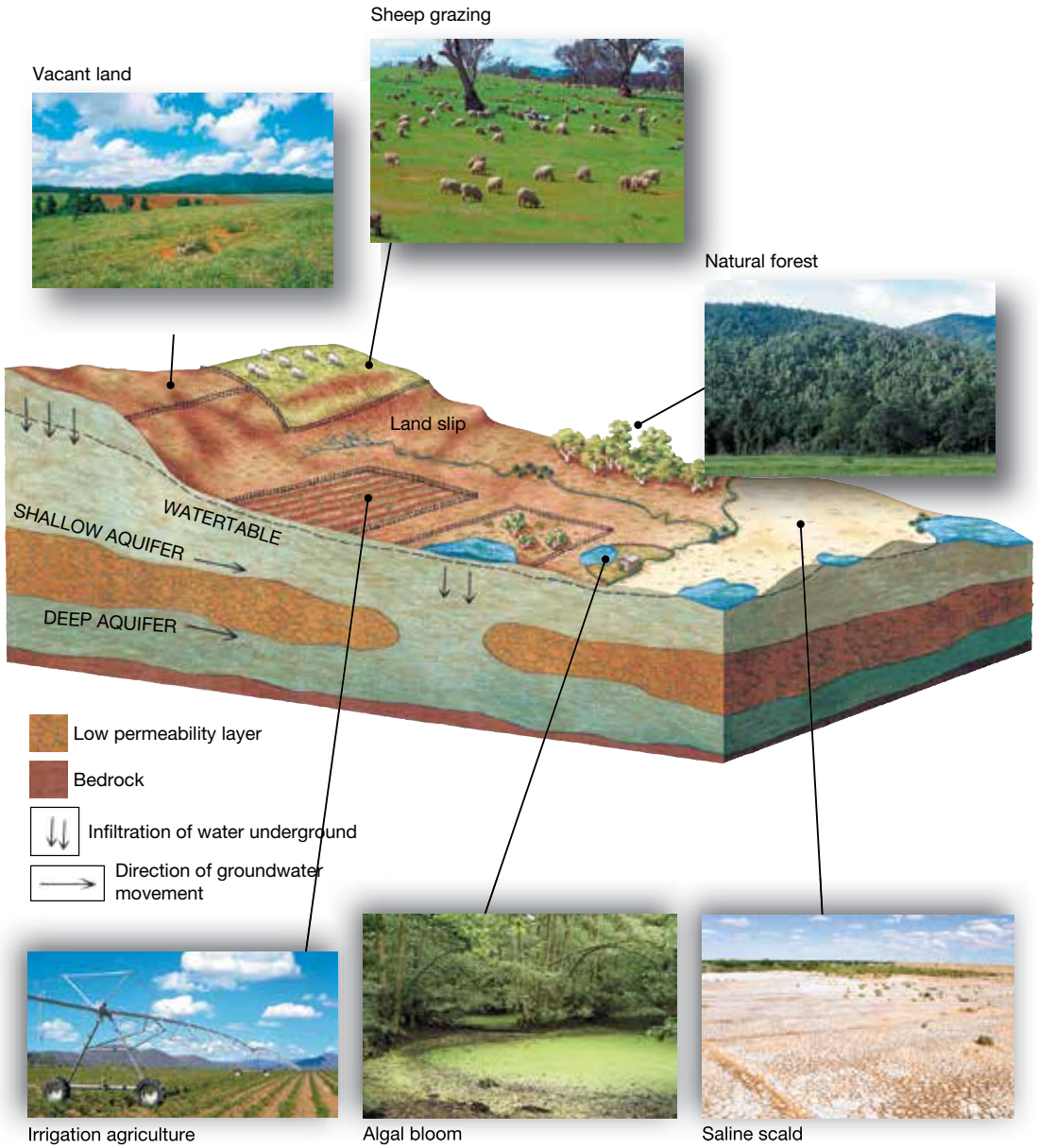
- a complex block diagram
- a geographic dictionary or internet access.

Model

The designer of the block diagram in **FIGURE 1** has translated the photographs into a drawing, shaping the land according to the contours of the area and knowledge of the region, and showing the movement of water taking place in the soil. Our knowledge allows us to interpret the arrows, which show underground water flow, and helps us to explain why the farmer has problems with saline scald on the farm.

The water movement down the slope and through the soil has brought salt to the surface. Water flowing underground, between the layers of impermeable rock, moves to a low-lying part of the farm. Here, water picks up salt and comes to the surface. When the water evaporates, it leaves the salt on the land surface, causing obvious saline scalding.

FIGURE 1 Saltbush Farm, land audit, 2012. Saltbush Farm is in the catchment of the Naangi River, a tributary of the Murray.



Procedure

Step 1

Read the title and identify the topic or location being studied. Saltbush Farm in **FIGURE 1** is in the catchment of the Naangi River, a tributary of the Murray River. This complex block diagram was produced as part of a land audit.

Step 2

This complex diagram of Saltbush Farm, with its accompanying photographs, shows you what you would see if you were to visit this farm. Examine the complex diagram, carefully reading any labelling that explains the topic being covered. **FIGURE 1** clearly indicates land uses such as sheep grazing on the higher slopes, irrigation agriculture on the flatter land and natural forest to one side of the farm. It shows land issues, such as erosion on vacant land, land slips on the higher slopes and saline scald on the lowest land. Water movement in the soil is evident, as well as the direction of ground water, which is moving from higher to lower land.

Step 3

If there are any terms on the complex block diagram that you do not understand, you must seek clarification. Do you know these terms: *permeability, bedrock, infiltration, groundwater, algal bloom* and *saline scald*? Use a geographic dictionary or undertake internet research to understand the terms.

Step 4

Saltbush Farm has a major land degradation issue caused by soil salting. A knowledge of soil salting and the movement of water shown in the complex block diagram will help you to write a short paragraph explaining the processes at work on the part of the farm that is prone to saline scald. The Model text explains this as: 'The water movement down the slope and through the soil has brought salt to the surface. Water flowing underground, between the layers of impermeable rock, moves to a low-lying part of the farm. Here, water picks up salt and comes to the surface. When the water evaporates, it leaves the salt on the land surface, causing obvious saline scalding'.

on Resources

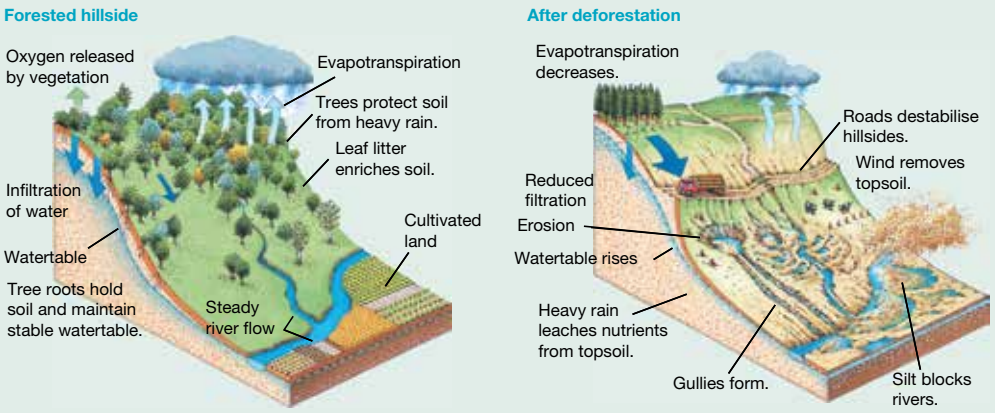
- **Video eLesson** Interpreting a complex block diagram (eles-1746)
- **Interactivity** Interpreting a complex block diagram (int-3364)

7.4.3 Let me do it

Complete the following activities to practise this skill.

7.4 ACTIVITIES

1. Using the following complex block diagrams (**FIGURE 5** from subtopic 12.2), write a short paragraph explaining how an area is ***changed*** by deforestation. Use the checklist to ensure you have covered all aspects of the task.
2. Apply your skills in interpreting a complex block diagram to answer the following questions.
   a. How is the water cycle affected by deforestation of an area?
   b. How can roads destabilise a hill slope?
   c. Why does erosion and land slippage occur?
   d. How can a dust storm pick up topsoil?
   e. Where does the silt that blocks rivers come from?



Checklist

I have:

- identified features and patterns and possible reasons for these
- identified and communicated key features and processes
- explained the ***interconnection*** of features and ***spaces***.

LESSON
7.5 SkillBuilder: Creating a fishbone diagram

LEARNING INTENTION

By the end of this lesson you should be able to create a fishbone diagram.

7.5.1 Tell me

What is a fishbone diagram?

A fishbone diagram is a graphic representation of the causes of a particular effect.

Why are fishbone diagrams useful?

Fishbone diagrams are useful to help visualise a problem or effect, and to show the causes of that problem. Bones above and below the central line are used to identify causes, while the 'head' of the diagram gives the problem or effect. Each major category of cause then flows to other causes and even sub-causes. These are all linked to convey the interconnection of ideas.

Fishbone diagrams can also be adapted and used to list the positive and negative impacts of an action or event. They are useful when you are:

- brainstorming
- clarifying interconnections
- expanding ideas
- structuring an extended response.

A good fishbone diagram:

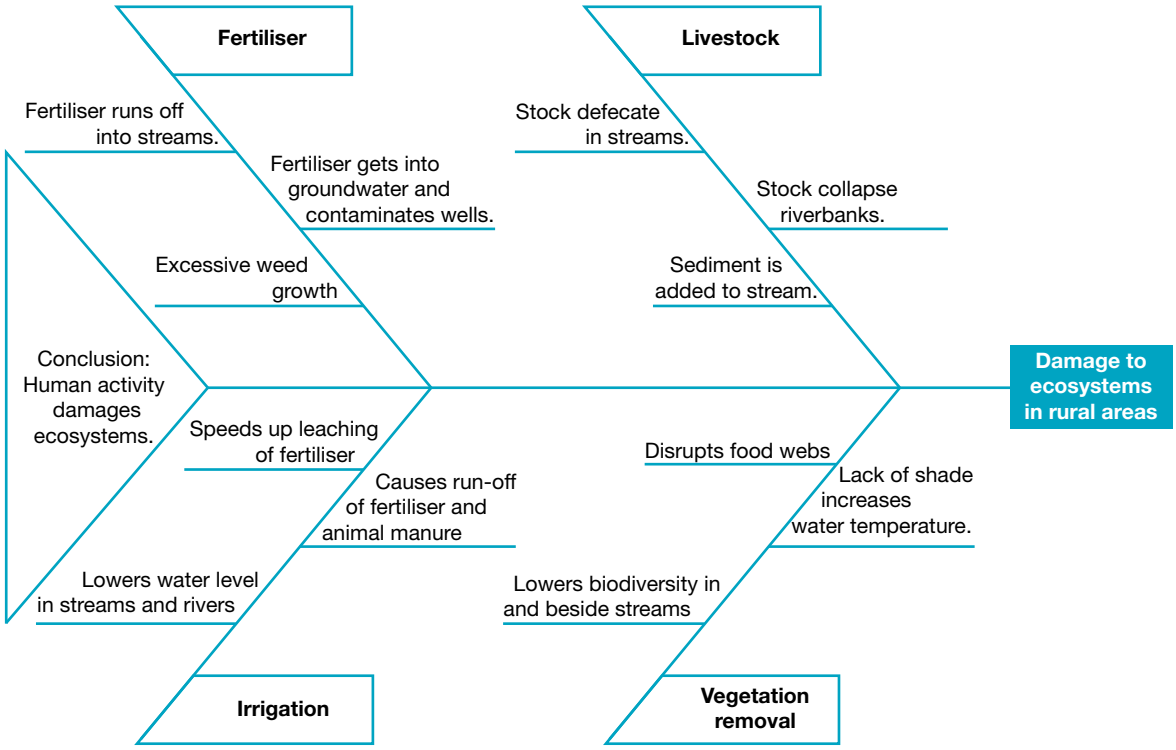
- is drawn in pencil
- has ruled lines
- identifies and labels causes and sub-causes
- identifies and labels the effect
- includes a clear title.

7.5.2 Show me

How to create a fishbone diagram

Model

FIGURE 1 Fishbone diagram that examines the causes of damage to ecosystems in rural areas



You will need:

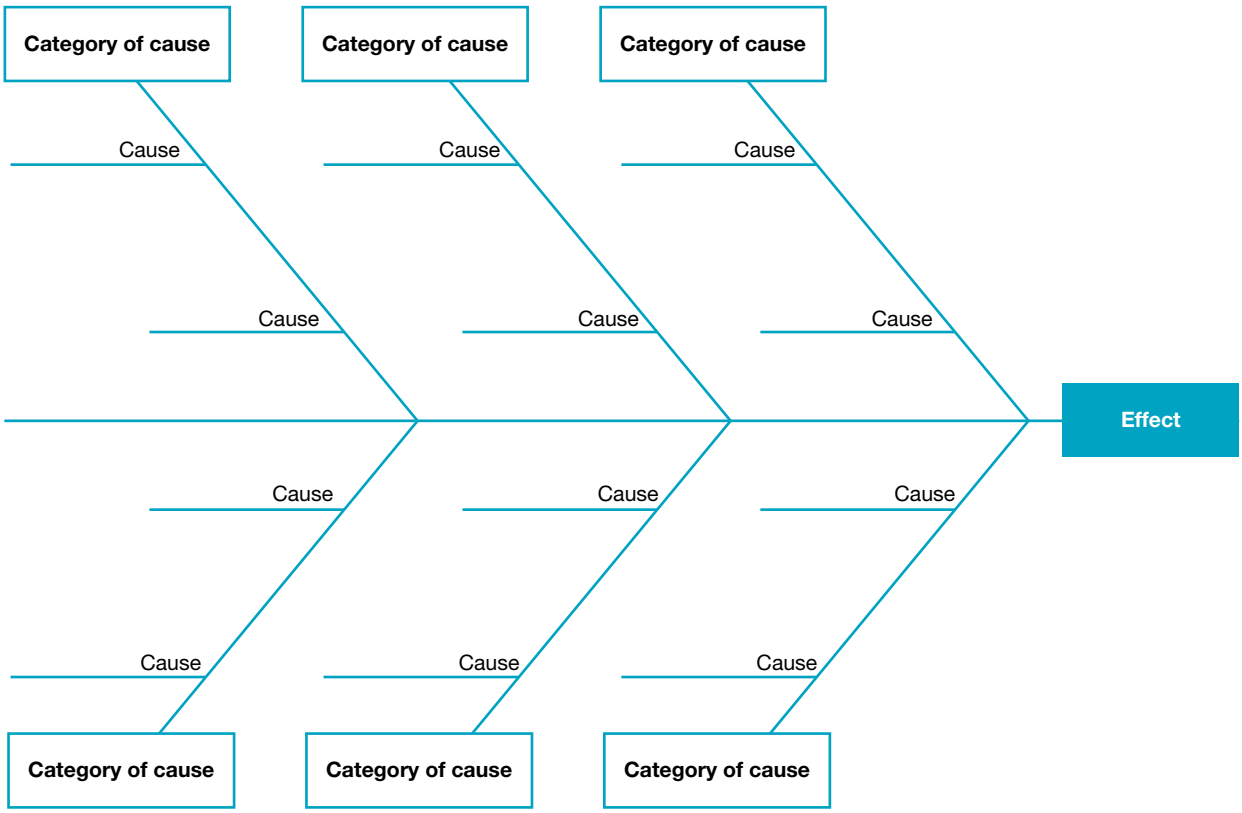
- a template of a fishbone diagram
- a piece of paper
- a ruler
- a light-grey pencil.

Procedure

Step 1

To complete a fishbone diagram, obtain a template to work on (see **FIGURE 2**). Determine the problem to be considered — this becomes your 'effect'. Place the effect in the head of the fishbone diagram — for example, 'Damage to ecosystems in rural areas'.

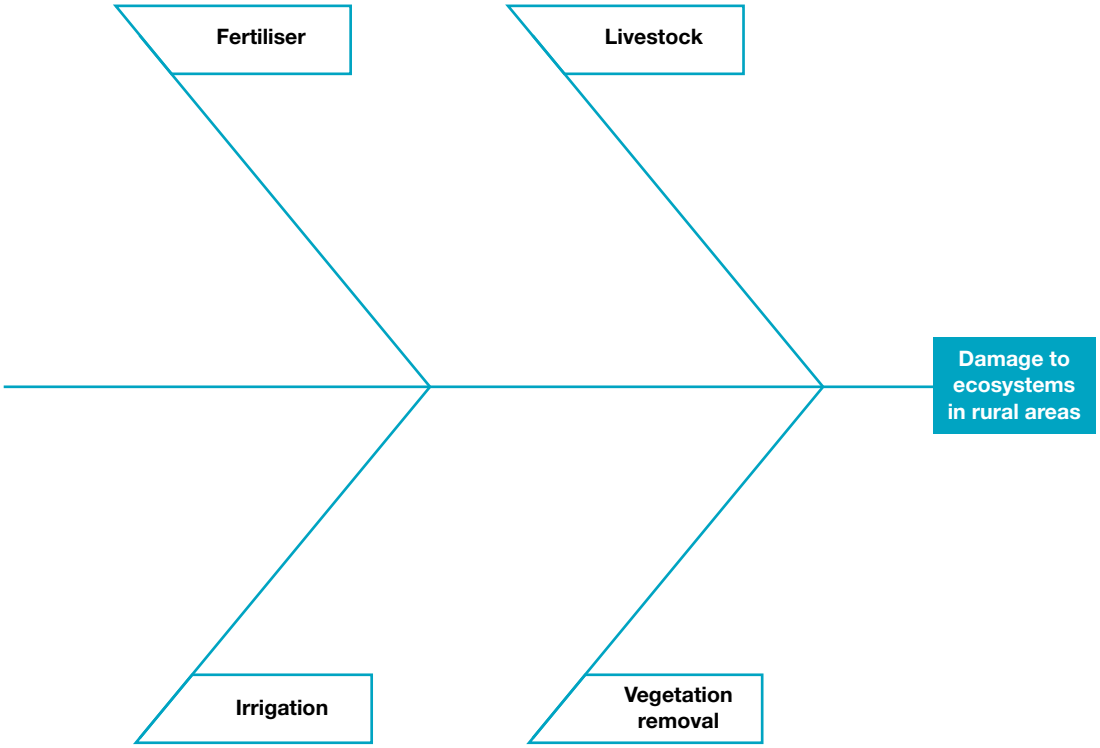
FIGURE 2 Fishbone diagram template



Step 2

Consider all the possible causes of the problem and decide what major categories these fall into. Then decide which of these categories is the most significant, and place them in the category of causes boxes closest to the fish head; place the least important categories of causes close to the fish tail. For example, 'Vegetation removal' and 'Livestock' go closest to the fish head.

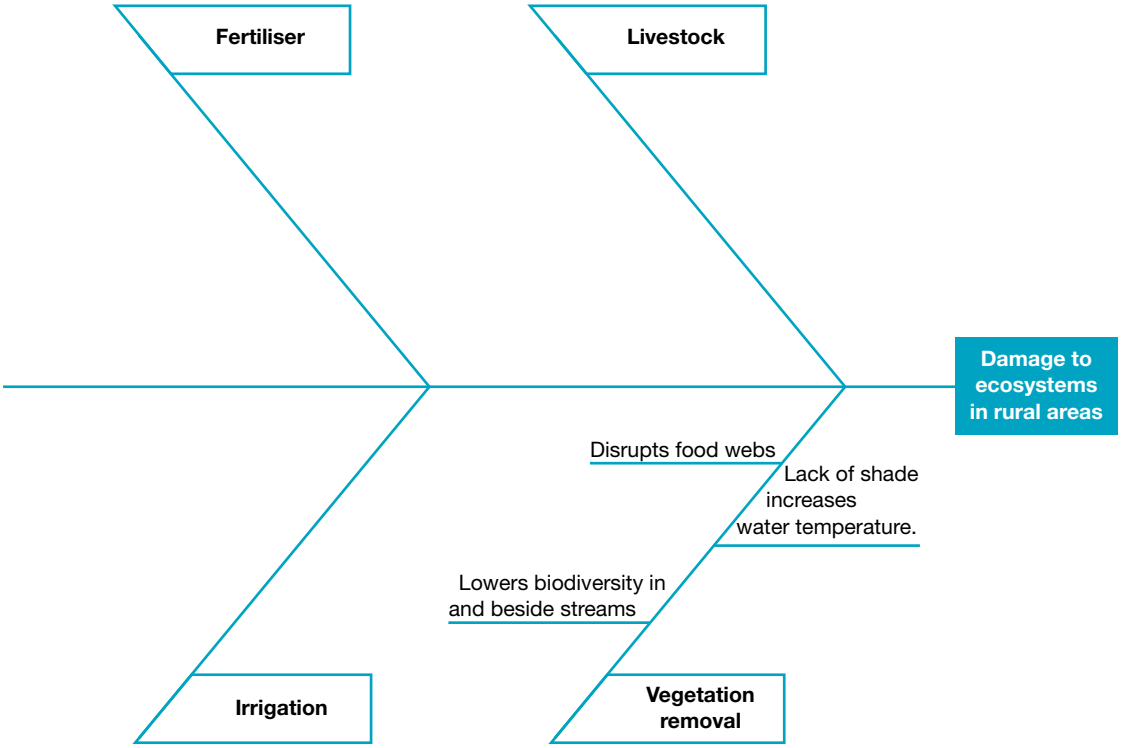
FIGURE 3 A fishbone diagram showing categories of causes



Step 3

For each category of causes, now brainstorm a number of effects within that category. Keep asking 'Why is this a problem?' or 'Why does this happen?' For example, if we ask why vegetation removal damages ecosystems in rural areas, we come up with 'Lowers biodiversity' and 'Increases water temperature'.

FIGURE 4 A fishbone diagram and some effects



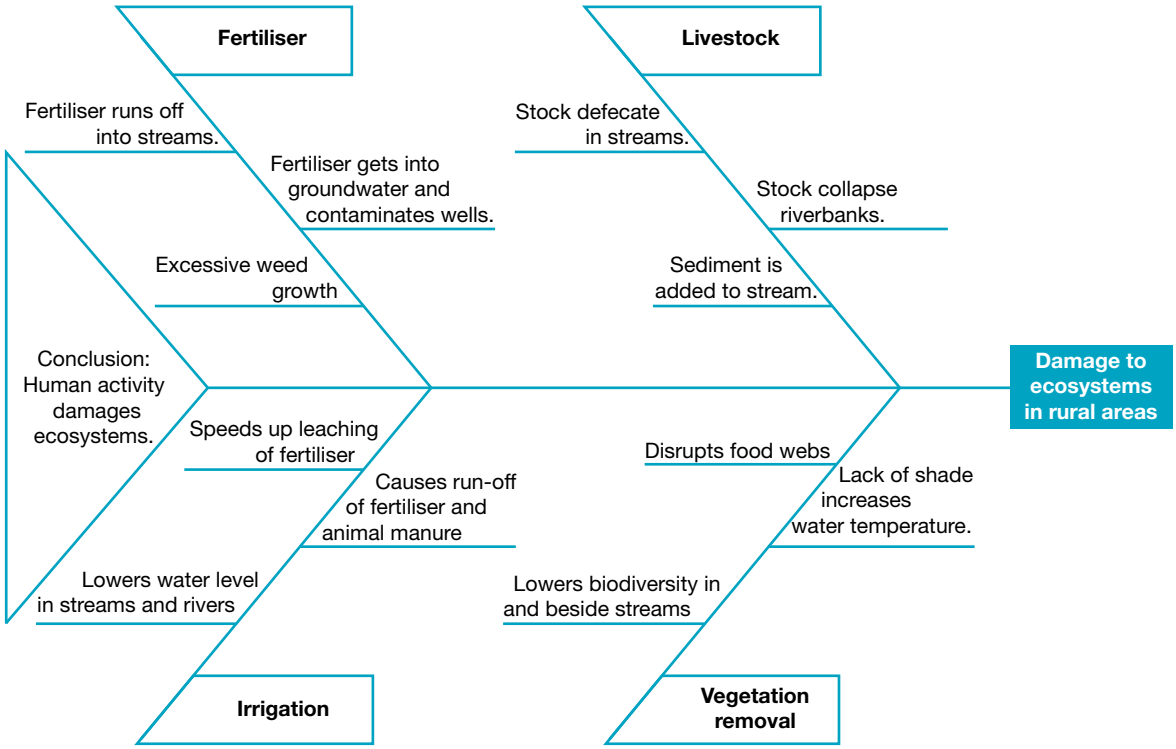
Step 4

Consider another category and its related causes. Complete the bones of the fish with all your ideas.

Step 5

Now in the tail of the fish you can draw your conclusion. How do you assess the causes of damage to rural ecosystems, given the four categories you considered?

FIGURE 5 Conclusion shown on fishbone diagram



on Resources

- **Video eLesson** Creating a fishbone diagram (eles-1748)
- **Interactivity** Creating a fishbone diagram (int-3366)

7.5.3 Let me do it

Complete the following activities to practise this skill.

7.5 ACTIVITIES

1. Referring to subtopics 15.2, 15.3 and 15.4, complete a fishbone diagram on the causes of damage to inland water resources. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   a. What were the four main categories you used? Were your categories the same as those used by others in the class?
   b. Could you think of more causes than the lines provided?
   c. Did you share your ideas about possible causes with other class members to build up your responses?
   d. What did you conclude about the damage to inland water resources?
   e. Did the fishbone diagram help you to find the causes of the problem? Explain your answer.

Checklist

I have:

- drawn in pencil
- ruled all lines
- identified and labelled causes
- identified and labelled the effect
- provided a clear title.

LESSON
7.6 SkillBuilder: Reading topographic maps at an advanced level

LEARNING INTENTION

By the end of this lesson you should be able to read a topographic map at an advanced level.

7.6.1 Tell me

What is reading a topographic map at an advanced level?

Topographic maps are more than just contour maps showing the height and shape of the land. They also include local relief and gradients and allow us to calculate the size of various areas. Reading this information requires more advanced skills.

Why is reading a topographic map at an advanced level useful?

All topographic maps use similar symbols to show the main features in the landscape. These conventional symbols make it easy for map readers to quickly identify the features shown in the legend. Using advanced skills in map reading, you can make inferences about the interconnection of environments, landforms, climate and human activity. You can learn a great deal about an environment with advanced topographic map-reading skills.

Topographic maps are also useful for:

- showing the changing shape of the land
- determining water flows across a region
- considering infrastructure, such as roads and railways
- revealing land use, such as farming.

A good reading of a topographic map at an advanced level uses:

- the key, or legend, to locate features
- grid references to locate places
- spot heights to calculate local relief
- contours to calculate distances, contour interval and gradient
- scale to calculate area.

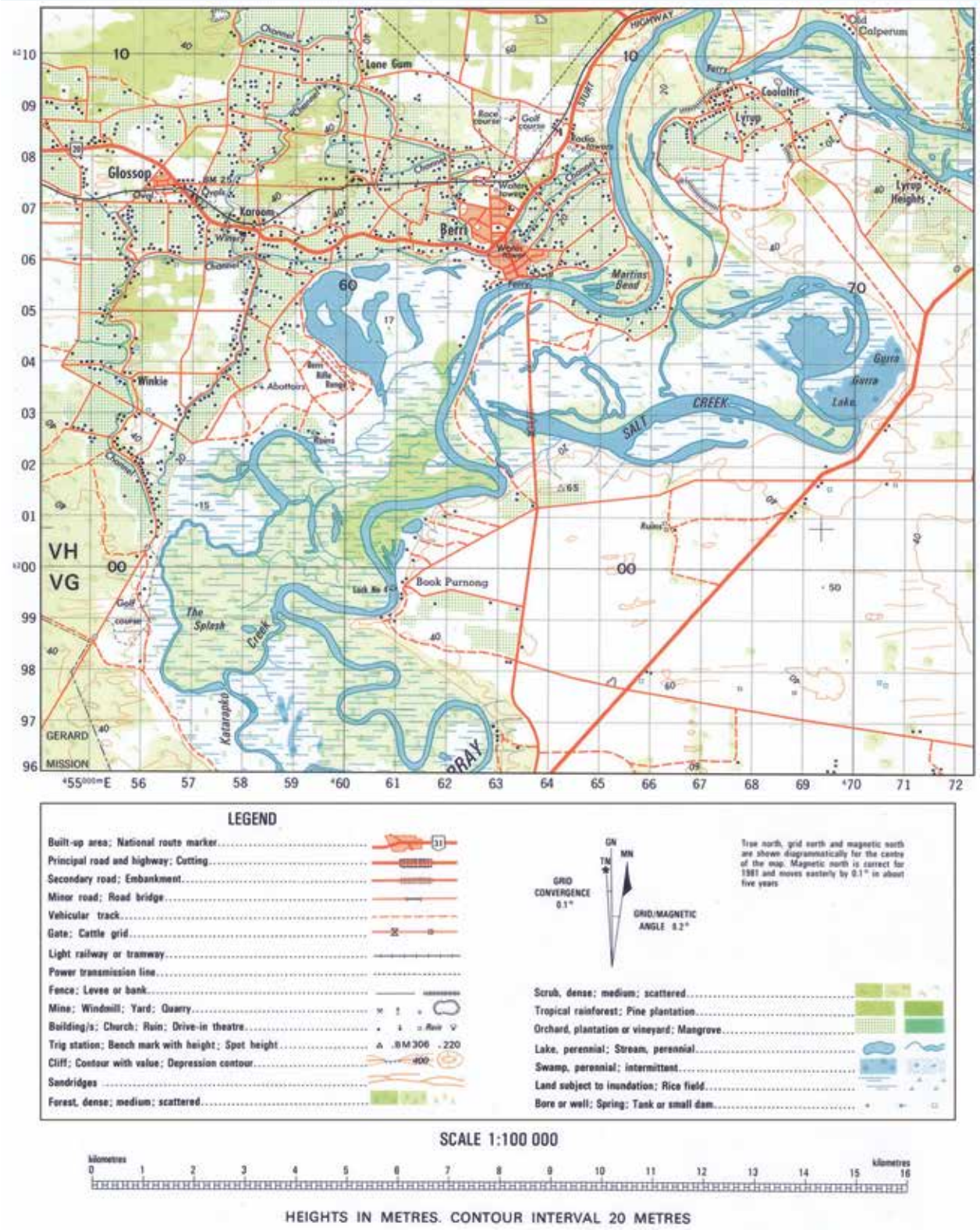
7.6.2 Show me

How to read a topographic map at an advanced level

Model

The local relief between Berri township and the village of Lone Gum (602098) is 20 metres. You will notice there is a 20-metre contour in Berri and a 40-metre contour in Lone Gum, so the local relief is 20 metres. The gradient of the area is 1:200. The area of Gurra Gurra Lake is 1.5 square kilometres, and the township of Berri covers an area of three square kilometres. It is surrounded by an irrigation area to the west and south-west of about 34 square kilometres.

FIGURE 1 Topographic map of Berri, South Australia



Source: Map supplied by MAPLAND, Environmental and Geographic Information, Department for Environment and Heritage, South Australia.

You will need:

- a topographic map of the region being considered
- a piece of tracing paper
- a pencil
- a ruler.

Procedure

To calculate local relief, gradient and area, you must have a topographic map and identify an area to study.

Step 1

Revise your skills: check the legend symbols, determine the map scale and check your grid reference skills. These skills should have been covered in your previous Geography studies.

Step 2

Cast your eye over the map, and make interpretations of the area. What are the obvious features of this map? In **FIGURE 1**, the land is not high and much of the land use is irrigated land. Are there any unusual features as well? In **FIGURE 1** there is a large area that is covered by water with unusual water features. Can the road system tell you anything about the importance of Berri in the region?

Step 3

Look very closely at the map. Discovering the local relief of the area is best done using spot heights. A symbol for spot heights should be included in the key/legend. These are small dots on the map with a number written beside them. Spot heights are used to indicate the highest or lowest point, but can also be given across a map when the land is flat and few contours appear. Find a spot height of 17 metres (grid reference 608047) south-west of Berri township.

Step 4

Calculate the local relief within the region. Local relief is the measure of the difference in height between the highest and lowest points within a relatively small area. In **FIGURE 1**, in the Berri township area, the highest point is 60 metres and the lowest point is 20 metres or less, so the local relief is 40+ metres. Because this is a low number, the change in height across the area is minimal.

Step 5

Gradient is the measurement of the steepness of the land between two places. To calculate the gradient, you need (a) the difference in height between two places — the vertical interval or 'rise' — and (b) the horizontal distance between two places — called the 'run'. The gradient is expressed as a ratio, so both the rise and the run must be expressed in the same units of measurement, generally metres. The example below calculates the gradient between the township of Winkie (40 metres) and the abattoirs at 582035 (20 metres) with a distance of two kilometres (2000 metres) between the places.

$$\frac{\text{Vertical interval rise}}{\text{Horizontal distance run}}$$

$$= \frac{20}{2000}$$

$$= \frac{1}{500}$$

= The land rises one metre in height for every 100 metres in distance.

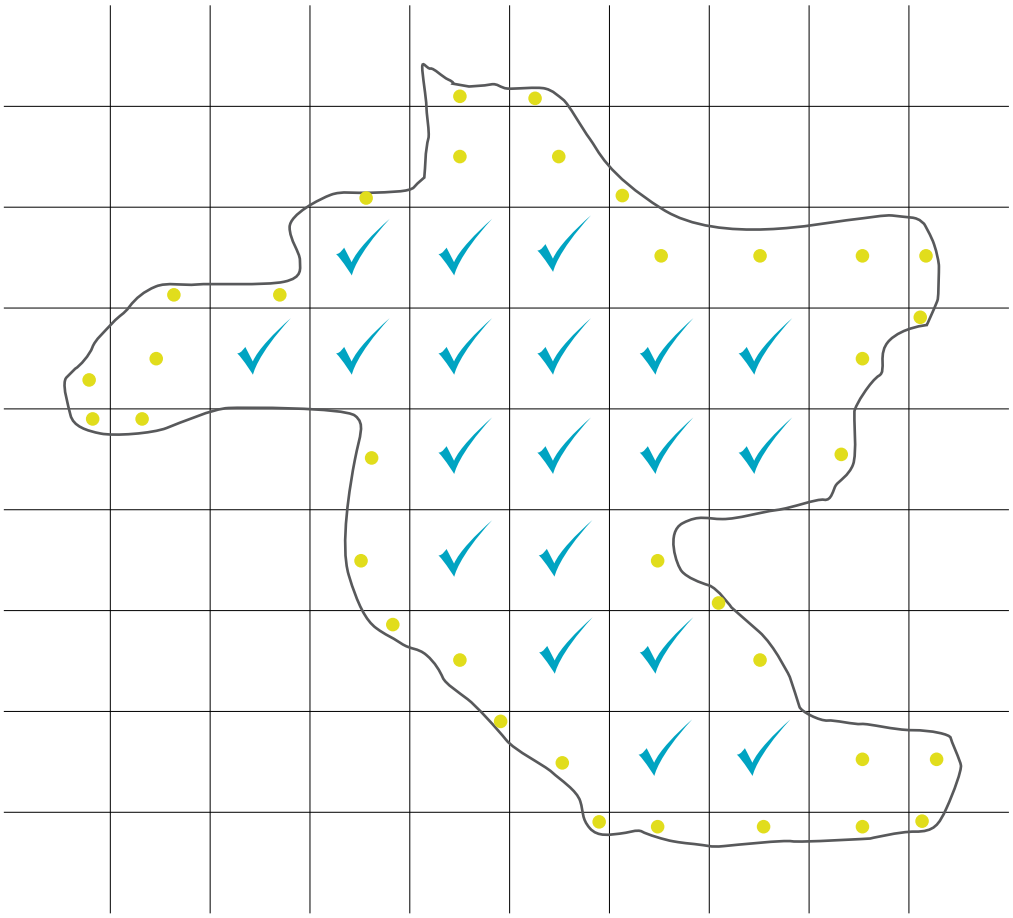
Step 6

To calculate the area of an unusual shape on the map, a scaled grid can be placed over the map and the parts can be added up to give a squared area. On a piece of tracing paper, use a pencil and ruler to draw a grid in accordance with the scale of the map. Maps of 1:100 000 mean that each grid square is one square kilometre. That is, each side of the grid square is one square kilometre. If the scale is 1:500 000, then you need to draw a grid with each line two centimetres apart. Each complete square then represents one square kilometre.

Step 7

Lay the tracing paper over the mapped area and mark the squares that are complete in the mapped area. Add up this number. In the example shown in **FIGURE 2**, there are 19 complete squares — these are shown with a green tick. In the case of Berri township, there is one complete square.

FIGURE 2 In this example, there are 19 complete grid squares and 35 incomplete grid squares. Halving the number of incomplete grid squares and adding this number (17.5) to 19 gives a total of 36.5 complete squares.



Step 8

Now mark the incomplete squares and count them as half squares; that is, halve the number of incomplete squares. In **FIGURE 2**, there are 35 incomplete squares. When halved, this comes to 17.5. Berri township has two incomplete squares, so when halved, you get one. Add up the number of markings from steps 7 and 8 to obtain the total size of the area identified. For example, Berri township has an area of two square kilometres.



Digital document	Topographic map of Berri, South Australia (doc-11570) Topographic map of Wentworth, New South Wales (doc-11569)
Video eLesson	Reading topographic maps at an advanced level (eles-1749)
Interactivity	Reading topographic maps at an advanced level (int-3367)
Google Earth	Berri

7.6.3 Let me do it

Complete the following activities to practise this skill.

7.6 ACTIVITIES

1. Use the topographic map for the region west of Wentworth provided in the Resources panel to complete the following calculations. Use the checklist to ensure you cover all aspects of the task.
   a. Calculate the local relief between Cappits Creek and the Murray River.
   b. Calculate the local relief between Frenchmans Creek, Bunberoo Creek and the Murray River.
   c. Calculate the gradient from the top of the map to the bottom of the map.
   d. Calculate the size of the area of land between Frenchmans Creek and the Murray River.
   e. Calculate the area of Pink Lake.
2. Apply your skills to answer the following questions.
3. How would you describe the topography of the mapped area? Refer to local relief.
4. Using your understanding of gradient, explain why it is necessary to control Frenchmans Creek with levees.
5. Calculate the area that is prone to inundation and shown as wetland.
6. What time of year would be the best time to drive on the road network of this region? Explain your answer.
7. Use grid references to suggest where an oxbow lake might form. Explain what will happen.

Checklist

I have used:
- the key/legend to locate features
- grid references to locate ***places***
- spot heights to calculate local relief
- contours to calculate distances, contour interval and gradient
- scale to calculate area.

LESSON
7.7 SkillBuilder: Comparing an aerial photograph and a topographic map

LEARNING INTENTION

By the end of this lesson you should be able to compare an aerial photograph and a topographic map.

7.7.1 Tell me

What comparisons can be made between aerial photographs and topographic maps?

Comparing an aerial photograph with a topographic map enables us to see what is happening in one place. Photographs and maps may be from the same date but they may also be from different dates, and will thus show different information.

Why is comparing an aerial photograph with a topographic map useful?

Comparing an aerial photograph with a topographic map is useful because each format provides different information. The camera captures a place at one moment in time. The realistic colours in a photograph give a clear impression of the activities taking place on the land. Aerial photographs allow us to see beneath the water as well. Topographic maps allow the cartographer to add information that cannot be identified from the air, such as place names and building names.

Comparisons of aerial photographs and topographic maps are useful when:

- you want to create a new map combining elements from both
- you are trying to make comparisons about places over time
- you want to see the interconnection between phenomena on an aerial photograph and a topographic map
- oceanographers need to assess sand movement along a coast
- local councils are handling building permits
- transport authorities are undertaking long-term planning.

A good comparison of an aerial photograph with a topographic map:

- includes dates for the photograph and map
- contains a general statement on the region
- provides specific examples, such as place names
- provides directions when showing change over time
- gives distances when showing the scale of change.

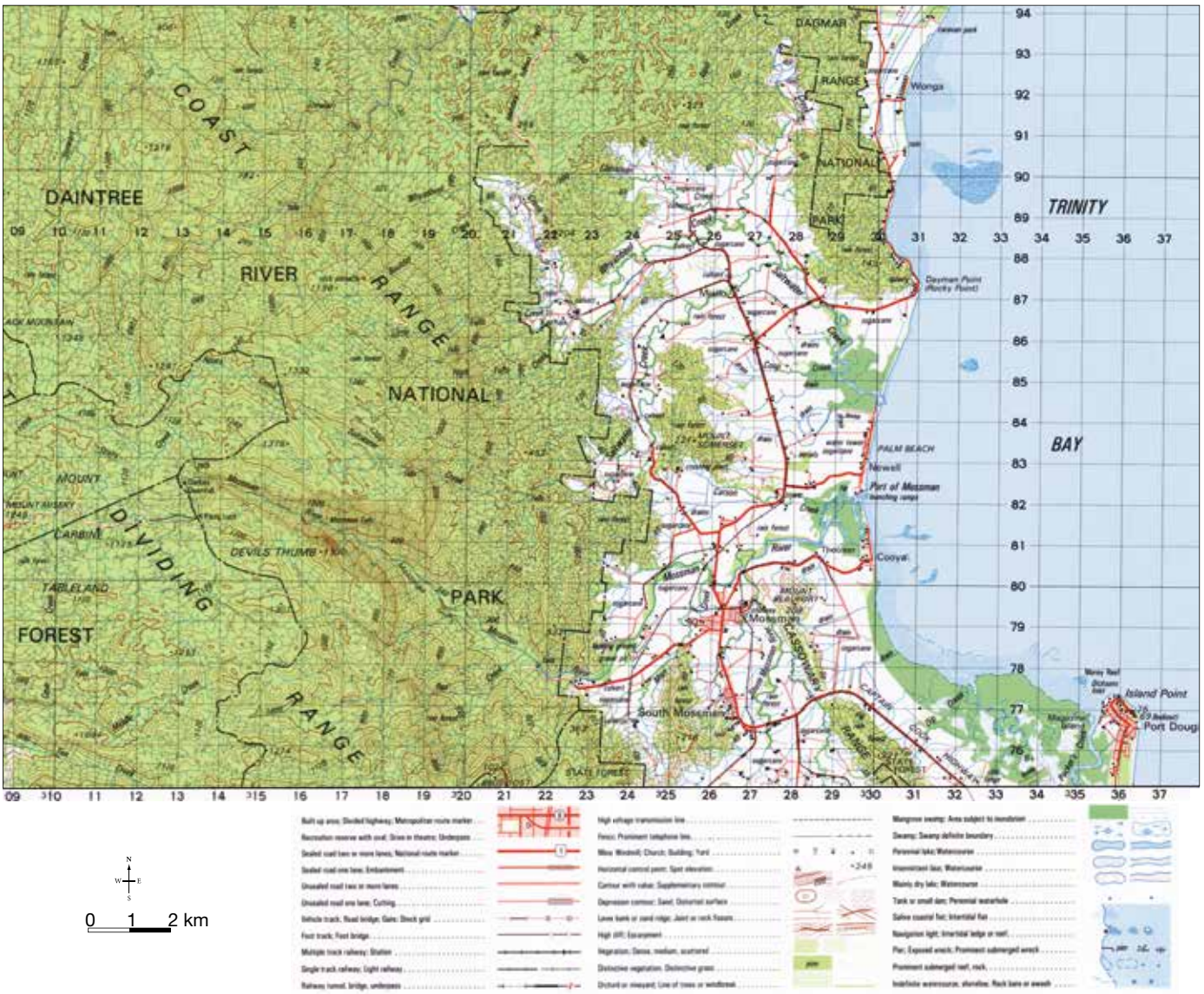
7.7.2 Show me

Model

Use Google Earth or Google Maps to locate an aerial photograph view of the same area shown in the **FIGURE 1** topographic map. You can download a higher resolution copy of this map from the Resources tab (doc-11572).

Mossman has changed since 1982, when the map was created. Then, the town was smaller, and we can see that it has developed towards the north, south-east and south-west. By 2011, Cooya, on the coast, had expanded to the south by some 500 metres along the coast. The forested areas on the Cassowary Range and the mangrove coastal area at Port Mossman, however, remain intact. The intertidal flat south of Cooya is evident in the photograph, as are the ledges about a kilometre offshore. The aerial photograph indicates the productivity of the area: some fields contain crops and others have been recently tilled. The topographic map allows us to identify Mt Beaufort and the Cassowary Range as areas within the natural environment. Like many places in coastal areas of Australia, the towns are growing over time.

FIGURE 1 Topographic map of Mossman and the Daintree River National Park, Queensland, 1982



Source: © Commonwealth of Australia, Geoscience Australia (1982). Topographic map of Daintree National Park — Mossman, QLD. 1:100 000 Series R631, Sheet 7965, Edition 1 1- AAS. 1982.

You will need:

- a topographic map and an aerial photograph of the same place.

Procedure

Step 1

Check the titles of both the topographic map and the aerial photograph to ensure they are of the same place. If the titles or areas do not exactly match, work out which part of one relates to the other by identifying common features in both.

Step 2

Confirm the dates of both pieces of information, so that you are aware of any differences that exist between the photograph and the map as a result of being created at different times.

Step 3

Scan back and forth from the map to the photograph, looking for similarities and differences. Clarify any information that you are not sure about. Begin a paragraph by comparing the two sets of data, ensuring you mention place names, dates and any available statistics; for example, 'Mossman has changed in the 30 years since 1982'. In some circumstances you could say 'it has changed significantly' or 'it has changed minimally'.

Step 4

Identify the changes that you see. What aspects did you find interesting, and why? Continue your paragraph describing the differences that you see between the two sets of data; for example, 'In 1982, the town was smaller, and we can see that it has developed towards the north, south-east and south-west. By 2011, Cooya, on the coast, had expanded to the south by some 500 metres along the coast.'

Step 5

Conclude your paragraph with a summary sentence; for example, 'The past 30 years have seen major changes in the Mossman area, especially to the towns of Cooya and Newell, which have been infilled and extended north and south along the coast'.

on Resources

Digital documents	Topographic map of Mossman and the Daintree River National Park, Queensland (doc-11572) Topographic map extract of Merimbula, New South Wales (doc-11571)
Video eLesson	Comparing an aerial photograph and a topographic map (eles-1751)
Interactivity	Comparing an aerial photograph and a topographic map (int-3369)
Google Earth	Mossman

7.7.3 Let me do it

Complete the following activities to practise this skill.

7.7 ACTIVITIES

1. Using the topographic map and the aerial photograph of Merimbula in subtopic 13.4, write a paragraph comparing the information gained about Merimbula from both data sources. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   a. List three features within Merimbula that can be identified on the map but not on the aerial photograph.
   b. What information does the aerial photograph give you about boating in the area that is not available on the topographic map?
   c. Which features of Merimbula Lake, seen on the topographic map, cannot be identified on the aerial photograph? What features in Merimbula Lake are given greater clarity by the aerial photograph?
   d. What information does the map provide about the airport that cannot be gained from the aerial photograph?
   e. What details does the topographic map give about the land facing Bar Beach that cannot be seen in the aerial photograph due to the oblique angle of photography?

Checklist

I have:

- included dates for the photograph and map
- provided a general statement on the region
- provided specific examples, such as place names
- provided directions when showing ***change*** over time
- given distances when showing the ***scale*** of ***change***.

LESSON
7.8 SkillBuilder: Using geographic information systems (GIS)

LEARNING INTENTION

By the end of this lesson you should be able to use a geographic information systems.

7.8.1 Tell me

What is GIS?

GIS is a computer-based system of layers of geographic data. Just as an overlay map allows you to interchange layers of information, GIS allows you to turn layers on and off to make comparisons between pieces of data.

Why is GIS useful?

GIS is a sophisticated system of presenting data. The information is based on primary data that has been gathered and mapped. At any one time, you can look at a single series of data or as many as you need in order to see the interconnections between the data. For example, you may turn on one layer to see the topography. Then you might turn on the road system to see if the land has influenced the pattern of roads. To this you might add settlements to see if both the road system and topography have influenced town locations. Then you might turn off the road system to see if the greater influence was indeed the topography.

GIS is useful when:

- you want to see the interconnections between features
- you need to show an overlay of features across a region
- when you want to best locate a business; for example, retailers and fast-food chains use GIS to determine the best location for a new store
- you want to predict risk situations; for example, emergency services can use it to study the spread of bushfires and flood waters
- you need to map global trends, such as the movement of refugees between countries.

Using GIS involves:

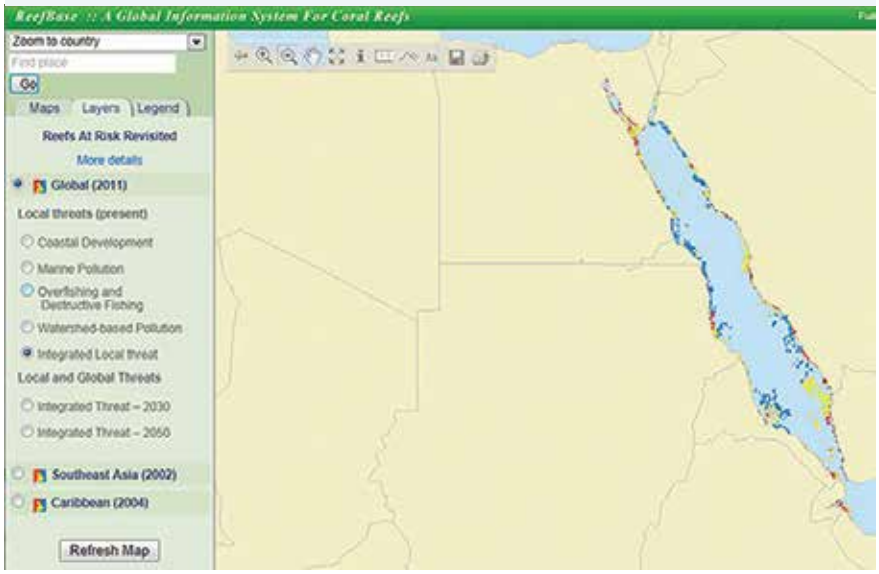
- using GIS-mapped geographic data
- interpreting map legends
- interpreting map layers
- looking for interconnections between map layers
- clearly representing and communicating data.

7.8.2 Show me

Model

Like most reefs across the world, coral reefs in the Red Sea are under threat from natural and human impacts. The Red Sea reefs are fringing reefs, making them prone to a range of diseases, especially in a 1200-kilometre stretch along the east coast. Coral bleaching occurs at only a low level because the number of degree heating weeks is low. (A degree heating week measures thermal stress on a reef. A degree heating week occurs when sea surface temperatures are 1 °C warmer, for one week, than the expected summertime maximum.) The reefs most at risk in the Red Sea appear in the north-west; otherwise, reefs at risk are scattered across the region. Most of the risk is from marine pollution. The risk to the Red Sea coral reefs is expected to increase by 2030, and by 2050 they will show significant impacts. Monitoring of the northern reefs is ongoing, and some areas in the north, in particular, have been set aside as marine protected areas. The coral reefs of the Red Sea need constant management to ensure the sustainability of the environment.

FIGURE 1 Studying marine reefs using GIS on the Red Sea



You will need:

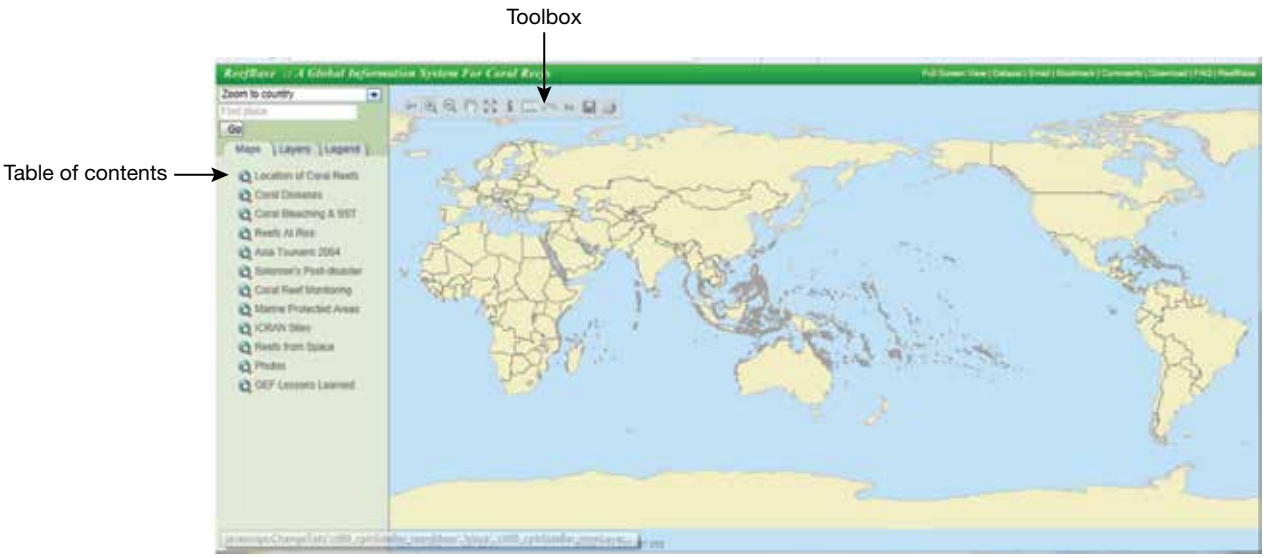
- a computer or tablet connected to the internet
- a website developed with GIS techniques
- an atlas.

Procedure

You need to identify a GIS website. Use the **ReefBase GIS** weblink in the Resources panel, for example, to access a great deal of mapped data on coral reefs around the world.

Open the ReefBase site shown in **FIGURE 2**.

FIGURE 2 A base map on the ReefBase website



Step 1

As with any map you explore, you need to begin by checking the information provided to assist you to interpret the maps. On the left of the ReefBase website, you will find a table of contents (see **FIGURE 2**). The Maps tab provides a list of 12 maps, including a photo site. Select any of these for the map to open.

Step 2

In the same table of contents, once you open a map, the program lists the different layers available for that map. Choose a map and explore some of these layers. Select one of the circles or boxes to apply an aspect of the layer, and then select Refresh Map at the bottom of the layers panel, so that a new map appears. In **FIGURE 3**, the Location of Coral Reefs map has been selected and the table of contents shows the layers available for this map. The Legend tab will help explain terminology.

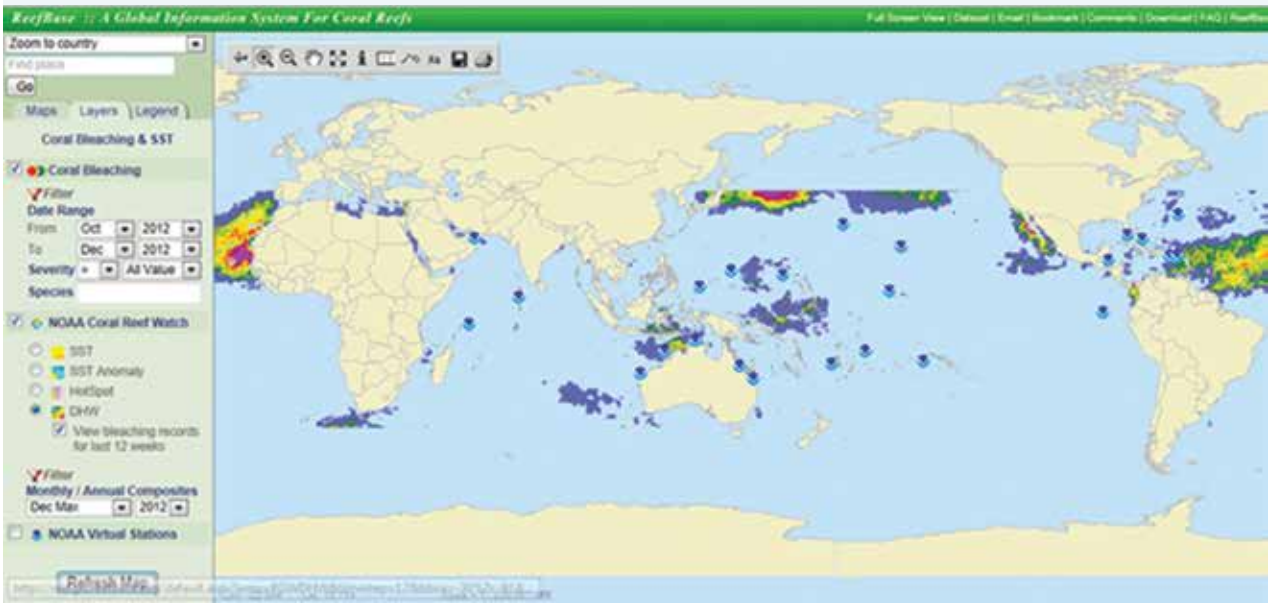
FIGURE 3 Layers available in map of location of coral reefs



Between each choice that you make, you need to select Refresh Map to ensure your map updates with the new layers you have selected.

FIGURE 4 shows another example of the material available from the coral bleaching map.

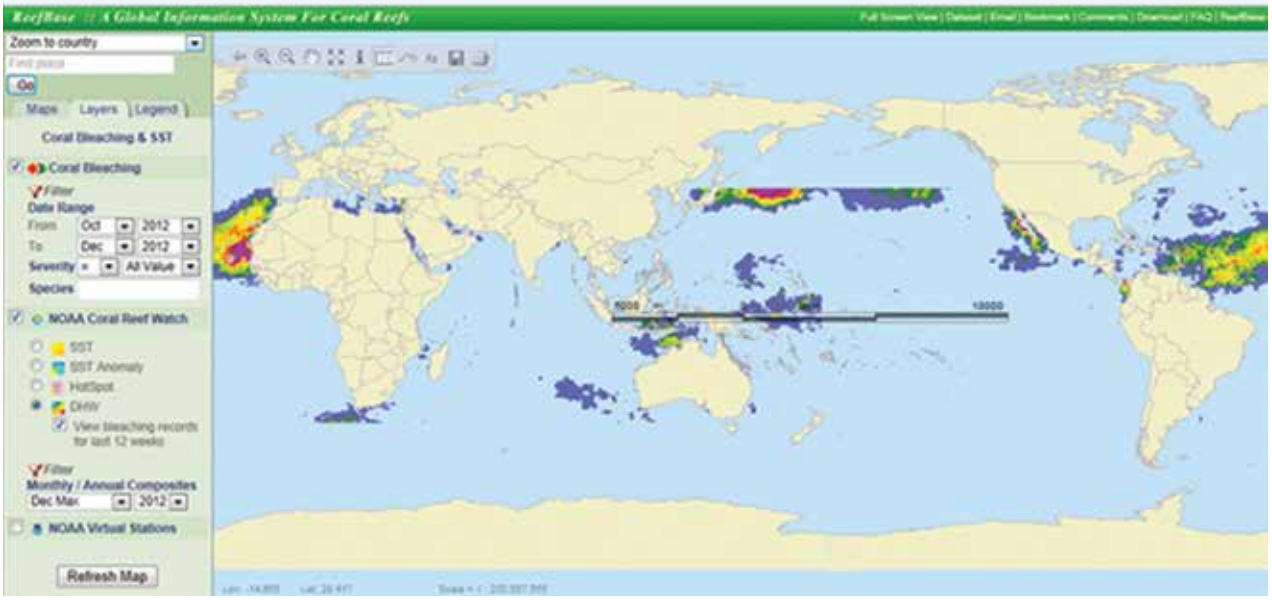
FIGURE 4 Coral bleaching, October to December 2012



Step 3

Along the top of the map, there is also a tool bar to explore (see **FIGURE 5**). Hovering over each symbol, will give you an explanation of its use. The Distance tool is especially useful, because you can use the linear scale that appears at the base of the map to measure distances on the map. It can be moved to wherever you want it.

FIGURE 5 Applying the distance tool on the coral bleaching map



Being able to shift the linear scale allows you to calculate distance and area. In this instance, the scale is set to calculate the area of coral bleaching north-east of the Solomon Islands. Alternatively, if you want to calculate a distance between two points, select the Distance tool, move the cursor to the first point and select it; then drag the cursor to the second point, and the number of kilometres will appear on the screen.

Step 4

On the global map, zoom in on the coral reefs of the Red Sea (see **FIGURE 6**). Did you know there were reefs there? Turn the various layers on and off until you have an understanding of the state of the coral in this region. Also consider the layers that show the management of the region.

FIGURE 6 Coral reefs in the Red Sea experiencing diseases, 1970–2013



Step 5

You can now develop a description of the natural and human impacts on the Red Sea coral reefs. Then you can discuss the management processes that are in place to ensure the sustainability of the environment. A paragraph should begin with an opening sentence. Where possible, provide evidence of using the site by quoting specific numbers. The paragraph should conclude with a statement about the sustainability of the environment. See the Model paragraph for an example.

on Resources

Video eLesson	Using geographic information systems (GIS) (eles-1752)
Interactivity	Using geographic information systems (GIS) (int-3370)
Weblink	ReefBase GIS

7.8.3 Let me do it

Complete the following activities to practise this skill.

7.8 ACTIVITIES

1. Continue to use the ReefBase site to explore the layers of information about the Great Barrier Reef, using the features and data available in the maps, layers and legend. Write a paragraph describing the natural and human impacts on the reef and the management processes that are in place to ensure the ***sustainability*** of the ***environment***. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions. Each question requires you to change maps, layers and legend.
   a. Name three diseases that have affected the Great Barrier Reef.
   b. Which part of the Australian coastline has experienced the worst coral bleaching since 2000?
   c. How do you rate the threats to the Great Barrier Reef? (*Hint:* The legend provides a colour rating.) Turn on the layers for diseases and coral bleaching to see if these threaten the Great Barrier Reef.
   d. With the aid of an atlas, name the coastal places where the reef is at greatest risk.
   e. What types of management programs are used on the Great Barrier Reef?
   f. Turn on all the layers applicable to the Great Barrier Reef. List the range of issues affecting the Great Barrier Reef near Cairns.

Checklist

I have:

- used GIS-mapped geographic data
- used the map legends
- used the map layers
- made ***interconnections*** between map layers
- clearly represented and communicated the data.

LESSON
7.9 SkillBuilder: Constructing and interpreting a scattergraph

LEARNING INTENTION

By the end of this lesson you should be able to construct and interpret a scattergraph.

7.9.1 Tell me

What is a scattergraph?

A scattergraph is a graph that shows how two or more sets of data, plotted as dots, are interconnected. This interconnection can be expressed as a level of correlation.

How is a scattergraph useful?

Scattergraphs are used to show us a visual image of the interconnection of factors. Sometimes it is difficult to see the relationship until the sets of data are presented visually. You will find that the graphs clearly show the interconnection of factors where clusters of dots form, while other dots stand out alone.

Scattergraphs are also useful for:

- analysing the degree of connection — perfect correlation, positive correlation, negative correlation and no correlation
- testing our hypothesis on a topic
- testing whether there is a relationship between sets of data gathered during fieldwork.

A good scattergraph:

- is drawn in pencil
- has ruled axes
- has labelled axes
- uses small dots plotted accurately
- shows a line of best fit
- includes a clear title.

A good interpretation of a scattergraph:

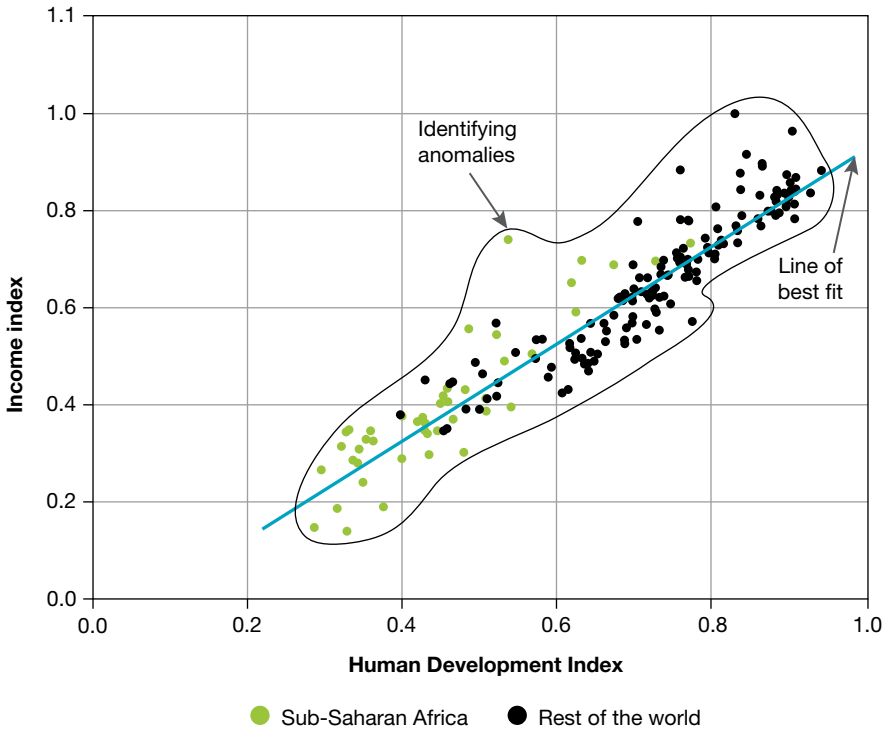
- identifies and communicates key features such as the levels of each feature on each axis and the relationship to the line of best fit.

7.9.2 Show me

Model

Interpretation of this scattergraph shows a positive correlation between income and the Human Development Index (HDI). As the level of income increases, the level of human development increases. Countries in sub-Saharan Africa (green dots) can be seen predominantly at the lower end of the line of best fit. This indicates that a low level of income puts these countries at the low end of the HDI. Most of these countries fall at less than 0.4 on both axes — the HDI and the income index. There are a few countries in the sub-Saharan region that do better, but these do not get beyond 0.8 on either index.

FIGURE 1 Scattergraph showing the interconnection between income and the HDI for sub-Saharan Africa and the rest of the world, 2011



Source: © United Nations Development Programme.

You will need:

- two sets of data
- a piece of graph paper
- a light-grey pencil
- a ruler.

Procedure

To complete a scattergraph, you must have two sets of information about which you want to test the interconnection. In the following example, we use the data on food supply and road network density from the 2012 Human Development Report.

Creating a scattergraph

Step 1

Choose two sets of data for a topic that might be interconnected. In other words, there might be a cause-and-effect relationship between the two factors; for example, road network density might affect food supply.

TABLE 1 Food supply and road density in Africa

Countries	Food supply, kilocalories per capita per day, 2005–2007	Road density network, metres per capital, 1999–2008
Angola	1949.3	3.7
Benin	2512.3	2.6
Botswana	2235.0	13.8
Burkina Faso	2669.0	6.7
Burundi	1679.7	1.8
Cameroon	2259.0	3.0
Cape Verde	2549.3	3.1
Central African Republic	1956.0	6.6
Chad	2040.0	4.0
Comoros	1857.3	1.6
Congo, Democratic Republic of the	1585.3	2.80
Congo, Republic of	2512.7	4.7
Côte d'Ivoire	2514.7	4.4
Equatorial Guinea	–	5.5
Eritrea	1586.7	1.1
Ethiopia	1951.7	0.6
Gabon	2730.0	6.8
Gambia	2345.3	2.6
Ghana	2849.0	2.7
Guinea	2529.3	5.1
Guinea-Bissau	2288.0	2.7
Kenya	2060.0	1.8
Lesotho	2468.3	3.0
Liberia	2163.3	3.7
Madagascar	2132.7	3.2
Malawi	2127.0	1.3
Mali	2579.3	1.4
Mauritania	2822.7	3.4
Mauritius	2935.7	1.6
Mozambique	2071.0	1.4
Namibia	411.0	35.1
Niger	449.4	1.3
Nigeria	1513.1	1.4
Rwanda	1679.1	1.6
Sao Tomé and Príncipe	3407.8	2.3
Senegal	1168.4	1.3
Seychelles	–	5.9

(continued)

TABLE 1 Food supply and road density in Africa *(continued)*

Countries	Food supply, kilocalories per capita per day, 2005–2007	Road density network, metres per capital, 1999–2008
Sierra Leone	1429.5	2.5
South Africa	4212.0	8.1
South Sudan	–	–
Swaziland	1176.5	3.3
Tanzania, United Republic of	1240.0	2.1
Togo	1191.6	2.1
Uganda	1566.4	2.7
Zambia	2266.8	6.5
Zimbabwe	503.5	7.7

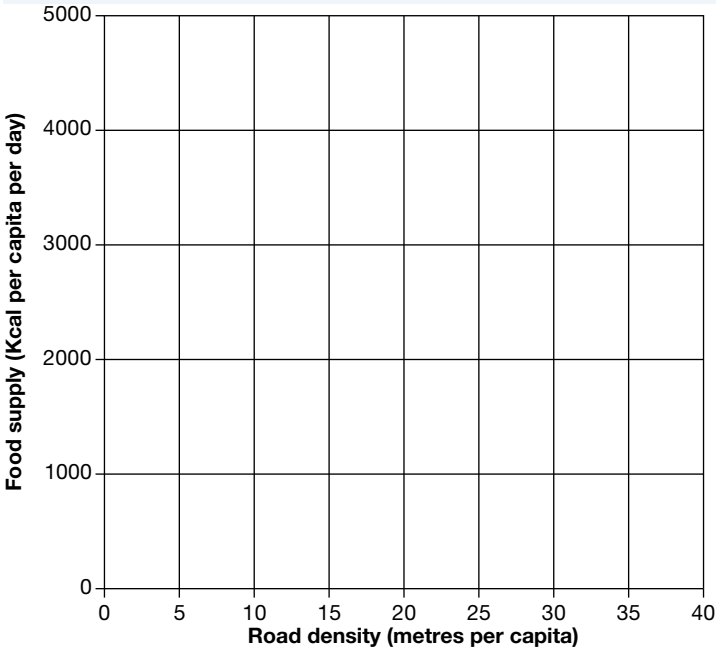
Step 2

Decide which factor you will place on the base line, or horizontal axis, and which factor you will place on the vertical axis. In this case, we will place road density on the horizontal axis and food supply on the vertical axis.

Step 3

Look at the range of numbers in the data to be plotted and decide on a scale for each axis. Ensure that the maximum and minimum numbers will fit on the scale. Draw a graph outline and label the axes, including the units of measurement (see **FIGURE 2**).

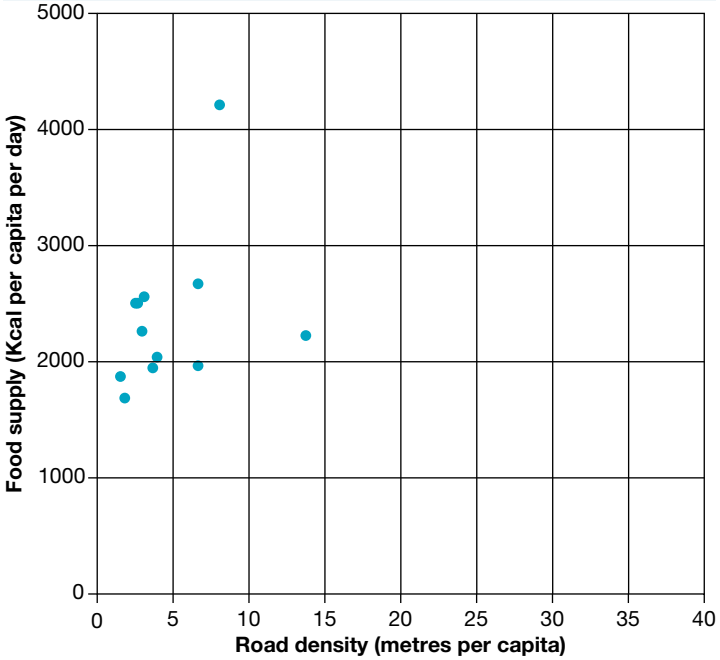
FIGURE 2 The graph base



Step 4

Plot all the data on the graph. Mark with a small dot the point where both data values intersect. Angola's data, for example, would intersect at about the 2000 line on the vertical axis and just before the 5 line on the horizontal axis.

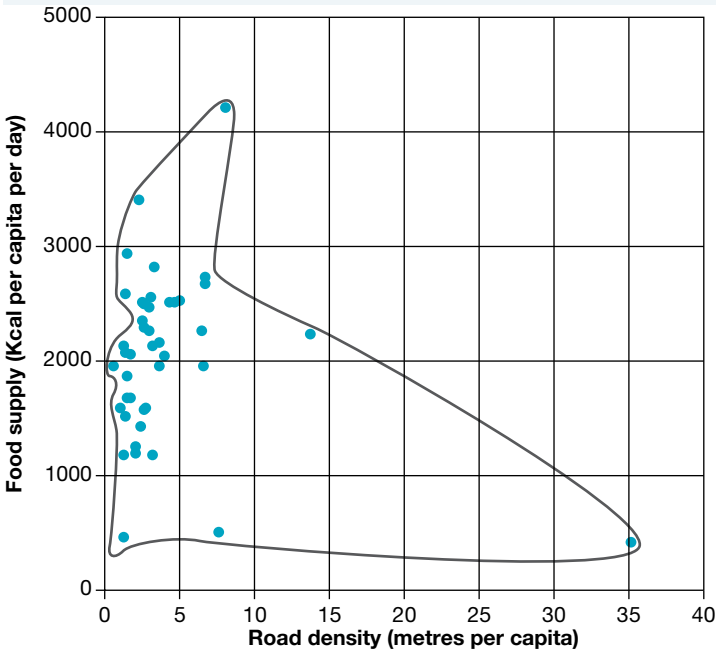
FIGURE 3 Starting to plot the data



Step 5

Now draw a pencil outline around all the dots. This will show you the trend of the data and identify the anomalies. These anomalies occur where the outline bulges.

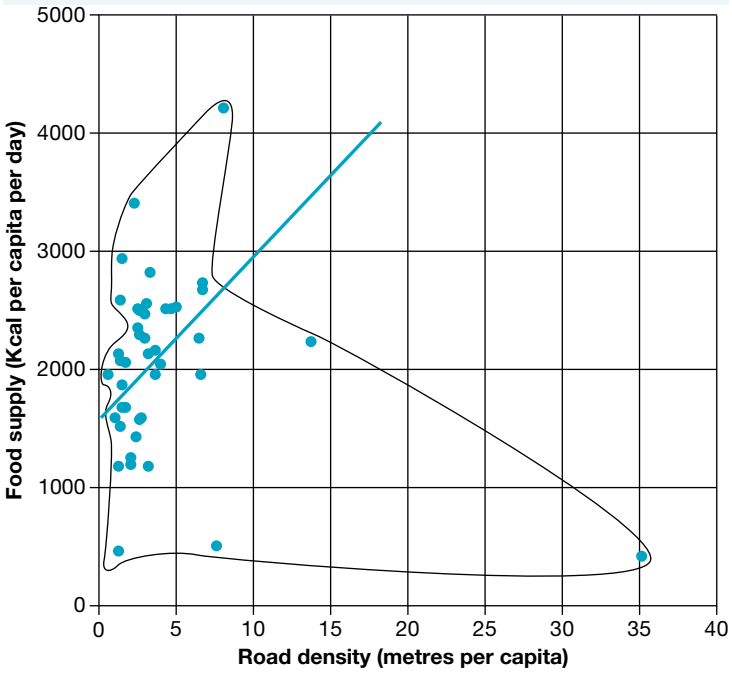
FIGURE 4 Identifying the trend



Step 6

Now draw a line of best fit — that is, a line that has equal points either side of it. To do this, sit your ruler on its narrow edge on the graph and move it around until there is a roughly equal number of dots on both sides of the ruler. Draw along the ruler's edge to create the line of best fit, or trend line.

FIGURE 5 Drawing the line of best fit



Step 7

Using the models in **FIGURE 6**, determine whether the shape shows:

- positive correlation — the line of best fit goes from bottom left to top right
- negative correlation — the line of best fit goes from top left to bottom right
- a perfect correlation — all dots sit on the line of best fit rather than on either side of it
- no correlation — the dots are randomly scattered rather than in a straight line.

The closer the points are to the line, the stronger the relationship. Note that the 'odd' points are considered anomalies.

Step 8

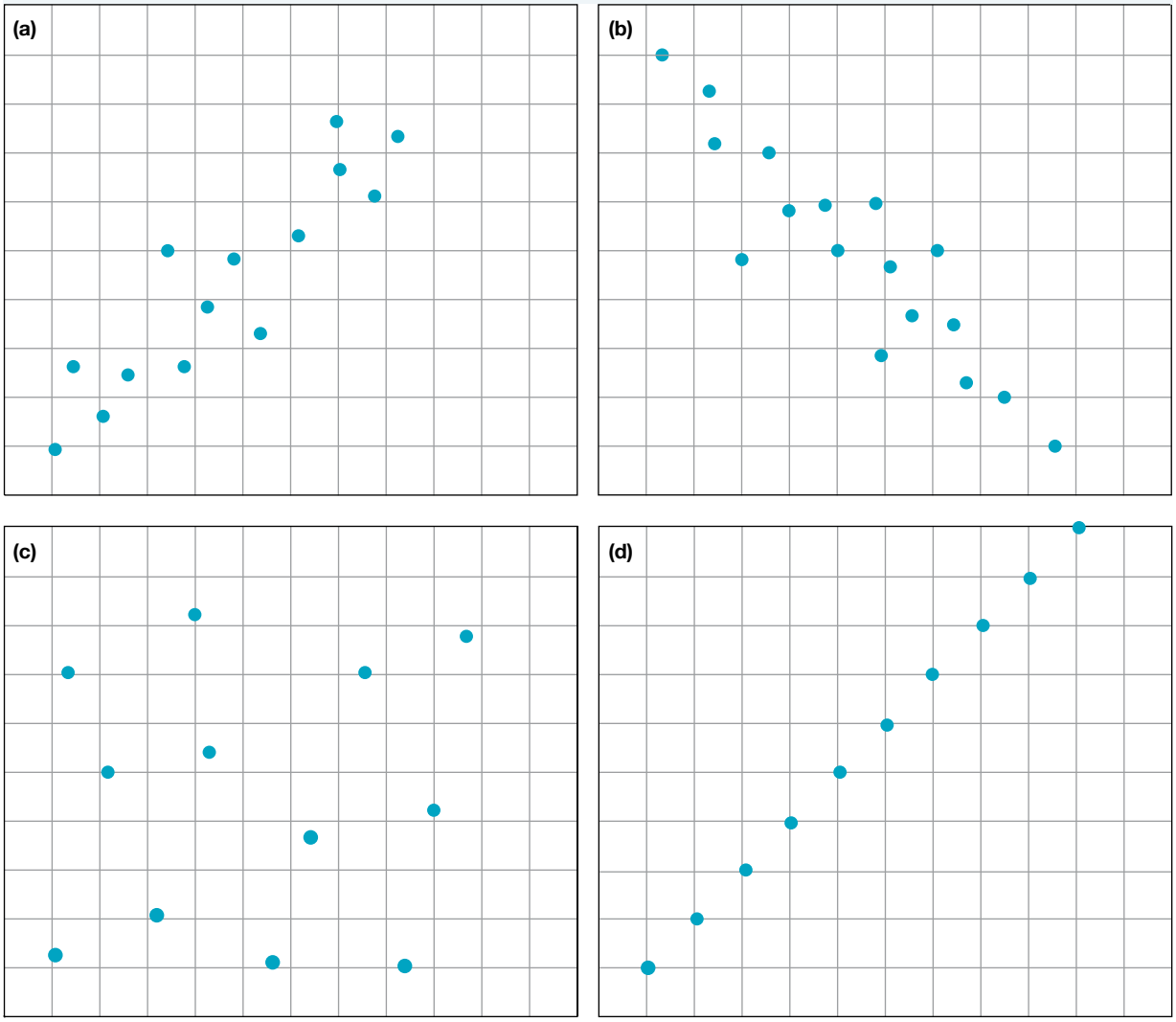
Give your graph a title.

Interpreting a scattergraph

To interpret a scattergraph is to write a few sentences explaining your findings. Use the following format:

- State the type of correlation.
- Describe what is happening on the graph regarding the two factors.
- Discuss any anomalies.
- Be specific about any particular places or countries you want to use as an example.
- Write a concluding statement.

FIGURE 6 Correlation patterns: (a) positive correlation, (b) negative correlation, (c) no correlation, (d) perfect correlation



on Resources

Video eLesson Constructing and interpreting a scattergraph (eles-1756)
Interactivity Constructing and interpreting a scattergraph (int-3374)

7.9.3 Let me do it

Complete the following activities to practise this skill.

7.9 ACTIVITIES

1. Using the data in **TABLE 2**, complete a scattergraph to show the relationship between life expectancy and years of schooling. Write a paragraph interpreting the finished graph, using the steps outlined above. Use the checklist to ensure you have covered all aspects of the task.

TABLE 2 Life expectancy and years of schooling, selected countries, 2019

Country	Life expectancy (years), HDI Report 2019	Years of schooling, HDI Report 2019
Australia	83.3	12.7
China	76.7	7.9
Democratic Republic of the Congo	60.4	6.8
Egypt	71.8	7.3
India	69.4	6.5
Japan	84.5	12.8
Kenya	66.3	6.6
Norway	82.3	12.6
Syria	71.8	5.1
United States	78.9	13.4

2. Apply your skills to answer the following questions.
- **a.** Is there a correlation between life expectancy and years of schooling?
- **b.** What type of correlation can you identify?
- **c.** In your scattergraph, are there any anomalies?
- **d.** What type of relationship between the two factors would result in an anomaly?
- **e.** From this correlation pattern, where would you expect the following countries to fit on the graph?
  - **i.** United Kingdom
  - **ii.** Indonesia
  - **iii.** New Zealand
  - **iv.** Brazil

Checklist

I have:
- drawn in pencil
- ruled the axes
- labelled the axes
- used small dots plotted accurately
- shown a line of best fit
- included a clear title
- identified and communicated key features such as the relationship to the line of best fit.

LESSON
7.10 SkillBuilder: Interpreting a cartogram

LEARNING INTENTION

By the end of this lesson you should be able to interpret a cartogram.

7.10.1 Tell me

What is a cartogram?

A cartogram is a diagrammatic map; that is, it looks like a map but is not a map as we usually know it. These maps use a single feature, such as population, to work out the shape and size of a country. Therefore, a country is shown in its relative location but its shape and size may be distorted.

Why is a cartogram useful?

Cartograms show value by area, allowing patterns to become obvious that are not identifiable on traditional maps. Computers have made the development of cartograms easy. Programs such as Worldmapper provide a range of cartograms.

Cartograms are useful for:

- comparing statistical country data quickly and easily
- representing the proportion of a feature in a country
- identifying regional or global differences.

A good interpretation of a cartogram:

- identifies patterns
- identifies the countries that appear largest and those that appear smallest
- clearly represents and communicates the data.

7.10.2 Show me

You will need:

- a cartogram
- an atlas.

Procedure

To interpret a cartogram, you need a computer-drawn cartogram such as **FIGURE 1**.

Step 1

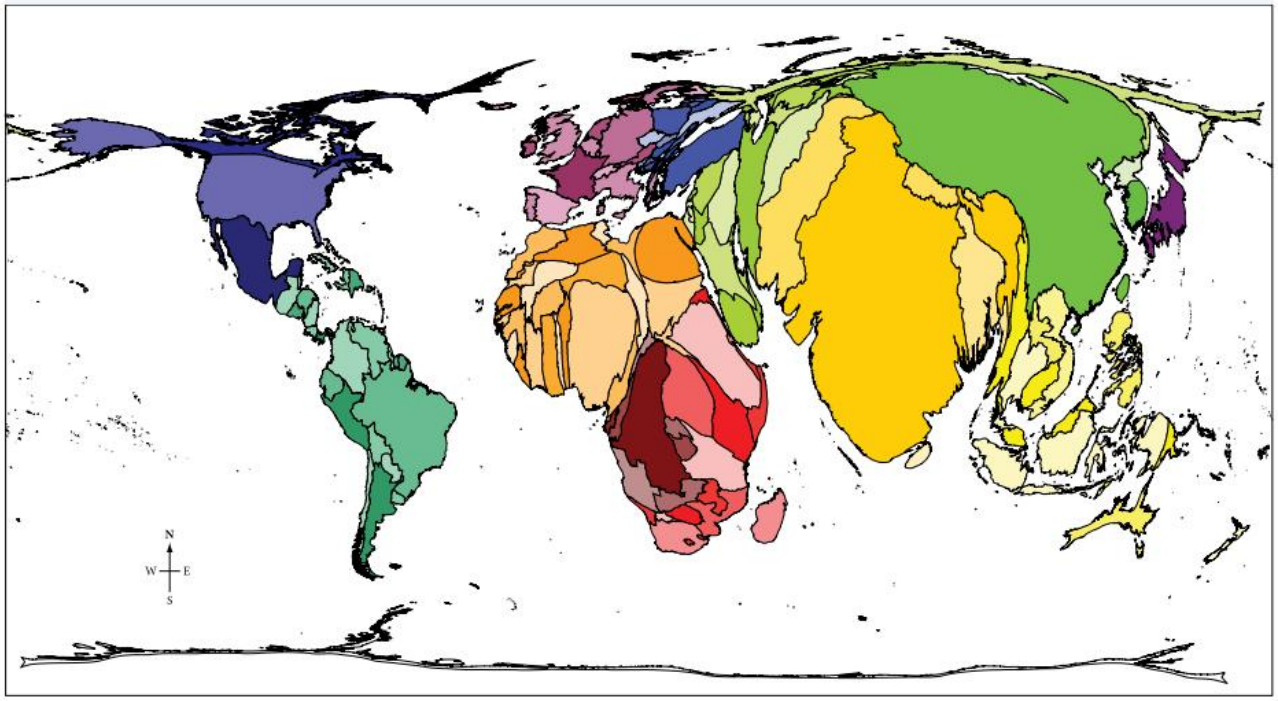
Read the title; check that the meaning is clear. In **FIGURE 1**, the world's population in 2050 is mapped.

Step 2

Study the cartogram, looking for the largest and the smallest shapes on it. With your knowledge of the world map, or by using an atlas, identify those countries and continents that are distorted in size and shape. For example, in **FIGURE 1**, Africa and Asia are expanded, indicating a large estimated growth in population, but Australia has almost disappeared, indicating a small expected growth in population.

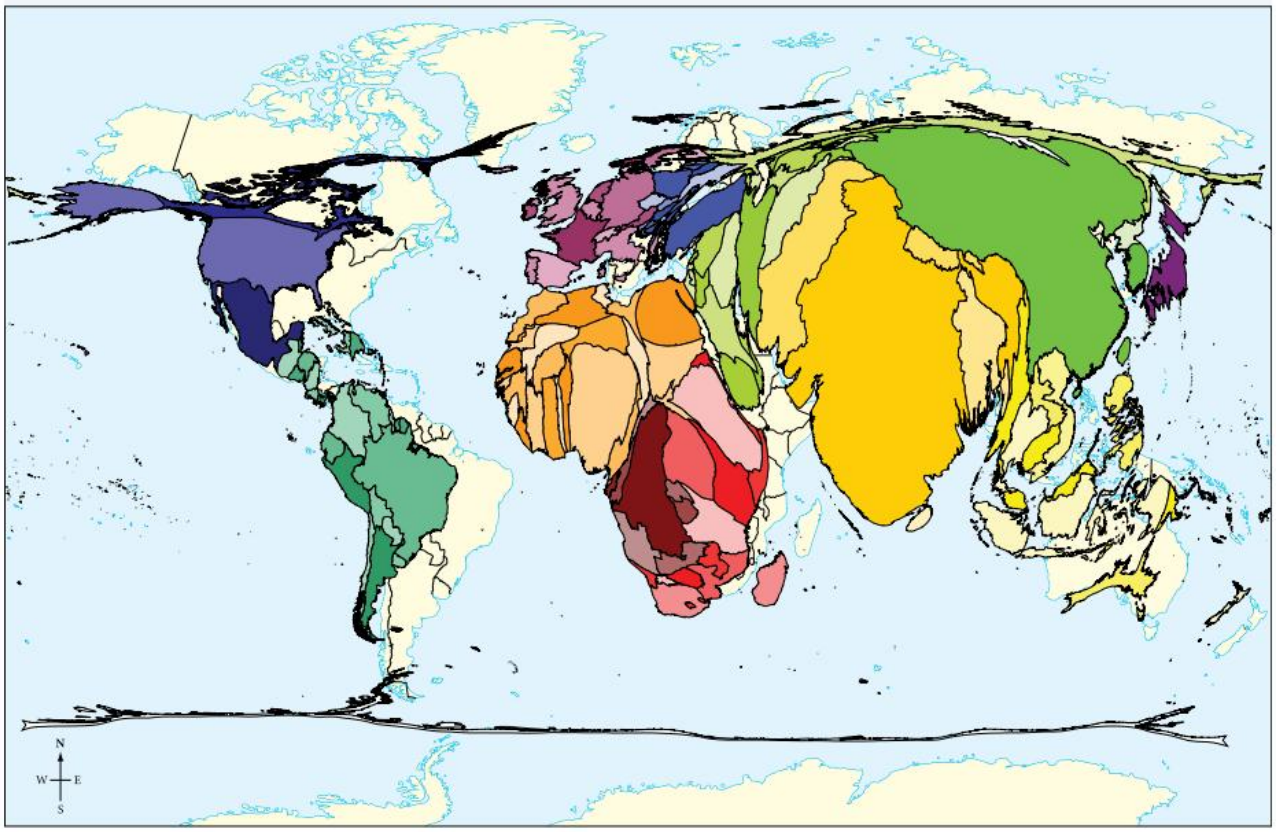
FIGURE 2 shows an ordinary map of the world with a cartogram superimposed on it.

FIGURE 1 Cartogram showing estimated world population, 2050



Source: Spatial Vision.

FIGURE 2 Cartogram of the world's population in 2050 superimposed on a world map



Source: Spatial Vision.

Step 3

Interpreting the cartogram requires a description of the interconnection between the feature that has been mapped and the proportional size of a country.

Look for these aspects:

- countries that appear larger
- countries that appear smaller
- countries and continents whose shapes have been distorted.

Write a few sentences describing the feature mapped, as has been done in the 'Model' paragraph.

Model

The **FIGURE 1** cartogram or proportional map shows the estimated distribution of the world's population in 2050. It is evident that the greatest proportion of the world's population is expected to live in Africa and Asia as these mapped countries are distorted larger than their size on a standard world map. It is also evident that regions in South America, North America and South-East Asia are not expected to see massive population growth. Australia is distorted to be smaller than it is on a standard world map, indicating that population is not expected to grow too much here.

on Resources

Video eLesson Interpreting a cartogram (eles-1757)

Interactivity Interpreting a cartogram (int-3375)

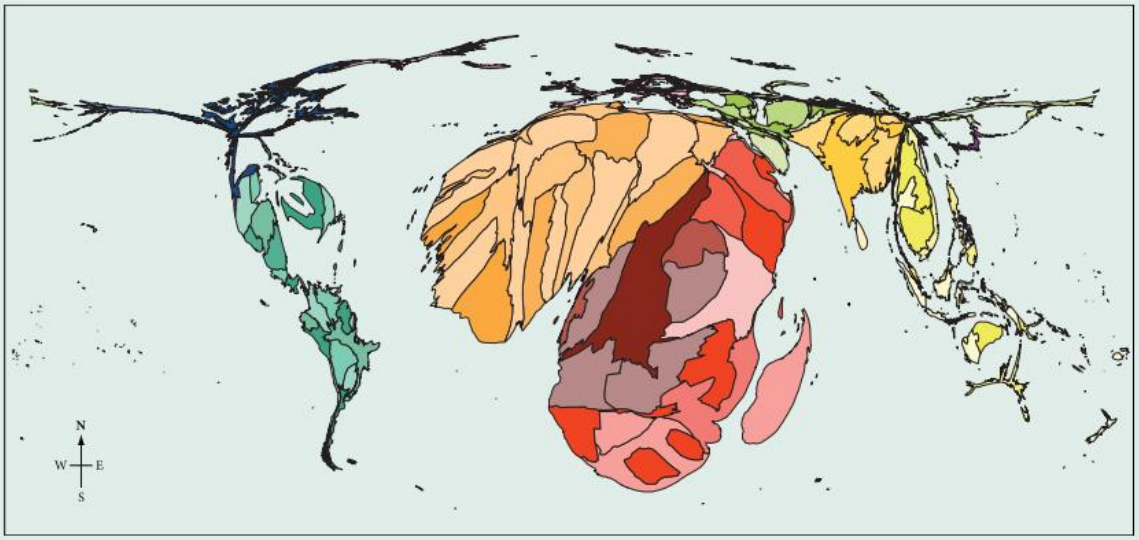
7.10.3 Let me do it

Complete the following activities to practise this skill.

7.10 ACTIVITIES

1. Study the **FIGURE 3** cartogram, which shows the proportion of the world's population living on less than US$1.25 per day. Write a description of the countries in which people live on less than a $1.25 a day. Use the checklist to ensure you have covered all aspects of the task.

FIGURE 3 The proportion of the world's population living on less than US$1.25 per day



Source: The World Bank: Poverty headcount ratio at $1.25 a day PPP % of population: World Development Indicators. Map by Spatial Vision.

2. Referring to **FIGURE 3**, apply your skills to answer the following questions.
   a. Which continent is the enlarged shape at the centre of the map?
   b. How has the shape of Australia been distorted? What does this tell us about the number of people living on less than US$1.25 a day in Australia?
   c. Which other continents have been reduced in size by the cartogram?
   d. Which continents have the most countries that have been enlarged by the cartogram? What does this say about the poverty levels in those countries?
   e. How do you think this map might be ***changed*** by 2030?

Checklist

I have:
- identified patterns
- identified the countries that appear largest and those that appear smallest
- clearly represented and communicated the data.

LESSON
7.11 SkillBuilder: Using multiple data formats

LEARNING INTENTION

By the end of this lesson you should be able to use multiple data formats

7.11.1 Tell me

What are multiple data formats?

Multiple data formats are varied forms of data presentation, used when a range of data needs to be shown. All the information must be read before the data can be interpreted.

Why are multiple data formats useful?

Multiple data formats are useful in major reports when a range of ideas needs to be pulled together and presented as a united document. You will probably have used multiple data formats when presenting annotated visual displays, poster displays, slide presentations, brochures, and so on.

Multiple data formats are useful for:

- bringing together a range of data on a topic
- providing the best opportunity to showcase a range of data in the most suitable formats
- drawing attention to data by having interesting presentation techniques
- providing material at a level of readability suited to a particular audience.

A good interpretation of multiple data formats:

- makes concise and accurate analysis of each data format
- includes all the information provided.

7.11.2 Show me

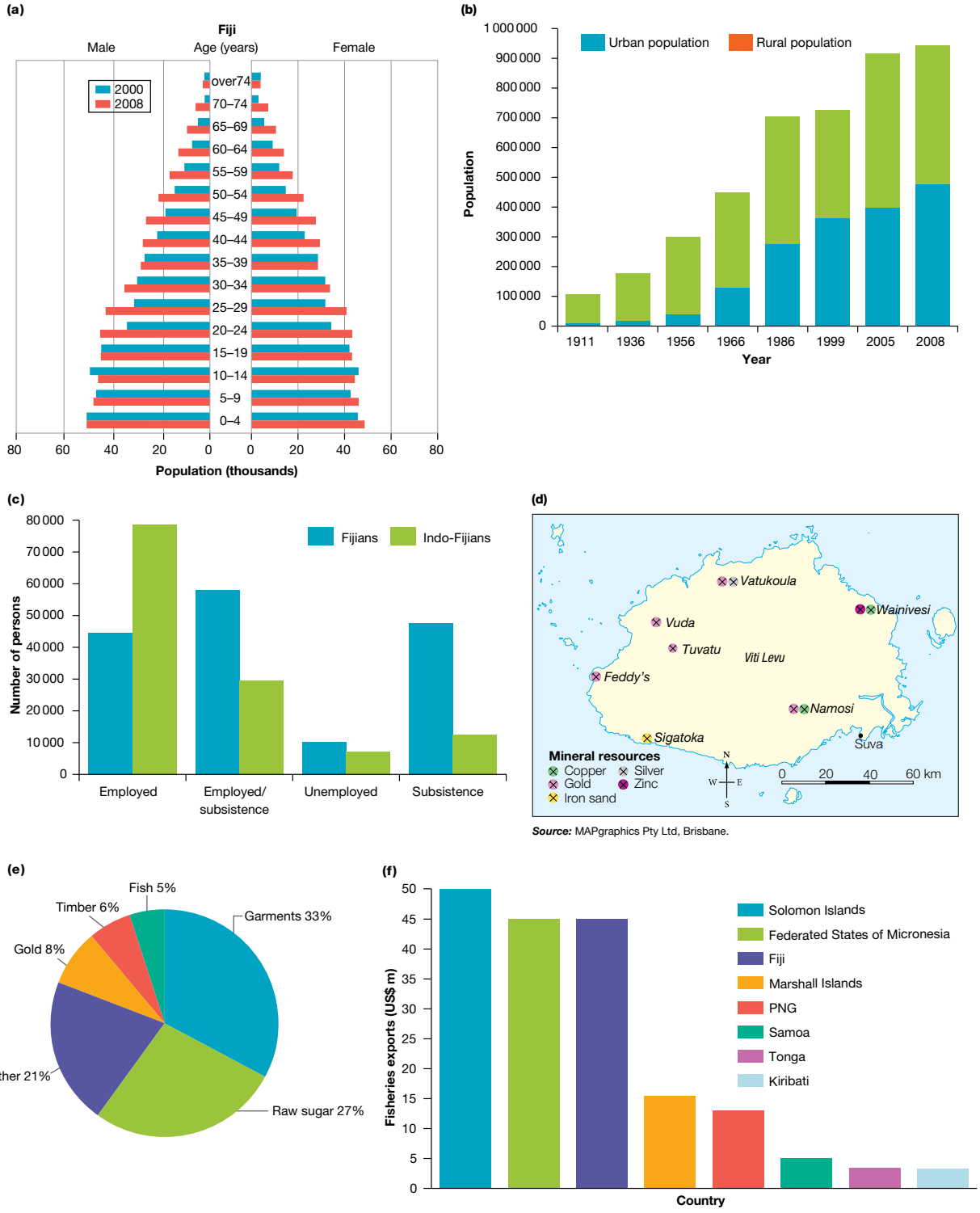
You will need:

- a range of data.

Model

In Fiji, a group of Pacific islands, population growth and subsistence living go hand in hand. The population pyramid, **FIGURE 1a**,shows that Fiji has a young population, and that the largest age group is 0–4 years of age. The population in 2008 had become evenly distributed between the rural and the urban areas (**FIGURE 1b**), whereas in the past rural living had dominated. Native Fijians are mostly involved in subsistence farming or fishing, while Indo-Fijians are employees (**FIGURE 1c**). The pie graph, **FIGURE 1e**, shows that these businesses in which they might be employed include the garment industry, which is a third of Fiji's exports. Other resources include mining, timber, raw sugar and fishing. **TABLE 1** indicates that 30 000 Fijians are involved in subsistence fishing, and **FIGURE 1f** shows that fishing for export provides US$45 million. Fiji's growth and development is ongoing, and is supported by overseas aid.

FIGURE 1 (a)–(f) A range of data about Fiji



Source: MAPgraphics Pty Ltd, Brisbane.

TABLE 1 Employment in subsistence fishing in selected Pacific countries

Pacific country	Number employed
Papua New Guinea	250 000–500 000
Solomon Islands	50 000
Fiji	30 000
Kiribati	20 000
Tonga	7500
Marshall Islands	4700

Procedure

Step 1

Study **FIGURE 1** and **TABLE 1** carefully. You should have encountered all these formats — population profiles, bar graphs, cumulative bar graphs, tables, pie graphs and maps — in your study of Geography. Be systematic in your approach to the data. Read titles, labels, units of measurement, dates and legends, and then make your interpretations.

Step 2

Consider an approach that allows you to link data in a logical flow of ideas about the topic. In this instance, the data in **FIGURE 1** and **TABLE 1** is about Fiji's people and their work. Introduce your topic with a short sentence stating the intention of your writing. For example, the 'Model' paragraph starts with an opening sentence about the location of Fiji.

Step 3

Begin by finding the figures that are about population structure (population profile, bar graphs on urban and rural population growth, for example). The model paragraph includes the following statements: 'Fiji has a young population, and the largest age group is 0–4 years of age'. The population in 2008 had become evenly distributed between the rural and the urban areas, whereas in the past rural living had dominated.

Step 4

To show the interconnection between people and work, the graph of economic activity works well. The model paragraph says 'Native Fijians are mostly involved in subsistence farming or fishing, while Indo-Fijians are employees'. Then you can consider the map and pie graph on mining and the graph and table on the role of fishing. See the remainder of **FIGURE 1** and the model paragraph.

Step 5

When writing, end with a concluding statement. The model paragraph has the concluding statement: 'Fiji's growth and development is ongoing, and is supported by overseas aid'.

on Resources

Video eLesson Using multiple data formats (eles-1761)
Interactivity Using multiple data formats (int-3379)

7.11.3 Let me do it

Complete the following activities to practise this skill.

7.11 ACTIVITIES

1. Discuss the wellbeing of women in India. Use the maps, images and graphs from subtopic 17.4 (**FIGURES 7** and **8**) and subtopic 17.5 (**FIGURES 8** and **9**). Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   a. How does maternal mortality in India compare with other parts of the world?
   b. In which parts of India would a woman prefer not to be when giving birth?
   c. In which parts of India are there more females than males?
   d. Using **FIGURE 8** in subtopic 17.4, describe how reproductive health indicators have ***changed*** since 1990.

Checklist

I have:

- made concise and accurate interpretations of each data format
- included all the information provided.

LESSON
7.12 SkillBuilder: Constructing and describing complex choropleth maps

LEARNING INTENTION

By the end of this lesson you should be able to construct and describe complex choropleth maps.

7.12.1 Tell me

What is a complex choropleth map?

A complex choropleth map is a map that is shaded or coloured to show the average density or concentration of a particular feature or variable, and it shows an area in detail. The collector areas of data are smaller, so they show the mapped information more precisely. The key or legend shows the value of each shading or colouring. The most dense or highest concentration is usually the darkest shade. The least dense or lowest concentration is usually the lightest shade. Average values are attached to the colour shadings in the key or legend. In constructing your own choropleth map, you need to determine the values that relate to each shade within a colour range.

How are complex choropleth maps useful?

A complex choropleth map is used to show values in a pictorial way. It allows the viewer to quickly identify where the values are highest (darkest) and lowest (lightest) and to note any patterns over space. However, the information is based on averages, and precise data is not given for a particular place or region within the map. Areas can contain within them wide variations from the average value mapped.

Complex choropleth maps are useful for showing:

- the distribution of a feature across a city or country
- the extent of a feature across a region
- patterns, which are indicated by the changing colours of the map
- conglomerations of data in specific locations.

A good complex choropleth map:

- uses a base map
- has clearly determined values for each colour
- uses shades within a colour spectrum
- is neatly coloured
- includes a clear title.

A good description of a complex choropleth map:

- looks for a pattern and subtleties within a broad pattern
- notes any anomalies
- uses quantities
- refers to the title and legend.

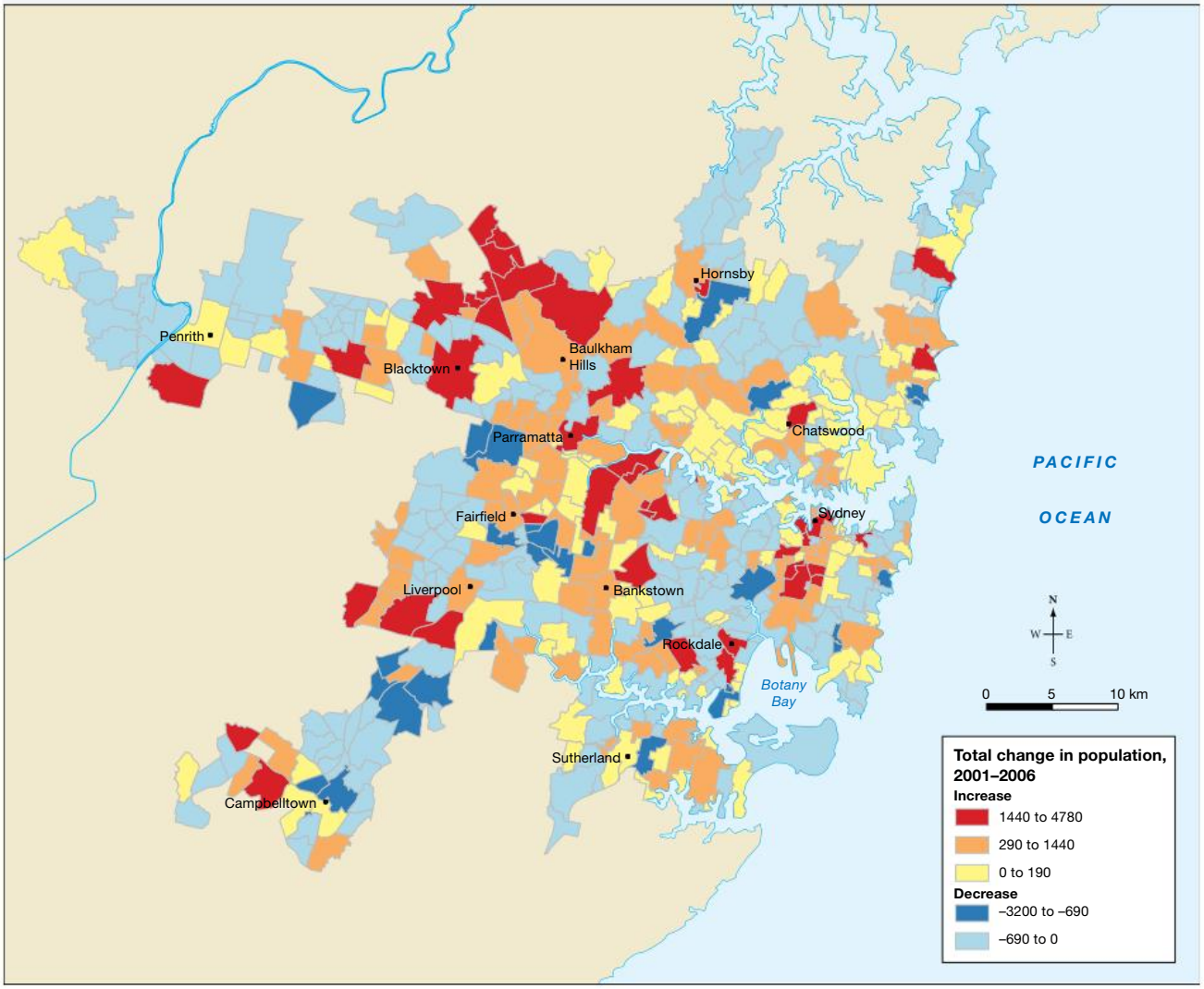
7.12.2 Show me

You will need:

- a set of data specific to a range of places
- a base map to match the places
- coloured pencils with a range of shades
- a ruler.

Model

FIGURE 1 Population change in Sydney, 2001–06



Source: Spatial Vision.

The change in Sydney's population between 2001 and 2006 was very uneven. The areas of greatest increase (1440 to 4780) are scattered across the city, with most found on the urban fringes.

Most areas that experienced the greatest increase are clustered together — for example, around Baulkham Hills, Blacktown and Parramatta in the west and north-west, and Liverpool and Campbelltown in the south-west. There are relatively few census areas that show minimal increase (0 to 290 people).

The areas of greatest decrease (–3200 to –690) are also scattered across the city. Most of these decreases are found on the urban fringes, especially in the west and south-west of Sydney, between Liverpool and Campbelltown.

The areas with the smallest change (0 to 290 increase) tend to be found in areas about 5 to 15 kilometres from the city. Clusters are found on the north shore around Chatswood, north-east and south-east of Parramatta, and around Penrith.

The most common kind of change is moderate decline (–690 to 0). Clusters of this change are found around Penrith and Botany Bay, north and south-east of Hornsby, and north of Campbelltown.

Procedure

Constructing a choropleth map

Step 1

Select a set of data to map, and ensure that you have a base map to match the area. In **FIGURE 1**, the ABS data is based on small regions across Sydney, and the base map shows the boundaries of those regions. The ABS website will provide you with the names of these areas.

Step 2

Look at the range of data you have to plot. In **FIGURE 1**, there are positive and negative numbers to consider, but this is not always the case. You should try to divide the data into approximately five categories — too many categories will spread the data too thinly, while too few categories will show few variations in the data. For each category, select a colour shade where the darkest colour represents the greatest value and the lightest colour represents the lowest value. Create a key on the base map.

Step 3

Now very carefully colour all areas on the base map with the highest value. It is a good idea to go through the list of data and colour-code each place before you begin.

Step 4

Check that the geographical conventions are complete: border, orientation, legend, title, scale and source.

Describing a choropleth map

Step 5

To interpret the colours, you need to comment on where the deepest or most intense colours occur. Can you discuss the map by areas? For example, in **FIGURE 1** the areas of greatest change (1440 to 4780 people), represented by a deeper colour, are scattered across the city but are most likely to be found on the urban fringes, indicating the growth of the city's boundaries.

Step 6

To further interpret the colours, you need to comment on where the lightest or least intense colours occur. Can you discuss the map by areas? For example, in **FIGURE 1** most of the areas that have shown only moderate increase (0 to 290) are found 5 to 15 kilometres from the city.

Step 7

To identify a subtle change, you need to look for a change of colour within an area that is predominantly one colour. In **FIGURE 1**, in the middle of the northern area of 1440 to 4780 increase, there are two census areas that show 290 to 1440 increase.

Step 8

Are there any coloured areas that stand out from the rest? That is, is there a colour among a mass of other colours that isn't expected? This is called an anomaly, and needs to be discussed. Identify the place that is different from the surrounding places. For example, there are no areas of 1440 to 4780 increase in the Sutherland Shire, south of the river that flows into Botany Bay.

on Resources

Digital document	Blackline master: Map of Africa (doc-12012)
Video eLesson	Constructing and describing complex choropleth maps (eles-1732)
Interactivity	Constructing and describing complex choropleth maps (int-3350)

7.12.3 Let me do it

Complete the following activities to practise this skill.

7.12 ACTIVITIES

1. Use the data from **TABLE 1** and a base map of Africa (use the **Blackline master: Map of Africa** digital document in the Resources panel) to construct a choropleth map, then describe what is shown on your map. Use the checklist to ensure you cover all aspects of the task.

TABLE 1 Official development assistance to agriculture in sub-Saharan Africa, 2010

Country	US$ million	Country	US$ million
Angola	27	Madagascar	19
Benin	21	Malawi	79
Botswana	1	Mali	223
Burkina Faso	71	Mauritania	11
Burundi	96	Mauritius	0
Cameroon	62	Mozambique	72
Cape Verde	3	Namibia	14
Central African Republic	3	Niger	43
Chad	9	Nigeria	69
Comoros	2	Rwanda	68
Congo	1	Sao Tome and Principe	3
Cote d'Ivoire	93	Senegal	256
Democratic Republic of Congo	100	Seychelles	1
Eritrea	13	Sierra Leone	75
Ethiopia	222	Somalia	1
Gabon	28	South Africa	20
Gambia	15	Sudan	145
Ghana	126	Swaziland	6
Guinea	8	Togo	36
Guinea-Bissau	10	Uganda	198
Kenya	323	United Republic of Tanzania	132
Lesotho	0	Zambia	36
Liberia	36	Zimbabwe	81

Source: Food and Agriculture Organization of the United Nations, 2012, FAO, *The State of Food and Agriculture 2012*, www.fao.org/docrep/017/i3028e/i3028e.pdf.

2. Based on what you have learned in this lesson, apply your skills to answer the following questions.
   a. Which regions of sub-Saharan Africa receive the most agricultural assistance?
   b. Which regions of sub-Saharan Africa receive the least agricultural assistance?
   c. Which countries within southern Africa (south of 10°S) received quite different agricultural aid from that of their neighbours?
   d. Are there any parts of the region that you think should receive more aid? Can you think of a reason why aid might not be going to these countries?
   e. Will aid make a difference to the food production figures produced in 10 years' time? Explain your answer.

Checklist

In drawing a complex choropleth map, I have:

- used a base map
- included clearly determined values for each colour
- used shades within a colour spectrum
- coloured neatly
- included a clear title.

In describing a complex choropleth map, I have:

- looked for patterns and subtleties within a broad pattern
- noted the anomalies
- used quantities
- referred to the title and legend.

LESSON
7.13 SkillBuilder: Evaluating alternative responses

LEARNING INTENTION

By the end of this lesson you should be able to evaluate alternative responses.

7.13.1 Tell me

What are alternative responses?

Alternative responses are a range of different ideas/opinions on an issue. These ideas may have advantages or disadvantages, be positive or negative, have strengths or weaknesses and costs or benefits. You may or may not agree with the alternative responses. Evaluating ideas involves weighing up and interpreting your research to reach a judgement or a decision based on the information.

Why are alternative responses useful?

Evaluating alternative responses is useful because it ensures that you have thought of a range of possibilities or options and made a judgement about each possibility. To help with your decision making, you can consider ideas from a range of perspectives, such as economic, environmental, social justice, historic, political or technological viewpoints. These perspectives act as thinking tools for your analysis of a topic. They are also useful for:

- providing input to a discussion
- ensuring that all aspects are considered
- assisting in decision making
- justifying an action taken.

A careful evaluation of alternative responses:

- considers a wide range of alternative responses and weighs up the advantages and disadvantages of each
- examines a wide range of data on a topic
- undertakes open-minded discussion
- makes a decision on which is a better option and justifies it.

Consider the question 'Should tourist numbers on Fraser Island be limited?' Alternative responses to be considered include:

- allowing tourism to develop without restraint
- restricting tourist numbers to the island
- restricting tourist numbers only in the peak season
- banning tourists from the island
- introducing tighter rules on tourist movements on the island.

7.13.2 Show me

Model

The following is an evaluation of the alternative responses to the Fraser Island tourism question. **FIGURE 1** details the data and alternative responses upon which this evaluation is based.

After considering the impacts on Fraser Island by tourists, I consider that tourist numbers should be limited, especially in the peak tourism season (*evaluation*). The risk of damage to the special environment that may be caused by tourists, such as destruction of the rainforest and pollution of lakes, outweighs the economic gains made by the tourism industry. (More than 32 per cent of tourism in the region revolves around Fraser Island.) With the government acknowledging this special environment by making greater funding available, particularly

to reduce road-related erosion, I believe that limiting the tourist numbers (340 000 tourists in 2001–02) will ensure that the ecotourism is not put under pressure; that dingoes and people can co-exist along with camping facilities; and that four-wheel drive vehicles can be managed with driver education and specific regulation for Fraser Island. In the past, Fraser Island has not always been well managed but I believe restricting tourism numbers will allow this special environment to be sustained into the future.

FIGURE 1 Alternative responses to the question 'Should tourist numbers on Fraser Island be limited?'

A special environment

The island's special features include:

- long surf beaches and rocky headlands
- about 40 crystal-clear freshwater lakes. Some of these are perched lakes (that is, they sit, or perch, on an impermeable layer of rock or hardened organic matter lying above the watertable). There are also 'window' and barrage lakes. Window lakes appear when depressions in the land surface dip below the watertable, thus exposing part of it. Barrage lakes form when shifting sand dunes block running water and cause it to pool.
- many streams and creeks
- coloured sand cliffs, some 35 kilometres in length
- salt pans, lagoons, mangrove forests and wetlands
- thick rainforests, some of which are so dense that sunlight does not penetrate the canopy
- offshore seagrass beds to support colonies of dugong
- over 25 species of mammals, including dingoes thought to be the purest strain of the species in Australia
- over 350 species of birds. One of Australia's rarest birds, the endangered ground parrot, is found on the island.
- vast sandblows (that is, tracts of sand moved by the wind) and lofty sand dunes.

Past land uses

Fraser Island once had a sand-mining industry (mining its tracts of mineral-rich black sand). This was stopped in 1976 following a federal government inquiry. There was also a timber industry, disbanded in December 1991 by the Queensland Government after a separate inquiry.

Tourists

Hundreds of thousands of tourists now visit the Fraser coast region every year, injecting some $366 million into the region in 1999. It is estimated that 32 per cent of this visitor expenditure was contributed by tourists to Fraser Island itself. The most obvious risks that tourism brings to the national park have to do with land-clearing, waste, increased traffic and disturbance of the islan's flora and fauna.

Ecotourism facilities

The island's Kingfisher Bay Resort and Village has the highest level of accreditation as an ecotourism facility. An environmental impact statement was prepared before the proposed facility was approved for construction.

Dingo management

In the past, many tourists fed the dingoes that roam the island. In April 2001, however, a young boy was tragically killed by dingoes. Tourists are now provided with a 'Dingo Smart' brochure, and are heavily fined if caught feeding a dingo or trying to encourage its attention. Any dingoes known to be a problem are culled.

Managing camping facilities

There are six government-owned camps — at Central Station, Lake Boomanjin (the largest perched lake in the world), Lake McKenzie, Dundubara, Waddy Point and Wathumba — and two that are privately owned. People can also camp on a restricted number of beach areas, but not within 50 metres of a creek, stream or lake. Beach camping areas are temporarily closed sometimes to allow vegetation to regrow or to halt erosion.

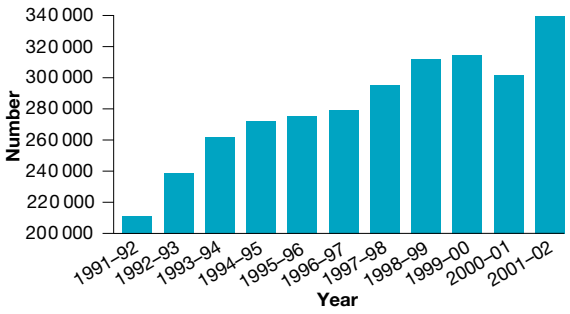
Managing four-wheel drive vehicles

Four-wheel drive vehicles are needed to travel around the island. Left unmanaged, these large vehicles could have a significant impact on the island's flora and fauna and on levels of erosion, especially because touring parties tend to drive in the same areas. It is the most attractive parts of the island that are often the most vulnerable.

All vehicles travelling on the island have to display a purchased permit and, more recently, driving and parking on sand dunes have been made illegal. The Environmental Protection Agency has started a campaign to educate four-wheel drivers about the impacts their vehicles have on the island's environment.

Government funding

In 2004, the Australian government's Natural Heritage Trust granted $300 000 to reduce road-related erosion, provide environmentally friendly amenities and better direct pedestrian movement around Fraser Island. Barriers along the sides of the island's roads and better planning have reduced the degree of erosion from run-off. The idea was partly to make pedestrian travel a more attractive option, as well as draw pedestrians away from the island's vulnerable dunes. To do this, boardwalks were built along the banks of Eli Creek (see the photograph on page 26). Stretches of dunes are also regularly closed for rehabilitation. Although the potential threat from tourism-related erosion remains, the stability of the island's sand dun es is improving.



Visitor numbers to Fraser Island

Please tourists, don't pee in the lake

So, we're sure your momma told you not to pee in the swinning pool — but did she also tell you it's bad to pee in a lake? Down in Australia, the beautiful Basin Lake on Fraser Island off Queensland isn't doing well these days, and one of the causes is high levels of urine in the water. The official word is that too many tourists are using the lake as a toilet and that's led the Queensland Parks and Wildlife Service to consider closing one of the access tracks to reduce visitor numbers. Right now 35 000 people visit the lake every year and since there's no in-or outflow from the lake; whatever goes in, stays in. Our alternative suggestion is to simply stick up a big notice advertising the current urine levels in the lake. We're fairly sure most people would skip the swim.

Source: Fraser Island Travel Guide, 17 October 2008.

You will need:

- a wide range of data on a topic
- a range of responses to an issue involved in that topic.

Procedure

To evaluate alternative responses, you will need a wide range of data on a topic, like that shown in **FIGURE 1** about Fraser Island.

Step 1

You need to read through all the data, seek clarification of ideas, and develop a viewpoint on the information. Read about the environment's special features, past and present uses, including ecotourism, camping and four-wheel-drive vehicles. Consider how the area might be managed, both locally to control dingoes and by the federal government with its funding proposals and regulations.

Step 2

Divide a page into two columns and head the columns with Advantages/Disadvantages, Positives/Negatives, Strengths/Weaknesses, Costs/Benefits. In each column, list the information from the data that you believe is important to determine your viewpoint on the issue (the number of tourists visiting Fraser Island).

You need to consider a range of perspectives:

- economic — money is the basis of this viewpoint
- environmental — consider how the environment will be affected
- social justice — consider people and their cultures in a fair and just manner
- historic — look at how the past has affected decision making
- political — governments play a role in community environments
- technological — examine whether there are any technological implications
- sustainable — how the decision will affect the future and provide for people in the long term.

Step 3

Consider your completed columns. Which column outweighs the others? Are there more points in one column than another? Are some arguments stronger than others? Use the answers to these questions to shape your opinion and help you decide which responses are better than others.

TABLE 1 Table of alternative responses

Alternative responses	Advantages	Disadvantages
1. Allow tourism to develop without restraint		
2. Restrict tourist numbers to the island		
3. Restrict tourist numbers only in the peak season		
4. Ban tourists from the island		
5. Introduce tighter rules on tourist movements on the island		

Step 4

Refer to the evaluation that the responses in **FIGURE 1** are based on. This is a considered opinion based on a range of alternative responses to the issue.

on Resources

Video eLesson Evaluating alternative responses (eles-1744)
Interactivity Evaluating alternative responses (int-3362)

7.13.3 Let me do it

Complete the following activity to practise this skill.

7.13 ACTIVITY

Our ecological footprint is one means of measuring human demand for ecological services. Using the information in **FIGURE 4** in subtopic 11.2 evaluate whether all six aspects — carbon, forests, cropland, grazing land, fishing grounds and built-up land — have an equal role in determining the measure of global hectares (gha).

Consider the following questions, and use the checklist to ensure you have covered all aspects of the task.

a. Is there one aspect that is more important to you? Is there any aspect that seems to have little relevance to you? Justify your answer.
b. Which alternative response has the most advantages? Which has the fewest advantages?
c. In which response do the advantages outweigh the disadvantages?
d. What perspectives dominate a consideration of the ecological footprint?
e. Survey the class to see if the class shares an opinion on the ecological footprint idea. Has the class adopted a similar viewpoint to the ecological footprint?

Checklist

I have:
- considered a wide range of alternative responses and weighed up the advantages/disadvantages of each
- examined a wide range of data on the topic
- undertaken open-minded discussion
- made a decision on which is the best option and justified my decision.

LESSON
7.14 SkillBuilder: Drawing a futures wheel

LEARNING INTENTION

By the end of this lesson you should be able to draw a futures wheel.

7.14.1 Tell me

What is a futures wheel?

A futures wheel is a series of bubbles or concentric rings with words written inside each to show the increasing impact of change. It helps show the consequences of change.

Why is a futures wheel useful?

A futures wheel is a thinking tool. It allows you to put down your ideas and to brainstorm or explore widely the implications of each idea or change. It is a method of predicting and evaluating change.

Futures wheels are useful for predicting change when you are:

- considering the implications of actions
- working with groups of people to develop ideas
- implementing policy changes in social issues
- considering impacts of natural disasters
- explaining the consequences of a change.

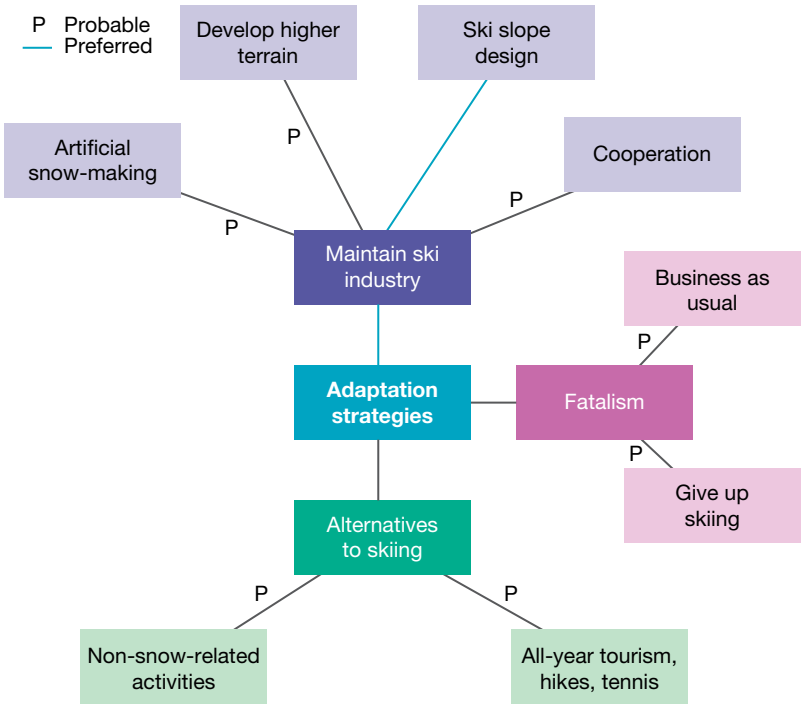
A good futures wheel has:

- a number of concentric rings or bubbles
- more than one idea in each ring or level
- probable and preferred options
- neat presentation
- a clear title.

7.14.2 Show me

Model

FIGURE 1 Possible responses by the ski and alpine resort industry to climate change



You will need:

- a mathematical compass to draw concentric rings, or the Bubbl.us weblink in the Resources tab for creating bubbles
- a light-grey lead pencil
- coloured pencils.

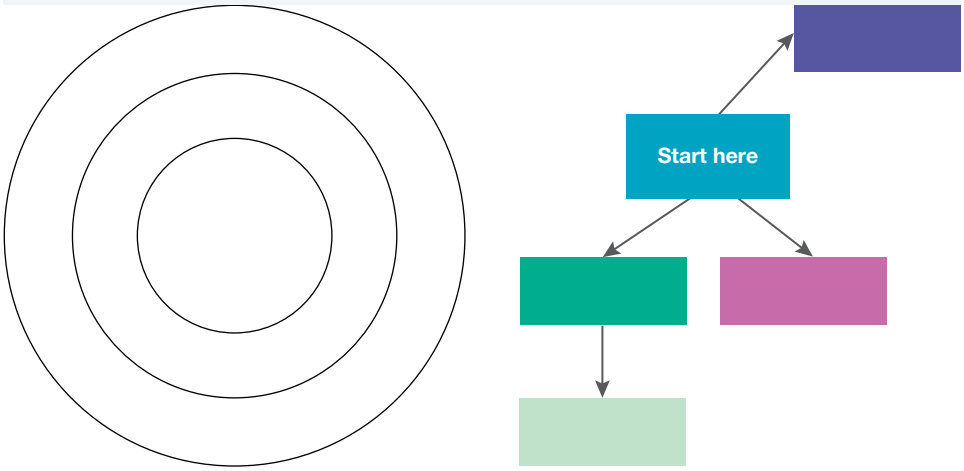
Procedure

To complete a futures wheel, first brainstorm a wide range of ideas in groups or while participating in a class discussion.

Step 1

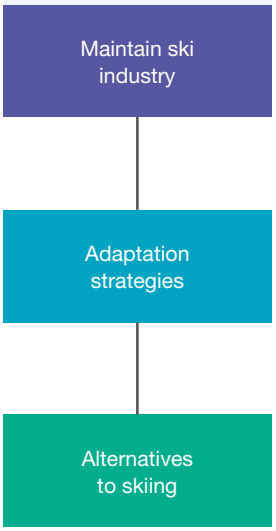
Draw a number of concentric rings — four is a good starting point. Make sure the inner circle is big enough to write in.

FIGURE 2 Examples of futures wheels



Step 2

FIGURE 3 Starting the futures wheel



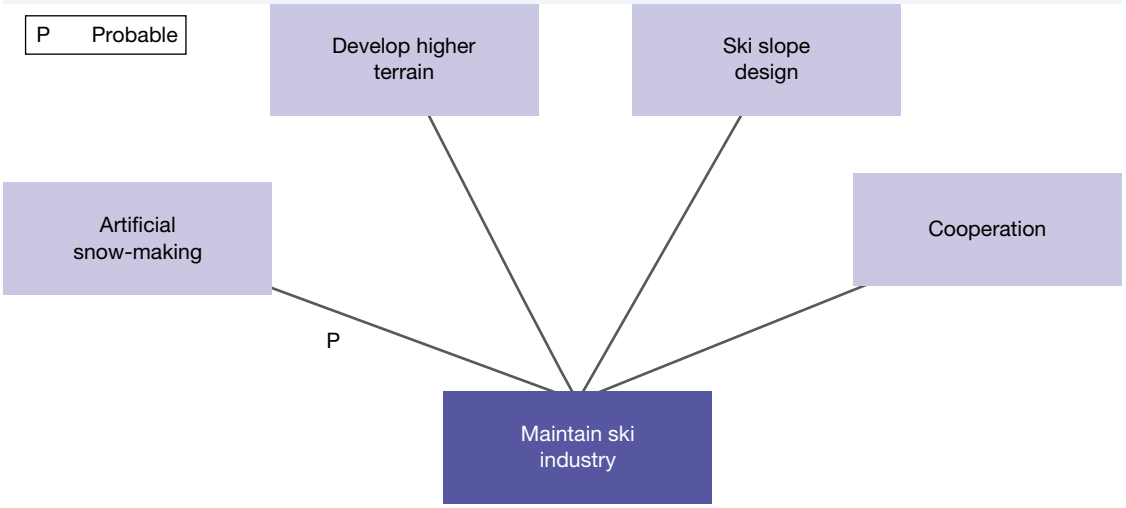
In the inner circle or bubble, write the issue that you are considering, such as possible responses by the ski and alpine resort industry to climate change (see **FIGURE 1**).

Step 3

In the first ring out from the centre, write the immediate thoughts that come to mind on the issue. See **FIGURE 3** for examples on the first bubble or concentric ring out from the centre. These thoughts are those that you see as most possible. Draw a square block around these possible ideas.

Step 4

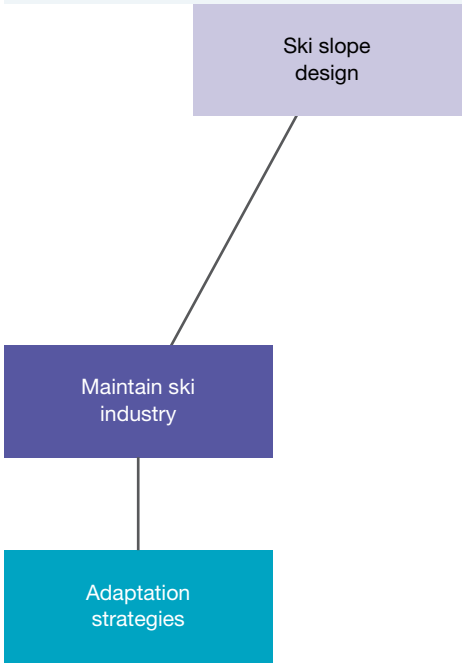
FIGURE 4 Some probable ideas on the futures wheel



In the next layer out, take each of the points from the previous ring and think of two or more impacts that this change would involve. These thoughts are those that you see as most probable — a view of things that could happen. Label each of these ideas with a P. **FIGURE 4** shows the start of this level.

Step 5

FIGURE 5 Identifying a preferred option in the eyes of a ski-lift operator



Continue presenting ideas. The outer ring will have a whole range of ideas, whereas the rings closer to the centre of the wheel will have fewer ideas.

Step 6

You may notice that there are interconnections between ideas. If you can see a link, you should draw a line between the interconnecting components. In **FIGURE 1**, 'Business as usual' and 'Cooperation' could be linked if this is what you believed.

Consider the different connections that you have made between ideas. Find a route that you consider the preferred option — a view that you see as most desirable. Colour this route in some way to show the thread of ideas. Can you justify your choice?

Step 7

Give your futures wheel a title. In this case, **FIGURE 1** is titled 'Possible responses by the ski and alpine resort industry to climate change'.

on Resources

Video eLesson	Drawing a futures wheel (eles-1745)
Interactivity	Drawing a futures wheel (int-3363)
Weblink	Bubbl.us

7.14.3 Let me do it

Complete the following activities to practise this skill.

7.14 ACTIVITIES

1. Using the information on climate ***change*** in topic 11, complete a futures wheel to show the consequences of climate ***change***. Identify layers as possible, probable and preferred. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   a. Is the issue explored in the futures wheel a big picture issue or a more specific idea?
   b. What are two key consequences that you can see on the futures wheel?
   c. Which of the consequences has been developed in greater depth? Why might this be the case?
   d. Which of the consequences has been developed in the least depth? Why might this be the case?
   e. Do you now have a greater understanding of the consequences of ***change***? Explain your answer.

Checklist

I have:

- included a number of concentric rings or bubbles
- put more than one idea in each ring or level
- indicated probable and preferred options
- drawn neatly
- provided a clear title.

LESSON
7.15 SkillBuilder: Comparing aerial photographs to investigate spatial change over time

LEARNING INTENTION

By the end of this lesson you should be able to compare aerial photographs to investigate spatial change over time.

7.15.1 Tell me

What is an aerial photo?

Aerial photos are images taken above the Earth from an aircraft or satellite. Aerial photos — either oblique or vertical — record how a place looks at a particular moment in time. They allow a place to be captured in greater detail than is possible with a photo taken at ground level. Some aerial photos are also satellite compilations; that is, they have been created by a number of images transmitted from a satellite.

FIGURE 1 Lake Urmia (a) in 1988 and (b) in 2016



Why is it useful to compare aerial photographs?

Comparing aerial photographs is useful because each aerial photograph captures details about a specific place at a particular time. Two images taken at different times, from the same angle and placed side by side show change that has occurred over time. Distribution patterns and the interconnection of different features are readily seen. You will find that the comparison of aerial photographs shows you a lot about places, spaces and environments, as well as change that takes place over time and the interconnection of features.

Aerial photographs are useful for showing:

- changing patterns and the implications of events
- interconnections between events and impacts
- damage caused by hazards such as landslips, cyclones and floods
- the growth of cities, especially on the urban fringe
- degradation of land over time.

A good aerial photograph comparison:

- identifies patterns and features that are similar over time
- identifies patterns and features that have changed over time
- indicates the interconnection of features.

7.15.2 Show me

How to compare aerial photographs

Model

Use the **Hurricane Sandy** weblink in the Resources panel to see how Hurricane Sandy changed the coastline of the United States. By hovering and sliding over the image, you can see the before and after images of Casino Pier and Breakwater Beach Park. Hurricane Sandy destroyed the theme park on the Casino Pier, and the waves removed the sand on the beach, especially on the northern side of the pier. On this side of the pier, debris built up on the sand. Inland, the water spread throughout buildings but very few of them were lost to wave surge. Storm waves have the energy to destroy buildings and move sand.

You will need:

- at least two aerial photographs of the same place taken at different times but at the same angle — oblique or vertical, or
- the **Hurricane Sandy** weblink in the Resources panel, which also shows change over time in aerial imagery of other global disasters (such as the Japanese t sunami).

Procedure

To complete a comparison of aerial photographs, take at least two aerial photographs of the same place, taken at different times, at the same angle, and place them side by side. Alternatively, use the **Hurricane Sandy** weblink in the Resources panel.

Step 1

Identify patterns or features that are similar over time; that is, they appear in both of the aerial photographs being studied. For example, the theme parks are identifiable in both photographs you saw via the **Hurricane Sandy** weblink in the Resources panel. Inland, the water spread throughout the buildings but very few of these buildings were lost to the wave surge. Consider other patterns and features that are similar across the aerial photographs.

Step 2

Identify patterns and features that have changed over time; that is, they appear altered from one photograph to the next, when the photographs were taken at different times. For example, the northern coastline has changed in the ‘after’ aerial photograph of Breakwater Beach Park. In the earlier photo, the coastline is seen, but in the later photo the coastline is more covered by water. Another example is the end of the pier, which has been destroyed. Consider other patterns and features that have changed across the aerial photographs you are examining.

Step 3

Try to explain the processes at work that have changed the environment. In analysing the images of Breakwater Beach Park, it is necessary to mention the power of the storm and its ability to move sand. For example, you could say 'Storm waves have the energy to destroy buildings and move sand'.

on Resources

Video eLesson	Comparing aerial photographs to investigate spatial change over time (eles-1750)
Interactivity	Comparing aerial photographs to investigate spatial change over time (int-3368)
Weblink	Hurricane Sandy

7.15.3 Let me do it

Complete the following activities to practise this skill.

7.15 ACTIVITIES

1. Use the **Hurricane Sandy** weblink in the Resources panel to view the aerial photograph of the coastal area of Mantoloking, New Jersey. Now write a description of the ***changes*** that can be seen in the coastline after the storm. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   a. What happened to the bridge in the storm?
   b. How was the land ***changed*** by the storm?
   c. What happened to the houses on the ocean side of the land?
   d. Are the boat moorings still useful? Explain your answer.
   e. On a scale of 1 to 5 (with 1 being 'little damage' and 5 being 'total devastation'), rate the damage caused by Hurricane Sandy to the Mantoloking coastal community. How has the area ***changed***?

Checklist

I have:

- identified patterns and features that are similar over time
- identified patterns and features that have **changed** over time
- indicated the ***interconnection*** of features.

LESSON
7.16 SkillBuilder: Describing change over time

LEARNING INTENTION

By the end of this lesson you should be able to describe change over time.

7.16.1 Tell me

What is a description of change over time?

A description of change over time is a verbal or written description of how far a feature moves, or how much it alters, over an extended time period.

Why is a description of change over time useful?

A description of change over time is used to show us the distance that a feature has moved, or the extent to which it has altered, and to alert us to the possible impacts over a wider region. For example, the intensity of earthquake tremors indicates that energy has moved across a region.

The study of change over time is useful for:

- describing cyclones and indicating a potential path
- providing tsunami warnings from one side of an ocean to the other
- anticipating the location of waste in oceans as ocean currents shift the waste
- mapping the spills from mining activities, whether it be in oceans or in rivers.

A good description of change over time:

- refers to a map with timeframes marked
- uses scale to indicate distance
- discusses direction
- clearly represents and communicates the data.

7.16.2 Show me

How to describe change over time

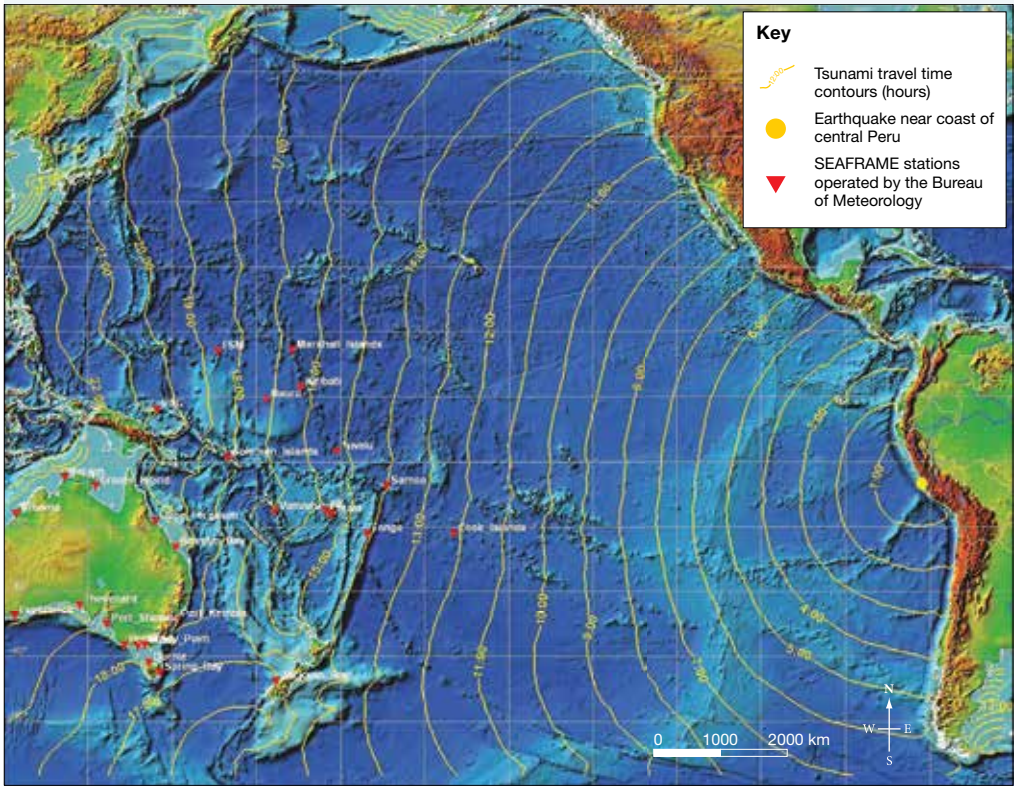
You will need:

- a map with movement timeframes on it
- an atlas to name places and calculate distances
- a piece of paper to help you use scale and calculate distances.

Model

The following paragraph describes change over time as detailed in the **FIGURE 1** map, showing tsunami mapping from Peru on 15 August 2007.

FIGURE 1 Tsunami mapping from Peru, 2007 showing the magnitude 8.0 earthquake that occurred on 15 August. SEAFRAME stations on Pacific Islands detected a tsunami.



On the 15th of August 2007, a magnitude 8.0 earthquake struck near the coast of Peru. The earthquake was monitored using advanced equipment from SEAFRAME (SEA Level Fine Resolution Acoustic Measuring Equipment) and a warning was sent across the Pacific, based on the timeframes of the tsunami's energy movement. The tsunami began off the coast of Peru. Authorities estimated that within three hours, the wave energy would reach the Galapagos Islands, 1500 kilometres away. The energy continued to spread in concentric circles for nine hours until the energy spread into parallel lines as it neared French Polynesia. The Cook Islands would not expect to see any change in the ocean until 12 hours after the earthquake struck, providing ample time for precautions to be taken. The energy patterns were distorted further by the landmasses they met: the islands throughout the Pacific, New Zealand and Australia. Countries across the Pacific had been monitored in order to decide the likelihood of any impact on Australia. In Port Kembla, New South Wales, more than 11 200 kilometres from the epicentre, a small wave change occurred 18 hours after the Peru earthquake. Although the world watched and waited for a tsunami, the impact was minimal.

Procedure

To track change over time, you need a map constructed by an authorised organisation — that is, a reliable source. **FIGURE 1** was distributed by the Pacific Tsunami Warning Center.

Step 1

To understand the topic that has been mapped, read the map title, key or legend, and any captions attached.

Step 2

Study the movement lines across the map and relate these to places, either by name, latitude and longitude, or direction from other places. An atlas will be helpful here. For example, in **FIGURE 1**, the tsunami began off the coast of Peru. Authorities estimated that within three hours the wave energy would reach the Galapagos Islands, a distance of 1500 kilometres.

Step 3

Begin writing an analysis of the map by using an opening statement that generalises about what has been mapped; f or example, 'In **FIGURE 1**, the Peru 2007 magnitude 8.0 earthquake was monitored, and a warning was sent across the Pacific based on the timeframes of movement of the tsunami's energy'.

Step 4

Next, focus on some specific statements about places affected close to the time of origin of the event. For example, within three hours the wave energy would have reached the Galapagos Islands, a distance of 1500 kilometres.

Step 5

From the timeframes discussed in Step 4, infer what impact the event will have on people and places at different times. For example, the Cook Islands would not expect to see any change in the ocean until 12 hours after the earthquake occurred. Another place that you might mention is New Zealand, which would experience tidal movement two hours later, at the same time as Samoa.

Step 6

Conclude your analysis with an overall statement about the level or magnitude of the event.

The Model text has this example: 'Although the world watched and waited for a tsunami, the impact was minimal'.

on Resources

Video eLesson	Describing change over time (eles-1753)
Interactivity	Describing change over time (int-3371)
Weblink	Oil spill

7.16.3 Let me do it

Complete the following activity to practise this skill.

7.16 ACTIVITY

Use the **Oil spill** weblink in the Resources panel to view interactive maps showing ***change*** over time, and write an analysis of the event. Answer the following questions to guide your analysis. Use the checklist to ensure you have covered all aspects of the task.

a. Which area of the United States was most affected by the oil spill?
b. What distance, and in which directions, did the oil spread?
c. How long did it take for the Gulf of Mexico to be clear of oil movement?
d. What role did ocean currents play in the movement of the oil?
e. Did the oil spread further than predicted?

Checklist

I have:
- referred to a map with timeframes marked
- used **scale** to indicate distance
- discussed direction
- clearly represented and communicated the data.

LESSON
7.17 SkillBuilder: Building a map with geographic information systems (GIS)

LEARNING INTENTION

By the end of this lesson you should be able to build a map with geographic information systems.

7.17.1 Tell me

What is GIS?

A geographic information system (GIS) is a computer-based system that consists of layers of geographic data. Just as an overlay map allows you to interchange layers of information, a GIS allows you to turn layers on and off to make comparisons between data.

Why is GIS useful?

A GIS is a sophisticated system of presenting data. The information is based on primary data that has been gathered and mapped. At any one time, you can see one series of data or as many as you need to see the interconnections between the data. For example, you may turn on one layer to see the topography. Then you might turn on the road system to see if the land has influenced the pattern of roads. To this you might add settlements to see if both the road system and topography have influenced town locations. Then you might turn off the road system to see if the greater influence was indeed the topography.

A GIS map is useful when:

- you want to see the interconnections between features
- you need to show an overlay of features across a region
- retailers want to determine the best location for a new store; for example, fast- food chains use this technique to determine site selection
- emergency services want to predict risk situations, such as the spread of bushfires and flood waters
- you need to map global trends, such as the movement of refugees between countries.

Using GIS involves:

- using GIS-mapped geographic data
- interpreting map legends
- interpreting map layers
- looking for interconnections between map layers
- clearly representing and communicating data.

7.17.2 Show me

How to use GIS

View the ‘Building a map with geographic information systems (GIS)’ in the Resources panel.

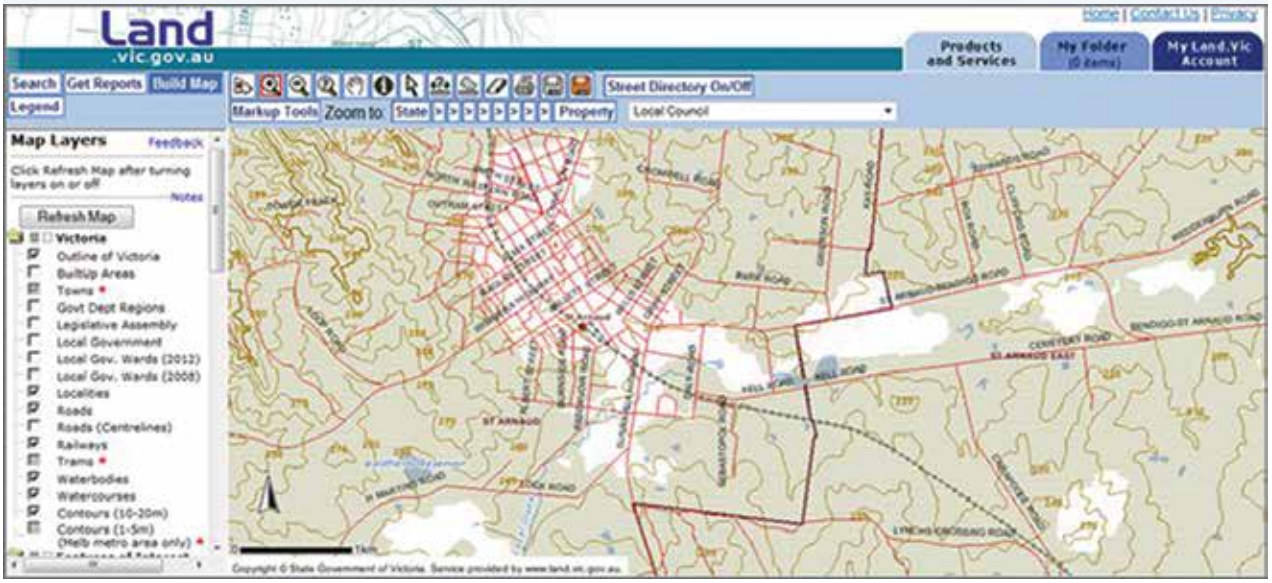
You will need:

- a computer or tablet connected to the internet
- a website developed with GIS techniques.

Model

The following paragraph describes St Arnaud and its environs, as depicted in the **FIGURE 1** GIS image.

FIGURE 1 St Arnaud and its environs



Source: © The State of Victoria, Department of Environment and Primary Industries, 2013. Reproduced by permission of the Department of Environment and Primary Industries.

St Arnaud is a town north-west of Melbourne. It lies east of a range of hills that rises to 300 metres. The built environment follows the railway line, and major regional roads pass through the town. The area has a few waterways, and a reservoir provides town water. The town is surrounded by land that is prone to bushfire, and some streets, particularly in the south-west and west, are at risk. In future, any growth in the town is likely to be along the railway line and Sunraysia Highway, in order to avoid fire-prone areas, and will probably be on the flatter land toward the south.

Procedure

Use the **Land Victoria** weblink in the Resources tab to locate the map shown in **FIGURE 2**.

FIGURE 2 A base map of Victoria



Step 1

As with any map that you explore, you need to begin by checking the information that is provided. On the left of the screen you will find a list of the map layers (see **FIGURE 2**). Select the option of Build Map. Select any box to turn on a layer of the map. Note that some layers apply only at a specific scale; the cursor will tell you this when you try to turn on the layer.

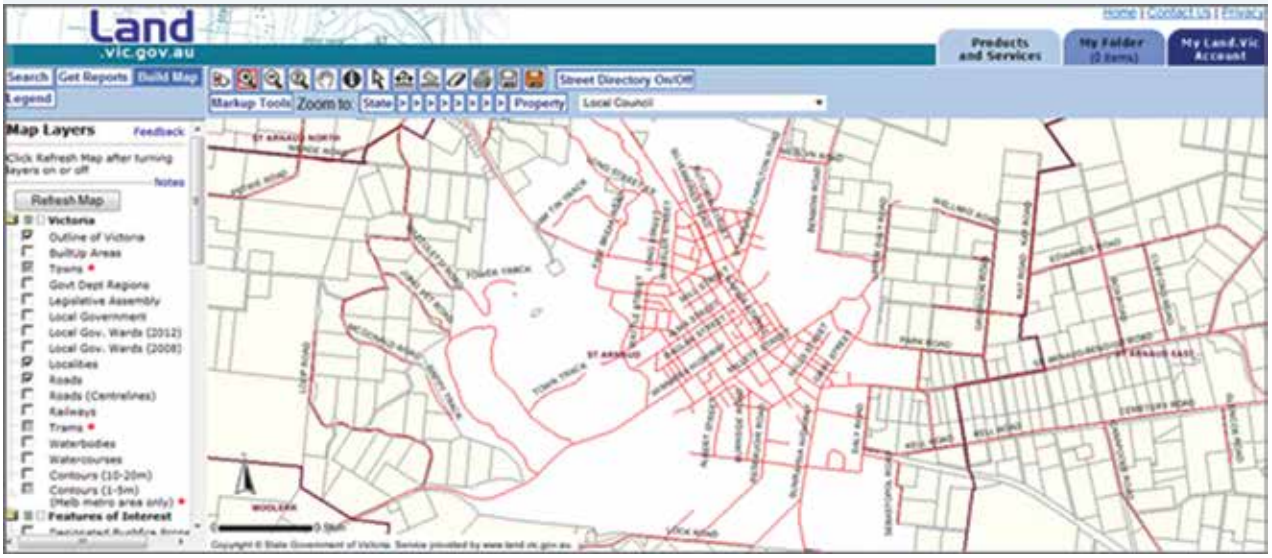
Step 2

Select Horsham and you will see surrounding towns. Next, select St Arnaud and make this the focus of a study of its built environment. To build a map on St Arnaud and its immediate environs, choose a scale that will give you more detail. To do this, use the tool bar at the top of the map. Hover your mouse over the > symbols to the right of the words 'Zoom to'. A scale ratio will then appear in a box below each > symbol. A good choice here would be 1:25 000.

FIGURE 3 Beginning to build a map



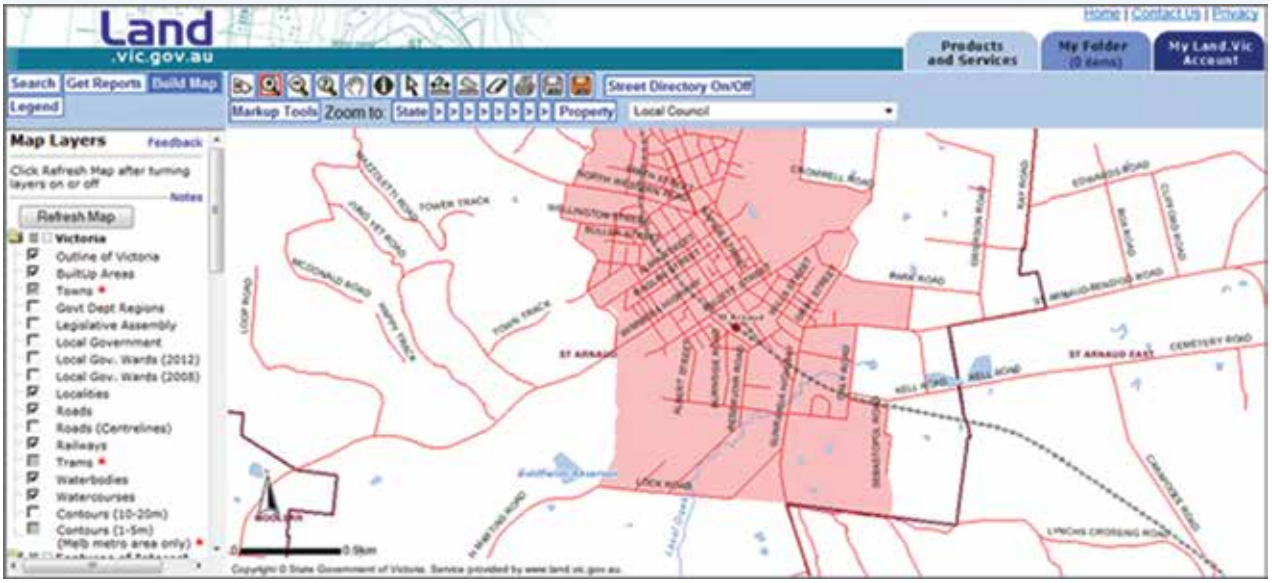
FIGURE 4 St Arnaud 1:25 000



Step 3

Choose some layers to explore on the map. To apply a layer, select the box and then select the Refresh Map panel at the top or bottom of the list; an updated map will then appear. In **FIGURE 5**, the map of St Arnaud has the layers of roads, waterways, railway lines and built environment turned on.

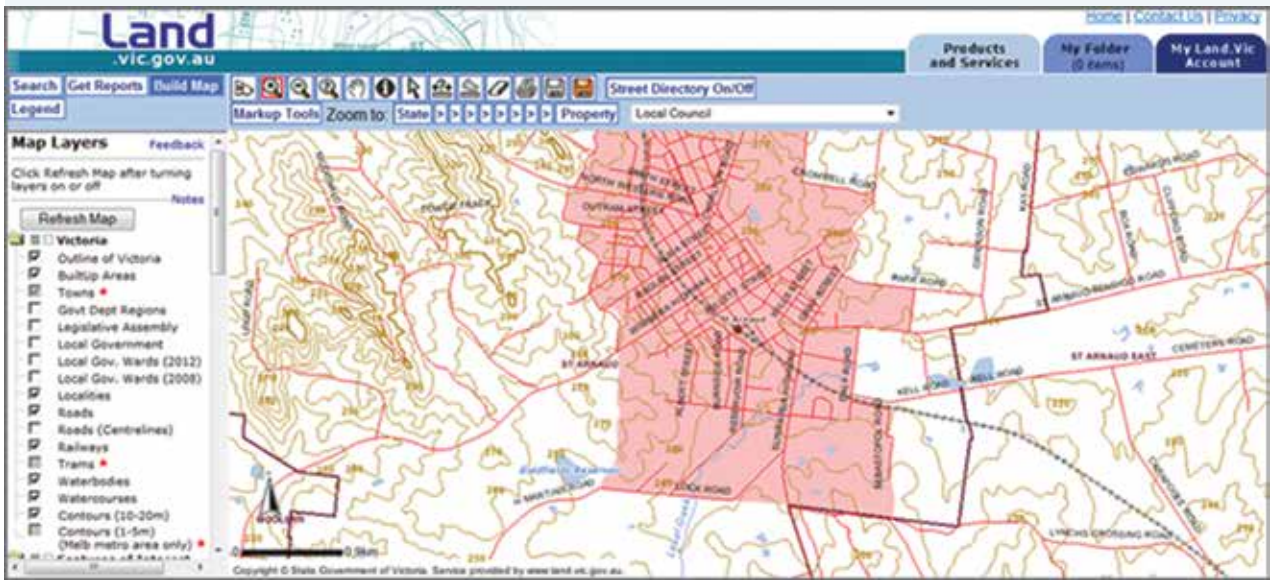
FIGURE 5 Sample layers available in map of St Arnaud region



After each choice that you make, in order for your map to be updated with the new layer, you need to select the Refresh Map panel at the top or bottom of the list.

FIGURE 6 shows another example with additional layers (contour lines 10–20 metres) turned on for the St Arnaud region.

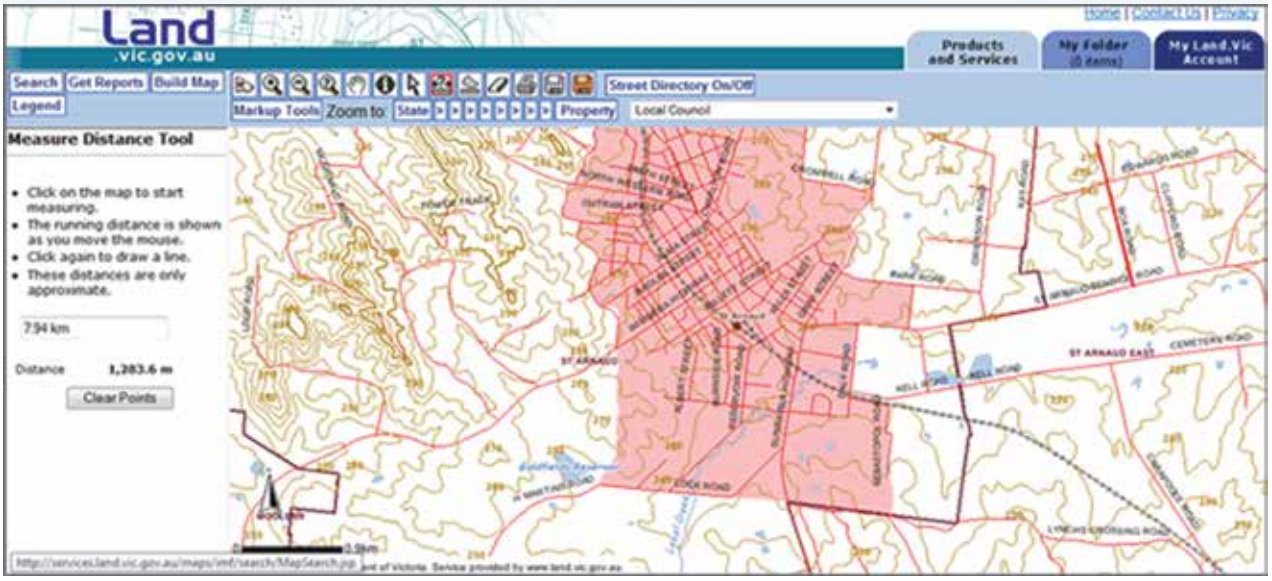
FIGURE 6 St Arnaud region with contours of 10–20 metres added



Step 4

Along the top of the map there is also a tool bar to explore. Hover over each of the symbols and the name of the tool will pop up. The Distance tool and the Area tool are especially useful. If you select a tool, an explanation of how to use it appears to the left of the map. Note that these are running measurements, so you need to be organised in determining the points between which you want to measure. In **FIGURE 7**, the length of Box Road (see the bright red colour in the north-east of **FIGURE 7**) is 1283.6 metres. (Note that the distances are approximate and depend on the exact points that you select.)

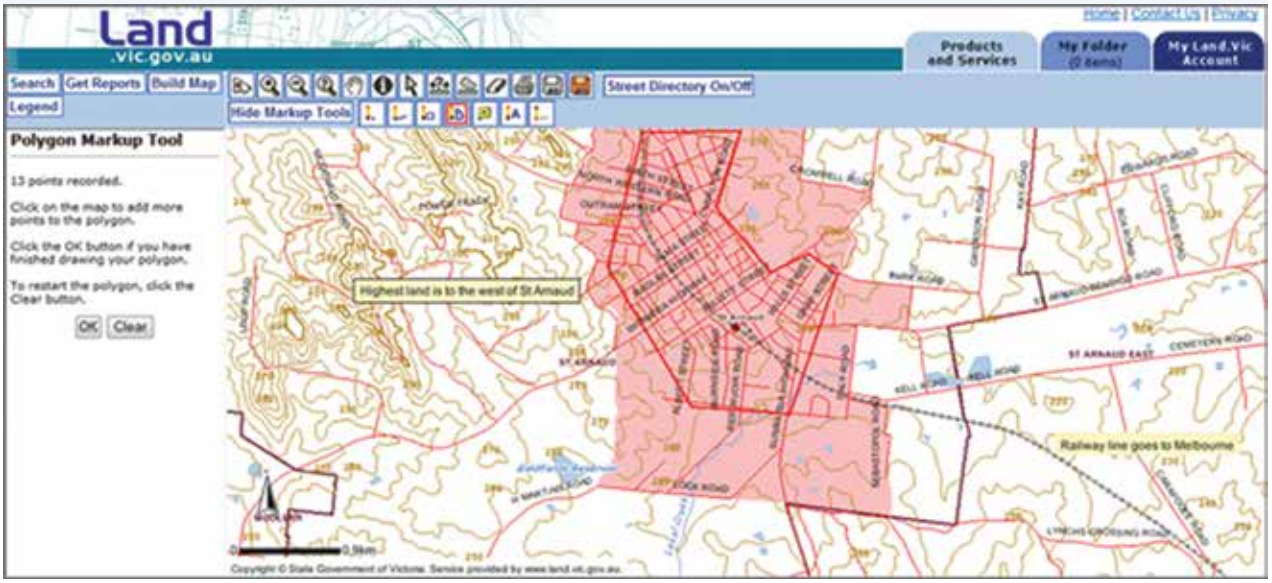
FIGURE 7 Applying the distance tool on the St Arnaud map



Step 5

Now select the Markup Tools button. These tools allow you to highlight significant points or areas and to label anything you wish to comment on. **FIGURE 8** uses the Polygon Markup tool to mark the boundary of the main streets of St Arnaud, the Callout Text Markup tool to indicate high land and the Text Markup tool to indicate the main train line to Melbourne.

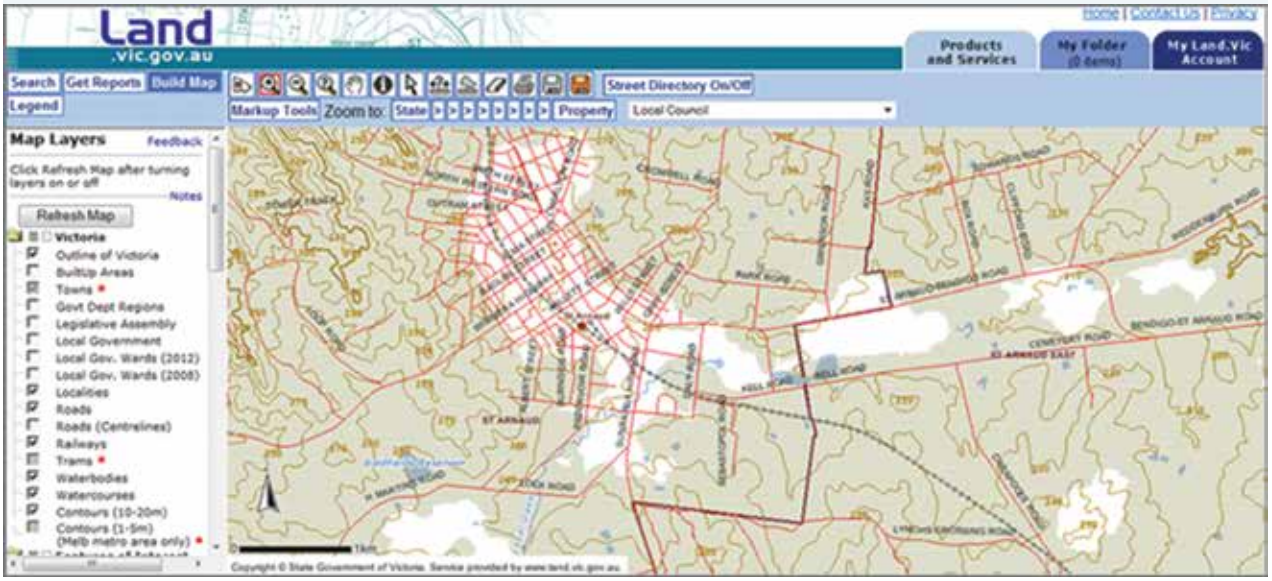
FIGURE 8 Labelling on the St Arnaud map



Step 6

In applying your information about the area, you might like to turn on the layer for bushfire hazard. Are there streets in St Arnaud that are in the bushfire risk area?

FIGURE 9 St Arnaud with an overlay of bushfire risk



Step 7

Describing the built environment of St Arnaud requires you to make a statement about each of the layers that you have turned on and to discuss any implications that the layer might have for the development of the town. For example, the town is likely to continue to grow along the railway and the major road, the Sunraysia Highway.

on Resources

Video eLesson	Building a map with geographic information systems (GIS) (eles-1754)
Interactivity	Building a map with geographic information systems (GIS) (int-3372)
Weblink	Land Victoria

7.17.3 Let me do it

Complete the following activities to practise this skill.

7.17 ACTIVITIES

1. Continue to use this website to explore the layers of information on other built ***environments*** in Victoria. Choose somewhere else to explore. Write a paragraph describing the natural ***environment*** and the way in which it affects the development of the built ***environment***. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions. Each question requires you to change maps and layers.
   a. Does water play a significant role in the ***environment*** that you are studying?
   b. Name and measure a significant road on your map.
   c. Use the Area tool to calculate the size of your built ***environment***.
   d. Use at least two m arkup tools to add information to your map.
   e. Using the Bushfire Risk layer, assess the risk of bushfire in your chosen built ***environment***.

Checklist

I have:

- used GIS-mapped geographic data
- interpreted map legends
- interpreted map layers
- looked for interconnections between map layers
- clearly represented and communicated data.

LESSON
7.18 SkillBuilder: Using Excel to construct population profiles

LEARNING INTENTION

By the end of this lesson you should be able to use Excel to construct population profiles.

7.18.1 Tell me

Why do we use Excel to construct population profiles?

When constructing population profiles, there is a large amount of data and large numbers to handle. The use of an Excel spreadsheet simplifies the process.

Why is drawing population profiles with Excel useful?

Excel allows actual population figures, which are generally large numbers, to be handled simply. Once the data is placed in the spreadsheet, the computer can create the graph.

Excel is useful in creating population profiles because it:

- improves the time taken to create a population profile
- allows you to work with numbers rather than percentages
- plots the information accurately
- makes comparisons between population profiles reliable.

A good population profile created with Excel:

- includes carefully entered data
- meets geographic standards — for example, the bars are aligned
- has labelled axes
- has a clear title.

7.18.2 Show me

How to draw a population profile using Excel

You will need:

- a set of population statistics
- the Excel program on your computer.

Model

FIGURE 1 Population pyramid, or profile, created from the Excel spreadsheet of population statistics for the United States, 2010

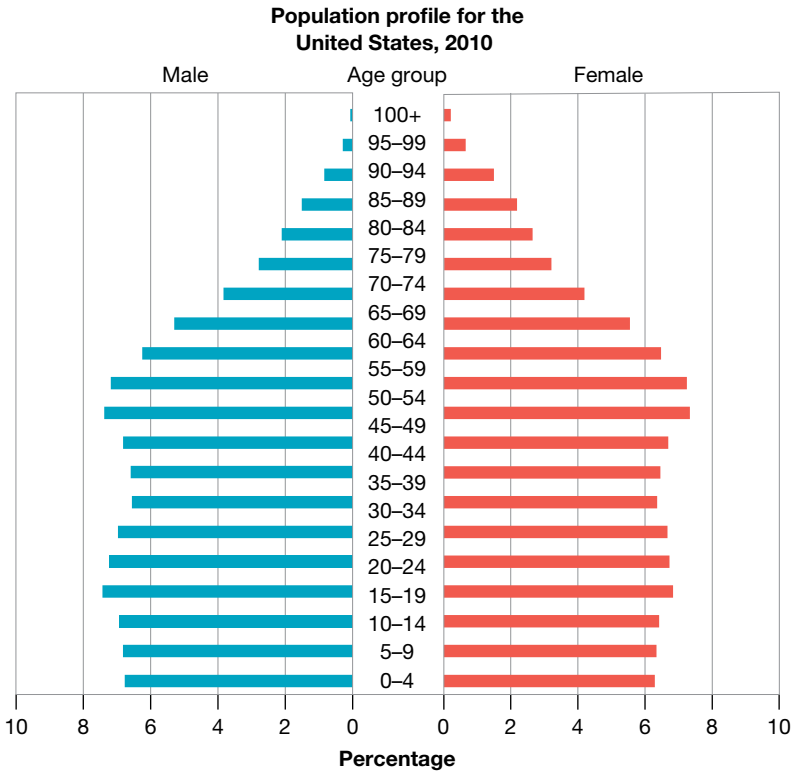


TABLE 1 Population table of the United States, 2010

Age	Male	Female
0–4	10 319 427	9 881 935
5–9	10 389 638	9 959 019
10–14	10 579 862	10 097 332
15–19	11 303 666	10 736 677
20–24	11 014 176	10 571 823
25–29	10 635 591	10 466 258
30–34	9 996 500	9 965 599
35–39	10 042 022	10 137 620
40–44	10 393 977	10 496 987
45–49	11 209 085	11 499 506
50–54	10 933 274	11 364 851
55–59	9 523 648	10 141 157
60–64	8 077 500	8 740 424
65–69	5 852 547	6 582 716
70–74	4 243 972	5 034 194
75–79	3 182 388	4 135 407
80–84	2 294 374	3 448 953

Age	Male	Female
85–89	1 273 867	2 346 592
90–94	424 387	1 023 979
95–99	82 263	288 981
100+	9162	44 202
All ages	151 781 326	156 964 212

Procedure

Step 1

Open an Excel spreadsheet and create a layout. Do this by having five columns:

- column 1 (A) is for the age groups
- column 2 (B) is for the raw population figures for each age group of males
- column 3 (C) is for a percentage calculation
- column 4 (D) is for the raw population figure for each age group of females
- column 5 (E) is for a percentage calculation.

The number of rows required is one for the column titles and one for each age group. (This should come to 22 rows.) **FIGURE 2** shows what this will look like before the data is entered.

FIGURE 2 Part of the spreadsheet layout for the population profile

	A	B	C	D	E
1	Age group	Number of males	Males	Number of females	Females
2	0-4				
3	5-9				
4	10-14				
5	15-19				
6	20-24				
7	25-29				
8	30-34				
9	35-39				
10	40-44				
11	45-49				
12	50-54				
13	55-59				
14	60-64				

Step 2

Into columns B and D, carefully enter the raw numbers of males and females in each age group.

FIGURE 3 The spreadsheet with raw data added

	A	B	C	D	E
1	Age group	Number of males	Males	Number of females	Females
2	0-4	10,319,427		9,881,935	
3	5-9	10,389,638		9,959,019	
4	10-14	10,579,862		10,097,332	
5	15-19	11,303,666		10,736,677	
6	20-24	11,014,176		10,571,823	
7	25-29	10,635,591		10,466,258	
8	30-34	9,996,500		9,965,599	
9	35-39	10,042,022		10,137,620	
10	40-44	10,393,977		10,496,987	
11	45-49	11,209,085		11,499,506	
12	50-54	10,933,274		11,364,851	
13	55-59	9,523,648		10,141,157	
14	60-64	8,077,500		8,740,424	
15	65-69	5,852,547		6,582,716	
16	70-74	4,243,972		5,034,194	

Step 3

Click on cell A23 and type 'Total'. Then, use the computer to total the numbers in column B and column D. Your raw data in the table may have included this number but it is a good idea to practise this skill in Excel. Click on cell B23 and click on the Greek letter Σ (AutoSum) found in the toolbar on your screen. This command will produce a display that asks you to check if these are the row numbers that you wish to total. If it is correct, then press Enter and the total will appear. Do the same for the Column D. (Alternatively, select cells D2 to D22 and click Σ AutoSum. The total should appear in cell D23. Do the same for B2 to B22. Ensure that all the numbers appear either *with* commas or *without* spaces. Spaces may cause AutoSum to not work correctly.)

FIGURE 4 The spreadsheet showing the totals completed

	A	B	C	D
10	40-44	10,393,977		10,496,987
11	45-49	11,209,085		11,499,506
12	50-54	10,933,274		11,364,851
13	55-59	9,523,648		10,141,157
14	60-64	8,077,500		8,740,424
15	65-69	5,852,547		6,582,716
16	70-74	4,243,972		5,034,194
17	75-79	3,182,388		4,135,407
18	80-84	2,294,374		3,448,953
19	85-89	1,273,867		2,346,592
20	90-94	424,387		1,023,979
21	95-99	82,263		288,981
22	100+	9,162		44,202
23	Total	151,781,326		156,964,212

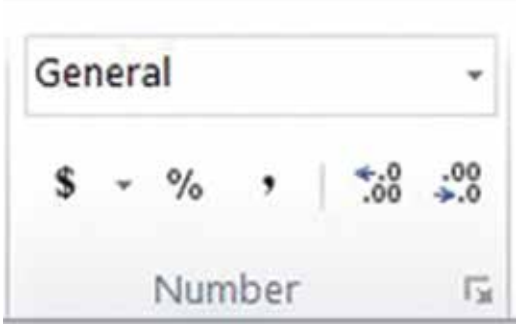
Step 4

Now you need to calculate percentages. Allow Excel to do this for you. You are going to fill columns C and E with the results. Calculate the first percentage for males aged 0–4 years by clicking on the cell in column C, row 2. In the space you need to type = and then move the cursor to the cell with the male population of 0–4 year olds (cell B2). You will then see =B2 appear in the calculation cell. After that, insert a division symbol (/) and click on the cell that shows the total number of males (C23) and press Enter. A figure will appear as a decimal number, but you need to make this into a percentage. Your version of Excel may do this for you, but if not, you need to complete this task by finding the % symbol in the toolbar and clicking on it; you will see a percentage number appear in your place in column C. This will usually appear as a whole number. To select the number of decimal places for your calculation, click on the symbol .0/.00 in the toolbar (see **FIGURE 6**). One button shifts the decimal place to the right, the other to the left.

FIGURE 5 Calculating percentage using Excel

	A	B	C	D	E
1	Age group	Number of males	Males	Number of females	Females
2	0-4	10,319,427	-6.8%	9,881,935	6.3%
3	5-9	10,389,638		9,959,019	
4	10-14	10,579,862		10,097,332	
5	15-19	11,303,666		10,736,677	
6	20-24	11,014,176		10,571,823	

FIGURE 6 Symbols in the toolbar



At this point you will need to convert your percentage for males to a negative number. This is because we want to line up males and females opposite each other on a population pyramid — males on the left, females on the right — and a negative number tricks Excel into doing this. Simply type a minus sign in your formula (in the formula bar above your column headings), which now becomes =B2/B23. Do this only for the males. (If you find that putting a minus sign in the formula doesn't work, click on cell C2, for example, and type 6.8. Repeat this for all other cells.)

To complete the column, you can now save time by copying your newly created formula. First you need to change some parts of your formula from a relative address to a fixed address. A relative address is B23, which your spreadsheet interprets to mean 'one column back and 23 rows down'. A fixed address adds a dollar sign in front of the row and/or column: $B$23. The spreadsheet interprets this as 'the specific cell B23 only'. This addressing becomes important when you are copying formulas and want to keep reference to a particular cell, such as the total population of males in this case.

Change your formula for the C2 cell now so that the address SUM reads as =B2/$B$23.

FIGURE 7 The spreadsheet showing the application of a 'fixed' address. The headings of columns C and E have now been changed so that this wording appears in the legend of the graph.

C2 | =-B2/$B$23

	A	B	C	D	E
1	Age group	Number of males	Males	Number of females	Females
2	0-4	10,319,427	-6.8%	9,881,935	
3	5-9	10,389,638		9,959,019	
4	10-14	10,579,862		10,097,332	
5	15-19	11,303,666		10,736,677	
6	20-24	11,014,176		10,571,823	

Now select all the cells in Row C for each age crowd (excluding the 'Total' row). Click on the Fill button in the Editing group on the toolbar and select Down.

All the percentages figures will now appear.

(If this process does not work for you, add the minus signs manually.)

Repeat the whole process for females, remembering that this time you no longer need the minus sign.

Now you are ready to let the computer create the population profile.

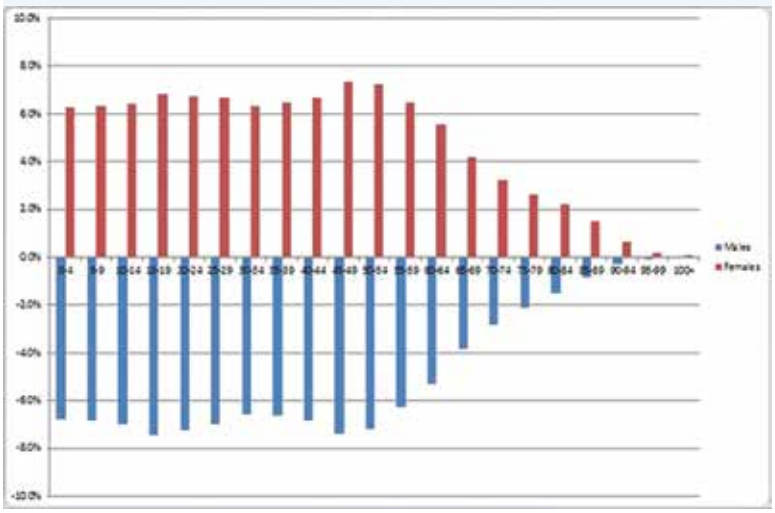
Step 5

Making the bar chart for the country requires you to select the appropriate information. You require:

- the data in the column with age groupings (these will be your labels on the vertical axis)
- the percentage column for males
- the percentage column for females (do not include the totals).

Select the data in column A and hold down the Control key; select the data in column C (including its heading, 'Males') and, keeping the control key down, select the data in column E (including its heading, 'Females'). Now let go of the Control key and press F11. The graph should come out a bit like **FIGURE 8**.

FIGURE 8 The bar graph that Excel generates

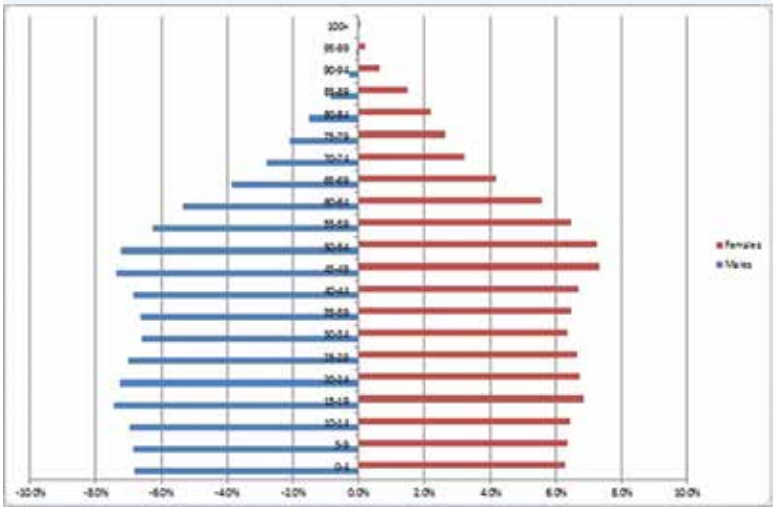


The next step is to change it. All versions of Excel are slightly different as to how this part is achieved and you may need to work your way through this by trial and error.

Step 6

You now need to change this graph to suit geographic conventions. In the toolbar, go to Design and then Change Chart Type, on the far left of the toolbar. There you will find a horizontal bar graph. Click on this, and now your two bars should be horizontal. You should get something like **FIGURE 9**. It is close to a population pyramid, but the male and female bars are not lined up and our axis labels have yet to be sorted out.

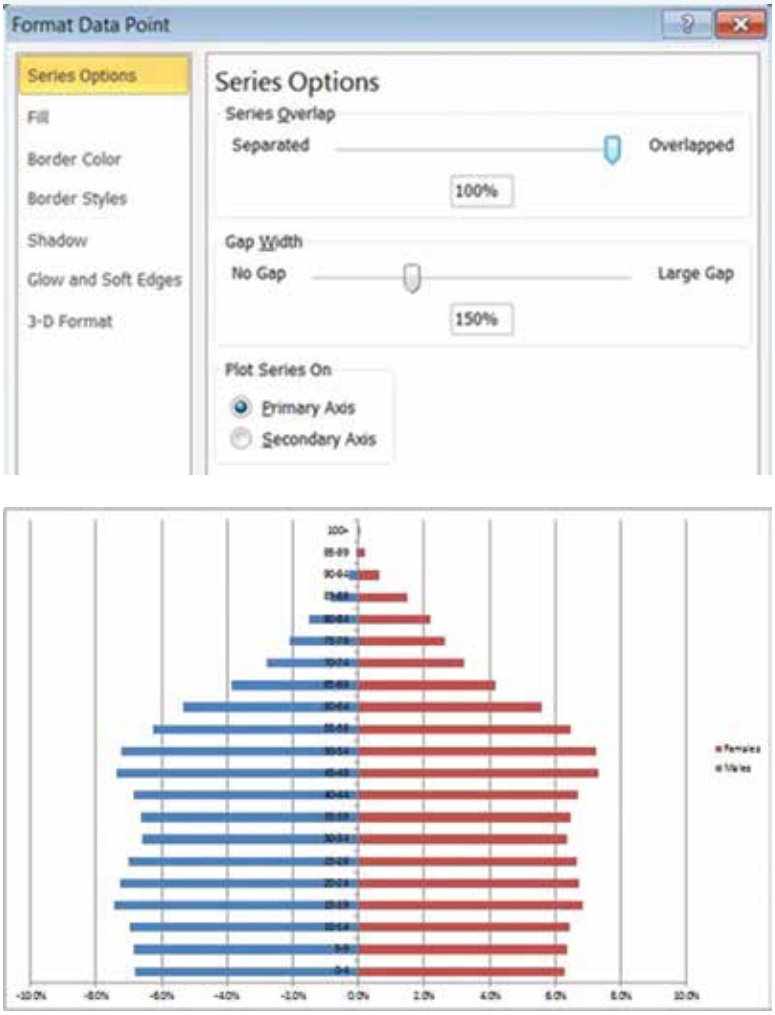
FIGURE 9 The graph now



Step 7

It is now time to line up the bars. Click on any bar and highlight just one bar, then right-click your mouse and select Format Data Point… from the pop-up menu. You should get a menu like the one shown in **FIGURE 10**. Select the slider under Series Overlap and move it right until the window reads 100% and click Close. Your male and female bars should now be aligned.

FIGURE 10 Aligning the profile bars



Step 8

You are nearly finished. All you need to do is remove the negative signs in the formatting of the male column (which was just a tool) and make a chart title.

First, click on the horizontal (%) axis at the bottom of the graph so that the axis is highlighted. Then right-click and a pop-up menu like the one shown in **FIGURE 11** will appear. Click on Format Axis and then select Number. You will see a little Format Code window displaying 0.0%. Change this to #0.0%;#0.0% as shown in **FIGURE 12**, then click Add and then Close. This ensures that the Excel graph ignores any sign in front of the % figure.

FIGURE 11 The Format Axis menu

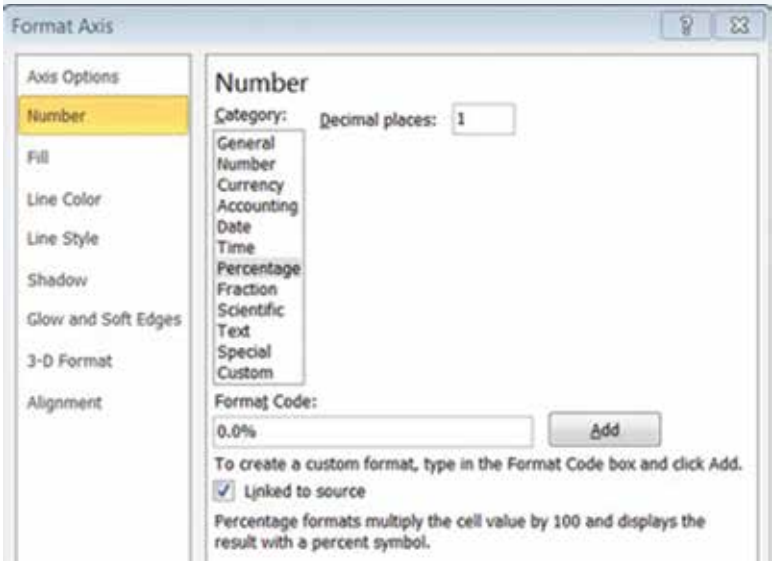
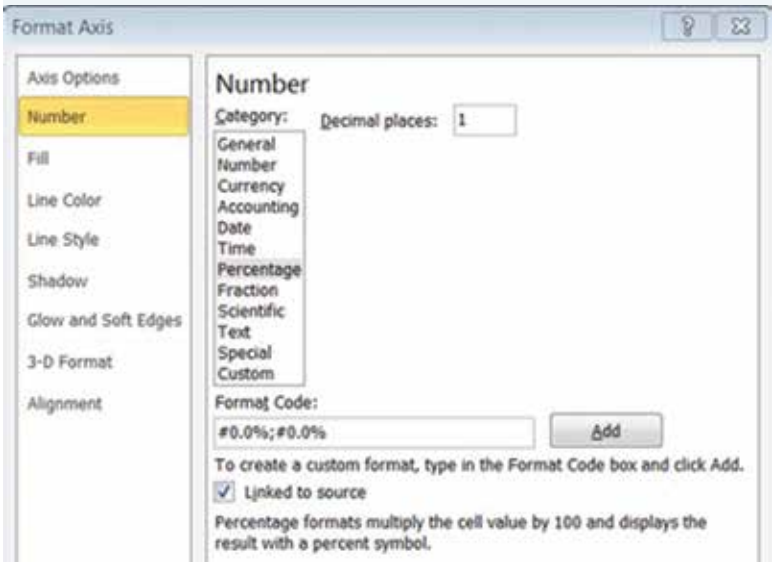
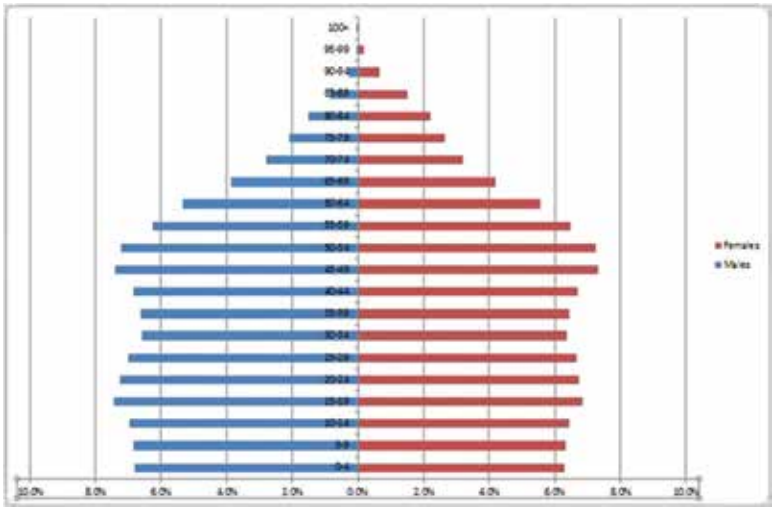


FIGURE 12 Removing the negative signs

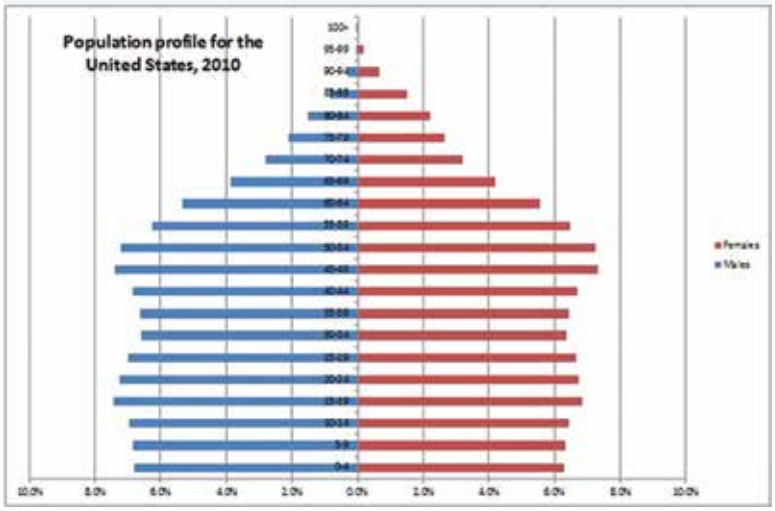




Step 9

Close this window and go back to the Excel main menu bar, click on the Layout tab and click on Chart Title to add your title (**FIGURE 13**).

FIGURE 13 Adding the chart title



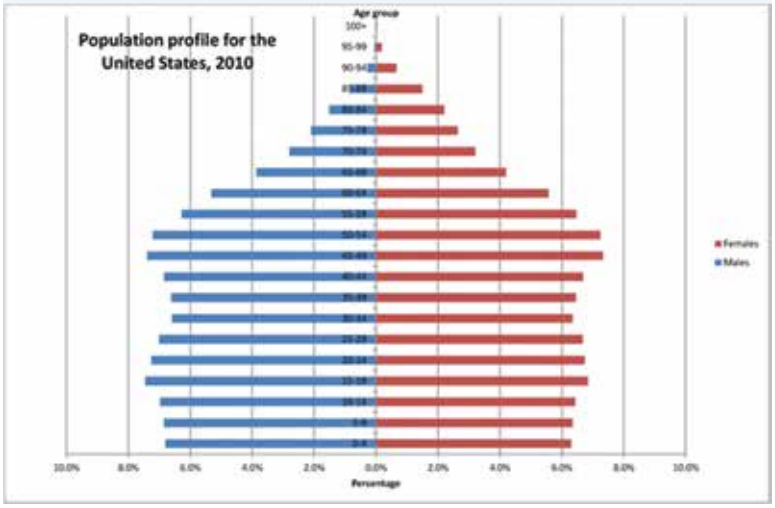
Step 10

Label the horizontal axis 'Percentage' and the vertical axis 'Age group'. Go to Chart Tools, select Layout tab and click on the Axis Titles button. Select Primary Horizontal Axis Title and Title Below Axis. Type the word 'Percentage' into the box that appears below the horizontal axis. Click on the Axis Titles button and then select Primary Vertical Axis Title and Horizontal Title. Type the words 'Age group' into the box that appears beside the vertical axis. Manually move the vertical axis title to sit above the population profile. You may also need to manually adjust the position of the chart title.

Before you save your graph, check that you have:

- included a clear title — the place name and date of the data
- made the *x*-axis the percentage of the population
- made the *y*-axis the age groups
- put the male category on the left and the female category on the right.

FIGURE 14 Population profile for the United States, 2010



Resources

Video eLesson Using Excel to construct population profiles (eles-1758)

Interactivity Using Excel to construct population profiles (int-3376)

7.18.3 Let me do it

Complete the following activities to practise this skill.

7.18 ACTIVITIES

1. Using the Singapore Census data in **TABLE 2**, complete a population profile using Excel. Use the checklist to ensure you cover all aspects of the task.

TABLE 2 Singapore residents by age group and sex, end June 2012

	Total	0–4 years	5–9 years	10–14 years	15–19 years	20–24 years	25–29 years	30–34 years	35–39 years
Total	3818.2	186.7	206.3	233.3	258.9	264.5	254.6	295.4	314.0
Males	1880.0	94.9	105.0	119.7	132.1	132.7	123.1	140.7	152.3
Females	1938.2	91.7	101.3	113.6	126.8	131.8	131.5	154.7	161.7

	40–44 years	45–49 years	50–54 years	55–59 years	60–64 years	65–69 years	70–74 years	75–79 years	80–84 years	85+ years
Total	308.8	320.9	310.4	271.8	214.0	128.9	104.4	67.7	44.1	33.6
Males	151.2	161.1	156.6	136.4	105.8	62.4	47.9	29.7	17.5	11.1
Females	157.6	159.8	153.8	135.4	108.2	66.5	56.5	38.0	26.6	22.5

2. Apply your skills to answer the following questions.
   a. Is your population profile that of a young population or an aged population?
   b. Which age group has the largest number of people?
   c. What percentage of the population is made up of children aged under 15?
   d. What percentage of the population is made up of people aged over 65 years?
   e. List two factors that the planners in this country need to take into consideration for the future wellbeing of the people.

Checklist

I have:

- carefully entered data
- met geographic standards — for example, the bars are aligned
- labelled the axes
- included a clear title.

LESSON
7.19 SkillBuilder: How to develop a structured and ethical approach to research

LEARNING INTENTION

By the end of this lesson you should be able to develop a structured and ethical approach to research.

7.19.1 Tell me

What is a structured and ethical approach to research?

A structured and ethical approach to research involves organising your work clearly and meeting research standards without pressuring anyone into providing material and without destroying environments while gathering the data. Your work must also be your own, and anything that is someone else's work must be referenced in the text and included in the reference list.



Why is a structured and ethical approach to research useful?

A structured and ethical approach to research ensures that the material:

- is gathered appropriately
- causes no harm
- avoids plagiarism, which means using someone else's words or ideas without acknowledgement
- avoids dispute over the ownership of material.

A structured approach involves understanding an issue, gathering the facts, and developing and presenting the research, including any recommendations.

An ethical approach avoids plagiarism, or using someone else's words or ideas. You must be able to say that a piece of work is all your own, unless you acknowledge input from others by referencing and footnoting. An ethical approach means that you have not coerced anyone or used deception to get them involved in your research; that you respect the privacy of those providing information; and that you will ensure no-one comes to harm through your research. In fieldwork activities, you must seek permission to enter private property, minimise damage to the environment and be safe in gathering your data. If your research is sensitive to an individual's or organisation's wellbeing, you must ensure the security of any data gathered or provided.

A structured and ethical approach to research is important for:

- developing skills that will serve you well into the future in whatever occupation you take up
- ensuring a report is honest
- providing reports for an audience such as a consultancy group, legal company or planning authority
- undertaking authentic university research in future.

A good structured and ethical approach to research:

- uses primary data as its basis
- acknowledges secondary data appropriately
- contains text that is all your own work — it does not plagiarise
- clearly identifies the data to be collected
- includes facts that support the idea
- develops a reasoned response.

7.19.2 Show me

How to conduct structured and ethical research

Model

FIGURE 1 A sample of a contribution form

Name:

School:
The research that I have undertaken has contributed to my understanding of the topic. At all times I have acted in such a way as to not harm the feelings of people or destroy the environment. This research is presented in my own words and is my understanding of the topic.

I, _____[name], certify the accuracy of this statement of contribution.

Signature: **Date:**

TABLE 1 A table of Australia's population, September 2012, with a source line at its foot

Preliminary data	Population at end Sept. quarter 2012 ('000)	Change over previous year ('000)	Change over previous year (%)
New South Wales	7314.1	86.0	1.2
Victoria	5649.1	94.8	1.7
Queensland	4584.6	91.4	2.0
South Australia	1658.1	16.4	1.0
Western Australia	2451.4	81.7	3.4
Tasmania	512.2	0.5	0.1
Northern Territory	236.3	4.2	1.8
Australian Capital Territory	376.5	7.4	2.0
Australia	22 785.5	382.5	1.7

Source: Australian Bureau of Statistics, www.abs.gov.au/ausstats/abs@.nsf/mf/3101.0.

You will need:

- to gather data
- to present the data.

Procedure

Step 1

Determine the features that you are going to explore in the community (your primary data) or to research (your secondary data). Set up an inquiry question to explore, such as 'Does our neighbourhood need a skateboard park?' or 'Does public transport service our community well?'

Primary data will need to be collected by you. Use of secondary data is when you refer to someone else's work, such as a newspaper report, historical account or planning document. You must make sure you acknowledge the source of your information.

Step 2

You will need to undertake fieldwork to gather primary data on the factors. This is likely to mean that you will have to survey the community. A range of survey techniques is available:

- observation
- questionnaires
- interviews
- judgement surveys — agree, disagree, strongly disagree
- perspective surveys — 3 to minus 3
- attitudinal surveys — strongly agree, agree, neutral, disagree, strongly disagree.

Photographs and sketches may be needed to support ideas. At all times, the work must be completed with an ethical approach. You must maintain privacy of the sources, and cannot coerce anyone to provide responses or cause any harm in acquiring the information.

Step 3

Data gathered in the field will need to be analysed and presented as text, tables, graphs and annotated photographs or sketches.

Step 4

Any secondary data will need to be summarised or attributed appropriately to avoid plagiarism.

Step 5

A report needs to be presented with the following structure and parts.

- The statement of the report's aim or purpose should identify an issue or problem and develop a geographical question that will investigate the issue and find an answer to the problem. At this stage, you are observing, questioning and planning (step 1).
- The collection, recording, evaluation and representation of primary and secondary data should be checked for reliability and bias (step 2).
- The analysis should make sense of the information gathered. It identifies order, diversity, trends, patterns, anomalies, generalisations and cause-and-effect relationships. Both quantitative and qualitative data should be provided. The results should be interpreted to provide conclusions (steps 3 and 4).
- The information should be communicated by a variety of methods, such as written, oral, audio, visual and mapping, as appropriate to the topic, purpose and audience.
- The reflection on and response to the research is important. Reflect on what you have learned, the processes you have undertaken (and their effectiveness) and any actions that have been or should be undertaken (step 6).
- The reference list is crucial (step 7).

Step 6

Conclusions need to be drawn. Conclusions should come from the data presented without allowing any bias you might have on a topic to be apparent.

Step 7

If secondary sources are used, a list of references should be provided. Your teacher will guide you on the most appropriate style to adopt.

Step 8

Write a brief statement, or complete a form provided by your school, to verify that your report is all your own work.

Resources

Video eLesson	How to develop a structured and ethical approach to research (eles-1759)
Interactivity	How to develop a structured and ethical approach to research (int-3377)

7.19.3 Let me do it

Complete the following activities to practise this skill.

7.19 ACTIVITIES

1. Undertake an investigation into the wellbeing of your local community, and write a report on it. This may be undertaken as fieldwork using primary data, or by using secondary data from the Australian Bureau of Statistics to show differences between two ***places*** — both urban, both rural, or one urban and one rural. Use the checklist to ensure you have covered all aspects of the task.
2. Apply your skills to answer the following questions.
   a. By your assessment, which ***place*** has the higher level of wellbeing?
   b. List three factors that you have used to come to this conclusion.
   c. Which factor would you hope to see improvement in? Why did you choose this factor?
   d. What ***changes*** in this factor would result in improvements to the community's wellbeing?
   e. Has your data been gathered with an ethical approach? Explain.

Checklist

I have:

- clearly identified the data to be collected
- found facts that support the idea
- developed a reasoned response
- used primary data as the basis of my report
- acknowledged secondary data appropriately
- written text that is all my own work and does not plagiarise.

LESSON
7.20 SkillBuilder: Understanding policies and strategies

LEARNING INTENTION

By the end of this lesson you should be able to understand policies and strategies.

7.20.1 Tell me

What are policies and strategies?

Policies are the guiding rules or broad aims of an organisation. They present the 'big picture' of what the organisation wants to achieve. Generally, policies are in place for long periods of time. For example, a school may have a policy that its students should be protected, as far as possible, from the effects of ultraviolet radiation during school hours, and this policy may have been in place for 20 years.

Strategies, on the other hand, are a range of steps and activities that ensure the policy is met. The strategies may be short term or long term; they may be modified or added to. In the above example, a short-term strategy might be that students should be involved in designing a new casual hat to be worn within the school grounds. Long-term strategies might include the involvement of teachers in checking that students are wearing hats during lunch hours and a three-year construction program to create shaded areas within the school grounds.



Why are policies and strategies useful?

Policies are principles and guidelines that allow organisations to shape their behaviour and decisions, and to clarify future directions. Strategies ensure that the key components of a plan are implemented. Policies and strategies are particularly useful in large organisations, where information needs to be spread to all employees.

Policies and strategies are useful for:

- arranging the order of a range of initiatives to be developed
- keeping organisations on target
- bringing structure to an organisation's activities
- guiding future directions.

A good understanding of policies and strategies:

- clearly identifies the difference between a policy and a strategy.

7.20.2 Show me

How to develop an understanding of policies and strategies

Model

FIGURE 1 Metcalfe Boys' High School student numbers policy

Policy

The Metcalfe Boys' High School must maximise student numbers in order to remain viable and to offer a broad range of subjects.

Strategies

Long term

- The Metcalfe Boys' High School is to become a coeducational school. It will do this over a six-year period, beginning with Year 7.
- It must achieve a gender balance in the classes within six years.
- Awards for girls should be developed.
- Associations for past students should be created.

Short term

- Design and create a uniform for the girls.
- Create facilities such as toilets and gymnasium change rooms.
- Consider school camp facilities.
- Consider the need to join other sporting organisations such as softball and girls' competitions.

You will need:

- to show knowledge of a particular field of study.

Procedure

Step 1

Seek out the general statement of an organisation's aims. These should be big picture guiding rules, aims or principles. Understand that a policy is not achieved without a set of strategies to make it become reality. In **FIGURE 1** the policy is stated as 'The Metcalfe Boys' High School must maximise student numbers in order to remain viable and to offer a broad range of subjects'.

Step 2

Look for a series of strategies or specific actions that can be taken to achieve a policy. Each strategy is likely to have a set of programs within it that help make the strategy successful. Discover these programs and assess whether they are making a difference; that is, are the programs supporting the change required by the policy? The policy shows the strategies to be:

- become a coeducational school over a six-year period, beginning with Year 7
- achieve a gender balance in the classes within six years
- develop awards for girls
- create associations for past students
- design and create a uniform for the girls
- create facilities such as toilets and gymnasium change rooms
- consider school camp facilities
- consider the need to join other sporting organisations such as softball and girls' competitions.

Resources

Video eLesson	Understanding policies and strategies (eles-1760)
Interactivity	Understanding policies and strategies (int-3378)
Weblink	Indigenous education

7.20.3 Let me do it

Complete the following activities to practise this skill.

7.20 ACTIVITIES

1. Use the **Indigenous education** weblink in the Resources panel to research the government's policy in this area. Write down the government's main policy on Indigenous schooling. This will be expressed as its broadest aim. Also list a number of short-term and long-term strategies that the government has put in place. Use the checklist to ensure you cover all aspects of the task.
2. Apply your skills to answer the following questions.
   a. The policy on education for Indigenous children is part of a broader policy. What is that broader policy called?
   b. Research to discover when this policy came into being.
   c. List three strategies to support the education policy.
   d. Which strategy do you find the most interesting? Why?
   e. Suggest reasons why education is an important policy area for people's wellbeing.

Checklist

I have:

- clearly identified the difference between a policy and a strategy.

LESSON
7.21 SkillBuilder — Debating like a geographer

LEARNING INTENTION

By the end of this lesson you should be able to debate like a geographer.

7.21.1 Tell me

What does debating like a geographer mean?

Debating like a geographer involves being able to give the points for and against any issue that has a geographical basis, and supporting the ideas with arguments and evidence of a geographical nature. Geographic evidence uses skills that you have developed over years of studying Geography. You should use maps; discuss scale, direction and distance where appropriate; look for distribution patterns, anomalies, trends, relationships and interconnections; and support your viewpoints with quantitative and qualitative data.

How is it useful to be able to debate like a geographer?

Debating like a geographer is useful for showing the different points of view on a wide range of global, national and local issues that affect our lives. We are entitled to opinions on environmental, social and planning issues, provided we support our arguments with geographic evidence. Show your geographic understanding by using the concepts of place, space, environment, interconnection, sustainability, scale and change. At Year 10, there is a focus on world views, so support your ideas with global examples. Change and management strategies are also an important part of the course, and these can be brought into the debate. The promotion of a sustainable future allows you to round off your line of argument.

Debates are also useful for:

- resolving planning decisions
- determining laws to protect the environment
- attracting attention to issues such as logging of forests
- making political decisions.

A good geographic debate involves:

- presenting both sides of the argument
- providing evidence in the form of maps, statistics, graphs and data
- arguing points well
- presenting challenging arguments.

7.21.2 Show me

How to debate like a geographer

You will need:

- a topic of a geographic nature
- two teams of three debaters
- a chairperson
- a timekeeper
- a panel of judges
- an audience.

Procedure

To complete a geographic debate, you need a topic (contention), time to research and prepare arguments, a formal debate format and an outcome that is adjudicated by judges.

Step 1

Determine the contention to be debated, for example, 'Japan should be allowed to conduct whaling expeditions in the Southern Ocean'.

Step 2

Create two teams of three debaters. One team must argue in favour of the contention (the affirmative) and one team must argue against the contention (the negative). Select class members for each team.

Step 3

Appoint the other members of the debating squad: the chairperson, judges and timekeeper. The chairperson introduces the speakers and keeps order during the debate. The judges (usually three of them) use a set of criteria to score the points made by each of the speakers. The timekeeper ensures that each speaker has equal time to convey their points.

Step 4

Each debating team needs to be given time to research and prepare arguments — they might need as much as a week. The **FIGURE 1** model shows some ideas that could be explored. To support these ideas, geographical information is required: maps, statistics, graphs and data.

Step 5

Prepare the classroom for a formal debate. The chairperson and timekeeper sit facing the audience. The affirmative team is to their right, with the first speaker closest to the chair. The negative team is to the left of the chairperson and timekeeper, with the first speaker closest to the chair. The judges sit almost in the audience, facing the debaters. The adjudicated outcome is given when the judges have considered three key aspects of the debate: geographical matter, method and manner.

Model

FIGURE 1 Palm cards for a debate on whaling in the Southern Ocean

Affirmative speaker 1
(Introduces key ideas)
- Where is the Southern Ocean?
- Who is whaling?
- Which countries are involved in the issue?
- How far is it from Japan?
- Whale species
- Uses of whale meat
- The role of tradition
- Scientific research

Negative speaker 1
(Negates affirmative speaker 1 and introduces key ideas)
- Southern Ocean is a whale sanctuary
- Why don't the trawlers work closer to home?
- What is so important about the whale hunting that the benefits outweigh the costs?
- Global food chains affected
- Animal cruelty

Affirmative speaker 2
(Negates negative speaker 1 and expands on key ideas—provides the facts, statistics, emotional argument)
- Whale numbers
- Scientific research: what is research achieving?
- Importance of tradition

Negative speaker 2
(Negates affirmative speaker 2 and expands on key ideas—provides the facts, statistics, emotional argument)
- Global food chains: facts
- How are whales caught? Is it humane?
- The work of Greenpeace, its actions, the conflict
- International Whaling Commission, its work, the global ban

Affirmative speaker 3
(Negates negative speaker 2 and sums up key ideas)
- Emphasises that resource is well managed: whaling is not the only threat to species

Negative speaker 3
(Negates affirmative speaker 3 and expands on key ideas)
- Emphasises the resource is being degraded and conflict is rife

Resources

Video eLesson	Debating like a geographer (eles-1762)
Interactivity	Debating like a geographer (int-3380)

7.21.3 Let me do it

Complete the following activities to practise this skill.

7.21 ACTIVITIES

1. Consider the debate topic 'Australia should increase its intake of asylum seekers'.
   a. With a partner, undertake further research on the arguments for and against this contention.
   b. Using the framework provided in **FIGURE 1** in the Show me section, prepare a set of palm cards for that might be used in this debate by:
      i. the affirmative team
      ii. the negative team.
2. Organise a class debate on the topic. If you are not one of the active participants in the debate, ensure that you listen carefully to points raised by both sides so that you are able to complete activity 3.
3. Based on what you have learned in this lesson, apply your skills to answer the following questions. Use the checklist to ensure you cover all aspects of the task.
   a. What was the key argument for an increase in Australia's intake of asylum seekers?
   b. What was the key argument against an increase in Australia's intake of asylum seekers?
   c. Which team provided the most convincing arguments? Why?
   d. Which argument(s) did you not believe?
   e. What is your personal response to the issue after listening to both sides of the debate? Has your viewpoint been altered? Write a paragraph outlining your view.

Checklist

In debating like a geographer, I have:

- either developed arguments or listened intently to the arguments
- considered my opinion on the issue and am now better informed
- been able to write a paragraph summarising my views, based on the arguments presented.

LESSON
7.22 SkillBuilder: Writing a geographical essay

LEARNING INTENTION

By the end of this lesson you should be able to write a geographical essay.

7.22.1 Tell me

What is a geographical essay?

A geographical essay is an extended response structured like any essay, but it focuses on geographical facts and data, particularly data that can be mapped.

How is writing a geographical essay useful?

A geographical essay is used to show the facts about a place, its environment, people and interconnections. A geographical essay may indicate change over time, refer to the scale of activities, or look to the future in discussing sustainability.

Geographical essays are useful for:

- environmental groups reporting on a hotly debated local topic
- planners presenting ideas for transport options
- researchers providing data on census analysis
- journalists writing about a community issue.

A good geographical essay has:

- an introduction
- a number of paragraphs, each with a key geographic idea
- facts and figures of a geographic nature supporting each paragraph
- a conclusion
- a bibliography.

7.22.2 Show me

You will need:

- a topic of interest
- paper and pen for brainstorming
- computer or paper and pen for drafting the structure of your essay
- access to research materials in a library or on the internet.

Model

FIGURE 1 An essay plan

Introduction: A freeway should not go through the urban parkland. Three reasons, or themes, are listed.

Theme 1: Noise levels from traffic. Currently peaceful environment. Sound barriers don't work.

Theme 2: House and land prices will decrease. People will not buy property because of the noise. Lifestyle is changed; roads and pathways are divided by the freeway; many people can't get to the parkland.

Theme 2: House and land prices will decrease. People will not buy property because of the noise. Lifestyle is changed; roads and pathways are divided by the freeway; many people can't get to the parkland.

Theme 3: Animals will lose habitat and movement routes. Currently the area is home to kangaroos, and the habitat will be diminished. Vegetation may not support the kangaroos, animals will suffer.

Conclusion: If a road has to go through this area, it must be a tunnel under the parkland.

FIGURE 2 An essay introduction

A freeway should not go through the urban parkland of Sandy Bay. The increased traffic will cause noise levels from cars, small trucks and semi-trailers to soar. House and land prices will decrease, as potential buyers will be concerned about the noise and pollution. Animals such as the grey rock wallaby and echidna will lose habitat and their movement routes will be disrupted. If a road must go through this area, it should be a tunnel under the parkland.

Procedure

Step 1

On a piece of paper, brainstorm all the ideas you can think of that relate to the topic. When you have finished, try to group the ideas into three or four themes. Connect ideas with a line. You could try using a fishbone diagram or some other graphic organiser.

Step 2

Use the **FIGURE 1** model to set out a plan for your essay.

- Introduction
- Paragraph 1 is about key theme 1.
- Paragraph 2 is about key theme 2.
- Paragraph 3 is about key theme 3, etc.
- Conclusion

Step 3

Having organised your key ideas, you now need to find some geographic facts and figures to support your ideas. Using case studies and giving examples of particular places add value to your writing. Quoting organisations gives authority to your work. Keep your work organised according to the key ideas so you can find information when writing.

Step 4

Introduce your topic by stating a powerful fact that captures the reader's imagination. In the next sentence, outline the aspects that are going to be discussed in the following paragraphs. Make sure that you list these in the order in which you wish to present the paragraphs. Your last sentence should lead into your first paragraph.

Step 5

Each paragraph that you write needs to have a distinct and powerful opening sentence that summarises the facts you are going to present in the following sentences. The factual sentences need to be presented in an organised manner. The last sentence should link clearly to the next paragraph.

In this instance, paragraph 1 will be about increased noise levels and will require data from other road developments to show the increase in noise levels. Paragraph 2 could include the results of a survey of local residents, showing their concerns about the roadwork and what they perceive will be the impact on the value of their houses. Paragraph 3 will highlight a species of animal in the parkland and show maps indicating that the animal often crosses the area of the planned roadway.

Step 6

The conclusion should consist of only one or two sentences. It must contain no new data. It needs to leave the reader in no doubt about what your opinion on the topic is; f or example, ‘For the wellbeing of people and animals, the only viable roadway is one contained in a tunnel’.

Step 7

Provide a list of the references you have used. Your school will have a preferred system for bibliographies and reference lists. You may have heard, for example, of the Harvard, Oxford, Chicago or Vancouver referencing systems.

on Resources

Video eLesson Writing a geographical essay (eles-1763)
Interactivity Writing a geographical essay (int-3381)

7.22.3 Let me do it

Complete the following activities to practise this skill.

7.22 ACTIVITES

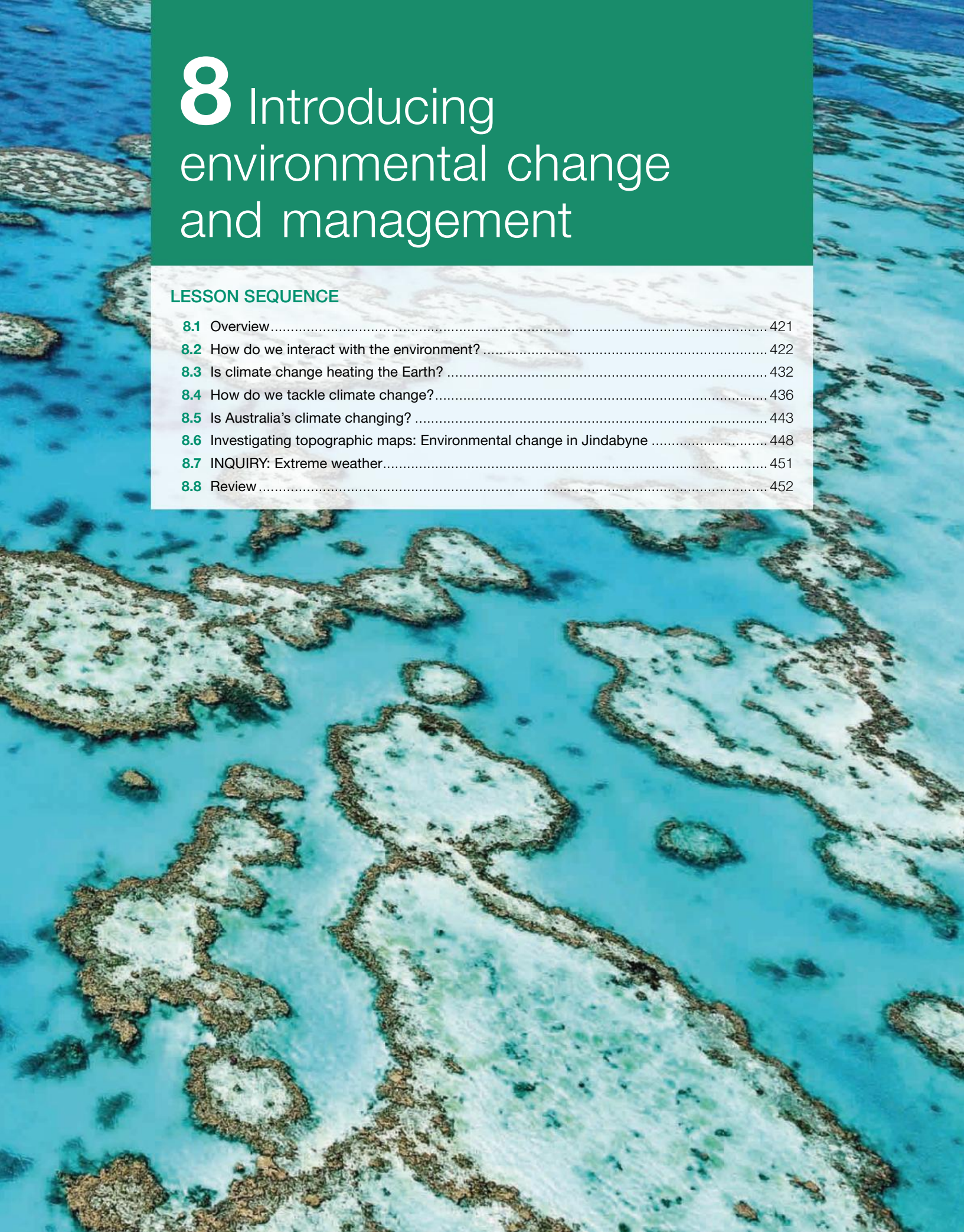
1. Plan a geographical essay on the following topic: ‘The scenic/historic [select one] ***environment*** of _____ [put in a ***place*** near you] is being destroyed by degradation. Discuss’. Use the checklist to ensure you cover all aspects of the task.
2. Based on what you have learned in this lesson, apply your skills to answer the following questions.
   a. What are three key themes that you outlined in your plan?
   b. List two facts that you would search for to support each theme.
   c. What would be your opening sentence of the introduction?
   d. What would be the final sentence of your essay?
3. Practise your skills further by conducting whatever research is required and writing the full essay outlined in your plan.

Checklist

In writing a geographical essay, I have included:

- an introduction
- a number of paragraphs, each with a key geographic idea
- facts and figures of a geographic nature supporting each paragraph
- a conclusion
- a bibliography.

8 Introducing environmental change and management



LESSON SEQUENCE

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LESSON
8.1 Overview

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Answer questions and check results

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The Earth is our home and provides us with everything we need to live. What are we doing to it in return?

8.1.1 Introduction

Across the world, humans have caused many environmental changes: pollution, land degradation and damage to aquatic environments. People have different points of view, or worldviews, on many of these changes. Climate change is a major environmental change because it affects all aspects of the biophysical environment, such as plants and animals, our land, inland water resources, and coastal, marine and urban environments. It is vital that we respond to and effectively manage human-induced environmental changes to minimise negative social and economic impacts.

FIGURE 1 Human-induced climate change has led to increased severe weather events such as drought. Rivers can dry up, leading to the loss of plant and animal life.



on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11498)

Video eLesson What are we doing? (eles-1707)

LESSON
8.2 How do we interact with the environment?

LEARNING INTENTION

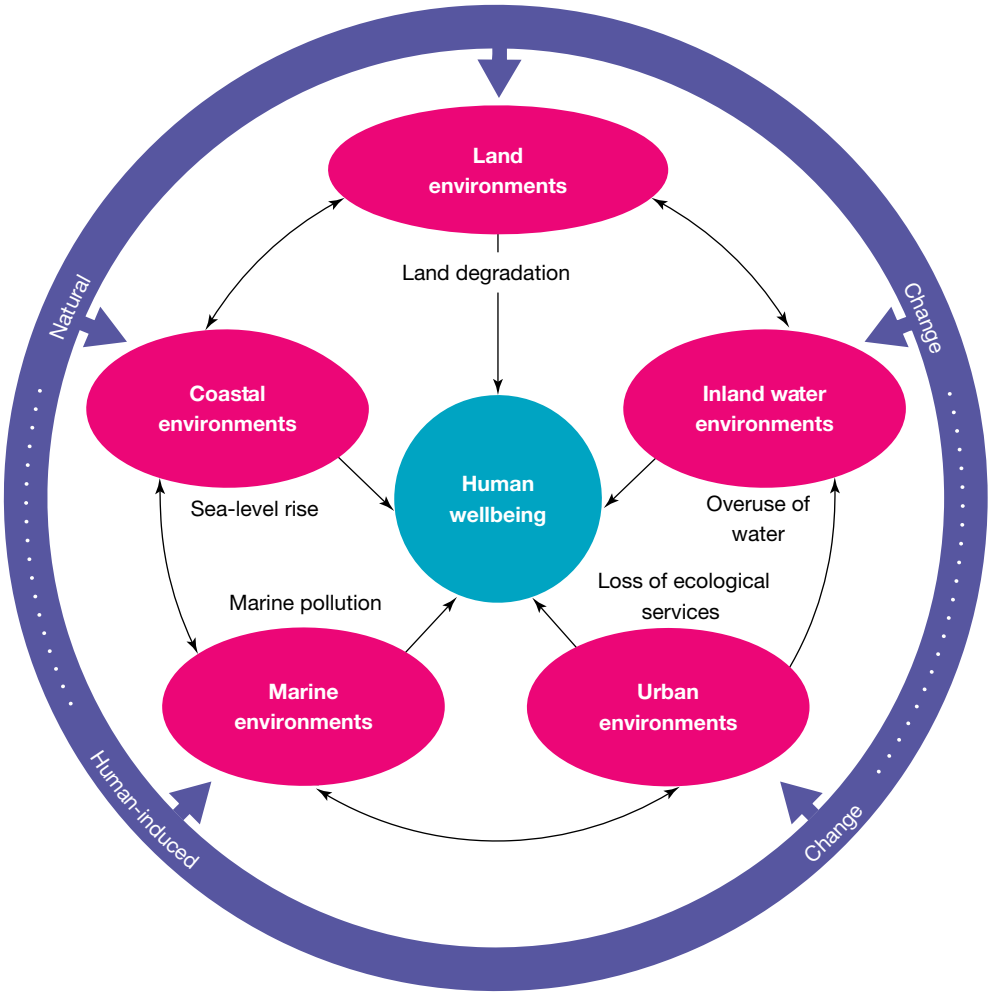
By the end of this lesson you should be able to explain the interconnection of people and the environment, and describe the concepts of ecological services, biocapacity and ecological footprint.

TUNE IN

Change is a natural process in the biophysical world in which we live. However, today we are seeing more examples of human-induced change that is having a negative impact on the environment.

FIGURE 1 looks at the range of human-induced impacts on the environment (apart from climate change) that can affect each environment system. Select one of the environment systems: land, inland water, urban, marine or coastal. Brainstorm examples of change in that system.

FIGURE 1 Interaction of environmental change with human wellbeing

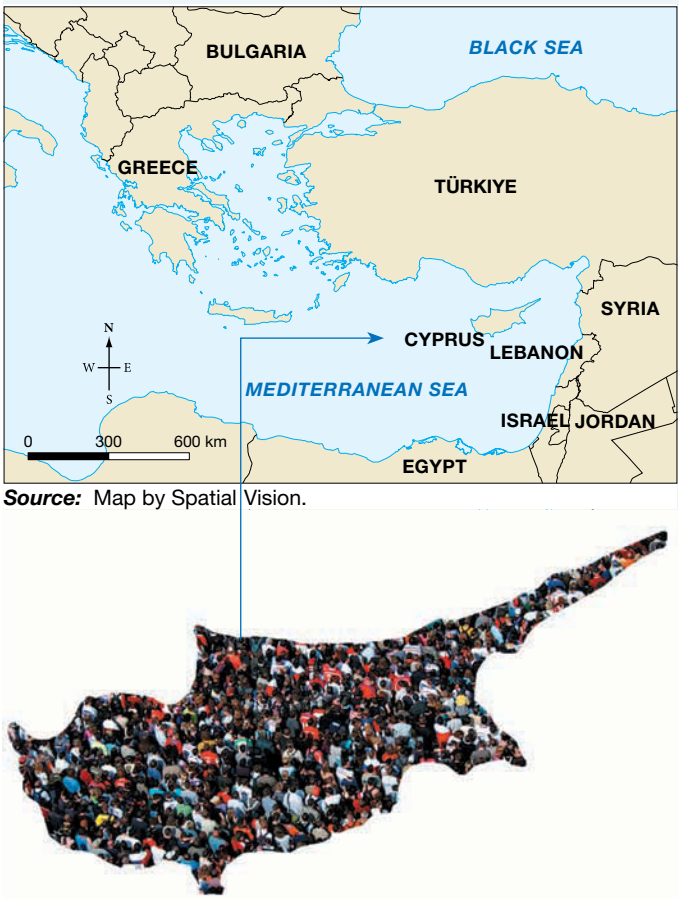


8.2.1 How much space do we need?

If you gathered all 8 billion humans from around the world and gave each person a space of one square metre, the island of Cyprus, which is approximately 8000 square kilometres, would provide standing room for everyone (see **FIGURE 2**). Clearly this would be impractical, and providing services to ensure human wellbeing in an area with a density of almost 1 000 000 per square kilometre would be impossible.

While it is unrealistic to suggest that 0.005 per cent of the total space on Earth is sufficient for humanity, it suggests we need to think about how little personal space we occupy as individuals and, more importantly, how our needs for the Earth's resources can only be satisfied by major modifications to biomes.

FIGURE 2 Humanity crowded onto the island of Cyprus



Source: Map by Spatial Vision.

8.2.2 Human interaction with the environment

Over 200 years ago, an English scholar named Thomas Malthus proposed that England's population growth would eventually outstrip agricultural production. Malthus's Earth-centred **environmental worldview**, which has a **stewardship** focus, foretold of problems with supplies of food and warned that there would be more deaths because of famine and wars over resources. In 1798 he wrote, 'The power of population is so superior to the power in the earth to produce subsistence for man …' At the time Malthus wrote his thesis, England was moving into a period known as the **Industrial Revolution**; a time when the human-centred environmental worldview of the government and leaders of industry was that the Earth's resources were limitless and the development of the economy should take priority over the preservation of the natural world.

Today, many environments have become overloaded with the growing demands for food, land and other resources. This pressure on biomes and ecosystems has led to land degradation, with a consequent loss of habitats and biodiversity. Further consequences of this change are a reduction in human wellbeing and a struggle for social justice as land becomes unproductive because of overuse. Nevertheless, we should remember that change can happen naturally as well as being induced by humans.

Some topics that can help us explore change and the need for careful management include marine environments and coasts, the land, inland waters, and urban or built environments (see **FIGURE 1**).

environmental worldview varying viewpoints, such as Earth-centred as opposed to human-centred, in managing ecological services

stewardship the belief that humans have a responsibility to care for the Earth to protect its future

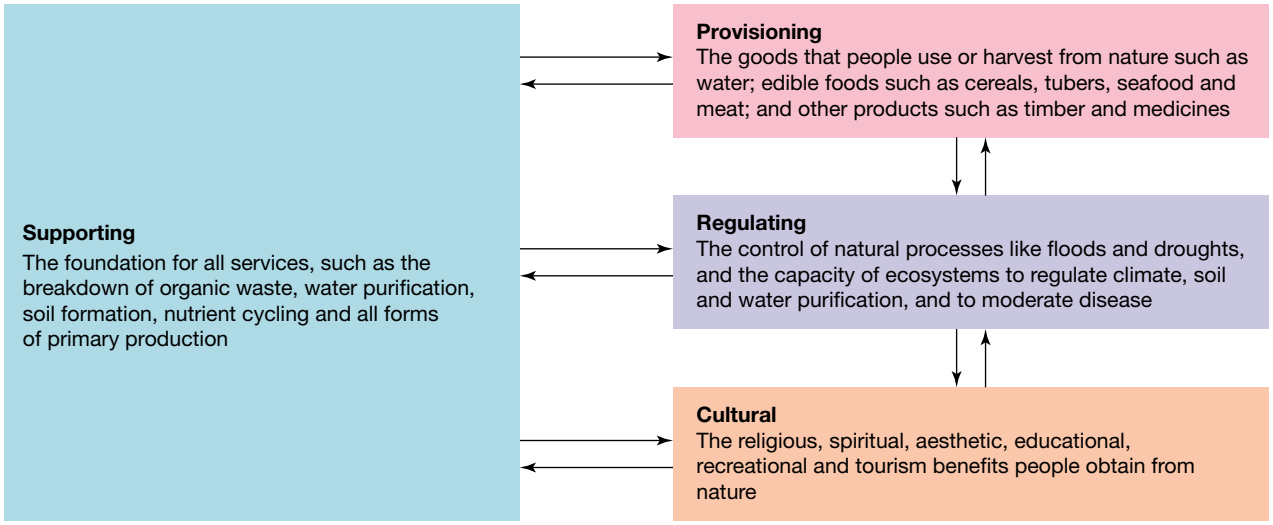
Industrial Revolution the period from the mid 1700s into the 1800s that saw major technological changes in agriculture, manufacturing, mining and transportation, with far-reaching social and economic impacts

8.2.3 What are ecological services?

A new view of the relationship between the environment and people is one of an **ecological service** or 'what nature provides for humanity'.

Ecological services can be thought of as biological and physical processes that occur in natural or semi-natural ecosystems and maintain the habitability and livelihood of people on the planet. These services are shown in **FIGURE 3**.

FIGURE 3 Ecological services



Understanding the link (interconnection) between ecological services and human action is important as it can lead to more sustainable practices. The idea of ecological management takes an Earth-centred environmental worldview, promoting stewardship or **custodial management**. This view considers caring for the land and the ecological services it provides as paramount, rather than owning or exploiting the land. By applying this Earth-centred viewpoint to human uses and management of the environment, future options for human wellbeing will be sustainable. The question is: how do we evaluate human impacts on the environment and what management strategies can be implemented to reverse damage and create a sustainable future? As such, we need to consider the costs and benefits, or more simply, the advantages and disadvantages of changes we make to the environment, as there will be consequences in terms of economic viability and social justice.

ecological service the benefits to humanity from the resources and processes that are supplied by natural ecosystems

custodial management a sense of responsibility towards land and the landscape. Includes the concepts of sustainable natural resource management and managing natural resources, both now and in the future.

ecological footprint a measure of human demand on the Earth's natural systems in general and ecosystems in particular; the amount of productive land required by each person for food, water, transport, housing, waste management and other purposes

biocapacity the capacity of a biome or ecosystem to generate a renewable and ongoing supply of resources and to process or absorb its wastes

The ecological footprint

The **ecological footprint** is one means of measuring human demand for ecological services. The footprint takes into account the regenerative capacities of biomes and ecosystems, which are described as the Earth's **biocapacity**. The footprint is given as a number, in hectares of productive land and sea area, and is calculated by measuring a total of six factors, shown in **FIGURE 4**. The ecological footprint is a useful indicator of environmental sustainability.

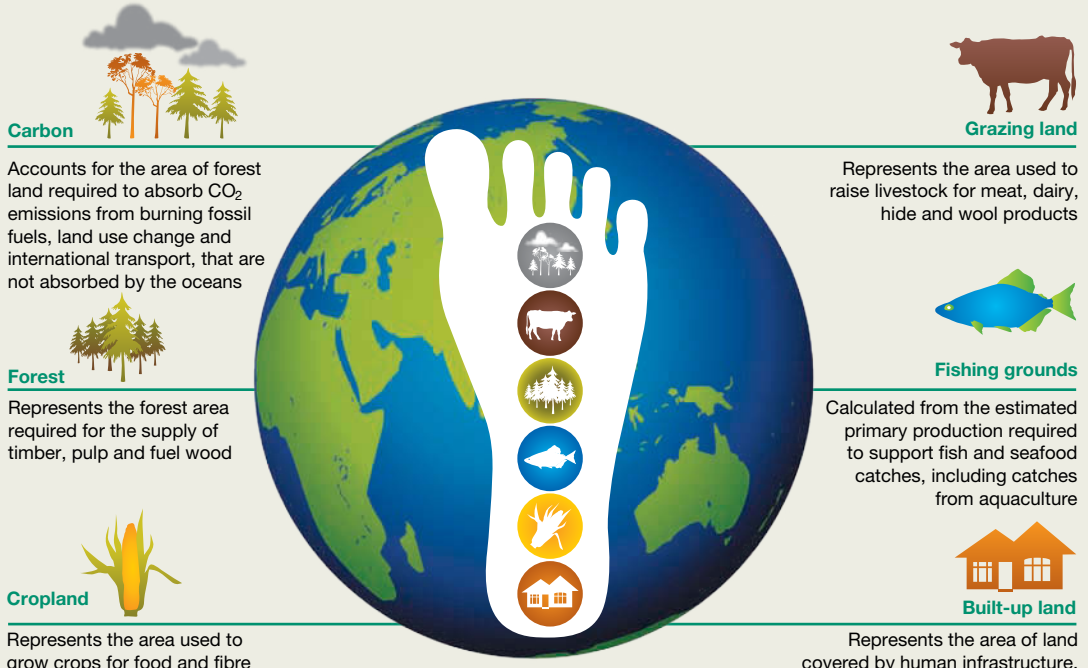
FIGURE 5 compares the ecological footprint with biocapacity. The elephants represent each region's footprint (per capita) and the balancing balls represent the size of the region's biocapacity (per capita). The dark green background represents the gross footprint of regions that exceed their biocapacity and the light green background represents those regions that use less than their biocapacity.

In 2022 the total global ecological footprint was estimated at 1.75 planet Earths, which means that humanity used ecological services at 1.75 times the biocapacity of the Earth to renew them. The 1.75 ecological footprint figure represents an average for all regions of the Earth.

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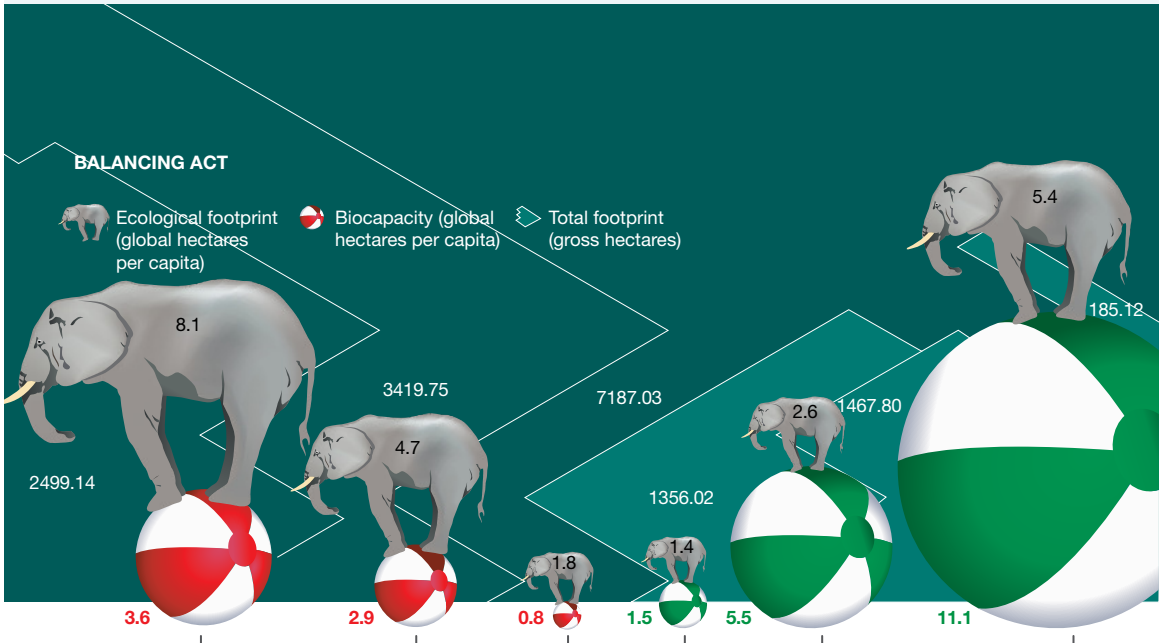
FIGURE 4 Measuring the Earth's ecological footprint



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FIGURE 5 Biocapacity and ecological footprint



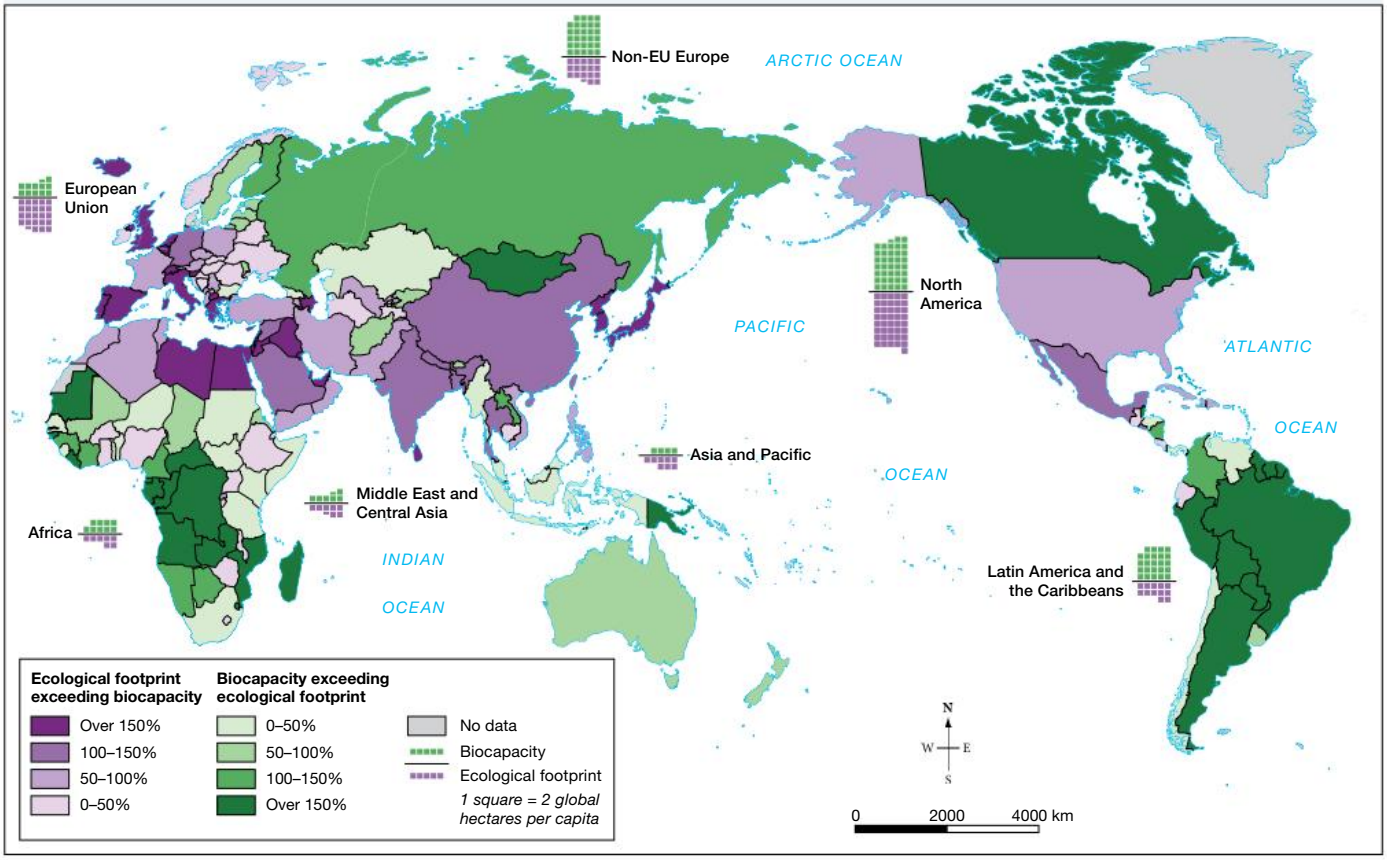
Source: Data from The Footprint Network, 'Biocapacity and ecological footprint data', https://data.footprintnetwork.org.

The United States ecological footprint per person is 8.1, much higher than the world average of 2.75 global hectares. This level of resource use is not sustainable into the future and raises questions of economic viability, environmental benefit and social justice. **FIGURE 6** shows a map of the Earth's ecological debt. Note there can be a surpising relationship between ecological footprint and a country's wealth and/or population. For example, the United States and much of Europe and Japan are wealthy countries with large ecological footprints and small biocapacities, and thus have large ecological deficits. With their smaller populations, Australia and New Zealand are in the fortunate position of having a large ecological reserve due to abundant natural resources, which gives a high biocapacity. It should be noted, though, that both Australia's and New Zealand's biocapacities are diminishing, which will result in a smaller reserve in the future; thus, we need to continue taking steps to reduce our ecological footprint.

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FIGURE 6 Ecological debt map



Source: Global Footprint Network.

Biodiversity hotspots

Biodiversity hotspots amount to approximately 3 per cent of the Earth's surface. They are regions that have great diversity of life that is at high risk of destruction. It is calculated that 44 per cent of the Earth's plants and 35 per cent of land animals live in these regions.

By definition, a biodiversity hotspot is a region that has lost 70 per cent or more of its biodiversity. These losses are mostly due to climate change impacts made worse by human impacts.

These impacts include:

- habitat loss and fragmentation
- hunting
- fishing and its bycatch
- overexploitation
- water abstraction

- nutrient enrichment
- pollution
- human introduction of invasive species
- pests
- diseases.

The 30 regions of the world that have been designated as biodiversity hotspots are said to be in a conservation crisis. Some of these regions are: the Andes Mountains tropics, the New Zealand archipelago, the Himalayan region and, in Australia, the south-west forests of Western Australia.

Developing an understanding of biodiversity hotspots can help inform all levels of government of where a nation, state or local region stands in a world where resources services are seen as limited.

Measuring sustainability

A range of indices have been developed in recent years to examine the link between ecological services, human wellbeing and sustainability. These include the Human Development Index (HDI), the Sustainable Society Index (SSI) and the Happy Planet Index (HPI), and each gives a slightly different perspective on human activity and/or sustainability.

The SSI gives values to 21 factors across a range of social, political, economic and environmental considerations. It asserts that sustainable human action must:

- meet the needs of the present generation yet not compromise the ability of future generations to meet their own needs
- ensure that people have the opportunity to develop themselves in a free, well-balanced society that is in harmony with nature. It is worthwhile investigating these indices as they offer many sound ideas about human wellbeing and the sustainability of the ecological services of the natural world.

DISCUSS

Consider the criteria for the Sustainable Society Index (SSI). Discuss the extent to which Australia might be considered 'a free, well-balanced society that is in harmony with nature'.

8.2.4 Custodial responsibility and environmental management by First Nations Australians

Since time immemorial First Nations Australians managed the land of their Country: lands, waterways, lakes and marine environments. In all cases their deep knowledge and connection to Country allows for sustainable environmental management of ecosystems and biomes. This reflects an Earth-centred worldview with a focus on custodial responsibility. This involves a responsibility and obligation for caring for Country and Place, including management of sea, land, waterways and sky based on the values and beliefs of First Nations Australian communities. Artwork can reflect the close connections with and management of the land to sustain their livelihood.

Land management practices and connection to the land

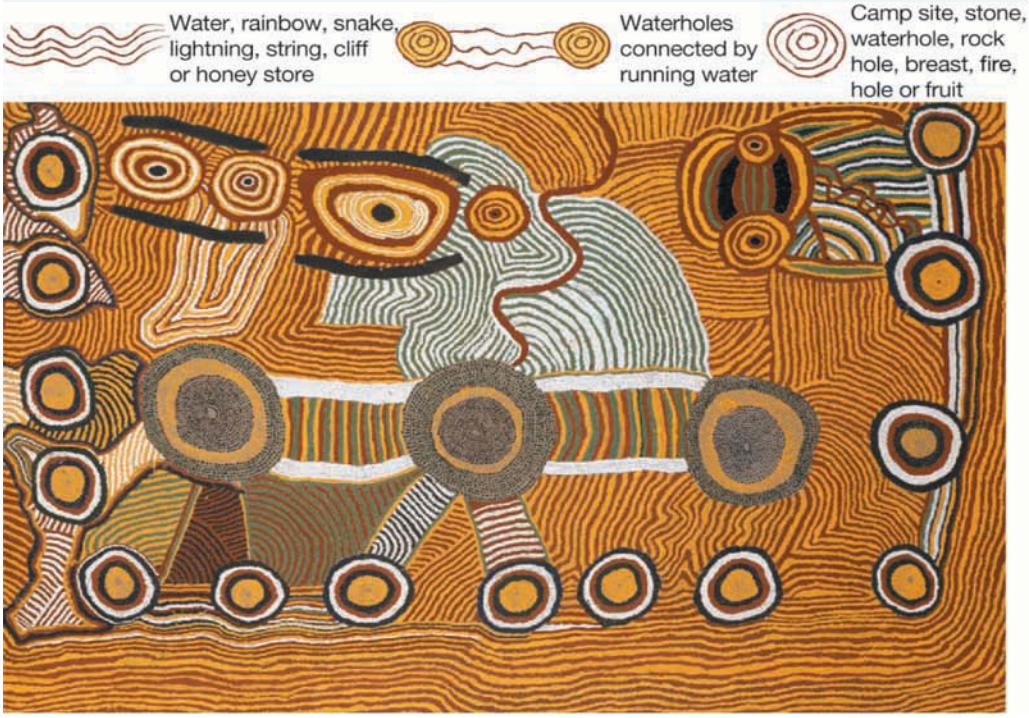
First Nations Australians occupied the whole continent of Australia, developing sustainable practices for at least 60 000 years. Spiritual and cultural connections to Country and Place are strong and the health of the land and its water resources are central to the wellbeing of the community. Land is not specifically owned by individuals but rather a system of tenure known as collective custodianship prevails.

Sustainable food and water resources

Through their detailed knowledge of Country, First Nations Australians could determine the seasonal availability of food from a wide range of uncultivated plants and wild animals. Some estimates suggest there

were up to 7000 different sources of food. The term ‘bush tucker’ has been developed to describe this sourcing of food from the natural environment. This involves working with the land and its elements rather than seeking to make dramatic changes. It includes farming and nurturing edible plant regrowth, maintaining animal habitats to ensure plentiful stock, and building fish traps. Some seeds from gathered plants are left behind to allow for new growth, and a few eggs are always left in nests to hatch. This ensures that species survive, and communities could expect to find food in the same place in the future.

FIGURE 7 A dot painting depicting land at Kiwirrkura, 400 kilometres west of Alice Springs



Source: © Donkeyman Lee Tjupurrula Kukatja (c. 1921)–1994 *Tingari Dreaming at Walawala* (1989)
Synthetic polymer paint on canvas, 119.7 × 179.3 cm
Purchased from Admission Funds, 1989
National Gallery of Victoria, Melbourne
© Donkeyman Lee Tjupurrula/Licensed by VISCOPY 2013

FIGURE 8 A selection of different foods and water resources

Cereal foods: Grass seeds from the clover fern were ground to form flour for damper. Many other seed types were similarly treated.

Fruit and vegetables: Fruits, berries, orchids and pods were available, depending on the region and seasonal availability (for example, sow thistle, lilly pilly, pigface fruit, kangaroo apple, wild raspberry, quandong and native cherry) as well as wild figs, plums, grapes and gooseberries. Also eaten were plant roots such as bull rushes, yams and bulbs; the heart of the tree fern and the pith of the grass tree; and the blister gum from wattles, native truffles and mushrooms.

Eggs: Emu, duck, pelican and many other birds’ eggs were eaten.

Meat: Meats included insects such as the larval stage of the cossid moth or witchetty grub and the Bogong moth, honey ants, native bees and their honey and scale insects; animals such as kangaroos, emus, eels, crocodiles, sea turtles, snakes, goannas and other lizards; and birds such as ducks, gulls and pelicans.

Fish and shellfish: Freshwater fish such as perch, yabbies and mussels in creeks and rock holes, and all varieties of saltwater fish were caught.

Medicines: Over 120 native plants were used as sedatives, ointments, diarrhoea remedies, and cough and cold palliatives as well as for many other known treatments.

Water: Water was obtained from rivers, lakes, rock holes, soaks, beds of intermittent creeks and dew deposited on surfaces. Moisture obtained from foods such as plant roots and leaves also provided water.

The use of fire

Fire stick farming techniques are an important aspect of First Nations Australians' land management practices. What has been described as the 'park like' landscape of the Australian bush is purposely created in a controlled burn using fire sticks. After the fires, new plant growth with tender shoots attracts all types of birds and animals to the area. In fact, many native plant seeds need fire in order to germinate. The grassland areas that result from the controlled burning of the landscape became ideal places to hunt kangaroos. Burning also causes animals to be flushed out into the open where they could be speared.

The arrival of Europeans

Since European occupation, many First Nations Australians have been displaced from their Country and many cultural practices have been compromised. This is because government policies forced First Nations Australians to move to missions and denied them access to Country, with no understanding of the spiritual and cultural importance it possesses. This led to the loss of many sustainable land management practices that are only recently being revived.

8.2.5 CASE STUDY: Eel farming by the Gunditjmara people of Victoria

Starting with the introduction of the *Native Title Act 1993* and further government legislations, members of First Nations Australian communities have been able to use their deep knowledge of the land and connection to Country through collaborative land and water management projects. One example where the role of First Nation Australian Elders, community leaders and park rangers can be seen operating is in the Mount Eccles National Park near Portland in Victoria. As the traditional owners and custodians of the land, the Gunditjmara people manage the Budj Bim National Heritage Landscape through the Windamara Aboriginal Corporation and other Aboriginal organisations. This has helped foster First Nations Australian cultural values and practices through the sustainable management of Country.

FIGURE 9 Remains of Gunditjmara stone eel traps at Lake Condah



The Budj Bim National Heritage Landscape, which was World Heritage listed in 2019, is the site of one of Australia's largest ancient aquaculture systems dated from at least 6000 years BCE. The ancient site shows evidence of a large, permanent settlement of stone huts and channels used for farming and the local trade of eels. The Gunditjmara people managed this landscape by digging channels and constructing weirs to bring water and young eels from Darlot Creek to local ponds and wetlands. Woven baskets placed at the weirs were used to harvest the mature eels. The area provided an abundance of food, ensuring food security for all (see **FIGURE 9)**.

Following European occupation of the area in the 1830s, the Gunditjmara people fought for their lands in the Eumerella Wars, which lasted for more than 20 years. Once occupied by European settlers, their lands were turned into mixed farming stations. By the 1860s the remaining Gunditjmara people were displaced to a government mission at Lake Condah. The mission lands were returned to the Gunditjmara people in 1987. Thereafter the Deen Maar Indigenous Protected Area (IPA) was declared in 1999 and the area was listed on the Australian National Heritage register in 2004.

Today the Gunditjmara Council and park rangers manage the 248-hectare Darlot Creek (Killara), which flows from Lake Condah in the Budj Bim National Heritage Landscape. They aim, through the application of custodial or stewardship-centred worldviews, to reinstate the wetlands and manna gum woodlands and re-establish the eel aquaculture industry as a sustainable business prospect. Further works are in progress to control weeds and feral animals and to expand tourism by building visitor boardwalks and information signage. The aim is the control of the human-induced environmental changes to the landscape, with Country being returned to close to its original natural state.

8.2 SKILL ACTIVITY: Interpreting and analysing geographical data and information

Complete the **Treading lightly** worksheet, in the eWorkbook section of the Resources panel, to explore this lesson's themes further.

on Resources

Interactivity Nature's bounty (int-3287)

8.2 Exercise

learnon

8.2 Exercise

Learning pathways

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

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Check your understanding

1. Insert the correct word into the sentence below: **benefits** / **dangers**
   Ecological services are the _____ to humanity from the resources and processes that are supplied by ecosystems.
2. **Select** the definition of an ecological footprint.
   - A. How much green space is left in a city
   - B. How much each person recycles
   - C. A measure of human demand on the Earth's natural systems
   - D. A measure of the Earth's demand on human natural systems
3. **Determine** whether the following statements are true or false.
   - a. Biocapacity is the capacity of a biome or ecosystem to generate a non-renewable supply of resources without processing its wastes.
   - b. There are two ecological services.

4. Match the ecological services to their descriptions.

Ecological service	Description
A. Provisioning	**a.** control of natural processes and capacity to regulate climate, soil and water
B. Regulating	**b.** goods that people use or harvest from nature
C. Supporting	**c.** religious, spiritual, aesthetic, educational, recreational and tourism benefits derived from nature
D. Cultural	**d.** the foundation of all services

5. Using details in **FIGURE 5**, explain what one global hectare (gha) represents.

Apply your understanding

Questioning and researching using geographical methods

6. **Name** six factors that are considered when measuring ecological footprints.
7. **Consider** and name the main criteria that the Sustainable Society Index uses to qualify *sustainable* human action.

Concluding and decision-making

8. Refer to **FIGURE 5**.
   a. **Reflect on** the reasons you believe the United States has such a large ecological deficit.
   b. Is Australia in an ecological deficit?
9. Study **FIGURE 6**. **Determine** from the following list the two areas with an ecological footprint of over a factor of 5 global hectares per capita.
   A. USA
   B. Asia
   C. Africa
   D. Europe
   E. Australia
   F. New Zealand
10. Refer to **FIGURE 6**. Of the world regions identified on the map, **decide** which ones have an ecological footprint in excess of biocapacity. **Explain** why this might be the case.

Communicating

11. **Define** what is meant by an 'Earth-centred worldview'.
12. **Discuss** how First Nations Australians use fire to manage the environment.

LESSON
8.3 Is climate change heating the Earth?

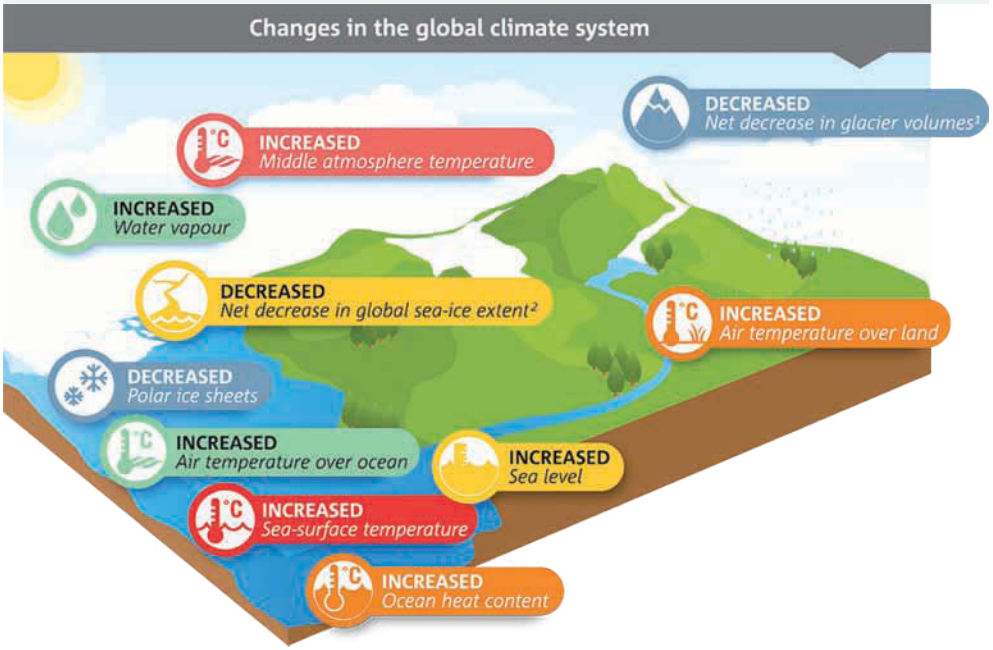
LEARNING INTENTION

By the end of this lesson you should be able to explain the processes through which the Earth's atmosphere is heated, and describe the role of human activity in the enhanced greenhouse effect.

TUNE IN

Climate change through global warming is a serious concern because it can cause changes to all natural environment systems as well as the built environment.

FIGURE 1 Consequences of changes in the global climate



Source: Bureau of Meteorology and CSIRO.

1. Select one environment shown in **FIGURE 1** and state what impacts that change could have on your lifestyle, in terms of increases and decreases shown.
2. Changes in polar ice sheets and in sea levels are very closely related. How would the melting of the polar ice sheets impact on coastal environments in terms of natural and built environment?

8.3.1 Climate change and global warming

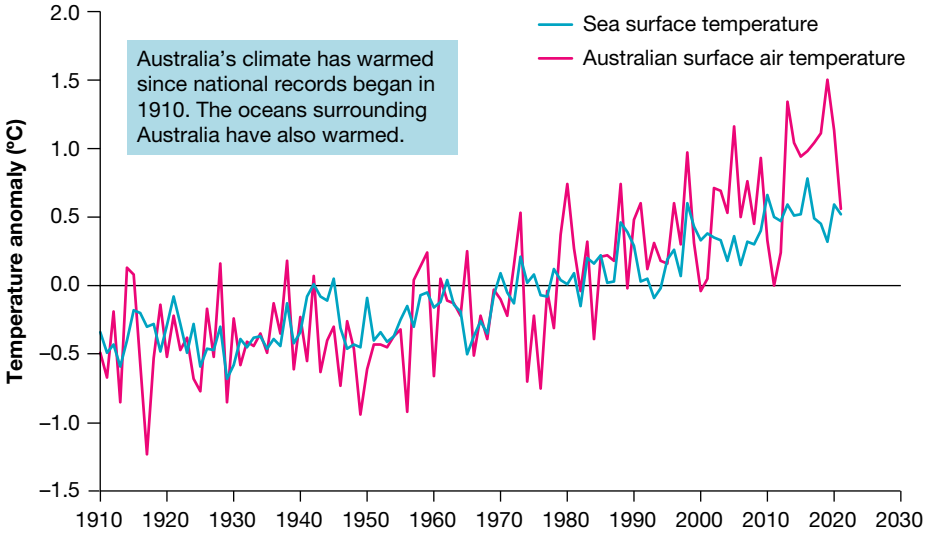
The world's climate has been changing for millions of years but, more recently, the concentration of greenhouse gases in the atmosphere has increased, leading to **global warming**. In particular, it is believed that burning fossil fuels such as coal and oil has led to what is known as the **enhanced greenhouse effect**, which is heating the Earth and its atmosphere. Despite ongoing debate about the nature and extent of climate change, the majority of the scientific community agrees that global warming and climate change exist and will result in ongoing changes to world weather patterns and, in the longer term, climates from the equatorial to polar regions. The wider consequences of global warming will also lead to environmental change across a wide range of biophysical systems (see **FIGURE 1**).

global warming the observable rising trend in the Earth's atmospheric temperatures, generally attributed to the enhanced greenhouse effect

enhanced greenhouse effect increasing concentrations of greenhouse gases in the Earth's atmosphere, contributing to global warming and climate change

Climate is the long-term weather patterns of a particular area, It is highly variable over the Earth's surface. For example, climates in the tropics are quite different from climates near the poles. Climate also varies over extensive periods of time. Scientists have described these changes — which date back millions of years, long before the emergence of the human species — as warm periods and ice ages. Currently the Earth is in a warm period, having moved out of ice age conditions as recently as 6000 years ago. Today we know that human activity is increasing the rate of global warming leading to **climate change**. This has particularly occurred in the past few hundred years, and can have serious consequences for the planet (see **FIGURE 2**).

FIGURE 2 Australia's temperature change to 2022



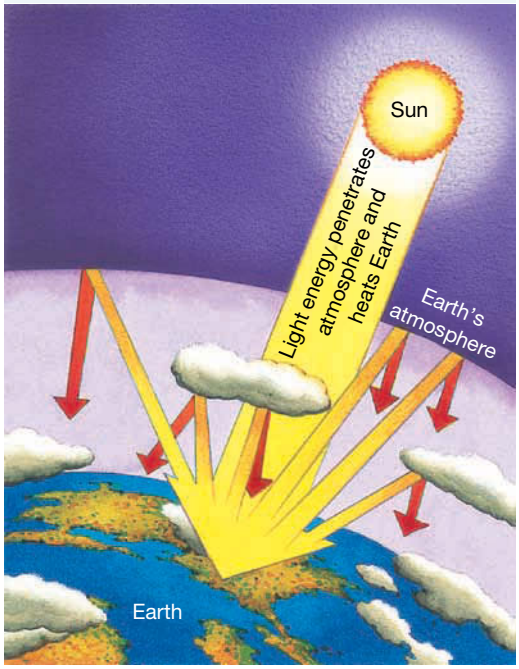
Source: Based on information taken from Bureau of Meteorology and CSIRO

climate change any change in climate over time, whether due to natural processes or human activities

8.3.2 Human activity and the enhanced greenhouse effect

The greenhouse effect is the mechanism where solar energy is trapped by water vapour and gases in the atmosphere, heating the atmosphere and helping to retain this heat, as in a glasshouse (see **FIGURE 3**). The three most important gases responsible for the greenhouse effect are carbon dioxide, nitrous oxide and methane. Without this greenhouse effect, the atmosphere would be much cooler, and ice age conditions would prevail over the planet, making life as we know it impossible.

FIGURE 3 How the greenhouse effect works



Changes in the balance of the greenhouse gases are a natural event, leading to the different climatic conditions on the planet as experienced over geological time. The issue today is how much impact human activity is having on the natural cycle of events, and how this activity is leading to climate change and global warming.

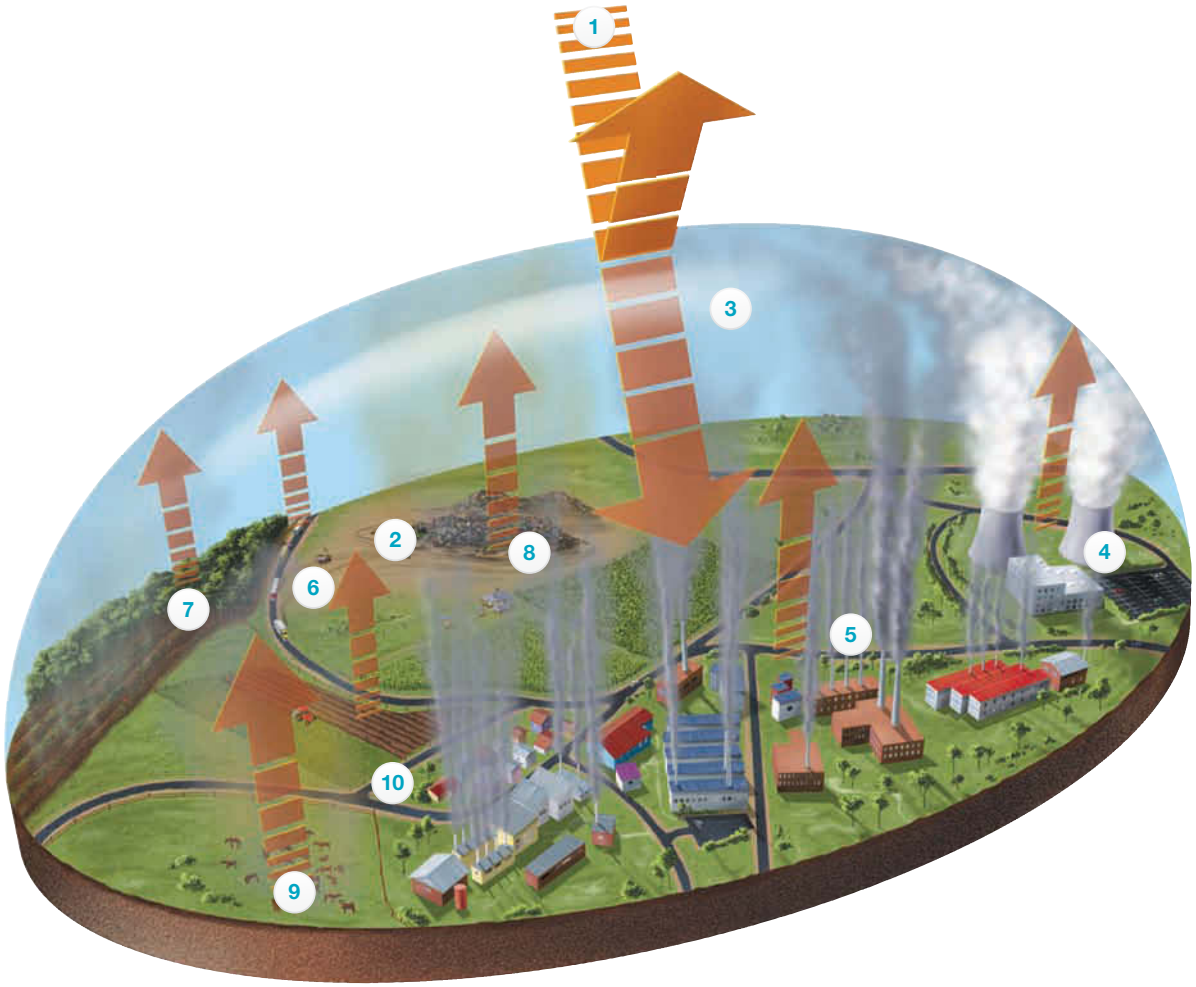
The term 'enhanced greenhouse effect' has been developed to show that heating of the atmosphere is moving at a rate that is above what could be expected by natural processes of change (see **FIGURE 4**). Recent research by government and non-government organisations has indicated that all parts of the world are vulnerable to the impacts of the enhanced greenhouse effect and associated climate change.

Six key risks that have been identified in Australia alone include:

- higher temperatures
- sea-level rise
- heavier rainfall
- greater wildfire risk
- less snow cover
- reduced run-off over southern and eastern Australia
- more intense tropical cyclones and storm surges along the coast.

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FIGURE 4 The enhanced greenhouse effect



1. Heat from the sun
2. Heat trapped by greenhouse gases
3. Heat radiating back into space
4. Greenhouse gases produced by power stations burning fossil fuels
5. Greenhouse gases produced by industry burning fossil fuels
6. Greenhouse gases produced by transport burning fossil fuels
7. Greenhouse gases released by logging forests and clearing land
8. Methane escaping from waste dumps
9. Methane from ruminant (cud-chewing) livestock; e.g. cattle, sheep
10. Nitrous oxide released from fertilisers and by burning fossil fuels

8.3 SKILL ACTIVITY: Questioning and researching using geographical methods, Communicating

1. Using the information in **FIGURE 4**, work together in small groups to prepare a report that **explains** how the enhanced greenhouse effect operates. Here are some steps to get you started.
   - **Summarise** what the enhanced greenhouse effect is.
   - **State** its causes.
   - **Identify** its effects.
2. You may also need to carry out further **research** to gather more information.
3. **Create** a presentation for the class. Use a mix of text and visual material in your presentation.
4. The presentation should include your group's **proposals** about what we can do to reduce the impacts of the enhanced greenhouse effect.

8.3 Exercise

learnon

8.3 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. Climate change is the naturally occurring changing of the world's climate.
   b. Global warming is the result of greenhouse gases in the atmosphere increasing.
   c. Without the greenhouse effect, the atmosphere would be much cooler.
2. Why would sea levels be much lower in an ice-age period?
   A. Sea water evaporates at a faster rate than it is replenished.
   B. Sea water is stored in ice caps and glaciers.
   C. There is less rain as it is too cold to fall.
   D. All of the above
3. **Explain** what changes have occurred to the Earth's climate over geological time.
4. **Explain** the greenhouse effect.
5. **State** the three atmospheric gases responsible for the greenhouse effect.

Apply your understanding

Communicating

6. **Explain** the role that trees play in the carbon cycle and in controlling the level of greenhouse gases.

Interpreting and analysing geographical data and information

7. **Consider** what impacts global warming, and in particular higher water temperatures, will have on a marine ecosystem such as the Great Barrier Reef.
8. **Examine FIGURE 2**.
   a. What is the time period shown in the graph?
   b. What is the total temperature increase shown between the start and end points of the graph?
   c. **Identify** the general trend shown by the graph.
9. **Discuss** why the greenhouse effect is crucial to maintaining life on Earth.

Concluding and decision-making

10. a. **Determine** which energy-saving actions your household participates in.
    b. **Propose** other actions that could be taken in the future.

LESSON
8.4 How do we tackle climate change?

LEARNING INTENTION

By the end of this lesson you should be able to discuss responses to human-induced climate change at a range of scales, and explain the impact of fossil fuels and alternative energy sources.

TUNE IN

There are many options to create power other than coal-, oil- and gas-burning power stations. These fossil fuels emit carbon dioxide that is heating the Earth's atmosphere and causing global warming.

FIGURE 1 Some sources of renewable energy: (a) solar, (b) wind, (c) hydro-electric and (d) geothermal



1. Select one of the examples shown in **FIGURE 1** and comment on what natural resource of the environment is used to generate power/electricity.
2. Name any of these power-generating facilities you have seen in your travels and give a brief description of how it works.

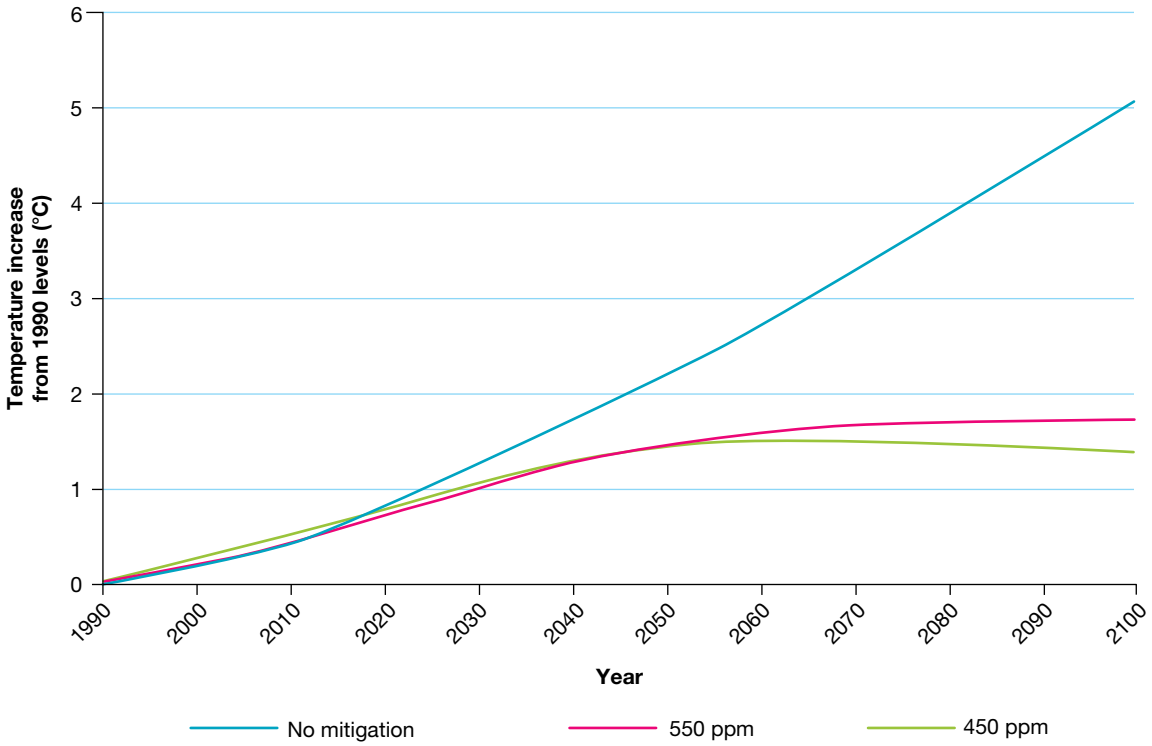
8.4.1 Global action

Climate change is a global phenomenon. The greenhouse gases produced in one country spread through the atmosphere and affect other countries. Action by only a few countries to reduce greenhouse gases will therefore have little impact — it requires international cooperation, especially by the largest polluters.

Since the 1990s, countries have met at the United Nations Intergovernmental Panel on Climate Change (IPCC) conferences and agreed to take steps to reduce emissions of greenhouse gases. An early conference developed the **Kyoto Protocol**, an agreement that sets targets to limit greenhouse gas emissions, and 128 countries have agreed to this protocol. Further conferences in 2009 in Copenhagen, 2010 in Cancun, 2015 in Paris and 2021 in Berlin, led to an important new direction, with all countries agreeing to contain global warming within 2 °C. This means that emissions of CO_2, which were at 395 parts per million (ppm) in 2013, must be kept below 550 ppm to reach this target.

If no actions (mitigation measures) are taken, temperatures could increase by 5 °C, as shown in **FIGURE 2**. To date, 192 of the world's 195 countries have signed the Kyoto Protocol; however, close to half have modified their commitment to reach targets for greenhouse emission reductions set for 2020. The United States has signed the Protocol but has not ratified emission targets and Canada has withdrawn from the Protocol.

FIGURE 2 *Global average temperature outcomes for three emissions cases, 1990–2100



*projected

Source: *The Garnaut Climate Change Review 2008*, p. 88.

To meet the greenhouse gas emissions targets defined by these agreements, countries must make changes that reduce their level of emissions. They can also meet the targets in two other ways.

1. A country can carry out projects in other countries that reduce greenhouse gas emissions and offset these reductions against their own target.
2. Companies can buy and sell the right to emit carbon gases. For example, a major polluter, such as a coal power station, is allowed to emit a certain volume of greenhouse gases. If it is energy efficient, and emits less than its limit, it gains **carbon credits**. It has the right to sell these credits to another company that is having difficulty reducing its emissions. Companies can also gain credits by investing in projects that reduce greenhouse gases (such as renewable energy), improve energy efficiency or act as carbon sinks (such as tree planting and underground storage of CO_2).

Kyoto Protocol an internationally agreed set of rules developed by the United Nations aiming to reduce climate change through the stabilisation of greenhouse gas emissions into the atmosphere

carbon credit a tradeable certificate representing the right of a company to emit one metric tonne of carbon dioxide into the atmosphere

8.4.2 Australia's action

The 2011 Garnaut Report and the findings of the 2021 IPCC state that it is in Australia's national interest to do its fair share in a global effort to mitigate climate change (see **TABLE 1**). The findings of the 2011 report were confirmed at the IPCC meeting in Paris in 2015. In 2022, the newly elected government Labor government announced their Commitments to Climate Change. A key part of this more ambitious plan was a commitment to reduce greenhouse gas emissions to 43 per cent below 2005 levels by 2030. The plan will help Australia meet its commitments by:

- establishing a new Department of Climate Change, Energy, the Environment and Water.
- passing a climate change bill in September 2022
- creating a Climate Change Authority
- releasing an annual climate change statement, reporting progress towards climate change targets
- creating new emissions strategies such as Rewiring the Nation to rebuild and modernise the electricity network, the National Electric Vehicle strategy, and directing part of the National Reconstruction Fund (NRF) to clean energy investment.

Australia has also committed to net zero carbon emissions by 2050. This means that, by 2050, the amount of CO_2 that is being removed from the atmosphere will have to be the same as, or more than, the amount that is emitted. The government plans to do this by using existing and emerging technologies, rather than by introducing a tax or a price on carbon that would create a disincentive on fossil fuel production. In 2020, Australia claimed success in meeting its targets under the Kyoto Protocol.

TABLE 1 Potential impacts for each of the three emissions cases by 2100

Emissions case	450 ppm	550 ppm	No action
Likely range of temperature increase from 1990 level	0.8–2.1 °C	1.1–2.7 °C	3–6.6 °C
Percentage of species at risk of extinction	3–13%	4–25%	33–98%
Area of reefs above critical limits for coral bleaching	34%	65%	99%
Likelihood of starting large-scale melt of the Greenland ice sheet	10%	26%	100%
Threshold for starting accelerated disintegration of the West Antarctic ice sheet	No	No	Yes

Source: *The Garnaut Climate Change Review 2008*, p. 102.

8.4.3 Taking personal action

Australian households produce about one-fifth of Australia's greenhouse gases through their use of transport, household energy and the decay of household waste in landfill. This amounts to about 15 tonnes of CO_2 per household per year. (A tonne of CO_2 would fill one family home.) The Australian Conservation Foundation has suggested a ten-point plan that every Australian household can follow to reduce its level of greenhouse gas pollution (see **FIGURE 3**).

FIGURE 3 The Australian Conservation Foundation Plan

1. ***Switch to green power***
   Choose renewable energy from your electricity retailer and support investment in sustainable, more environmentally friendly energies. Make sure it is accredited GreenPower [electricity produced using renewable resources] — see www.greenpower.gov.au for a list of who qualifies.
2. ***Get rid of one car in your household***
   A car produces seven tonnes of greenhouse pollution each year (based on travelling 15 000 km per year). This does not include the energy and water used to build the car — 83 000 litres of water and eight tonnes of greenhouse pollution. So share a car with your family.

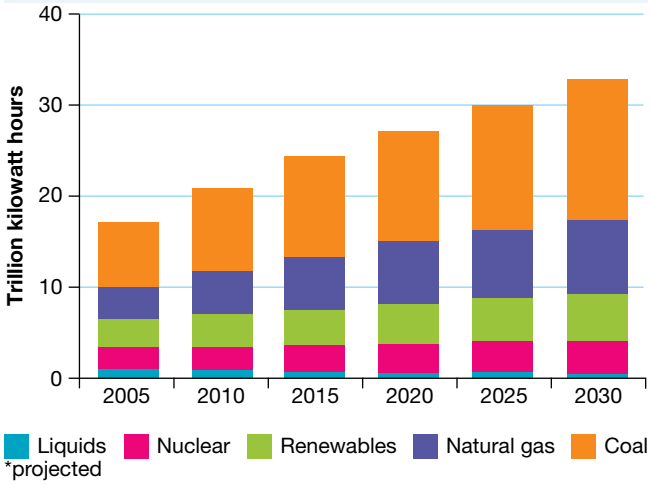
3. ***Take fewer air flights***
   A return domestic flight in Australia creates about 1.5 tonnes of greenhouse emissions (based on Melbourne to Sydney return). A return international flight creates about 9 tonnes (based on Melbourne to New York return). Holiday closer to home.
4. ***Use less power to heat your water***
   A conventional electric household water heater produces about 3.2 tonnes of greenhouse pollution in a year. Using less hot water will reduce your pollution. Using the cold cycle on your washing machine will save 3 kg of greenhouse pollution. Switching off your water heater when you're away will also reduce your energy use.
5. ***Eat less meat***
   Meat, particularly beef, has a very high environmental impact, using a lot of water and land to produce it, and creating significant greenhouse pollution. If you reduce your red meat intake by two 150-gram serves a week, you'll save 20 000 litres of water and 600 kg of greenhouse pollution a year.
6. ***Heat and cool your home less***
   Insulate your walls and ceilings. This can cut heating and cooling costs by 10 per cent. Each degree change can save 10 per cent of your energy use. A 10 per cent reduction is 310 kg of greenhouse pollution saved.
7. ***Replace your old showerhead with a water-efficient alternative***
   This will save about 44 000 litres of water a year and up to 1.5 tonnes of greenhouse pollution from hot water heating (on average).
8. ***Turn off standby power***
   Turning appliances off at the wall could reduce your home's greenhouse emissions by up to 700 kg a year.
9. ***Cycle, walk or take public transport rather than drive your car***
   Cycling 10 km to work (or school) and back twice a week instead of driving saves about 500 kg of greenhouse pollution each year and saves you about $770. Besides, it's great for your health and fitness!
10. ***Make your fridge more efficient***
    Ensure the coils of your fridge are clean and well ventilated — that will save around 150 kg of greenhouse pollution a year. Make sure the door seals properly — this saves another 50 kg. Keep fridges and freezers in a cool, well-ventilated spot to save up to another 100 kg a year. If you have a second fridge, turn it off when not in use.

8.4.4 The role of fossil fuels and renewable energy

Climate authorities have declared that global warming is possibly the most important issue affecting life on Earth now and into the future. The burning of **fossil fuels**, which generate greenhouse gases, is causing the atmosphere to heat up, and it is believed that a sustainable future, in terms of energy use, can be achieved only by reducing the consumption of energy and/or switching to renewable energy forms. While use of fossil fuels is a significant factor in global warming, it should also be recognised that there are a number of other human activities that lead to greenhouse gas emissions.

Fossil fuels have been widely used for energy production by human societies since the Industrial Revolution. Burning of wood in fires was the earliest use of fuels, and today coal, oil and gas are the fossil fuels of choice. Much of the energy used in society today for transport, domestic use and all forms of industry is from electricity generated by power stations that are fired by fossil fuels (see **FIGURES 4** and **5**).

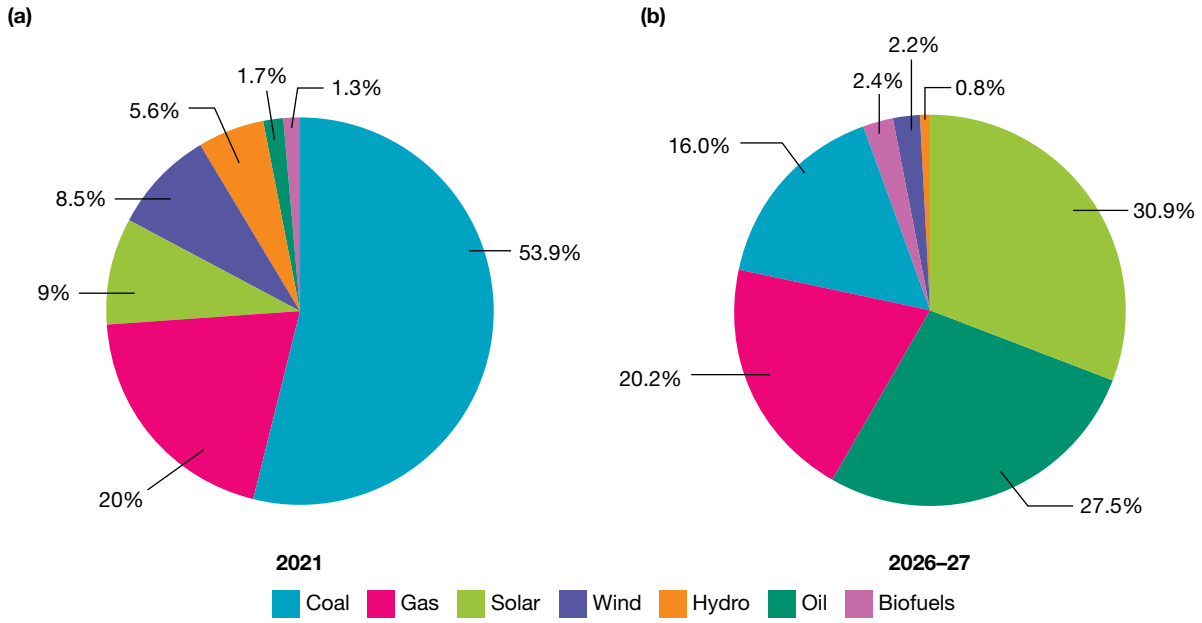
FIGURE 4 World electricity generation by fuel, 2005–30*



Source: Energy Information Administration.

fossil fuels carbon-based fuels formed over millions of years, which include coal, petroleum and natural gas. They are called non-renewable fuels as reserves are being depleted at a faster rate than the process of formation.

FIGURE 5 Australia's primary energy sources: (a) 2021 and (b) projected for 2026–27



Source: Department of Industry, Science, Energy and Resources, 2021.

The environmentally friendly alternative to fossil fuels is renewable energy. This includes hydro-power, solar, wind, wave and tidal, **geothermal** and bioenergy sources to generate electricity. These sources do not produce greenhouse gases and are replenished in relatively short periods of time (see **FIGURE 1**). The movement to environmentally friendly alternative energy fuels will confirm a significant change in thinking, from a human-centred to an Earth-centred worldview. This change in thinking will lead to a more sustainable use of energy with a significantly lower impact of greenhouse gas emissions on the environment.

Many countries throughout the world are now using or developing sustainable energy industries. The United States, for example, has established the Clean Energy Plan and currently produces 1.66 per cent of its energy needs from solar power, with renewable energy sources comprising 10 per cent of its total electricity generation. In Europe, Germany has made great progress in harnessing renewable energy sources, which today provide 29.5 per cent of its power generation needs. Wind energy alone provides just over one-third of this amount.

In 2021, 29 per cent of Australia's total electricity generation was from renewable energy sources. With our expansive desert regions, there is huge potential to generate solar power. In recent years, the installation of solar panels for domestic households has increased, and this has been supported by a federal government subsidy scheme. Small-scale solar generation (that is, on domestic houses) grew by 29 per cent in 2021 and an average of 28 per cent per year over the last 10 years. Solar now represents 4 per cent of all Australian electricity generation. In other renewable energy fields, wind farms have become more widespread in southern Australia, and there are companies investigating the potential for geothermal energy production.

8.4.5 Future action

In 2022, the IPCC confirmed the 2007 recommendations to reduce greenhouse gas emissions. They cover a wide range of human activities, with suggestions for management to mitigate global warming (see **TABLE 2**).

For each mitigation action shown in **TABLE 2** there are economic, social and environmental consequences. For example, considering the 'developing safer and cleaner nuclear energy' action, there may be positive economic consequences, such as the creation of energy security and job opportunities, but also negative consequences, such as the cost of waste disposal. Similarly, the social and environmental consequences may be positive, such as reduced air pollution, and negative, such as nuclear accidents.

geothermal (power) power that is generated from molten magma at the Earth's core and stored in hot rocks under the surface. It is cost-effective, reliable, sustainable and environmentally friendly.

TABLE 2 Reducing greenhouse gas emissions

	Ways to reduce greenhouse gas emissions
Energy supply	• Increasing use of renewables such as hydro-power, solar, wind, wave and tidal, geothermal and bioenergy • Switching from coal to gas • Carbon capture and storage (CCS) at fossil fuel electricity generating facilities • Developing safer and cleaner nuclear energy (although this is also debated in terms of its sustainability)
Transport	• More fuel-efficient vehicles such as electric, hybrid, clean diesel and biofuels • Changing from road to rail and bus transport systems • Promoting cycling and walking to work
Buildings	• Installing more efficient lighting and day-lighting systems and electrical appliances for heating and cooling, cooking and washing • Increased use of photovoltaic (PV) solar panels • Improved refrigeration fluids including the recovery and recycling of fluorinated gases
Industry	• More efficient electrical equipment • Heat and power recovery • Material recycling and substitution • Control of gas emissions
Agriculture	• Improved crop yields and grazing land management • Increased storage of carbon in the soil and reduction of methane gas emissions from livestock manure • Restoration of cultivated soils and degraded lands • Improved nitrogen fertiliser application techniques to reduce nitrous oxide emissions • New bioenergy crops to replace fossil fuels
Forestry/forests	• Planting new forests • Better harvested wood management • Use of forestry products for bioenergy to replace fossil fuel use • Better remote sensing technologies for analysis of vegetation and mapping land-use change
Waste	• Landfill methane recovery • Waste incineration with energy recovery • Composting of organic waste • Controlled waste water treatment • Recycling and waste minimisation

Source: UN IPCC Report 2007.

DISCUSS

Is it the responsibility of the ordinary citizen or the government to accept the consequences of climate change and do something about it? Discuss your view.

8.4 SKILL ACTIVITY: Questioning and researching using geographical methods, Communicating

1. Use the internet to **research** geothermal energy.
   a. Use these questions as a starting point:
      - What is it?
      - How is it captured or created?

- What are the positive and negative points about using it?
- Is it expensive?
- What technology does it use?

b. **Summarise** your information in a table.

2. **Investigate** its potential as a future energy source.
3. **Synthethise** your research and write a report on your findings.

Resources

Interactivity Small acts, big changes (int-3288)

8.4 Exercise

learnon

8.4 Exercise

Learning pathways

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

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Check your understanding

1. The _____ Protocol is an agreement that sets targets to limit greenhouse gas emissions, signed by 128 countries.
2. A 'fossil fuel' is composed of dead animal bones. True or false?
3. **Decide** what would be the most effective and safe renewable energy source for the future. Select your two preferred answers from the following list.
   - A. Nuclear energy
   - B. Wind farms
   - C. Coal-fired power stations
   - D. Hydro-electric power stations
4. **State** which arm of the United Nations is involved in formulating measures to tackle climate change.
5. **Name** five major renewable energy sources.
6. **Describe** why organisations such as the Australian Conservation Foundation would have different views about climate change and global warming than companies that produce electricity.

Apply your understanding

Interpreting and analysing geographical data and information

7. Refer to **FIGURE 2**. **State** how much temperatures will increase by 2070 if no mitigation actions are taken. **Identify** the emissions case that would reduce temperature change the most by 2100.
8. Refer to **TABLE 1** and the 450 ppm emissions case. **Identify** what percentage of species is at risk of extinction. **Predict** what might happen to the Great Barrier Reef under the 550 ppm case.
9. Refer to **FIGURE 5**. **Identify** what percentage of Australia's energy currently comes from renewable sources, and by how much this is projected to change by 2026–27.
10. **Evaluate** why the use of fossil fuels isn't sustainable.

Concluding and decision-making

11. **Investigate** the environmental, social and economic consequences of the different management strategies adopted for renewable energy use in Australia, the United States and Germany, outlined in section 8.4.4.

LESSON
8.5 Is Australia's climate changing?

LEARNING INTENTION

By the end of this lesson you should be able to explain the interconnection of people with the environment, and evaluate the impacts of climate change on Australia.

TUNE IN

In Australia we are used to weather extremes that result in flood, drought and bushfires, but do you know the climatic reasons these phenomena occur?

FIGURE 1 Floods in Townsville, February 2019, due to tropical cyclone Oma



1. What impacts would the flood as shown in **FIGURE 1** have on the social and economic livelihood of the people living in this place?
2. What management strategies are you aware of that local councils, state and federal governments put into place to reduce the impacts of floods?

8.5.1 Impacts of climate change in Australia

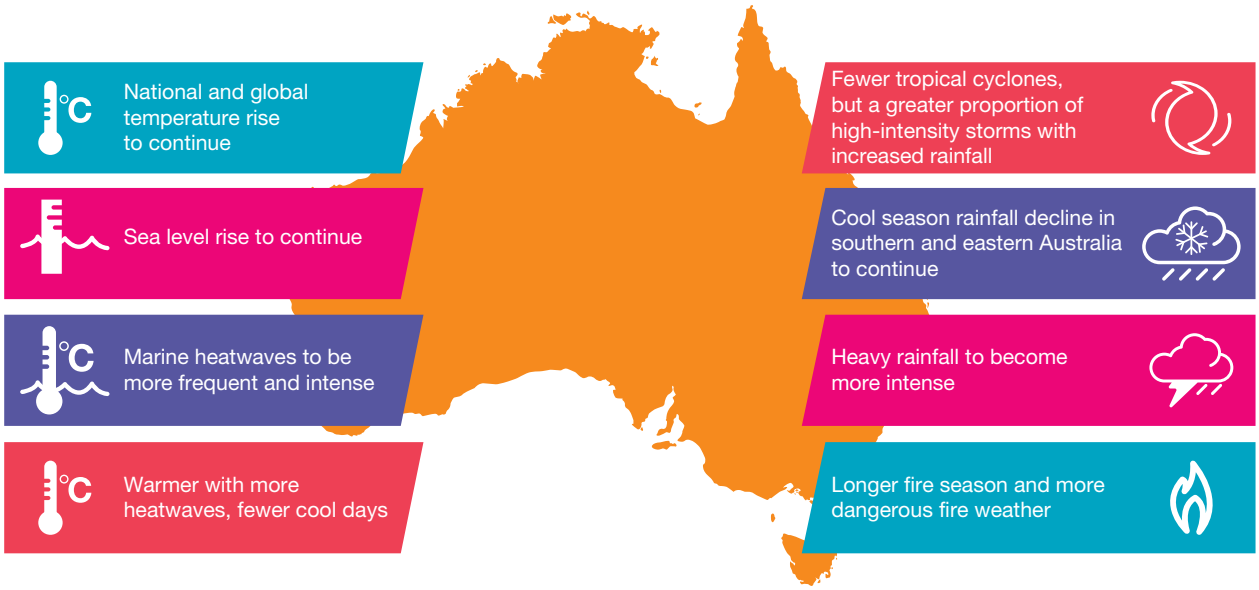
Research by government and non-government organisations, such as the Bureau of Meteorology (BOM), the Commonwealth Scientific and Industrial Research Organisation (CSIRO) and the IPCC in 2022, has indicated that Australia is particularly vulnerable to climate change. The changes that will affect all Australian biophysical systems have been identified as eight key risks, which are outlined in **FIGURE 2**.

The challenge for the future is how to manage these risks to minimise negative consequences for the Australian environment, economy and social systems.

What changes are we seeing?

Australia's year-by-year climate statistics can be quite variable against long-term climate records, and floods and droughts have always occurred, breaking records in various regions. These variations in weather patterns are often referred to as climatic anomalies. The concern raised by global warming and climate change is the degree of climate variability and the likelihood of more extreme weather events. For instance, will we experience worse floods and droughts and more bushfires and severe cyclones, tornadoes and the like? Scientific evidence supports the view that there have been more extreme weather events in recent years and that the climate of Australia has undergone significant regional change (see **FIGURE 3**).

FIGURE 2 Key climate and severe weather risks for Australia



Source: Bureau of Meteorology and CSIRO

FIGURE 3 The *State of the Climate 2022* report

The *State of the Climate 2022* report, produced by the BOM and CSIRO made the following summary points.

- Australia's climate has warmed by an average of 1.47 ± 0.24 °C since national records began in 1910.
- Sea surface temperatures have increased by an average of 1.05 °C since 1900. This has led to an increase in the frequency of extreme heat events over land and sea.
- There has been a decline of around 15 per cent in April to October rainfall in the southwest of Australia since 1970. Across the same region, May to July rainfall has seen the largest decrease, by around 19 per cent since 1970.
- In the south-east of Australia, there has been a decrease of around 10 per cent in April to October rainfall since the late 1990s.
- There has been a decrease in streamflow at most gauges across Australia since 1975.
- Rainfall and streamflow have increased across parts of northern Australia since the 1970s.
- There has been an increase in extreme fire weather, and a longer fire season, across large parts of the country since the 1950s.
- There has been a decrease in the number of tropical cyclones observed in the Australian region.
- Snow depth, snow cover and number of snow days have decreased in alpine regions since the late 1950s.
- Oceans around Australia have continued to become more acidic, with changes happening faster in recent decades.
- Sea levels are rising around Australia, including more frequent extremes that are increasing the risk of inundation and damage to coastal infrastructure and communities.

Recent severe weather events

In 2022, in their annual report *Extreme Weather*, the Climate Council of Australia wrote:

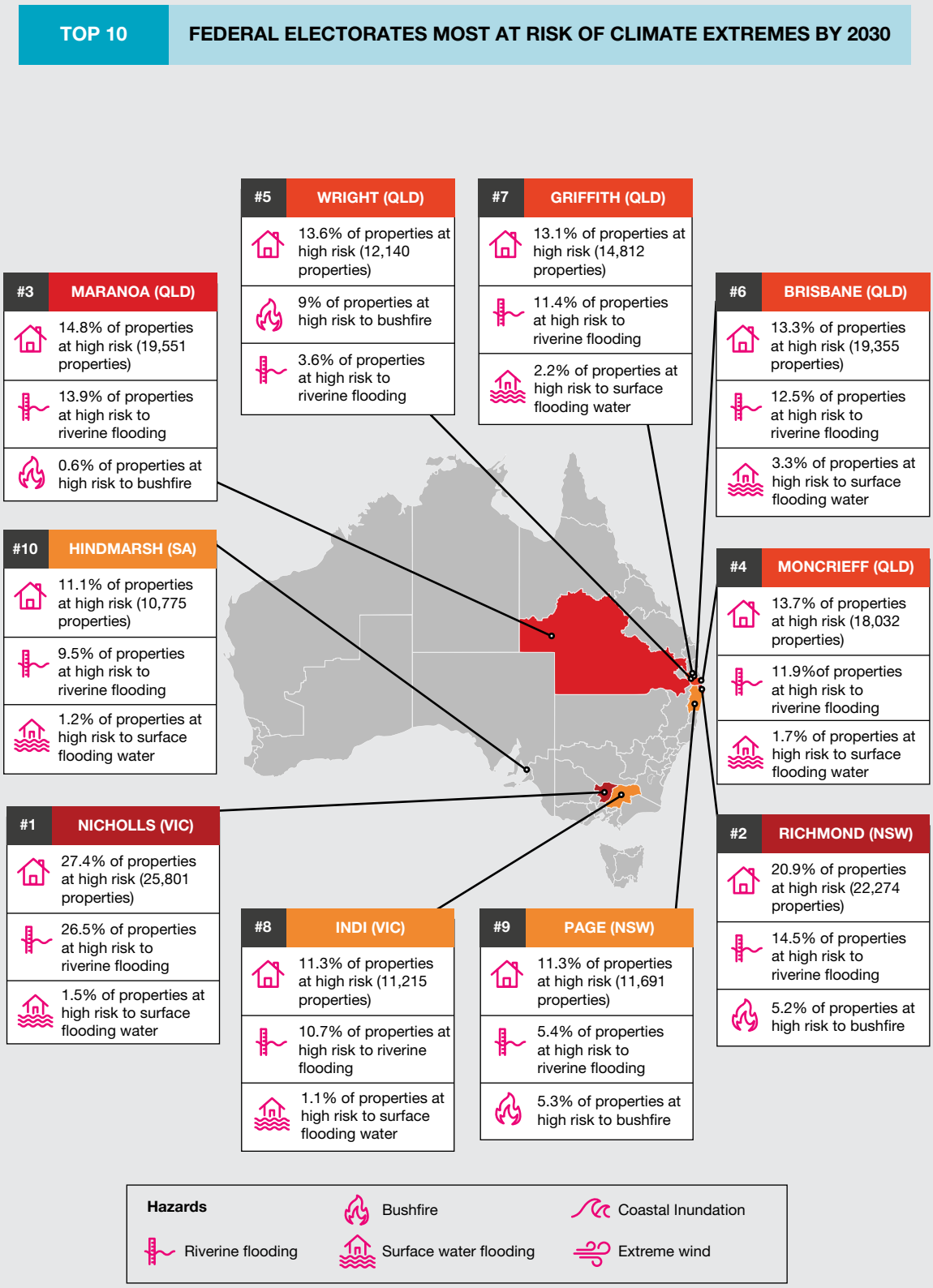
> Climate change is influencing all extreme weather events as they are occurring in a more energetic climate system. Australia is one of the most vulnerable developed countries in the world to the impacts of climate change. Heatwaves are becoming longer, hotter and starting earlier in the year. In the south of the country, where many Australians live and work, dangerous bushfire weather is increasing and cool season rainfall is dropping off, stretching firefighting resources, putting lives at risk and presenting challenges for the agriculture industry and other sectors, such as tourism.

Of particular concern is the spate of La Niña events that produced extreme flooding in NSW, Queensland and Victoria in 2021 and 2022. **FIGURE 4** outlines locations in Australia most at risk of climate extremes by 2030.

int-9112

tlvd-10760

FIGURE 4 Indications of climatic change from the Climate Council of Australia



Source: Was redrawn based on an image from https://www.climatecouncil.org.au/resources/uninsurable-nation-australias-most-climate-vulnerable-places/

8.5.2 Impacts on the environment, economy and social systems

Some of the impacts of climate change that will require management by governments and communities include:

- impacts on fragile and diverse biomes and ecosystems; for example, the Great Barrier Reef, where warming of 1 °C and acidifaction are expected to have significant impacts on biodiversity, with losses of species and associated coral communities and the potential for up to 97 per cent of the reef to be subject to coral bleaching
- changed temperatures and rainfall regimes affecting the potential of agriculture and forestry to maintain crop yields such as wheat, and timber yields from forests
- reduced river flows in the Murray–Darling Basin with significant impacts on agriculture, industry and urban household use
- more extreme weather events such as heatwave conditions, with an increase in the number of days when the forest fire index rating is very high or extreme
- more severe tropical cyclones, with associated property damage due to strong winds and flooding
- spread of tropical diseases such as dengue fever and malaria to southern regions.

FIGURE 5 Climate change is projected to have a significant impact on the biodiversity of the Great Barrier Reef.



Managing the impact of severe weather

Scientific experts agree that environments will change due to global warming and climate change and this will have a range of economic and social consequences, to which society will need to adapt. Industries such as agriculture and forestry may be particularly affected. When this occurs, governments and other agencies will need to encourage and facilitate employment opportunities in alternative industries, such as renewable energy.

A number of approaches can be taken to deal with the potential impact of severe weather events. The threat of flooding can be reduced with the redesign of urban infrastructure to improve storm water drainage. If redesign is not able to solve the problem, there may be a need for some people to consider relocating away from the flood-prone coastal and riverine locations in which they currently live.

Successful management strategies in relation to events such as cyclones and bushfires include the development of improved tropical cyclone warning systems. Monitoring is conducted and warnings issued by the Bureau of Meteorology, and bushfire warnings, issued by relevant state fire authorities. National and state-based agencies such as State Emergency Management Committee WA, Emergency Management Victoria and Emergency New South Wales all provide a range of information and resources aimed at minimising the impacts on communities of severe weather events. They also assist with management strategies such as emergency evacuation planning. Improved building design to withstand these severe weather events is another successful form of management strategy.

Government Disaster Relief programs that offer financial and other assistance to individuals and communities to recover after events such as flood, fire and drought are further examples of impact management.

Perhaps most importantly, the root causes of severe weather events as a consequence of global warming and climate change need to be addressed. The Australian Conservation Foundation's ten-point plan (see **FIGURE 3** in section 8.4.3) suggests a range of personal energy-use management strategies that aim to minimise individuals' contribution to greenhouse gas emissions, such as switching to solar energy and other renewables.

If adopted by businesses and the general community, these strategies will go a long way towards reducing the environmental impacts of climate change and global warming, thereby helping to reduce the social and economic impacts.

SkillBuilders to support skill development

- 7.16 Describing change over time

8.5 SKILL ACTIVITY: Questioning and researching using geographical methods

1. Use the internet to find out about Pacific Island nations that are threatened by rising sea levels because of climate change.
2. **Identify** where are they located.
3. **Summarise** any plans in place to protect these areas.
4. **Discuss** your findings with a partner.

8.5 Exercise

learnon

8.5 Exercise

Learning pathways

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

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Check your understanding

1. Australia's temperatures are expected to increase because of climate change. True or false?
2. Climate change will have minimal impact on tourism in the Gold Coast region of Australia. True or false?
3. **Identify** three extreme weather events that are expected to increase in frequency due to climate change.
4. **Determine** three key points from the *State of the Climate 2022* report (**FIGURE 3**) that you consider to be correct.
   - A. Sea levels are rising around Australia.
   - B. The pH of the oceans is increasing.
   - C. Rainfall has increased across parts of northern Australia since the 1970s.
   - D. There has been a long-term increase in extreme fire weather, and in the length of the fire season, across large parts of Australia.
   - E. Streamflow has increased across southern Australia.

Apply your understanding

Interpreting and analysing geographical data and information

5. Study **FIGURE 4**, which outlines locations in Australia most at risk of climate extremes by 2030, to **investigate** the following:
   - a. The general pattern of hazards for the locations outlined.
   - b. The types of hazards experienced closest to where you live.

Concluding and decision-making

6. **Summarise** in dot point form an evacuation plan for a house or town in a bushfire-prone area.
7. **Predict** how rising sea levels will affect Australia's state capital cities that are located on the coast.

Communicating

8. **Discuss** strategies that you think people who live in tropical cyclone-prone areas could adopt to cope with increased severe weather events.

LESSON
8.6 Investigating topographic maps: Environmental change in Jindabyne

LEARNING INTENTION

By the end of this lesson you should be able to describe potential effects of environmental change in Jindabyne and provide examples from a topographic map to support your ideas.

8.6.1 Environmental change in Jindabyne

Jindabyne was originally located under the current location of Lake Jindabyne. It was moved in the 1960s when the Snowy River was dammed as part of the Snowy Mountains Scheme.

This alpine region is popular for its mountain peaks, which are used for snow activities such as skiing, snowboarding and tobogganing. It is a holiday destination that is popular as a base for skiers visiting ski resorts, such as Perisher and Thredbo, but also offers a range of other nature-based activities year round. The increasing numbers of tourists is another environmental change that could impact on the fragility and value of the alpine environment. In addition, natural snowfalls in the region are likely to be affected by warmer conditions associated with climate change. This could have flow-on impacts for businesses and communities in the area.

FIGURE 1 An oblique aerial view of Jindabyne



on Resources

eWorkbook	Investigating topographic maps — Environmental change in Jindabyne (ewbk-10069)
Digital document	Topographic map of Jindabyne (doc-36367)
Video eLesson	Investigating topographic maps — Environmental change in Jindabyne — Key concepts (eles-5242)
Interactivity	Investigating topographic maps — Environmental change in Jindabyne (int-8670)
Google Earth	Jindabyne (gogl-0102)

FIGURE 2 Topographic map of Jindabyne



Source: Spatial Vision

8.6 Exercise

learnon

8.6 Exercise

Learning pathways

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

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Check your understanding

1. **Identify** the grid references of the following.
   a. Cobbon Farm
   b. Lakewood Estate
   c. Mill Ridge
2. **Identify** the direction, bearing and straight line distance from:
   a. Owl Moon Ridge to Grellenger
   b. Jindabyne Dam to Rainbow Drive
   c. Jindabyne Airport to Tigers Rest.
3. **Identify** and **describe** examples of the following landforms. Use area references to identify the locations in your descriptions.
   a. A saddle
   b. A plateau
   c. A valley

Apply your understanding

Communicating

4. **Examine** the features of the map and **FIGURE 1**. Consider an environmental change that you could study in this location.
   a. **Identify** an aim for research.
   b. Suggest some fieldwork methods you could use to observe, measure, collect and analyse data related to this environmental change.
   c. **Identify** any fieldwork instruments that you might use in your investigation.
   d. **Propose** environmental management strategies that could be implemented to address this change.
5. **Outline** your route, including distances and directions of travel, if you were staying on the unsealed part of Rainbow Drive in Tyrolean Village overlooking Willow Bay and wanted to go fishing in the Thredbo River.
   a. Plan the most direct route.
   b. Plan the route that might offer the most interesting scenery. **Explain** your choices.
6. Based on the direction and features of the land, do you think the Old Kosciusko Road that ends in East Jindabyne used to meet up with the route of the current Kosciusko Road? **Justify** your answer using specific data from the map.

LESSON
8.7 INQUIRY: Extreme weather

LEARNING INTENTION

By the end of this lesson you should be able to investigate extreme weather events in Australia and outline the link between these events and climate change.

Background

In this inquiry, you will **investigate** extreme weather events in Australia and make connections between these severe events and climate change.

Before you begin

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

FIGURE 1 Droughts occur regularly in the Australian landscape.



Inquiry steps

These example inquiry questions can be used or adapted to focus the development of your geographical knowledge, understanding and skills.

- What extreme weather events has Australia experienced?
- What management options exist to combat climate change?
- How does Australia react to climate change and what are its consequences?

Step 1: Questioning and researching using geographical methods

Discuss the following with members of your class.

- What you know about extreme weather events
- How has human activity affected the world's environment and weather?

Write your selected inquiry question based on the focus of this topic.

Step 2: Interpreting and analysing geographical data and information

- **Conduct** research into extreme weather events in Australia and climate change.
- **Summarise** relevant data associated with climate change in table or graph form.
- **Select** annotated images and maps to illustrate different aspects of extreme weather.
- Write a short **summary analysing** how climate change affects Australia and the world. Make use of extreme weather examples.

Step 3: Concluding and decision-making

- Conclude your inquiry by **proposing** potential strategies to help combat climate change.

Step 4: Communicating

- Prepare a brief speech based on your findings and be prepared to deliver it to your class.

Complete your self-assessment using the **Inquiry rubric** or access the 8.7 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39881)

LESSON
8.8 Review

Hey students! Now that it's time to revise this topic, go online to:

Access the topic summary | Review your results | Watch teacher-led videos | Practise questions with immediate feedback

Find all this and MORE in jacPLUS



8.8.1 Key knowledge summary

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

8.2 How do we interact with the environment?

- Although the world is a huge space, population increases over the past 200 years have put a strain on the capacity of ecological services to sustain modern day societies.
- Changes in thinking about the environment from a human-centred to Earth-centred approach are offering hope that a sustainable world can be achieved by reducing the pressure of human activities on ecological services.
- First Nations Australians managed the environment in a sustainable manner based on a sophisticated understanding of food and water security and its association with the seasons.

8.3 Is climate change heating the Earth?

- The greenhouse effect has been affected by human activities, particularly activities to produce power, such that an enhanced greenhouse effect is leading to global warming of the Earth's atmosphere and oceans.
- Renewable energy sources such as solar, wind, tidal and hydro for power generation will reduce the level of global warming.

8.4 How do we tackle climate change?

- Meetings of world government bodies such as the IPCC have set goals for reducing greenhouse gas emissions.
- The Australian government, as a signatory to the Kyoto Protocol, which aims to reduce human-induced greenhouse gas emissions, has developed national plans to manage sustainable power sources.
- Fossil fuels are a major source of greenhouse gas emissions and many nations are seeking ways to develop renewable energy sources such as solar, wind, hydro, tidal, biomass and geothermal methods of producing electricity.
- The IPCC has set forth a wide range of management strategies to reduce greenhouse gas emissions.

8.5 Is Australia's climate changing?

- Australia's climate has been changing in the recent past because of the effects of global warming on temperature and precipitation regimes.
- Severe weather events have become more common with wider fluctuations of temperature and rainfall that can be attributed to climate change.
- The impact of climate change on the environment, economy and social systems is a major focus of management strategies for all levels of government in Australia.

8.6 Investigating topographic maps: Environmental change in Jindabyne

- Topographic maps can be used to understand and describe potential effects of environmental change in Jindabyne.

8.7 INQUIRY: Extreme weather

- The link between extreme weather events in Australia and climate change can be investigated.

8.8.2 Key terms

biocapacity the capacity of a biome or ecosystem to generate a renewable and ongoing supply of resources and to process or absorb its wastes

carbon credit a tradeable certificate representing the right of a company to emit one metric tonne of carbon dioxide into the atmosphere

climate change any change in climate over time, whether due to natural processes or human activities

custodial management a sense of responsibility towards land and the landscape. Includes the concepts of sustainable natural resource management and managing natural resources, both now and in the future.

ecological footprint a measure of human demand on the Earth's natural systems in general and ecosystems in particular; the amount of productive land required by each person for food, water, transport, housing, waste management and other purposes

ecological service the benefits to humanity from the resources and processes that are supplied by natural ecosystems

enhanced greenhouse effect increasing concentrations of greenhouse gases in the Earth's atmosphere, contributing to global warming and climate change

environmental worldview varying viewpoints, such as Earth-centred as opposed to human-centred, in managing ecological services

fossil fuels carbon-based fuels formed over millions of years, which include coal, petroleum and natural gas. They are called non-renewable fuels as reserves are being depleted at a faster rate than the process of formation.

geothermal (power) power that is generated from molten magma at the Earth's core and stored in hot rocks under the surface. It is cost-effective, reliable, sustainable and environmentally friendly.

global warming the observable rising trend in the Earth's atmospheric temperatures, generally attributed to the enhanced greenhouse effect

Industrial Revolution the period from the mid 1700s into the 1800s that saw major technological changes in agriculture, manufacturing, mining and transportation, with far-reaching social and economic impacts

Kyoto Protocol an internationally agreed set of rules developed by the United Nations aiming to reduce climate change through the stabilisation of greenhouse gas emissions into the atmosphere

stewardship the belief that humans have a responsibility to care for the Earth to protect its future

8.8.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

The Earth is our home and provides us with everything we need to live. What are we doing to it in return?

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

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11498)
Reflection (ewbk-11799)
Crossword (ewbk-11800)

Interactivity Introducing environmental change and management crossword (int-7669)

8.8 Review exercise

Students, these questions are even better in jacPLUS

Receive immediate feedback and access sample responses

Access additional questions

Track your results and progress

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Multiple choice

1. Which of the following is another word for stewardship?
   - A. Ecological service
   - B. Biocapacity
   - C. Habitability
   - D. Custodial management
2. Which place has the largest ecological footprint?
   - A. The United States
   - B. Asia
   - C. Australia
   - D. Africa
3. Which of these statements is true about Australia?
   - A. Our biocapacity exceeds our ecological footprint.
   - B. Our ecological footprint exceeds our biocapacity.
   - C. Our biocapacity is more than twice our ecological footprint.
   - D. Our ecological footprint is more than twice our biocapacity.
4. What is global warming?
   - A. Changes in climate over time
   - B. Rising trends in global atmospheric temperatures
   - C. Human impact on the environment from carbon emissions
   - D. Long-term weather patterns
5. Which of the following is *not* one of the three most important gases for creating the greenhouse effect in our atmosphere?
   - A. Carbon dioxide
   - B. Nitrous oxide
   - C. Methane
   - D. Carbon monoxide
6. Which of these is *not* one of the six key risks to Australia of the enhanced greenhouse effect?
   - A. Sea levels rising
   - B. Increased risk of wildfires
   - C. Lighter rainfall in coastal areas in the south-west
   - D. More intense tropical cyclones
7. What can people do on a local scale to reduce their carbon emissions into the atmosphere?
   - A. Walk to work
   - B. Buy an older car
   - C. Use gas hot water
   - D. Remove house insulation

8. What is the IPCC?
   - **A.** United Nations' Intergovernmental Panel on Climate Change
   - **B.** United Nations' Intergovernmental Panel on Climate Crisis
   - **C.** United Nations' International Panel on Climate Change
   - **D.** United Nations' International Panel on Climate Crisis
9. What is a carbon credit?
   - **A.** A tax benefit to reward households who install solar panels
   - **B.** A subsidy for companies importing electric vehicles into Australia
   - **C.** A year in which the average global ocean temperature does not rise
   - **D.** A tradable certificate representing the right of a company to emit a specific amount of carbon dioxide into the atmosphere
10. How can industry reduce its greenhouse emissions?
   - **A.** More efficient equipment and power recovery
   - **B.** Loosening controls on gas emissions
   - **C.** Sending used fluorinated refrigeration gases to landfill
   - **D.** Ensuring all office buildings and workspaces maximise heat loss in cold weather

Short answer

Communicating

11. **State** three ways that you could improve your carbon footprint at home.
12. **Identify** a place in Queensland that would be negatively affected by some of the impacts of climate change. **Explain** how that place would be affected, and what the impacts would be.
13. **Create** your own Sustainable Society Index that outlines eight key rules which humans must follow to ensure their actions are sustainable. Include two social, two political, two economic and two environmental rules.
14. On balance, what is your worldview? Is it more human-centred or Earth-centred? Give reasons to **explain** your perspective.

Concluding and decision-making

15. Many Pacific island nations are threatened by rising sea levels. Do you think the global community has a responsibility to provide aid and relocation for people whose homes and traditional lifestyles are no longer possible because of climate change? **Justify** your view.
16. **Explain** what is meant by First Nations Australians' use of fire as a means of managing their environment.

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9 Land environments change and management

LESSON SEQUENCE

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9.1 Overview
9.2 What are the causes and impacts of environmental change?
9.3 How do we manage environmental change?
9.4 How does salinity change the environment?
9.5 How does desertification change the environment?
9.6 How do invasive species change the environment?
9.7 How do native species change the environment?
9.8 How do First Nations Australians manage the land?
9.9 Investigating topographic maps: Managing environmental change in the Parwan Valley
9.10 INQUIRY: First Nations Australians' land practices
9.11 Review



LESSON
9.1 Overview

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In a world that continually demands more from the land, how can we manage change to meet our needs and protect Earth systems?

9.1.1 Introduction

Land is one of our most valuable resources. Left alone, it exists in a state of balance, and if managed wisely, will continue to do so. However, the land is under increasing pressure as a direct result of population growth; agriculture, mining and expanding settlements all have the potential to interfere with natural processes and cause environmental damage. Our challenge is to balance the needs of our growing population with sustainable land management practices, to protect this precious resource for future generations.

FIGURE 1 Without careful land management, severe environmental damage can occur.



on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11500)

Video eLesson Wasting our land (eles-1708)

LESSON
9.2 What are the causes and impacts of environmental change?

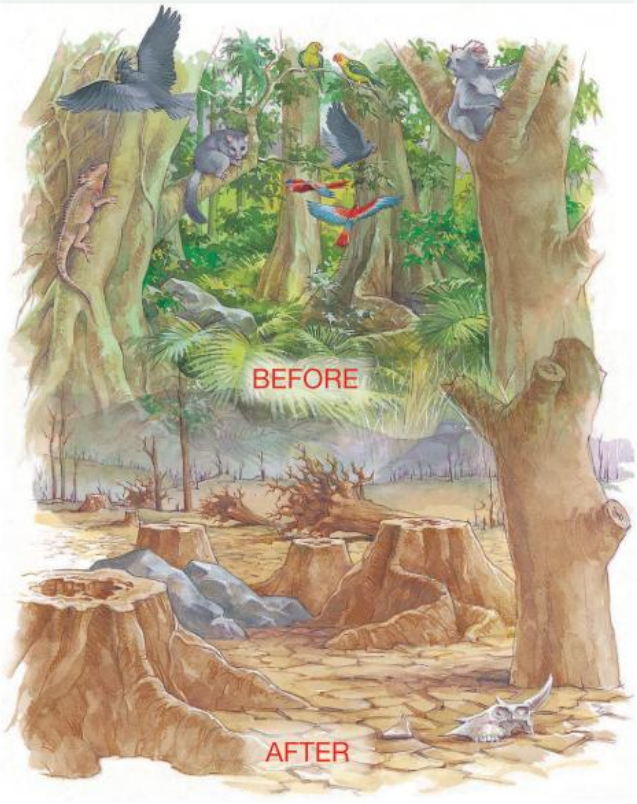
LEARNING INTENTION

By the end of this lesson you should be able to explain the causes and impacts of environmental change.

TUNE IN

Environmental change can cause the land to degrade and reduce its capacity to produce crops, support natural vegetation and provide fodder for livestock. Environmental change causes physical, chemical and biological changes; the natural environment deteriorates, and the landscape undergoes a dramatic change as shown in **FIGURE 1**.

FIGURE 1 Environmental change can have significant consequences for vegetation and fauna.



1. Describe the landscape that you observe in the before and after sections of **FIGURE 1**.
2. Rule up a table in your workbook, like the one shown.

Physical changes	Chemical changes	Biological changes
Loss of habitats	*Carbon dioxide released into atmosphere*	*Koalas starve*

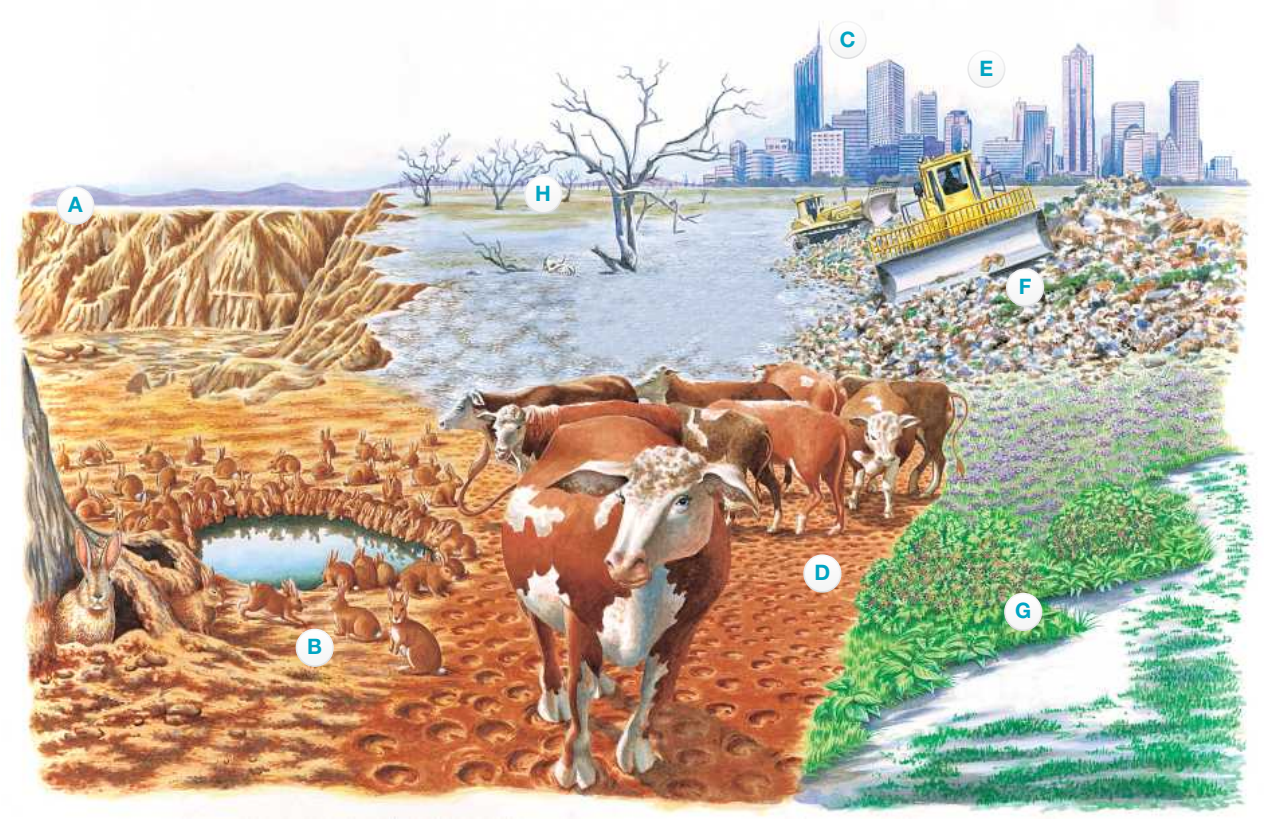
   a. Brainstorm a list of changes that might occur to the natural environment because of environmental change.
   b. Classify these changes as physical, chemical or biological a nd record your findings in the table. The first one has been provided for you.
3. There are many reasons for environmental change. Identify five things that you think might lead to environmental change. As a class, pool your results to determine the most common reasons identified.

9.2.1 What causes environmental change?

Environmental change, such as land degradation, has many causes, but most of these causes can be traced back to the influences of human activity on the natural environment. **FIGURE 2** outlines these activities and their impacts.

int-5591

FIGURE 2 Why land degrades



- **A** When land is cleared or overgrazed, it becomes vulnerable to erosion by wind and water. The nutrient-rich soil is either washed or blown away, reducing the quality and quantity of crop yields. Dust storms result and sediment is transported to rivers, where it can smother marine species.
- **B** Introduced species such as rabbits eat grass, shrubs and young trees (saplings) down to the soil, thus exposing it to erosion. Their burrows increase erosion as they destabilise the soil. Rabbits also compete with native animals for food and burrows.
- **C** Tourism encourages the clearing of sand dunes for high-density housing, and mountain slopes for ski runs, leaving the surface exposed to erosion.
- **D** Overgrazing leads to nutrient-rich soil being washed or blown away. Animals with hard hoofs such as sheep and cattle trample vegetation and compact the soil, making it increasingly difficult for native species to grow. This leads to increased run-off after heavy rain.
- **E** Climate change will affect land degradation in the future. Higher sea levels will flood low-lying coastal areas. Expanding cities, removal of vegetation and use of concrete reduces the ability of the land to absorb moisture. This not only increases erosion, but can reduce the amount of rainfall in an area.
- **F** Urban communities produce large quantities of waste, which is deposited in landfills. Much of the rubbish remains toxic or, in the case of plastic bags, takes hundreds of years to break down. Liquid and solid waste seeps into groundwater and runs off into rivers and eventually into the sea, killing marine species.
- **G** Introduced plant species such as blackberries and Paterson's Curse (Salvation Jane) choke the landscape and compete with native vegetation. Their dense groundcover prevents light from reaching the soil.
- **H** Salinity occurs naturally in areas where there is low rainfall and high evaporation and where the land was below sea level millions of years ago. Salinity is also caused by excess irrigation and clearing natural vegetation. In some cases the watertable rises, bringing salt to the surface.

FACTORS THAT CONTRIBUTE TO LAND DEGRADATION

- Poor management leads to the loss of nutrients vital for plant growth.
- Removal of vegetation makes the land vulnerable to erosion by wind and water.
- When urban development encroaches on agricultural land, vegetation is removed and the waste generated is disposed of in landfill.
- Poor agricultural practices, especially related to irrigation and the use of chemical fertilisers, can lead to the soil becoming saline or acidic.

FIGURES 3 and **4** show that agricultural activities and overgrazing combined account for more than 50 per cent of environmental change in the Asia–Pacific region and globally. Australia is ranked fifth in the Asia–Pacific region for clearing of native vegetation.

FIGURE 3 Causes of environmental change in the Asia–Pacific region

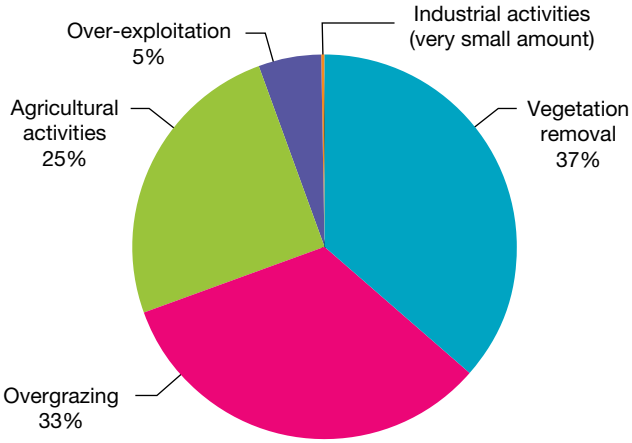
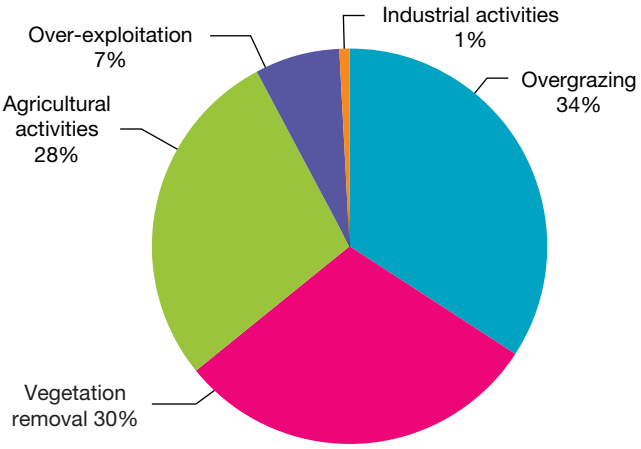


FIGURE 4 Main causes of environmental change globally



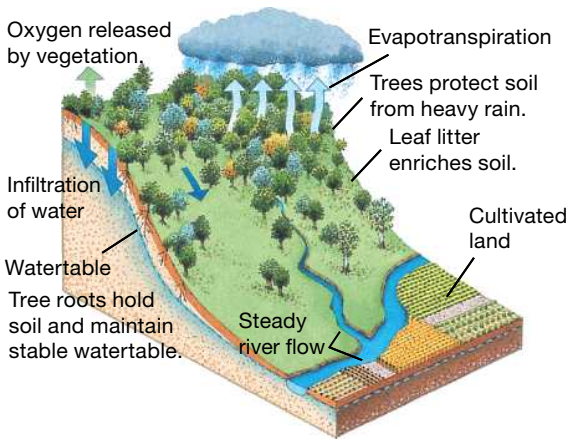
9.2.2 How has environmental change degraded the land?

Small changes can have a dramatic impact on the land. The shortcut from the oval to the classroom can reduce a grassy area to dust. Drought reduces the productivity of farmland. Poor farming practices over time will make the land unproductive.

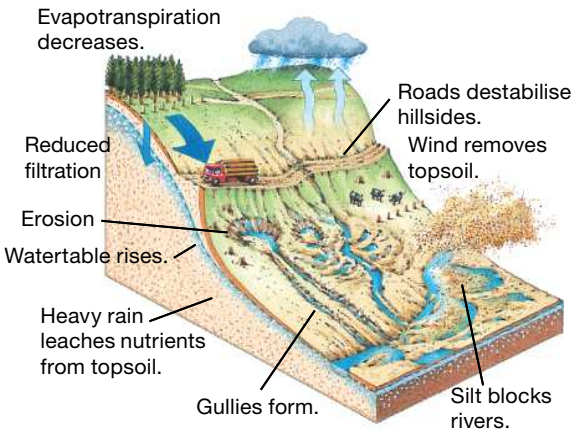
int-7952

FIGURE 5 Land clearing and deforestation leave the land vulnerable to erosion. When rain falls on a well-vegetated hillside, the water is absorbed by plant roots and held in the soil. However, if the vegetation is removed, there is nothing to stabilise the soil and hold it together, especially when it rains. Rills and gullies form (see lesson 9.4) where the unprotected soil is washed away, and landslides may occur.

Forested hillside



After deforestation



The effects of land degradation are far reaching:

- Soil becomes exhausted.
- Crop yields fall.
- Costs rise as more fertiliser is needed to improve soil quality and crop yields.
- Valuable **topsoil** is washed into rivers and out to sea.
- Excess **nutrients** cause foul-smelling **algal blooms**.
- Water quality decreases; poisoning fish and posing a direct threat to all aquatic life.

9.2.3 How has agriculture degraded the Australian landscape?

Climate, topography, water supply and soil quality are the major physical factors that determine how land can be used. When white settlers first colonised Australia they brought seeds and hoofed animals from Europe with them. They intended to farm here as they had always done at home; they undertook large-scale clearing of trees and shrubs and planted crops and pasture. However, the Australian landscape is very different to the land they had left behind. Australia's soils are naturally low in nutrients and have a poor structure. Much of the vegetation is shallow-rooted and easily disturbed when the land is ploughed and made ready for cultivation. Even in areas where the soil is fertile, over-irrigation and deforestation can raise the **watertable** and bring salt to the surface, decreasing soil fertility. Australia also has variable rainfall, and drought can last for years. This leaves the earth dry, parched, barren and unproductive. Floods can wash away a farmer's livelihood and leave the land flooded.

FIGURE 6 A former freshwater lake affected by salinity. The high salt levels have killed the native eucalypts; the smaller plants are more salt tolerant.



Are kangaroos the answer?

Australia's early economic growth and development depended on the success of agriculture. The first settlers knew they had to be self-sufficient, for their own survival and that of the new colony. They had to learn quickly how to farm soil that was often hard, stony and exposed to a variety of climatic extremes. Overgrazing by heavy, hard-hoofed animals such as sheep and cattle increased the rate of land degradation, especially in arid and semi-arid regions. Kangaroo farming has been presented as an alternative sustainable solution to this problem.

Those in favour of kangaroo farming claim it would be more environmentally friendly as kangaroos are not hard-hoofed; issues such as soil compaction and vegetation trampling would be lessened. There could also be human health benefits as kangaroo meat contains less fat and fewer calories than both lamb and beef. Those against the idea argue that because of various species characteristics, kangaroo farming is not commercially viable in the long term (see **FIGURE 7**).

topsoil the top layers of soil that contain the nutrients necessary for healthy plant growth

nutrients essential chemical substances in the soil needed for plants to grow and develop

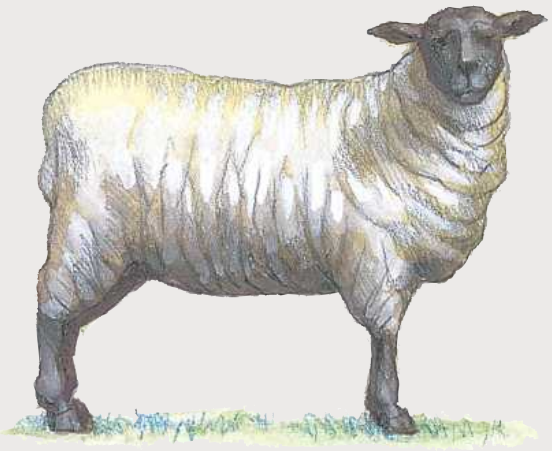
algal bloom rapid growth of algae caused by high levels of nutrients (particularly phosphates and nitrates) in water

watertable upper level of groundwater; the level below which the earth is saturated with water

FIGURE 7 Comparing commercial viability of kangaroo farming with sheep farming

- Young dependent on mother for 14 months
- Cannot be sold live
- One-off use (meat and skin)
- 18 months before meat can be harvested
- A 60-kilogram kangaroo yields 6 kilograms of prime meat; the rest is suitable only as pet food
- Can meet only 0.5 per cent of current needs





- Young dependent on mother for a few months
- Can be sold live
- Multiple uses (wool, meat and skin)
- Breed from 12 months; multiple births possible
- Meat can be harvested from 3 to 6 months
- Yields 20 kilograms of prime meat
- Easier to herd and care for

9.2.4 Where is the land degrading?

Land degradation is a global issue. In 1961, globally, there were 0.37 hectares of arable (productive) land available to grow food for every man, woman and child. By 2018, this figure had fallen to 0.18 hectares. **TABLE 1** shows changes to arable land availability over time for Australia and the world. These changes are due to factors such as population growth, urban sprawl, land degradation and climate change. In Australia, approximately two-thirds of the land used for agricultural production is degraded. **FIGURE 8** shows the severity of land degradation in Australia.

According to the United Nations, around 42 per cent of the world's poorest people live on the most degraded lands. Areas where the land degradation is most rapid are also those where population growth is greatest. In sub-Saharan Africa, for example, the annual rate of population growth is 2.7 per cent annually — significantly higher than the world average of 1.15 per cent.

TABLE 1 Arable land per person over time (most recent World Bank data)

	Arable land per person (hectares)	
Year	Global	Australia
1961	0.37	2.88
1976	0.29	3.00
1991	0.23	2.64
2018	0.18	1.24

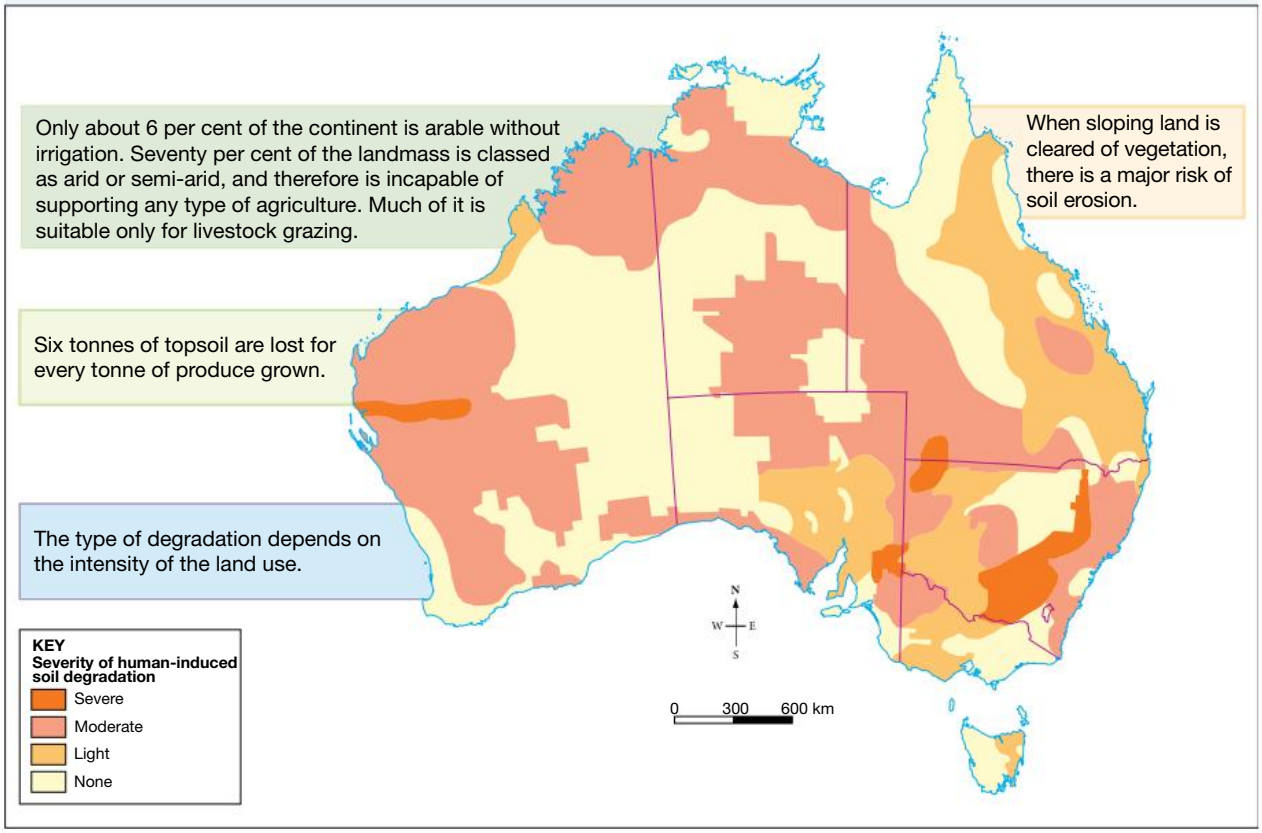
Africa is one of the most vulnerable continents, having lost 65 per cent of its arable lands and 25 per cent of its overall land area to desert. Experts estimate that 10 million hectares of land needs to be rehabilitated each year to reverse the current trends in land degradation.

In 1950, about 65 per cent of the world's population lived in developing nations; however, this figure is expected to rise to 85 per cent by the year 2030. These people are dependent on the most fragile environment for their survival.

int-7953

tlvd-10774

FIGURE 8 Severity of soil degradation in Australia



Source: MAPgraphics Pty Ltd Brisbane.

9.2.5 Challenges to food production

Everyone on Earth relies on the land. Apart from providing us with a place to live, the land also provides most of our food and products such as oil and timber. Since 1990, the amount of land irrigated for agriculture has doubled and agricultural production has trebled. The United Nations predicts that in the second half of the twenty-first century, the rate of population growth will slow and this rate will be close to zero by the end of the century. The world's population is expected to reach 9.9 billion by 2050 and 10.9 billion by the end of the century, even more pressure on the land and its resources.

DID YOU KNOW?

What has change since 1950?

- The population has more than tripled; from 2.5 billion to 7.9 billion.
- Primary energy use is five times higher.
- Fertiliser use has increased eightfold.
- The amount of nitrogen pumped into the ocean has quadrupled.

Globally, 75 per cent of the Earth's total land area is classed as degraded, and around 60 per cent of this degraded land is used for agricultural production. It is estimated that every year, 24 billion tonnes of fertile soil is lost worldwide, with the worst affected areas being in sub-Saharan Africa. Global food production is already being undermined by land degradation and shortages of both farmland and water resources, making feeding the world's rising population even more daunting.

Land degradation is a global problem. If the current trends continue, our ability to feed a growing world population will be threatened. Although we have a better understanding of factors that contribute to land degradation, the challenge is to manage the land sustainably for the future and reverse the trends.

FIGURE 9 Sustainable land use and catering for population growth may involve combining energy production and livestock grazing.



9.2 SKILL ACTIVITY: Questioning and researching using geographical methods, Concluding and decision-making

Investigate alternatives to traditional livestock farming of sheep and cattle, such as the farming of kangaroos or emus.

1. Use the information in this lesson to get you started.
2. **Summarise** your findings in two tables — one showing the advantages and disadvantages of traditional farming and one showing the advantages and disadvantages of alternative methods, as shown.

Traditional farming of	
Advantages	Disadvantages
•	•
Alternative farming of	
Advantages	Disadvantages
•	•

3. Once you have gathered your information, **identify** the points you think are based on emotion.
4. Use the information in your tables to **state** a reasoned argument for or against this type of farming as a sustainable alternative.
5. As part of your argument, **evaluate** emotional responses to the management of this type of farming.

on Resources

Interactivities Destroying the land (int-3289)
Soil degradation — a global problem affecting every permanently inhabited continent (int-5597)

9.2 Exercise

learnon

9.2 Exercise

Learning pathways

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

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Check your understanding

1. From the provided list, identify the causes of land degradation. Select all that apply.
   - A. Overgrazing
   - B. Creating wetlands
   - C. Introduced species
   - D. Clearing dunes for tourism
   - E. Allocating green wedges
   - F. Climate change
   - G. Salinity
   - H. Maintaining national parks
2. Complete the following paragraph using the words provided below.

rubbish	decrease	reduce	liquid and solid waste	dry out	increase
soil	improve	eliminate	rise	hardly affect	

_____ seeps into groundwater and runs off into rivers and the sea, killing marine species.
Excess irrigation water seeps down into the groundwater, causing the watertable to_____.
The topsoil that is washed into our waterways often causes blue-green algal blooms that choke waterways.
These blooms _____ water quality, poison fish and pose a direct threat to other aquatic life.
Climate change will _____ the amount of rainfall and the amount of water in our water resources.

3. Land degradation is a process that:
   - A. reduces the quality of the soil so that it reduces the capacity of the soil to produce crops, support vegetation and provide food for livestock.
   - B. improves the quality of the soil so that it increases the capacity of the soil to produce crops, support vegetation and provide food for livestock.
   - C. reduces the quality of the soil so that it increases the capacity of the soil to produce crops, support vegetation and provide food for livestock.
   - D. improves the quality of the soil so that it decreases the capacity of the soil to produce crops, support vegetation and provide food for livestock.
4. **Explain** why land degradation is a current geographical issue.
5. European farming methods proved to be quite suitable for the Australian environment. True or false?

Apply your understanding

Interpreting and analysing geographical data and information

6. Do you think land degradation is happening on a small or large scale? **Explain**.
7. Study **FIGURES 1** and **5**.
   - a. In your own words, **describe** the damage that has occurred to the environment.
   - b. Suggest how these changes have come about.
   - c. Propose how you would try to restore these places and manage their resources in a sustainable manner.
8. Study **TABLE 1**. **Identify** the difference in arable land per person for 1961 and 2018, globally and in Australia.

Communicating

9. Land degradation is often the result of many little actions and events, the effects of which interact and build up over time. **Identify** some things that you do, consciously or unconsciously, that might be contributing to land degradation where you live. **Explain** the impact of these actions.

Concluding and decision-making

10. **Describe** an area or place that is near where you live, that you have visited recently or you have heard about in the media, and that you think is degraded. **Propose** reasons for your choice and suggest how and why you think this degradation came about.

LESSON
9.3 How do we manage environmental change?

LEARNING INTENTION

By the end of this lesson you should be able to identify the causes and likely consequences of environmental change, and identify and explain solutions to an environmental issue.

TUNE IN

Soil is a mixture of broken-down rock particles, living organisms and **humus**.

1. Work with a partner to develop a shared understanding of how soil is formed.
2. Explain why soil is important.
3. Brainstorm a list of consequences if there were no soil or the quality of the soil is poor.

FIGURE 1 Wherever soil forms, plants can take root.



9.3.1 The development and importance of soil

Soil formation is a complex process brought about by the combination of time, climate, landscape and the availability of organic material. In some areas it takes hundreds of years to develop, while in others soil can form in a few decades.

The land is one of our most valuable resources. We depend on it for food, shelter, fibres and the oxygen we breathe. Yet the demands of an ever-increasing population place great pressure on it. To meet our needs, swamps and coastal marshes have been drained, vegetation removed and minerals extracted from the ground. Large-scale clearing and poor agricultural practices have left the land vulnerable. While erosion is a natural process, farming land clearing and the construction of roads and buildings can accelerate the process.

humus decaying organic matter that is rich in nutrients needed for plant growth

9.3.2 How is soil being lost?

Sheet erosion

Sheet erosion (see **FIGURE 2**) occurs when water flowing as a flat sheet flows smoothly over a surface, removing a large, thin layer of topsoil. Sheet erosion might happen down a bare slope. It occurs when the amount of water is greater than the soil's ability to absorb it.

Strategies to combat this form of erosion include planting slopes with vegetation and adding **mulch** to the exposed soil so that it can absorb greater volumes of water. Another solution is to 'terrace' the landscape — to form the land into a series of steps rather than a steep slope.

FIGURE 2 What evidence of sheet erosion can you observe?



Rill erosion

Rill erosion (see **FIGURE 3**) often accompanies sheet erosion, occurring where rapidly flowing sheets of water start to concentrate in small channels (or rills). These channels, less than 30 centimetres deep, are often seen in open agricultural areas. With successive downpours, rills can become deeper and wider, as fast-flowing water scours out and carries away more soil.

Strategies to combat rill erosion include tilling the soil (turning it over before planting crops) to slow the development of the rills. Building contours in the soil and planting a covering of grass can help slow the flow of water and hold the soil in place.

FIGURE 3 In which direction do you think the water is flowing? Why?



Gully erosion

Gully erosion (see **FIGURE 4**) often starts as rill erosion. Over time, one or more rills may deepen and widen as successive flows of water carve deeper into the soil. Gully erosion may also start when a small opening in the surface such as a rabbit burrow or a pothole is opened up over time. Soil is often washed into rivers, dams and reservoirs, muddying the water and killing marine species. Large gullies need bridges or ramps to allow vehicles and livestock to cross.

Strategies to combat gully erosion largely involve stopping large water flows reaching the area at risk, through measures such as planting vegetation or crops to soak up the water. Other strategies include building diversion banks to channel the water away from the area, and constructing dams.

FIGURE 4 What impact will the falling water have? How could further damage be prevented?



mulch organic matter such as grass clippings

Tunnel erosion

Sometimes water will flow under the soil's surface — for example, under dead tree roots or through rabbit burrows — carving out an underground passage or tunnel (see **FIGURE 5**). The roof of the tunnel may be thin and collapse under the weight of livestock or agricultural machinery. When these tunnels collapse they create a pothole or gully.

Strategies to combat tunnel erosion include planting vegetation both to absorb excess water and to break up its flow. Sometimes major earthworks are needed to repack the soil in badly affected areas.

FIGURE 5 What do you notice about the ground around these tunnels? What do you think will happen if water flows through them?



Wind erosion

When the surface of the land is bare of vegetation, the wind can pick up fine soil particles and blow them away (see **FIGURE 6**). It is more common during periods of drought or if the land has been overgrazed. The soil can be transported large distances and deposited in urban areas. Strategies to combat wind erosion include planting bare areas with vegetation, mulching, planting wind breaks and avoiding overgrazing.

FIGURE 6 Wind erosion results when wind picks up and carries away fine soil particles. Did you know that soil from China has been deposited in the United States?



9.3.3 CASE STUDY: Managing environmental change in Costerfield, Victoria

How has Costerfield changed over time?

Costerfield is around 100 kilometres north of Melbourne (see **FIGURE 7**). The landscape is characterised by gentle slopes with undulating (wavelike) pastures. It has an average annual rainfall of around 575 millimetres, but with relatively high average evaporation rates, the climate is described as semi-arid or **Mediterranean**. Summers are hot and dry, and winters cool and wet. The area is subject to climate extremes, heavy rain, drought, frost and dust storms are not uncommon. Soils in the area are generally considered to have a low **carrying capacity** for livestock because of poor fertility levels. Bushfires were a constant threat throughout the nineteenth century.

Costerfield once had a dense covering of eucalyptus trees and native grasses. In 1835 **pastoral runs** were established and the land was extensively cleared for livestock grazing. Sheep, cattle, rabbits and foxes were introduced into the region. Land clearing meant rainfall could flow across the surface, eroding soil and making the run-off **turbid**. Rainfall was able to infiltrate the soil leading to sheet, rill and gully erosion (see **FIGURES 8** and **9**). Rabbits further exacerbated the problem. The discovery of gold at McIvor Creek in 1852 led to an influx of gold prospectors, causing the land to become more degraded.

Mediterranean (climate) characterised by hot, dry summers and cool, wet winters

carrying capacity the ability of the land to support livestock

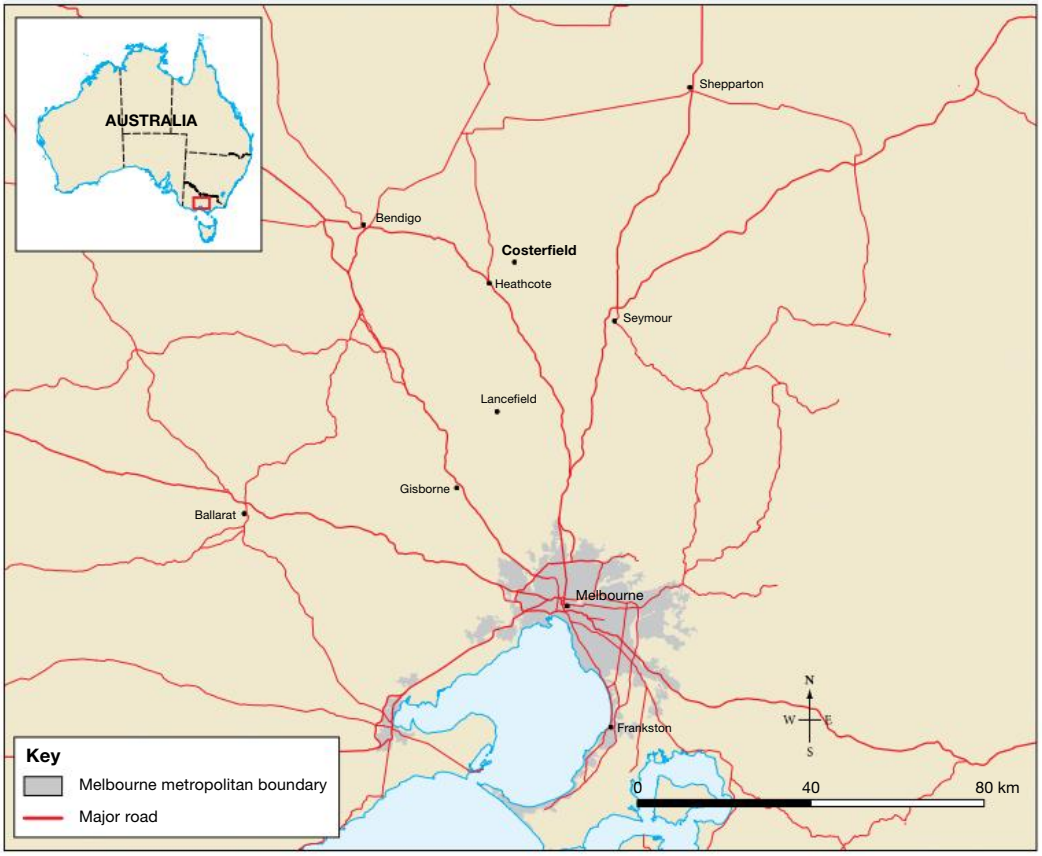
pastoral run an area or tract of land for grazing livestock

turbid water that contains sediment and is cloudy rather than clear

Following the gold rushes, livestock grazing again dominated the region.

It is much easier to prevent gully erosion than control it once it has developed. Without intervention, gullies can continue to become larger and larger. A number of measures were introduced by local Landcare groups to tackle the issues in the Costerfield area.

FIGURE 7 Costerfield lies approximately 100 kilometres north of Melbourne.



Source: © The State of Victoria, Department of Environment and Primary Industries 2013.

FIGURE 8 A dead tree stump or old fence post can allow water to infiltrate the soil.



FIGURE 9 Notice that tunnel erosion forms where the surface of the land is bare. What do you think is likely to happen next?



The gullies were stabilised by constructing banks, gully check dams (see **FIGURE 10**) and terracing, all aimed at reducing and redirecting run-off. Other strategies included:

- re-establishing ground cover, especially plants and grasses that are native to the region (see **FIGURE 11**)
- rabbit eradication programs to control the population and reduce burrowing activities that can create access points for run-off to enter the subsoil and promote development of new gullies. In addition, they protect the newly sown grasses from being eaten by the rabbits
- introduction of chemicals such as lime and gypsum to improve soil structure and pH levels to assist in the revegetation process
- protection of revegetated areas by preventing access, especially by livestock, during the restoration process.

FIGURE 10 Permanent check dams may be constructed using logs or stone. Sometimes they are lined to prevent seepage into the ground so that the water is trapped and can be used for irrigation purposes. They also trap sediment and prevent it being washed into waterways. Additionally, some are designed to trap nutrients and so help maintain water quality. Outlet pipes allow water to be redirected and control the flow of water across the landscape.

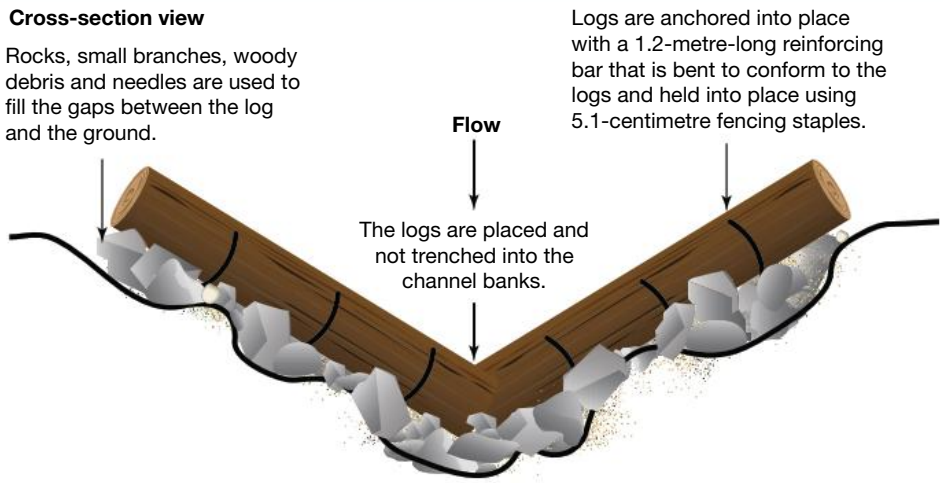


FIGURE 11 Revegetated area near Costerfield



9.3 SKILL ACTIVITY: Concluding and decision-making, Communicating

Working with a partner, use the internet to **investigate** an international environment, such as the Dust Bowl in the United States, the Amazon Rainforest, or the Yellow River in China, that has been degraded because of soil erosion.

1. **Annotate** a sketch of this environment to **explain** what has happened to the area. Include an inset sketch map that shows the location of this place and **describe** the scale and rate of change.
2. Swap your eroded environment sketch with another pair who will **outline** a series of management strategies to rehabilitate the environment and allow it to be used in a sustainable manner. Add these to your annotated sketch.

on Resources

Interactivity Down in the dirt (int-3290)

9.3 Exercise

learnon

9.3 Exercise

Learning pathways

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

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Check your understanding

1. Complete the following sentence using the words provided below.

abundance	lack	assisting
eroding	water table	subsoil

The _____ of native vegetation cover allows rainfall to flow across the surface, _____ soil and making run-off turbid. It also allows rainfall to infiltrate the _____, leading to sheet, rill, gully and tunnel erosion.

2. How might the use of a check dam reduce the development of gullies?
   - **A.** They allow water to run freely over the land.
   - **B.** They guide water into the gullies.
   - **C.** They stop water from running freely over the land.
   - **D.** Check dams *encourage* the development of gullies.
3. **Identify** the types of soil erosion that occurred in Costerfield. **Select** all that apply.
   - **A.** Rill
   - **B.** Sheet
   - **C.** Wind
   - **D.** Gully
4. Complete the following sentence using the words provided below.

no sediment	a high level of sediment
clear	not clear

Turbid water has _____and is _____.

5. **Select** the best definition for the term ‘pastoral run’.
   - **A.** Area of land used to build a church
   - **B.** Area of grass land used to build a running track
   - **C.** Area of land left alone
   - **D.** Area of land used to graze livestock.

Apply your understanding

Interpreting and analysing geographical data and information

6. **Describe** why you think soil erosion in all its forms is such a significant cause of land degradation.

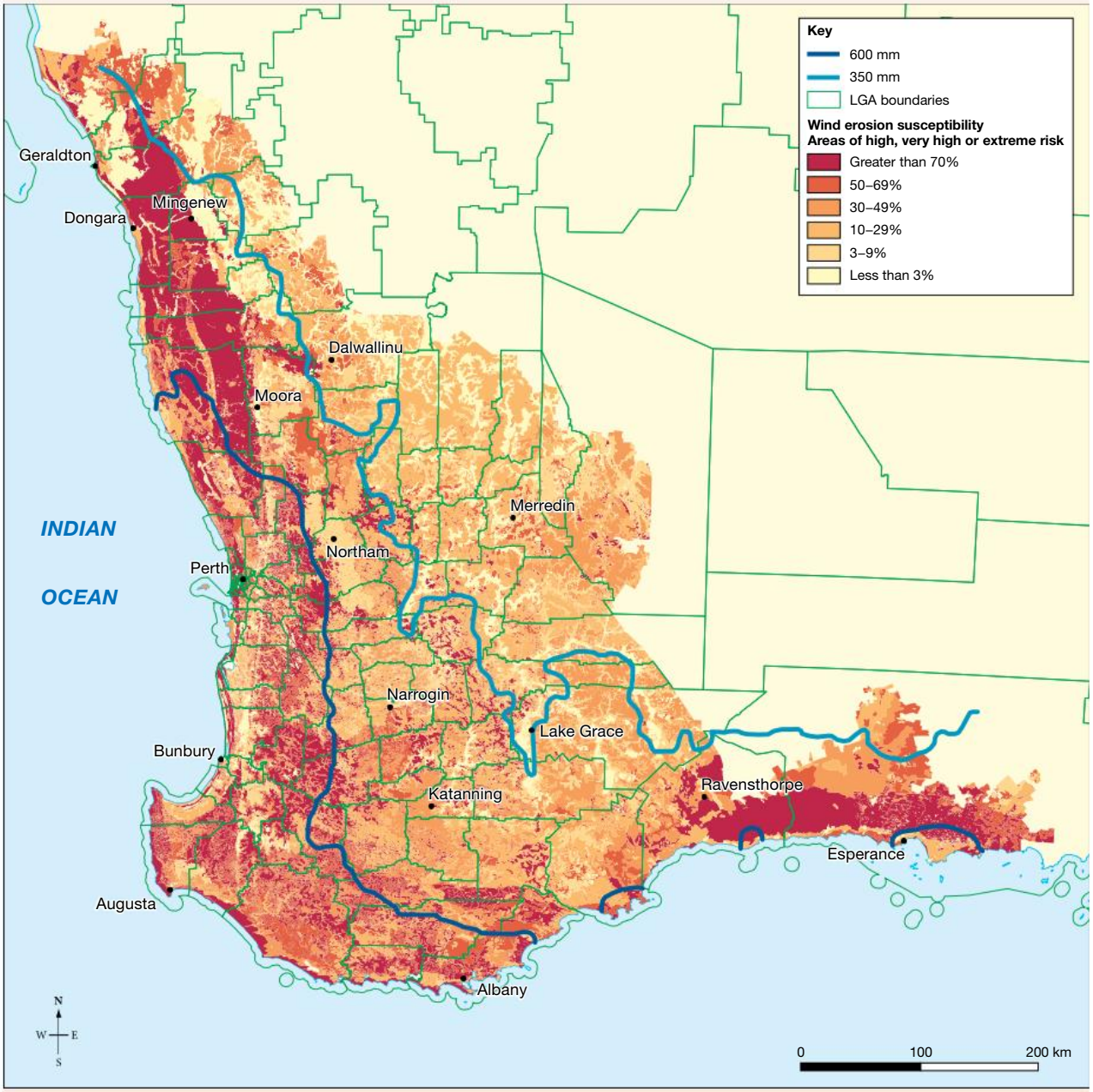
Questioning and researching

7. **Consider** how the arrival of gold prospectors would increase land degradation. **Explain** the type of erosion that would most likely occur and the activities relating to gold mining that might cause these changes to develop.
8. **Explain** the interconnection between rill erosion and gully erosion.

Interpreting and analysing geographical data and information

9. An important part of any land management program is the control of introduced species such as rabbits. **Explain** why rabbits are a problem in areas where the land has been degraded.
10. Look at **FIGURE 12**, which depicts the scale of soil erosion from wind in south-west Western Australia.
    a. **Identify** in which parts of the state erosion is highest.
    b. Use your atlas to find a map showing vegetation in Western Australia. **Explain** why wind erosion is more common in areas north of Perth and near Esperance.

FIGURE 12 Soil erosion in Western Australia



Source: Department of Primary Industries and Regional Development, WA Government.

LESSON
9.4 How does salinity change the environment?

LEARNING INTENTION

By the end of this lesson you should be able to explain the causes of salinity, describe why it is a serious environmental issue, and identify possible solutions to issues related to salinity.

TUNE IN

Did you know that 38 per cent of the Earth's land area (5 billion hectares) is used for agriculture: one-third as cropland and two-thirds for grazing livestock?

But how much of this land is affected by salinity?

- Africa: 2 per cent of the landmass
- China: 21 per cent of arid lands or around 30 million hectares of land
- Western Europe: 10 percent of the land area
- United States: 30 per cent of irrigated land across 17 states
- South America: most countries have areas of land affected
- Australia: 2.5 million hectares; around 30 per cent of arable land and increasing at between 2 and 5 per cent each year
- Worldwide: 20 per cent of arable land; without intervention, the affected area might triple by 2050

1. Brainstorm a list of sources of salt in the environment.
2. Salt is a naturally occurring substance. Suggest why it is harmful to the environment.

9.4.1 Where does the salt come from?

Salinity is not a new problem. In fact, it was an environmental issue for the earliest civilisations some 6000 years ago. Historical records indicate that the Sumerians, who farmed the land between the Tigris and Euphrates rivers in the area known as Mesopotamia, ruined their land as a result of their poorly managed irrigation practices.

Salt has become a major contributor to land degradation in Australia. Rising from below the land surface, it is destroying native vegetation and threatening the livelihood of many Australians. As plants die as a result of salinity, other problems emerge: the soil no longer has a protective cover of vegetation, which means it is more easily blown away or eroded.

Some 140 million years ago, parts of the Australian continent were covered by shallow seas and saltwater lakes. The salt stores from these waters have lain dormant below the surface of the land, much of them in the **groundwater**. In addition, salt continues to be deposited on the land's surface by rain and winds blowing in from the oceans, and by the weathering of mineral-carrying rocks.

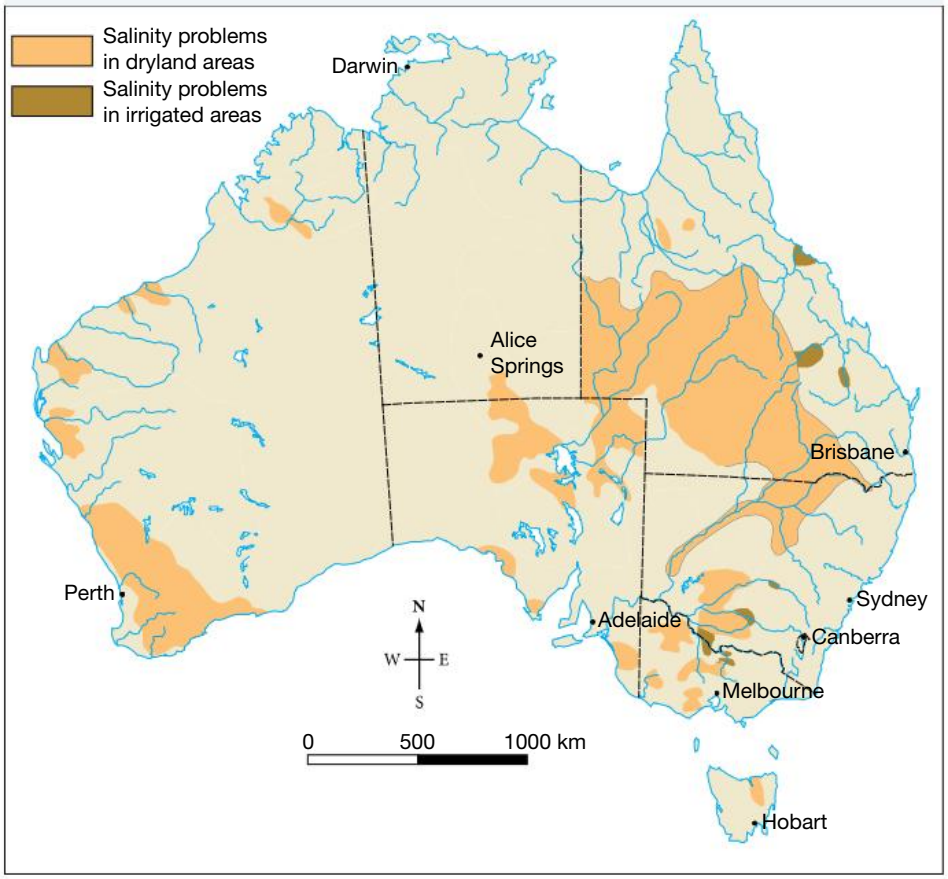
Australia's native vegetation had built up some tolerance to the salt levels in the soil. The deep-rooted vegetation also soaked up water in the soil before it could seep down into the groundwater. This meant that the watertable stayed at a fairly constant level, and that the concentrated salt stores stayed where they were. This natural balance changed with the arrival of European settlers. The farming and land-clearing practices they introduced were, and still are according to many experts, unsuited to Australia's generally harsh, dry climate, as well as to its geological history.

salinity an excess of salt in soil or water, making it less useful for agriculture

groundwater water held underground within water-bearing rocks or aquifers

Salt has now become a serious problem. There are two ways in which the soil can become too salty: dryland salinity and irrigation salinity. The areas in Australia affected by salinity are shown in **FIGURE 1**.

FIGURE 1 Salinity distribution



Source: Spatial Vision.

9.4.2 What is dryland salinity?

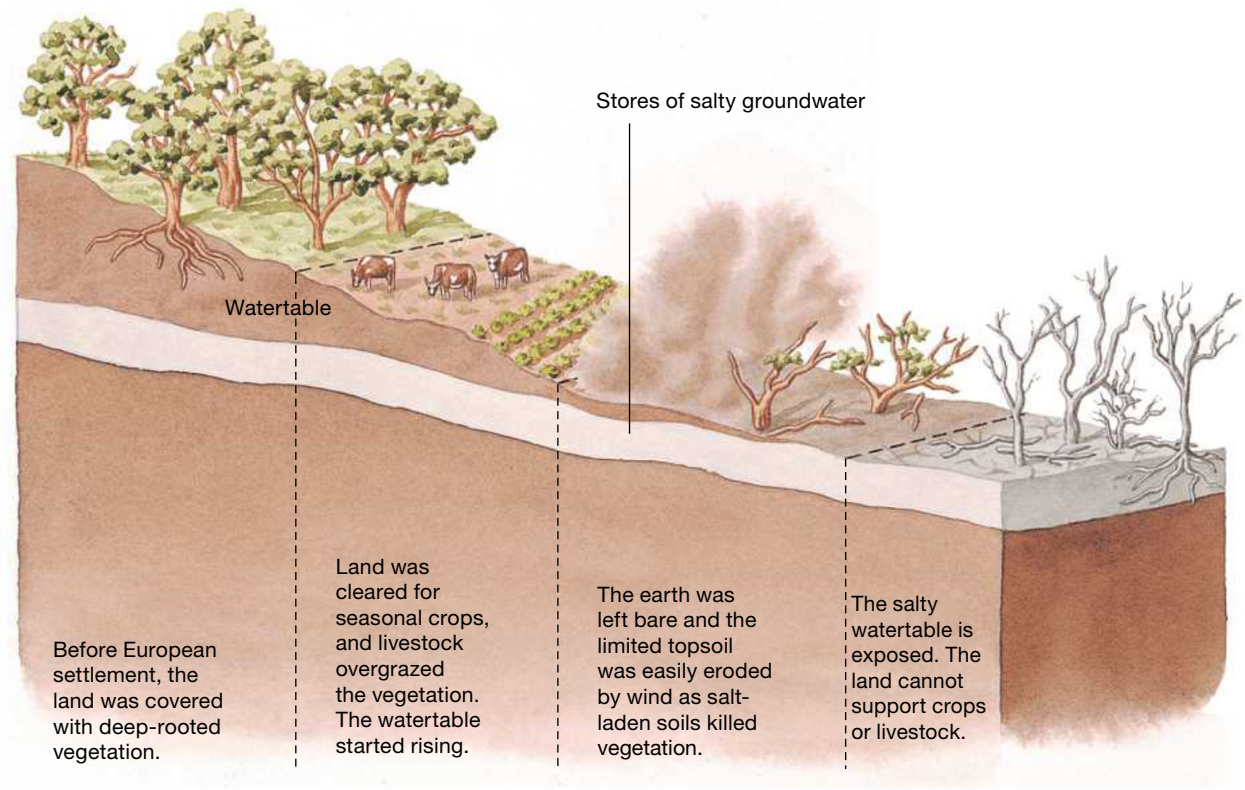
Dryland salinity occurs in areas that are not irrigated. When settlers cleared the land, they replaced deep-rooted native vegetation with crop and pasture plants. These plants generally have shorter roots and cannot soak up as much rainfall as native vegetation. Excess moisture seeped down into the groundwater, raising the watertable and bringing concentrated saline water into direct contact with plant roots (see **FIGURE 2**). Vegetation, even salt-tolerant plants, started dying as the salt concentrations rose. Once the vegetation dies off, the soil is left bare and is prone to erosion. Often layers of salt, known as **salt scald**, are visible on the surface of the land.

9.4.3 What is irrigation salinity?

One-third of the world's food is produced on irrigated land. Irrigation salinity occurs in irrigated regions and is a direct result of overwatering. When more water is applied to crops or pasture plants than they can soak up, the excess water seeps down through the soil into the groundwater, causing the salty watertable to rise to the surface. Some of this salt is washed into rivers, either as run-off or groundwater seepage, and transported to other places.

salt scald the visible presence of salt crystals on the surface of the land, giving it a crust-like appearance

FIGURE 2 The effects of a rising watertable



How do we solve the problem?

Many programs are in place to identify and monitor problem areas. Action being taken includes:

- changing irrigation practices to reduce overwatering
- planting deep-rooted native trees and shrubs in open areas
- developing new crops that are more salt tolerant, such as new strains of wheat
- replacing introduced pasture grasses with native vegetation such as saltbush (see **FIGURE 3**)
- using satellite technology to map areas at risk to enable early intervention.

FIGURE 3 Native plants such as saltbush help solve the problem of salinity on Australian grazing lands.



9.4.4 CASE STUDY: Salinity in the Murray–Darling Basin

The Murray–Darling Basin is Australia's largest **drainage area**. Extending across parts of four states and the entire Australian Capital Territory, it contains the country's three longest rivers: the Murray (2508 kilometres), the Darling (2740 kilometres when including its three main tributaries) and the Murrumbidgee (1690 kilometres). It is the country's most significant agricultural region, producing close to 45 per cent of the nation's food. Due to low rainfall levels, 70 per cent of Australia's irrigation occurs here.

Over time, human activities in the Murray–Darling Basin have increasingly threatened the basin's **ecology** (see **FIGURE 4**). These activities have included introducing non-native plant and animal species, changing the natural flow of the river for irrigation purposes, clearing the land and over-watering crops. It is the last two activities that have particularly contributed to the region's salinity. It has been estimated that by 2050, 1.3 million hectares (or 93 per cent) of land in the region could be salt affected.

FIGURE 4 The earliest signs of salinity: the watertable has risen, bringing salt to the root zone. Look carefully at the trees in the background. What do you observe?



Tackling the problems

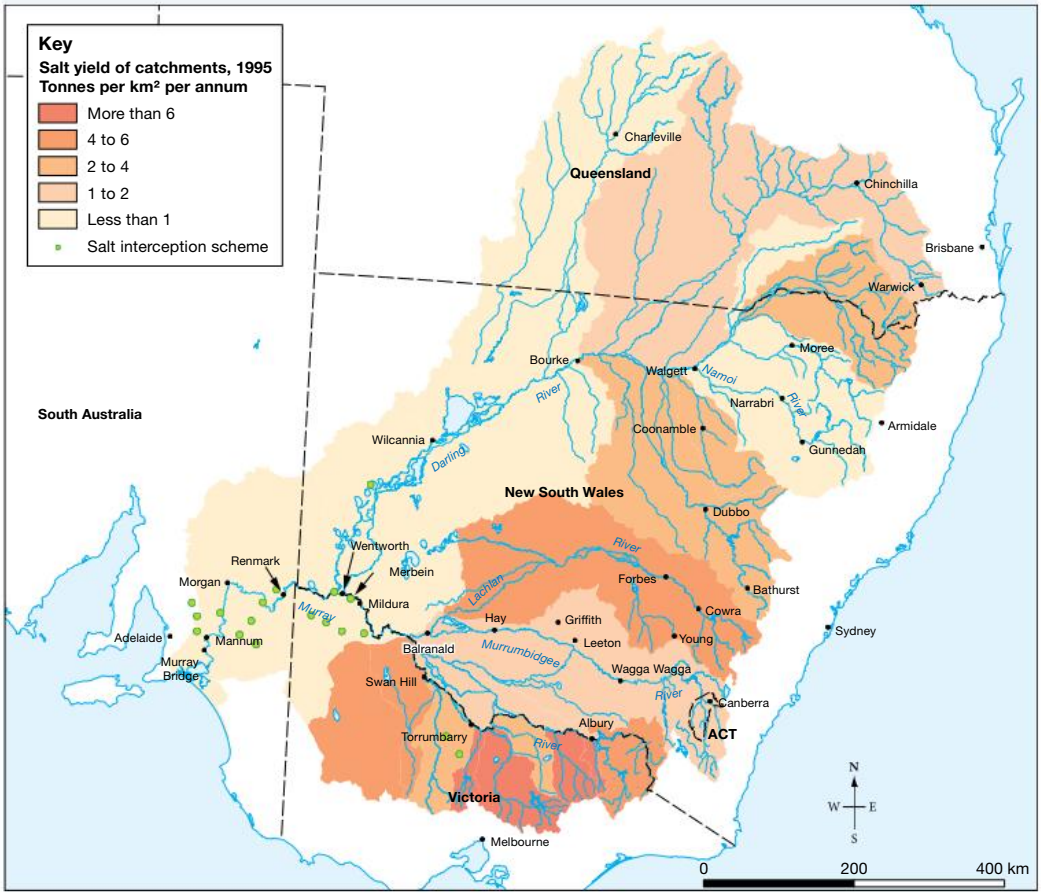
A range of strategies have been investigated to better manage the Murray–Darling Basin and reduce salinity problems. Strategies have included the development of action plans such as revegetation programs and educational programs. In 2008, the Commonwealth Government took control of the region to allow for the implementation of a comprehensive management strategy that would provide for the needs of all states and also be environmentally sustainable. The Murray–Darling Basin Authority (MDBA) was created to oversee the entire project.

As part of the measures to control salinity, salt-interception schemes have been established along the Murray River (see **FIGURE 5**). Collectively, they remove 500 000 tonnes of salt annually from groundwater and drainage basins (see **FIGURE 6**). Prior to these schemes, the Murray River carried huge amounts of salt — for example, 250 tonnes per day and 100 tonnes a day, respectively, past Woolpunda and Waikerie, between Renmark and Morgan in South Australia. Recent surveys show that salinity levels have decreased to less than 10 tonnes a day in each area.

drainage area (or basin) an area drained by a river and its tributaries

ecology the environment as it relates to living organisms

FIGURE 5 Salt interception in the Murray–Darling Basin



Source: © Commonwealth of Australia Geoscience Australia 2013. Map by Spatial Vision.

FIGURE 6 Salt harvested from evaporation ponds is exported all around the world.



Murray–Darling Basin Royal Commission 2018

In 2018, a report by the ABC program *Four Corners* levelled serious allegations of inadequate management, negligence and water theft in the Murray–Darling Basin. Following this, the South Australian Government ordered a **Royal Commission** into the management of the Basin.

The Royal Commission found that the existing management strategies were in need of a complete overhaul to ensure that more water was diverted from irrigation and back into the environment.

The report was also highly critical of the Menindee Lakes project (in NSW), which involved shrinking and emptying the lakes more often to save water from evaporation — an action that failed to take into account the impact not only on the environment when river flow stopped, but also on those further downstream in Victoria and South Australia.

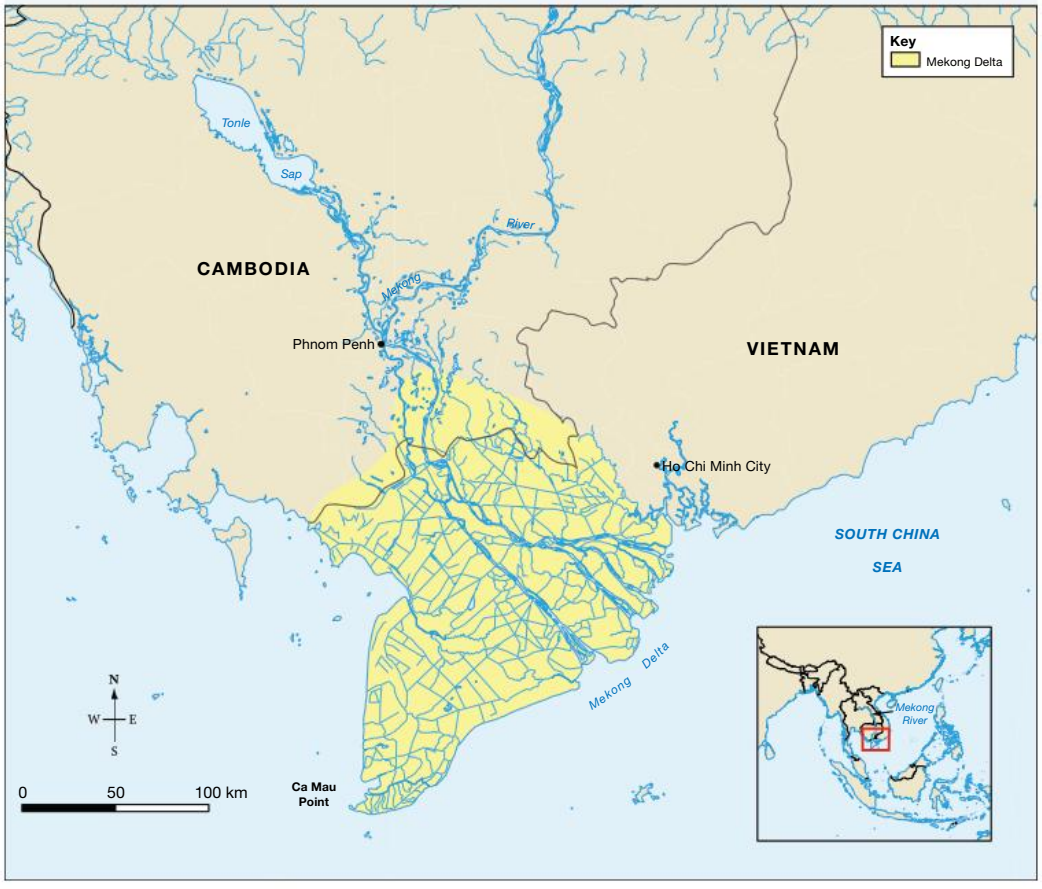
The report argued the aim of the MDBA should be to share limited water resources and ensure that the needs of the environment, agriculture, First Nations communities and 2.6 million people who depend on the Murray–Darling River system to supply their water should be considered — especially those who live downstream and all the way to the mouth of the river where it empties into the sea. The sustainable management of this vital water resource remains an ongoing challenge.

Royal Commission a public judicial inquiry into an important issue, with powers to make recommendations to government

9.4.5 CASE STUDY: Vietnam — adapting to salinity issues

Vietnam's Mekong Delta region (see **FIGURE 7**) is a major exporter of both rice and shrimp. Drought and the early arrival of the dry season, which is being attributed to climate change, is allowing sea water to encroach on valuable farming land.

FIGURE 7 The Mekong Delta



Source: Vector Map Level 0 Digital Chart of the World. Map by Spatial Vision.

While rice is a water-thirsty crop, it does not like to be completely submerged for its entire growing season. Rice grows best in fertile soils where there is an abundant supply of water that can be controlled throughout the growing season, but it can adapt to a variety of growing conditions.

Scientists are now developing strains of rice that are not only salt-resistant but can also withstand being submerged in water for almost three weeks, whereas traditional strains die within a week of being flooded and fully submerged.

Additionally, in some regions, farmers are making use of the **brackish** water that results from periods of saltwater intrusion. While brackish water is not suited to rice farming, it is ideal for cultivating shrimp.

With the onset of the monsoon season, the farmers rely on the heavy rains to flush out the salt water and allow them to plant their rice crops.

FIGURE 8 Dry rice husks suitable only for poultry are the result of brackish water from the sea flowing inland.



brackish water that contains more salt than fresh water but not as much as sea water

9.4 SKILL ACTIVITY: Concluding and decision-making

Several strategies have been suggested to solve issues related to salinity. One of these strategies is to plant saltbush.

1. **Investigate** how saltbush may help reduce salinity.
2. **Create** an annotated diagram of a saltbush plant and its root system to **explain** this role.
3. **Evaluate** the effectiveness of using saltbush as a strategy to deal with salinity. Use evidence to support your evaluation.

FIGURE 9 The saltbush plant



on Resources

Interactivity A pinch of salt (int-3291)

9.4 Exercise

learnon

9.4 Exercise

Learning pathways

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

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- Receive immediate feedback
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Check your understanding

1. **Explain** why planting deep-rooted trees would help solve the problem of salinity.
   - A. Deep-rooted trees allow more rainfall to seep into the soil.
   - B. Deep-rooted trees soak up more rainfall that has seeped into the soil.
   - C. Deep-rooted trees soak up salt.
   - D. It wouldn't help the problem.
2. **Identify** actions an irrigation farmer could take to reduce the risk of salinity. **Select** all that apply.
   - A. Change irrigation practices to ensure that crops are not over-watered.
   - B. Plant deep-rooted plants and shrubs.
   - C. Avoid using technology to monitor and detect areas at risk from salinity.
   - D. Replace native grasses with introduced pasture ones.
3. **Select** the correct option to fill in the blank.

15	25	30	45	80

   The Murray–Darling Basin is one of the most significant agricultural regions in Australia, producing close to _____ per cent of the country's food.
4. **Explain** the interconnection between soil salinity and land degradation.
5. Refer to **FIGURE 1**. **Describe** the distribution of dryland salinity areas in Australia.

Apply your understanding

Questioning and researching using geographical methods

6. **Explain** what a delta is and why it is important.

Interpreting and analysing geographical data and information

7. **Identify** which general area of the Murray–Darling Basin is most affected by salinity: the north-east, the western region or the south-east. **Describe** the scale of the problem.
8. Refer to **FIGURE 5**.
   - a. **Identify** the aim of such salt-interception schemes.
   - b. **Judge** if you think this is a sustainable management strategy. **Explain**.
   - c. **Discuss** the impact of this scheme on river ecosystems.
   - d. **Consider** what you think happens to the salt that is extracted.
   - e. **Predict** if you think a similar scheme could be developed for the Mekong Delta. **Justify** your point of view.
9. **Compare** salinity issues that exist in the Murray–Darling Basin and Vietnam's Mekong Delta. Include references to the scale of the issue and the rate of change.

Concluding and decision-making

10. **Determine** what factors have contributed to the degradation of the Murray–Darling Basin's land and water resources since the arrival of Europeans.

LESSON
9.5 How does desertification change the environment?

LEARNING INTENTION

By the end of this lesson you should be able to explain the causes of desertification and the areas most at risk, and discuss and evaluate strategies to deal with desertification.

TUNE IN

Land is changeable and can be influenced by many different environmental factors. Fertile land that is suitable for agriculture will not always be suitable.

FIGURE 1 Environments can change quickly or slowly.



1. What changes are taking place in **FIGURE 1**?
2. Suggest factors that may have led to these changes.
3. Brainstorm a possible definition of the term 'desertification'.

9.5.1 Which regions are most at risk from desertification?

As the Earth's population increases, more pressure is placed on the land to provide both food and shelter. In many parts of the world this has meant that land has been overused and become exhausted. This is especially true in **dryland** regions. Many of these areas have become so degraded that they are at risk of being turned into desert, placing the survival and livelihood of the people who depend on them in jeopardy.

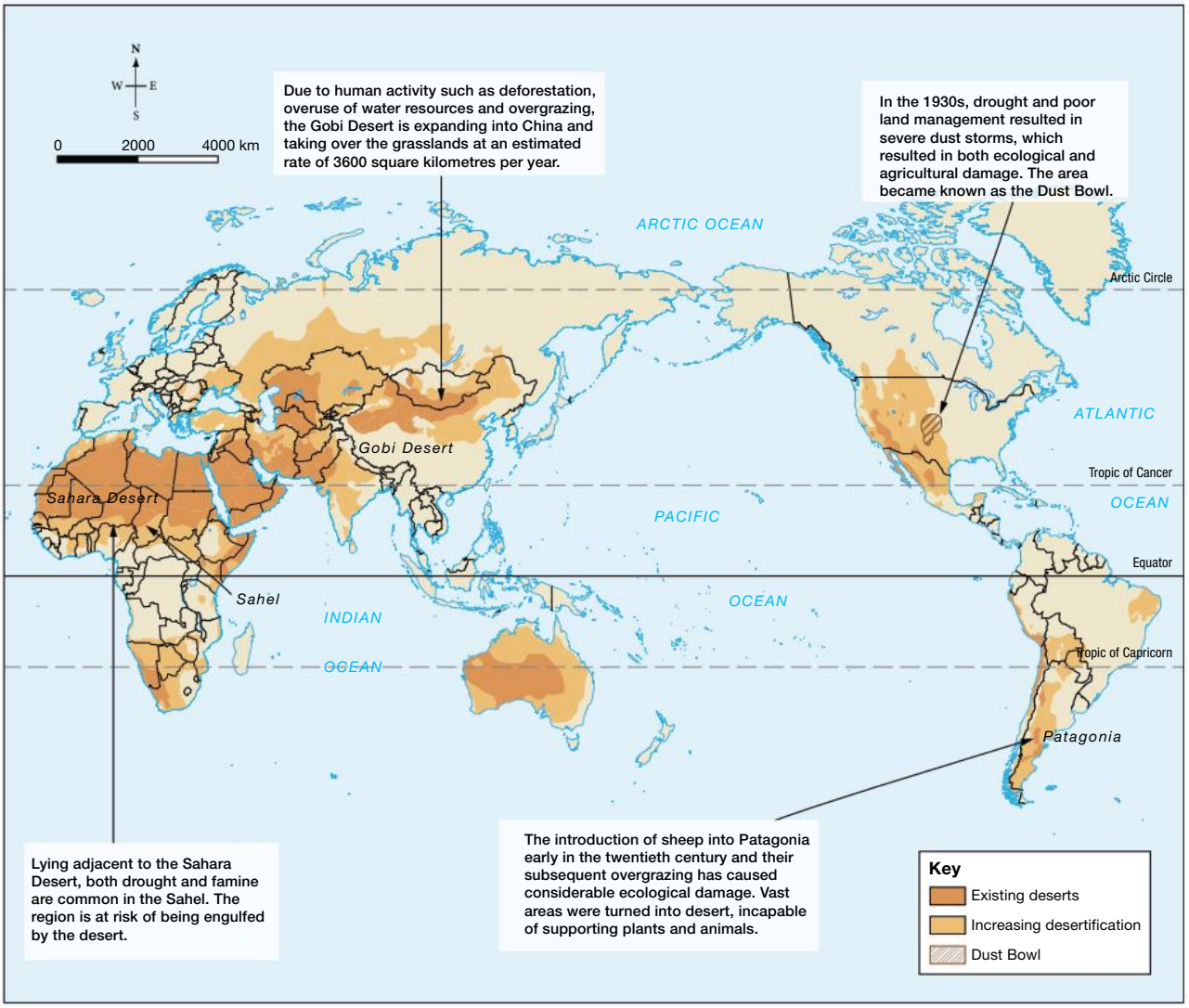
The United Nations estimates that approximately 41 per cent of the Earth's land surface is at risk of turning into desert. This is a process known as **desertification**, an extreme form of land degradation that affects arid, semi-arid and dry sub-humid areas of the Earth. These dryland regions often border existing deserts but, unlike deserts, they support population and agriculture. Drylands are fragile environments that degrade rapidly when the land is not carefully managed.

dryland ecosystems characterised by a lack of water, including cultivated lands, scrublands, shrublands, grasslands, savannas and semi-deserts; the lack of water constrains the production of crops, wood and other ecosystem services

desertification the transformation of land once suitable for agriculture into desert by processes such as climate change or human practices such as deforestation and overgrazing

The areas affected are home to more than two billion people in 168 countries. **FIGURE 2** shows the Earth's desert areas and those places most at risk from desertification. It is predicted that by 2050 Bangladesh will have no fertile soil. Productive land is being lost due to rising sea levels, poor agricultural practices and a growing population.

FIGURE 2 The drylands of the Earth are spreading. It is estimated that 12 million hectares of productive land (an area three times larger than Switzerland) is lost annually due to desertification.

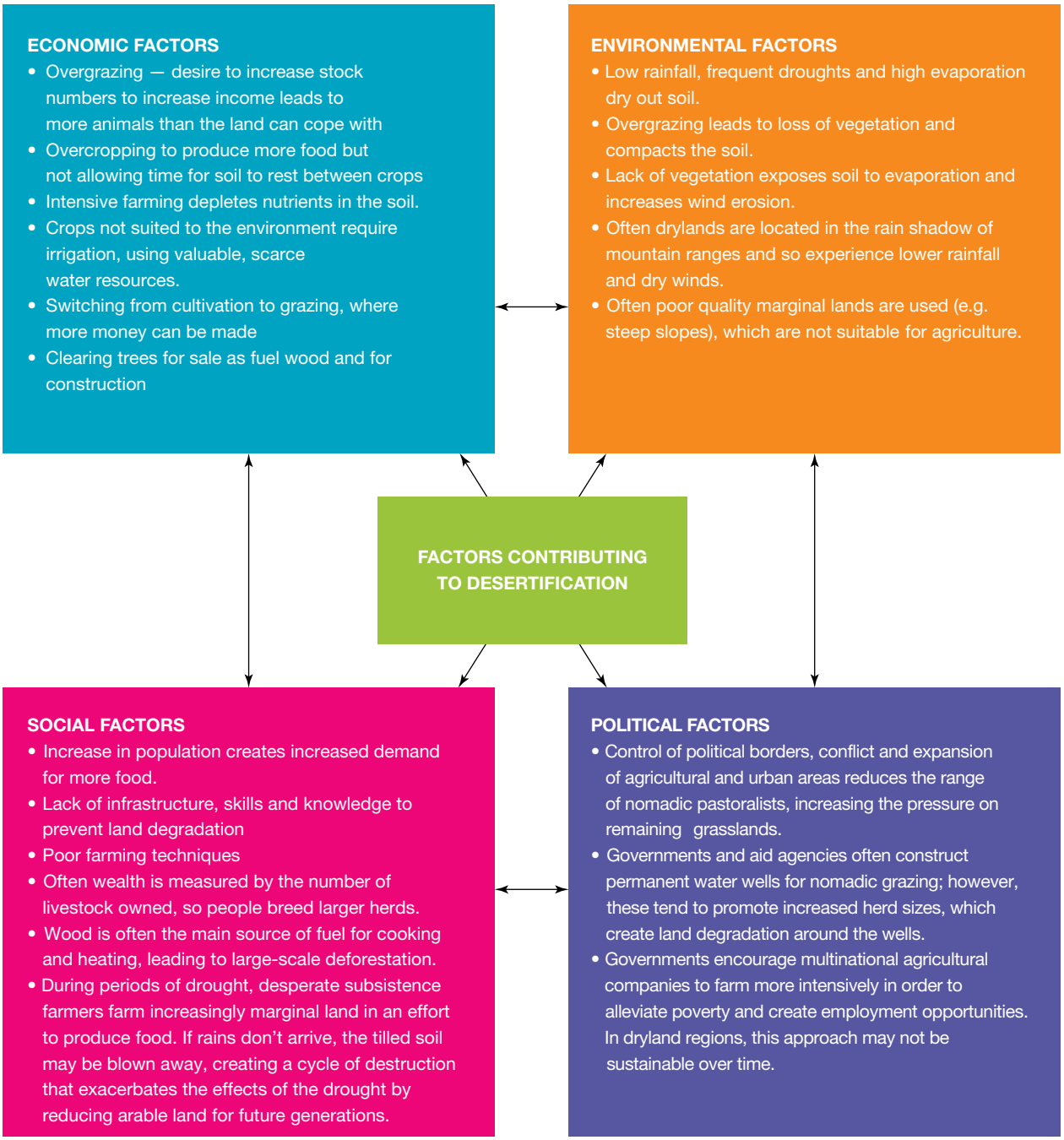


Source: UNEP World Conservation Monitoring Centre.

9.5.2 What causes desertification?

Desertification is largely a result of human-induced environmental change, caused by the complex interconnection of environmental, political, cultural and economic factors. It generally arises from the poor management of dryland environments. Increasing populations, the demand for more agricultural production and overuse of the soil degrades the land to the extent that once productive places turn into wastelands (see **FIGURE 3**).

FIGURE 3 Factors contributing to desertification



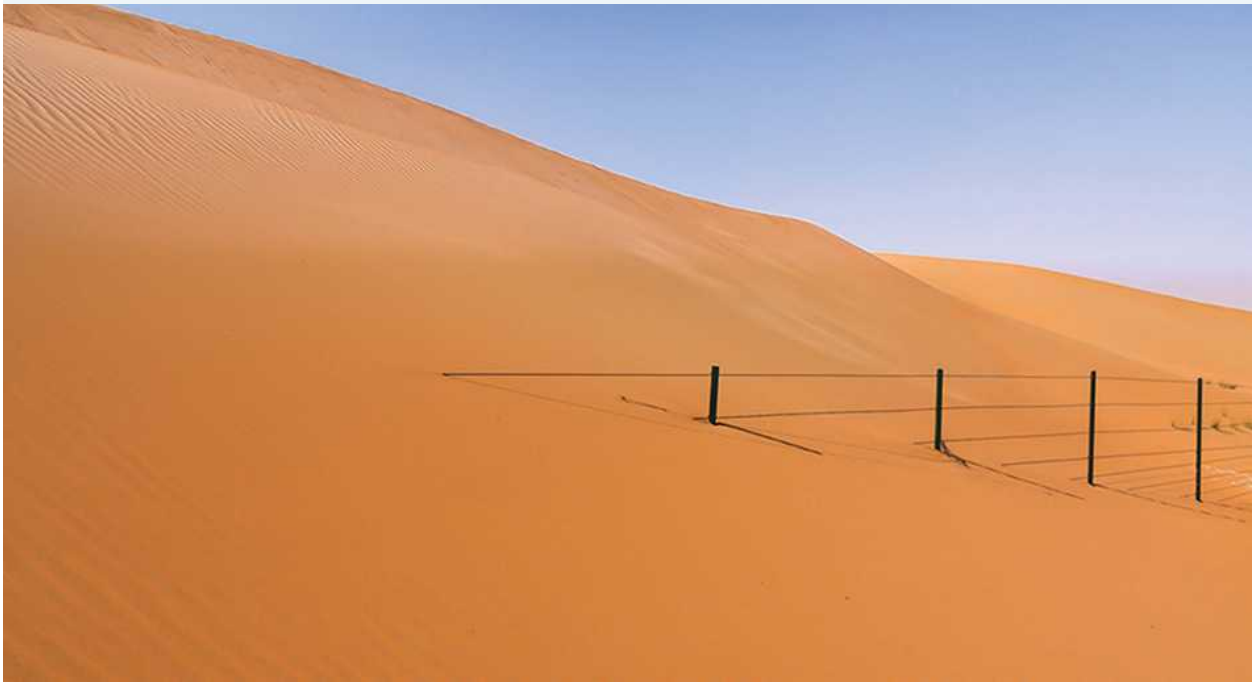
9.5.3 The impacts of desertification

Currently, the world loses approximately 12 million hectares of land annually, an area almost three times the size of Switzerland, enough to grow 20 million tonnes of grain. The cost to global economies is estimated to be $490 billion per annum.

Desertification brings about environmental change as the loss of topsoil and protective vegetation enables desert sand dunes to migrate and smother former farmland (see **FIGURE 4**).

Desertification also affects the wellbeing of over one billion people in the world. While poverty can contribute to desertification, it is also a consequence of it, as poverty forces people to over-exploit the land, which can then accelerate land degradation. It can also increase the risk of food insecurity as food production decreases. As the land fails, social and cultural networks become lost as whole villages can effectively be abandoned as people leave farming in search of employment in urban areas.

FIGURE 4 Fence drowned by a huge sand dune in the United Arab Emirates



9.5.4 Tackling the problem

Desertification, climate change and the loss of biodiversity were identified as the greatest challenges to sustainable development during the 1992 Rio Earth Summit. As a result of this, the United Nations developed the United Nations Convention to Combat Desertification 1994 (UNCCD), an agreement supported by 197 parties with the aims of:

- improving living conditions for people living in drylands
- maintaining and restoring land and soil productivity
- reducing the impacts of drought.

This stewardship worldview encourages cooperation in exchanging knowledge and technology between developed and developing countries and promotes the idea of a 'bottom-up' approach to a problem. This means encouraging and supporting people to develop their own solutions rather than a government-led 'top-down' approach. World Day to Combat Desertification and Drought has been celebrated on 17 June each year since 2002, with a different theme and focus. The aim in 2021 was to restore one billion hectares of land by 2030; an area almost equivalent to the land area of China.

9.5.5 CASE STUDY: Combating desertification in China

China is one of the countries most severely affected by desertification; it affects about 25 per cent of the total land area (approximately 3327 million km^2) there and has a negative impact on 400 million people (see **FIGURE 5**).

In the wake of rapid population growth (from 550 million in 1950 to 1.45 billion in 2022), the demand for food, fuel, construction timber and livestock feed surged. With a viewpoint of 'growth at all costs',

more farmland was opened up on desert fringes and the number of livestock increased exponentially. This expansion reflects an **anthropocentric** worldview or human-centred approach. This is where the wellbeing and needs of humans are placed above the needs of other species or consideration of the environment Thus, human activities in the form of inappropriate land use have magnified the problem of desertification (see **FIGURE 6**).

anthropocentric the belief that humans are the central and most important component of the universe

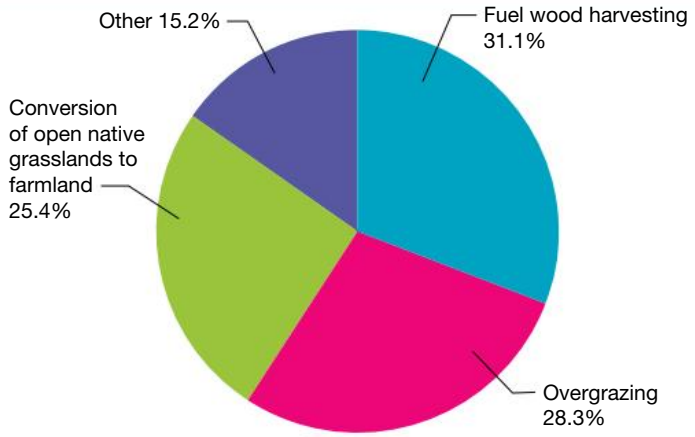
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FIGURE 5 The predicted scale of desertification in China



Source: United States Department of Agriculture, Natural Resources Conservation Service, Soil Survey Division, World Soil Resources; Paul Reich, Geographer. 1998. Global Desertification Vulnerability Map. Washington, D.C.

FIGURE 6 Causes of desertification in China



Each year, the Gobi Desert in Mongolia swallows 360 000 hectares of grasslands, and dust storms remove 2000 square kilometres of topsoil. Sand and dust from the desert regions of China are carried eastwards by the prevailing winds, choking the city of Beijing: destroying crops, closing airports and creating a surge in respiratory ailments.

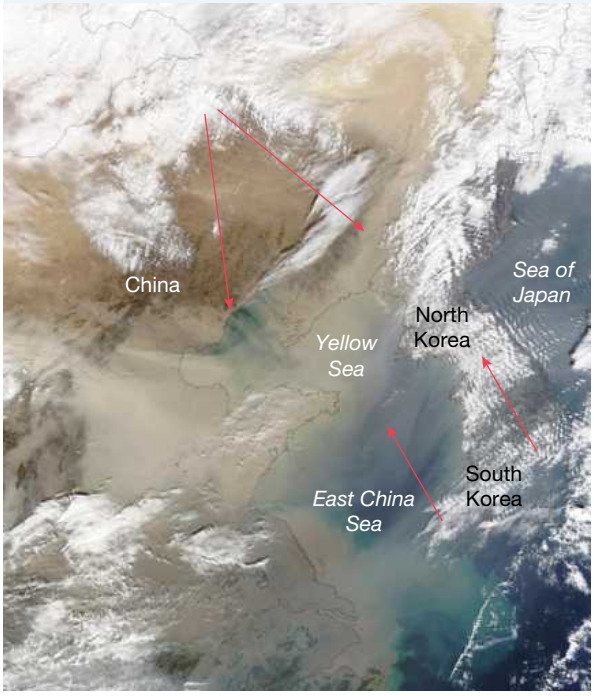
The sand storms, or 'Yellow Dragon' as they were traditionally called, continue their journey and affect international communities in South Korea, Japan, Russia and even the United States (see **FIGURE 7**).

The Chinese government has been working relentlessly on the problem, implementing a range of schemes, two of which are described in section 9.5.6.

China currently spends $5 billion each year on combating desertification. The aim is to reclaim all the treatable land area by 2050.

Already China has slowed the rate of desertification by more than one-third of 1999 levels, making it a world leader in this field.

FIGURE 7 A dust storm from China affecting neighbouring countries



9.5.6 The Great Green Wall of China

To halt the spread of deserts and reduce the impacts of climate change, the Chinese government embarked on a plan to create the Great Green Wall of China. Green walls are ambitious initiatives designed to act as a barrier against desert winds and prevent desertification. Both the **Sahel** region in Africa and China have embarked on massive replanting projects that are expected to reduce erosion, enhance biodiversity, provide new grazing lands, boost agriculture and provide employment (see **FIGURE 8**).

Sahel a semi-arid region in sub-Saharan Africa; a transition zone between the Sahara Desert to the north and the wetter tropical regions to the south, it stretches across the continent, west from Senegal to Ethiopia in the east, crossing 11 borders

The Chinese government envisaged a 4800-kilometre series of forest strips spanning the country from east to west, and stretching 1500 kilometres from the southern edge of the Gobi Desert, to protect valuable farmland and waterways against wind erosion. To make this target a reality, every citizen over the age of 11 was expected to plant at least three saplings each year. Since the start of the millennium, Chinese citizens have planted over 88 billion trees.

By 2021, 18 million hectares of forest has been restored; increasing forest cover from 12 per cent in 1980 to 23 per cent, with the goal of

FIGURE 8 The Great Green Wall of China: an ambitious attempt to stop the advance of desert sands from the Gobi Desert



reaching a national forest cover of 42 per cent by 2050. However, an early study done by geographers at the University of Alabama noted that 'the reforestation efforts have done little to abate China's great yellow dust storms' (see **TABLE 1**).

TABLE 1 Impacts of planting green walls

Environmental benefits	Environmental drawbacks
• Mass planting of fast-growing species (known as **monoculture**) helps to slow desertification. • Trees act as windbreaks and reduce erosion. • There is a long-term possibility of harvesting trees as a commercial wood crop or for pulp and paper. • Growth of trees acts as a carbon store, reducing greenhouse gases. • Thousands of kilometres of moving dunes are stabilised. • Frequency and severity of dust storms is reduced.	• Monoculture reduces biodiversity and provides poor habitat for endangered native animal and bird species. • Monoculture is highly susceptible to disease. A pest can wipe out an entire plantation, ruining decades of work. • Many tree species chosen were not native and after initial growth soon died. In some places up to 85 per cent of the plantings failed. • Initial rapid growth of trees used a lot of soil moisture and lowered watertables. • Trees out-competed native grasses, which have a more extensive root system for holding soil. • Plantations generate less leaf litter than native forests, so less nutrients are entering the soil.

While China reports an overall increase in forested areas, Greenpeace reports that only 2 per cent of China's original vegetation remains. Many of the trees planted have a lifespan of only 40 years. Nevertheless, in areas where the local community is prepared to care for the newly planted trees, the spread of the desert appears to have been halted, with the area of land affected by desertification shrinking by almost 2000 square kilometres annually. Sandstorms are now also reported to have decreased by 20 per cent.

Restoring grasslands

It is estimated that 80 per cent of China's natural grasslands (42 per cent of its land area) are degraded as a result of overgrazing. A wide range of rehabilitation programs are being introduced. These include:

- *moving people.* In places especially at risk of desertification, people are being resettled to prevent further damage and halt the spread of the desert. Relentless sandstorms threaten the traditional lifestyles and farming practices of nomads in both Tibet and Mongolia. Failing crops and a lack of pasture for grazing livestock is forcing them to join other climate refugees and move into new settlements (see **FIGURE 9**).
- *changing land use.* Land use is converted from grazing to tree crops and forests, with farmers receiving compensation for the loss of stock and income.
- *total grazing bans.* Between 2005 and 2010, a total ban was placed on animal grazing on 7 million hectares of land (an area twice the size of Germany). This was part of a larger plan to restore more than 660 million hectares of grasslands at an estimated cost of approximately A$4 billion. This has meant that more than 20 million animals had to be farmed indoors and hand fed. In test projects, after three years of grazing bans the vegetation rate increased from 20 per cent to over 60 per cent, and local sand storms have reduced. The grazing ban has since been extended, and is still in force, with farmers paid a subsidy to safeguard their livelihood. Additional bans were also put in place banning hunting and declaring some areas national parks. Money received by the traditional nomadic herders has been used to leave the land.

As one Chinese ecologist, Jian Gaoming, has stated, there is a need for 'nurturing the land by the land itself'. This is an Earth-centred approach to the problem of desertification. He noted through his research in Inner Mongolia that native grasslands will restore themselves in as little as two years, if protected from grazing animals and human activities.

monoculture cultivating a single crop or plant species over a wide area over a prolonged period of time

FIGURE 9 Nomadic grazing on grasslands in Mongolia. Why would this area be prone to desertification?



9.5 SKILL ACTIVITY: Concluding and decision-making, Communicating

Investigate the effectiveness of green walls in Africa or China as a means of dealing with the social and environmental impacts of land degradation.

1. **Create** a table that highlights the social and environmental impacts of green walls on dealing with desertification.

Social impacts	Environmental impacts

2. Highlight those entries in your table that show a positive impact.
3. Use the information you have collected to answer the following question.
   In your opinion, has human wellbeing been improved because of these initiatives? **Justify** your conclusion using information from your table.

on Resources

Weblinks
Great Green Wall of China (1)
Great Green Wall of China (2)
How China is reforesting the Gobi Desert

9.5 Exercise

learnon

9.5 Exercise

Learning pathways

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

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- Access sample responses
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Check your understanding

1. Complete the following sentence using the words provided below.

drylands	deserts

_____ are an ecosystem in which few plants and animals exist. _____ on the other hand can support more vegetation, usually grass and shrubs, and if carefully managed the land can be cultivated.

2. Drylands are especially vulnerable to desertification because:
   - **A.** they are usually situated next to deserts.
   - **B.** they are a hardy environment that is resistant to degradation.
   - **C.** they are a fragile environment that degrades rapidly when not carefully managed.
   - **D.** they experience excessive rainfall.
3. **Select** the correct option to fill in the blanks.

bottom-up	top-down

A _____ approach means that the government dictates or imposes a solution on the people, whereas a _____ approach encourages and supports people in developing their own solutions.

4. Refer to **FIGURE 2**. **Describe** the distribution of those places in the world most at risk of desertification.
5. **Identify** the following impacts of desertification in China as economic, social or environmental.

	Economic	Social	Environmental
Increased poverty as land is no longer productive			
Decreased GDP			
Loss of topsoil and protective vegetation allows sand dunes to invade farmland			
Loss of productive farmland			
Influx of people from rural to urban areas			
Decreased food production			
Acceleration of land degradation			
Social and cultural networks lost as villages are abandoned			

Apply your understanding

Interpreting and analysing geographical data and information

6. How would you envisage the issue of desertification in China in the year 2050? **Justify** your answer.

Concluding and decision-making

7. The Chinese ecologist Jian Gaoming's viewpoint on managing desertification is 'nurturing the land by the land itself'. How does this Earth-centred viewpoint compare to the green wall scheme, which is a human-centred viewpoint? Which do you think is the more sustainable approach? **Outline** and **justify** your views.

8. **Explain** in your own words what is meant by desertification and why it is a global issue.
9. **Examine** how effective a top-down approach could be in combating desertification in China. **Examine** how effective a bottom-up approach might be. **Explain** your view.
10. **Evaluate**, according to environmental, social and economic impacts, the effectiveness of:
    a. green walls
    b. grazing bans

    for combating desertification in China.

LESSON
9.6 How do invasive species change the environment?

LEARNING INTENTION

By the end of this lesson, you should be able to describe how invasive species cause environmental change in Australia, and identify and propose strategies to manage or eradicate invasive species.

TUNE IN

Did you know that the harlequin ladybird is the most invasive species on Earth? It has been intercepted at Australia's national borders and has the capacity to wipe out native species and threaten the agricultural industry. It feasts on vegetation and insects (including other species of ladybirds) and has been known to bite domestic animals and people.

FIGURE 1 The harlequin ladybird



1. Work collaboratively to define the term 'invasive species'.
2. Brainstorm a list of ways that invasive species might find their way into Australia.
3. Australia has strict import controls on agricultural products entering Australia.
   a. Do you think this is justified? Give reasons for your answer.
   b. Suggest reasons why the harlequin ladybird could pose a threat to Australia.

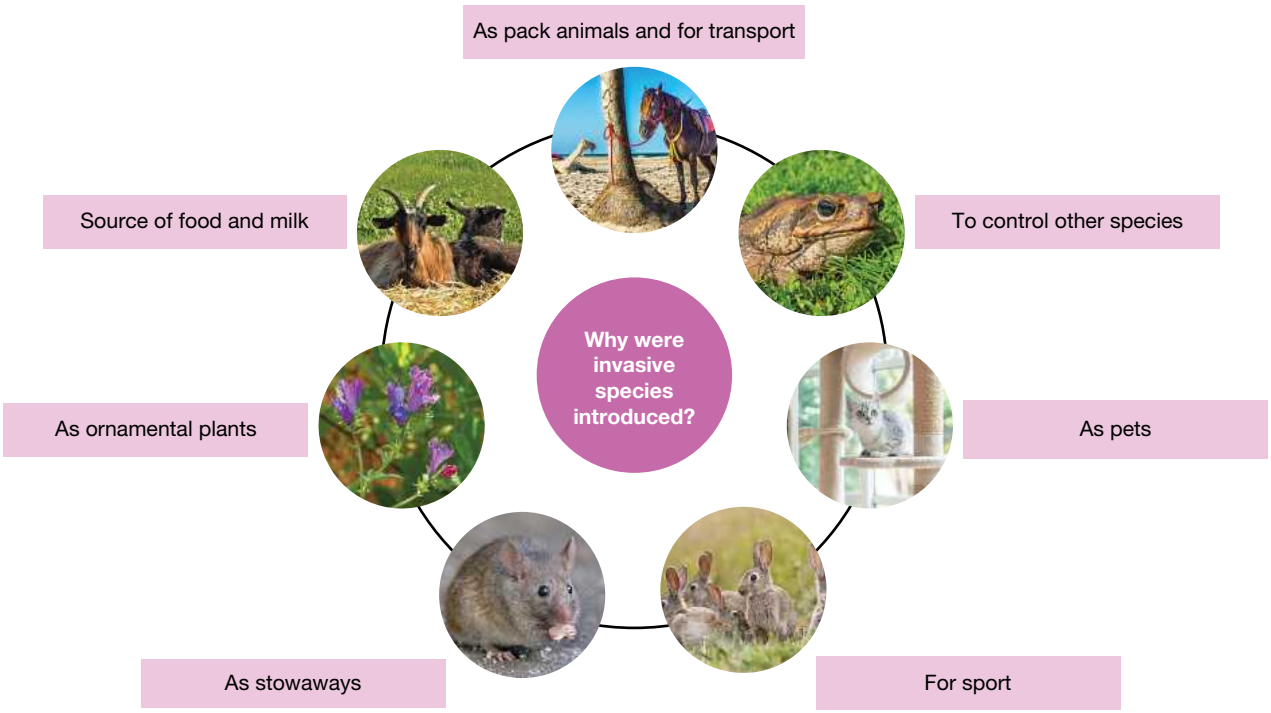
9.6.1 What is an invasive species?

An invasive species (sometimes referred to as an **exotic species**) is any plant or animal species that colonises areas outside its normal range and becomes a pest. Invasive species are a major cause of environmental change.

Often introduced for a specific reason, they can soon take over the environment, threatening indigenous plant and animal species and taking over what was once valuable farming land and native habitats (see **FIGURE 2**).

exotic species species introduced from a foreign country

FIGURE 2 Some invasive species are deliberately introduced; others arrive accidently as stowaways on ships or agricultural products brought into Australia.



9.6.2 Animal pests — goats, foxes and rabbits

Goats

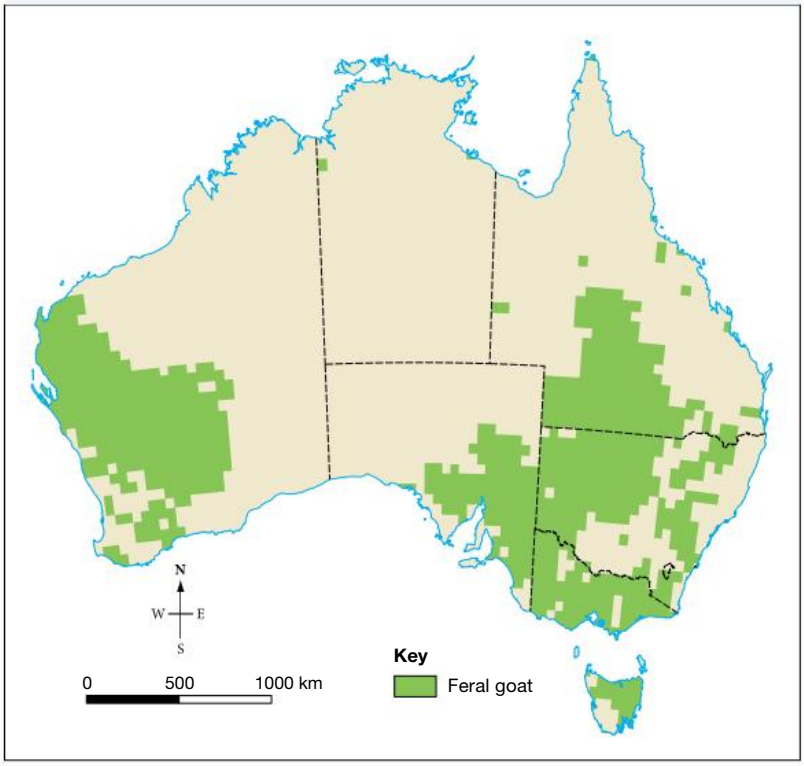
Goats arrived in Australia with the First Fleet in 1788 as a source of both milk and meat for early settlers and sailors. Over time, however, domestic goats escaped, were abandoned or were deliberately released and became feral, posing a threat to inland pastoral areas and native forests.

It is estimated that at least 2.6 million feral goats occupy approximately 28 per cent of Australia (see **FIGURE 4**), in concentrations of up to 40 animals per square kilometre. They are found in all states and territories and on offshore islands, but are most common in semi-arid regions. The scarcity of predators and the establishment of a water supply for sheep grazing has created ideal conditions in which goats can thrive. Their numbers have been adversely affected by drought and eradication programs; however, high fertility levels have meant they are difficult to control.

FIGURE 3 Goats were a food source for early settlers and sailors alike. Their size, hardiness and ability to eat a range of plants made them an ideal source of both meat and milk.

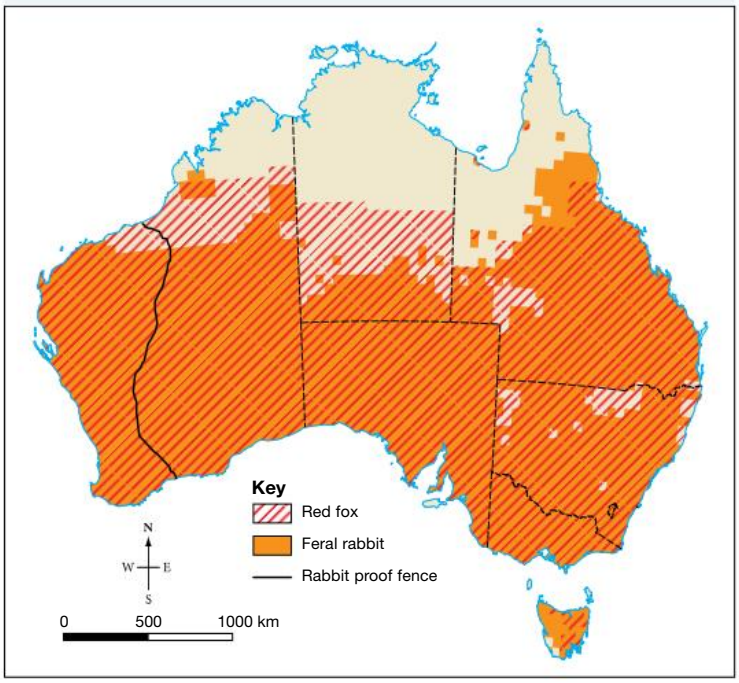


FIGURE 4 Spread of feral goats in Australia



Source: © Commonwealth of Australia Geoscience Australia 2013. © Commonwealth of Australia Department of Sustainability, Environment, Water, Population and Communities 2013. Map by Spatial Vision.

FIGURE 5 Distribution of red foxes and feral European rabbits in Australia



Source: © Commonwealth of Australia Geoscience Australia 2013. © Commonwealth of Australia Department of Sustainability, Environment, Water, Population and Communities 2013. Map by Spatial Vision.

Feral goats cause widespread damage to the environment. They damage the soil and overgraze all forms of native vegetation, causing erosion and preventing plant regeneration. Weeds spread more rapidly through seeds contained in their dung, Goats strip vegetation from steep hills, increasing the rate of erosion and leading to the development of widespread gullies.

During times of drought, they pose a direct threat to both domestic and native wildlife as they complete for food, water and shelter, creating an additional imbalance in the food chain. The impact of goats is worse in regions where rabbits are also out of control.

Foxes and rabbits

Both foxes and rabbits were introduced into Australia by the early settlers. With few natural predators, each species spread rapidly.

Left unchecked, foxes pose a significant threat to agriculture and native fauna. Fox predation accounts for one-third of new lamb deaths, and native animals such as the bandicoot are easy prey. Foxes carry a wide range of diseases and parasites such as hepatitis, distemper, mange and rabies.

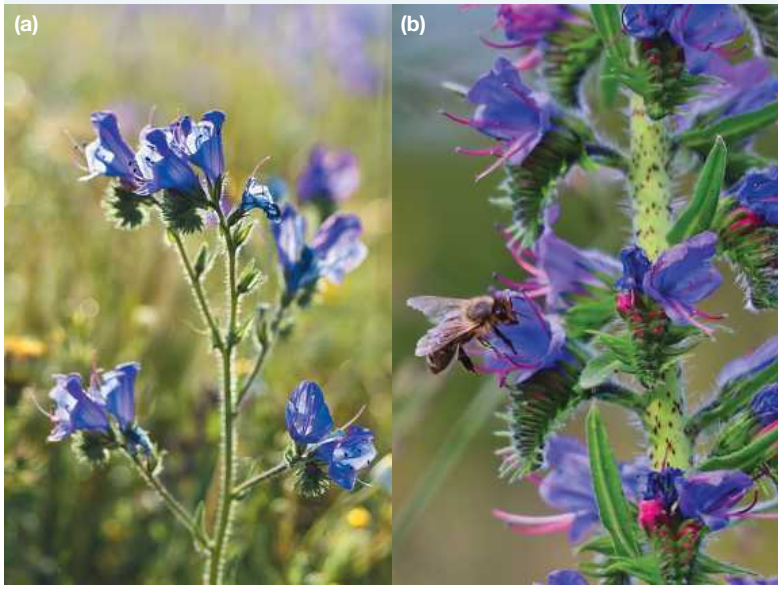
Rapid-breeding feral rabbits place significant pressure on the environment, competing with native wildlife for food and damaging vegetation. Rabbits eat plant roots as well as foliage. They **ringbark** trees and eat seeds and seedlings, so plants cannot regenerate.

ringbark removing the bark from a tree in a ring that goes all the way around the trunk; the tree usually dies because the nutrient-carrying layer is destroyed in the process

9.6.3 The problem of introduced plants

Invasive plant species are often referred to as weeds. Introduced primarily as garden plants they soon spread to other areas and now pose a significant threat to the environment and agriculture. Examples include Paterson's curse and Viper's Bugloss; both were introduced into gardens in the 1850s because of their attractive flowers.

FIGURE 6 (a) Paterson's Curse has two long stamens protruding from the flower plus two shorter ones, and its flowers are more purple. (b) Viper's Bugloss has four long stamens protruding from the flower. Its flowers are bluer, and prickles are visible on the stem.



Paterson's Curse and Viper's Bugloss are often found together; their seeds germinate earlier than native plants, enabling them to establish extensive root systems and spreading leaves, which crowd out other plant species. They thrive in areas of high winter rainfall and have adapted to cope with dry summers.

The nutritional value of Paterson's Curse is low, and if consumed in significant quantities it can be toxic, especially to horses and small animals. Their stomachs cannot fully process the plant, leading to liver damage, loss of condition and potentially death. Contact with these plants can cause skin irritations and other allergic reactions in humans and livestock.

- Area impacted — 33 million hectares.
- Cost to grazing industry — more than $250 million annually.

invasive plant species commonly seen as weeds; any species that dominates an area outside its normal region and requires action to control its spread

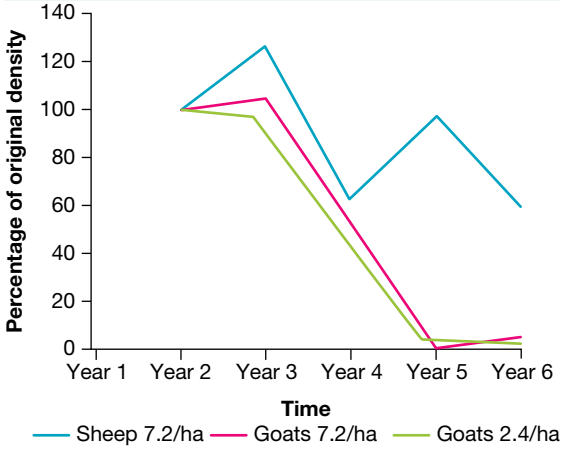
weed any plant species that dominates an area outside its normal region and requires action to control its spread

9.6.4 Controlling invasive species

Can one problem be part of the solution for another?

Introduced species pose a serious threat to the productivity of land and diversity of natural environments. In Western Australia, trials have discovered that goats, which themselves pose a threat to both native vegetation and pasture land, can be used to control a wide variety of **invasive plant species**, such as saffron thistle (see **FIGURE 7**).

FIGURE 7 In Western Australian trials, goats almost completely eradicated saffron thistle within three years. Researchers will monitor the situation carefully, however, as seeds can lie dormant for up to ten years.



While we know that some weeds are spread passing through the digestive systems of animals, this is not the case with goats. Less than 1 per cent of the saffron thistle seeds were found in the goat dung, and these would not germinate. Similar results were found in test sites for the control of blackberries (see **FIGURE 8**). Within 12 months of goats being allowed to feed on both **weed** types, there was a notable reduction in their spread. Goats can also be used to control hundreds of different invasive plant species such as English Ivy, Paterson's Curse and Viper's Bugloss, which are toxic to grazing livestock.

Goats have the added advantage of being an environmentally friendly method of weed control. They eliminate the need for using herbicides and fertilisers. Soil quality is improved naturally by goat droppings. Fossil-fuel-burning machinery is not needed to remove the weeds, and goats can be used in environments where other control methods are not viable, such as on steep slopes. In recent times, they have been used as a method of weed control in plantation forests and in limited numbers on large pastoral runs. They are also still kept as livestock.

FIGURE 8 Goats have been used successfully in the Tolt River Dam region in Seattle, Washington. There, a herd of 200 goats is used to control the spread of blackberries on ground that is too steep and uneven for mowing by machinery.



Mainland quokkas

The quokkas of Rottnest Island are well known both locally and internationally. In recent times, they have become social media celebrities, and taking a quokka 'selfie' is a must-do when visiting the island. Bald Island on the Western Australia south coast is also home to a colony of quokkas.

The quokka population on Rottnest Island is estimated at 8000 to 12 000, and Bald Island is home to about 1000 of the small marsupials. While the status of both these island populations is considered stable, mainland populations are under threat and in decline. They are officially listed as 'vulnerable'.

FIGURE 9 Mainland quokkas are threatened by feral foxes.



Mainland quokkas live in small isolated populations of often fewer than 50 and their conservation is considered important because these colonies contain higher levels of biodiversity than the island communities.

Foxes and feral pigs are two significant threats. Foxes were introduced in the late 1920s and have had a dramatic effect on quokka numbers. Feral pigs destroy dense swamp vegetation, allowing other predators to access these quokka habitats. Although fox baiting and pig control measures are considered partly effective, mainland quokkas remain severely threatened.

Can we control foxes and rabbits?

Both foxes and rabbits have proven difficult to control and pose the same risks today as they did in the past. Foxes are the only natural predator of rabbits. Currently, rabbits are controlled through the following methods:

- biological — introduction of viruses, such as myxomatosis and calicivirus
- chemical — laying poison baits or fumigating warrens
- mechanical — destroying warrens, shooting and laying traps.

Rabbits are highly destructive to the environment, but once they are eradicated from an area, the environment can regenerate (see **FIGURE 10**).

FIGURE 10 (a) Rabbits reduced Phillip Island (near Norfolk Island, off the east coast of Australia) to a wasteland. (b) After the rabbits were eradicated, the island's recovery was spectacular.



Hunting, baiting (poisoning) and shooting reduce adult fox populations in the short term; however, their populations soon recover. Scientists are now trialling biological controls and working to develop some form of virus or birth control that will interfere with the reproductive system of the fox, making them infertile and incapable of breeding.

Middle Island Maremma Project

Middle Island, a small rocky island about 2 hectares in size off the south-western Victorian coast near Warrnambool, is home to a Little Penguin colony. At low tide, less than 12 centimetres of water separates the island from the mainland, providing easy access for predators such as foxes.

In 1999, Middle Island had a thriving colony of Little Penguins, of about 600 birds. By 2005, foxes had reduced the population to fewer than 10, with only two breeding pairs remaining. In 2006 an ambitious experiment was launched using Maremma dogs to guard and protect the remaining penguins (**FIGURE 11**). This breed of dog has long been used to guard livestock, including chickens, with reports that once the dogs were on duty, fox kills stopped.

After some initial teething problems, the program has proved highly successful. Within a short time, there was evidence of the penguins breeding. By 2013 the Little Penguin population had rebounded to 180. In a cruel twist of fate, however, 70 penguins were killed in a fox attack in 2017, reducing the breeding population to just 14. The dogs had been taken off the island for the winter season due to high tides and bad weather.

However, numbers appear to have started to grow again with five breeding pairs in residence for the 2019–20 breeding season. Experts now estimate that 70 to 100 Little Penguins are on Middle Island. Accurate counts were not possible in 2021–22 due to ongoing COVID-19 complications and poor weather conditions.

FIGURE 11 Using Maremma dogs to guard the penguins on Middle Island from fox attacks proved to be a highly successful strategy. The island's penguin population, previously close to extinction, continues to grow under the protection of the dogs.



9.6 SKILL ACTIVITY: Questioning and researching using geographical methods, Concluding and decision-making

1. Copy the table provided into your workbook.
2. Use information in this lesson, your own general knowledge, your atlas and the weblinks in the Resources tab to complete the table. **Identify** as many species as you can and **state** why they might have been introduced.

Introduced species	Reasons for introduction

3. Refer to your completed table and **select** one example of an invasive plant species and one example of an invasive animal species.
4. Find an image of each of your chosen species. **Annotate** your images with the following information:
   a. Reasons for their introduction
   b. Their impact on the environment
   c. **Propose** a strategy for eradicating, controlling or minimising the impact of the species.
   d. **Evaluate** the effectiveness of your chosen strategy.
5. Share your findings with other members of the class.

on Resources

Weblinks Weed species
Middle Island project
Invasive Species Council
Invasive Species in Australia

9.6 Exercise

learnon

9.6 Exercise

Learning pathways

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

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Check your understanding

1. Why do people say that rabbits cause the demise of native plant and animal species?
   - **A.** They prevent plant regeneration as they eat the roots as well as the foliage.
   - **B.** They compete with native species for food and their burrows undermine surface structure.
   - **C.** They ringbark trees and eat plant seeds and seedlings.
   - **D.** All of the above
2. Complete the following sentences using the words provided below.

only on mainland Australia	on both mainland	Australia and Tasmania	only in Tasmania
one-quarter	three-quarters	all	

   Both rabbits and foxes are found _____. They range over approximately _____ of the mainland, extending just beyond the 18th parallel.
3. Complete the following sentence using the words provided below.

less	more
higher	lower

   Control of invasive species is _____ feasible in island communities as the risk of reinfestation is considerably _____ than on the mainland.
4. **Explain** why goats are an effective method of controlling invasive plant species.
5. **Justify** the classification of goats as an environmentally friendly method of controlling invasive plant species.

Apply your understanding

Interpreting and analysing geographical data and information

6. The invasive animal species described in this lesson have proven more difficult to control than the plant species. **Propose** a reason for this.

Concluding and decision-making

7. **Infer** why foxes are not found in Australia's tropical regions.
8. **Consider** the three methods of rabbit control by completing the following tasks.
   - **a.** Copy the following table. In the second column, write your own definition for each of the control methods.
   - **b.** Complete the remaining columns, **outlining** the advantages and disadvantages of the three methods.
   - **c.** **Compare** the advantages and disadvantages of the three main methods of rabbit control. Which method do you think is the most effective? **Justify** your answer.

Method	Definition of method	Advantage	Disadvantage
Biological			
Chemical			
Mechanical			

9. **Examine FIGURE 10. Describe** the appearance of the environment in each image. Do these images represent the same place? **Propose** reasons for the changes that have occurred in this environment.

Communicating

10. **Create** your own sustainable and environmentally friendly strategy for controlling an invasive species. **Outline** the steps in your plan and why you think it would be successful.

LESSON
9.7 How do native species change the environment?

LEARNING INTENTION

By the end of this lesson you should be able to explain the threats to biodiversity from native species and environmental change.

TUNE IN

Did you know that around 4 million people visit Yellowstone National Park each year?

Many flock there to watch the world's most famous geyser. In 60- to 110-minute cycles, the geyser shoots tens of thousands of litres of boiling water to heights ranging between 32 and 55 metres, with each eruption witnessed by up to 2000 people.

Based on the height and duration of the last eruption, park rangers can predict, to within 10 minutes, the time of the next eruption.

1. What do you understand by the term 'national park'?
2. Brainstorm a list of reasons for the existence of national parks.
3. Other than national parks, how can we protect the habitats of plant and animal species?

FIGURE 1 Old Faithful geyser in Yellowstone National Park



9.7.1 Protecting biodiversity

To protect native species, governments have established national parks. The world's first **national park** was Yellowstone National Park in the United States of America established in 1874. The second, the Royal National Park, was established in Sydney, Australia five years later.

These parks are intended to provide safe habitats for native plant and animal species and thus help safeguard **biodiversity**. However, biodiversity is not just under threat from introduced species; left unchecked, native species can also cause widespread damage to the landscape.

national park an area set aside for the purpose of conservation
biodiversity the variety of plant and animal life within an area

9.7.2 Should we cull iconic Australian natives?

Many native Australian species have been threatened by the spread of urban settlements. As human populations expand, the natural range of animals such as koalas, kangaroos and wallabies are diminished. Despite the number of national parks that exist, native species can be found not only on the fringe of urban areas, but also taking refuge in our backyards where they face increasing risk from vehicles, domestic pets and poisons.

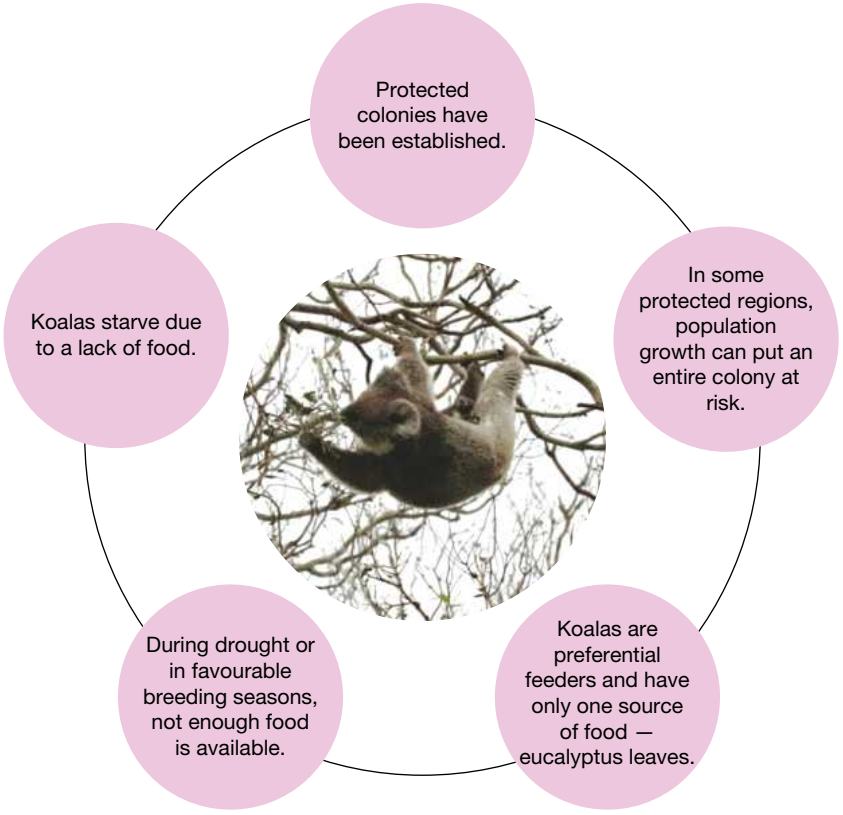
FIGURE 2 A koala drinking from a dog's water bowl in a suburban backyard



In 2013 and 2014, 700 koalas were killed in what the Victorian government described as humane euthanasia to prevent the animals from starving to death due to overpopulation of the manna gum forests in the Otway Ranges. Opponents of the move described it as a secret **cull**.

In late 2015, researchers called for koalas to be culled in parts of Victoria, New South Wales and Queensland, in areas where the local populations were infected with the disease **chlamydia**. Culling, the researchers suggested, would prevent further spread of the disease to healthy animals and allow the population to rebound over the next ten years. Others have argued that the disease, in its early stages, can be treated with antibiotics.

FIGURE 3 Protected colonies have been established to ensure the survival of koalas — examples include the Otway Ranges and French Island in Victoria. In northern New South Wales, an entire housing development named Koala Beach has been designed with koala conservation in mind.



In 2019, the koala was listed as vulnerable in Queensland, New South Wales and the ACT, and in 2022 the Australian Government officially listed koalas as an endangered species, with loss of habitat cited as the major area of concern. Even within remaining habitats, a lack of diversity exists among eucalyptus species. Preferred control methods are sterilisation and relocation. Sterilisation prevents a population outstripping its food source; however, it does not allow the population to

cull selective reduction of a species by killing

chlamydia a sexually transmitted disease infecting koalas

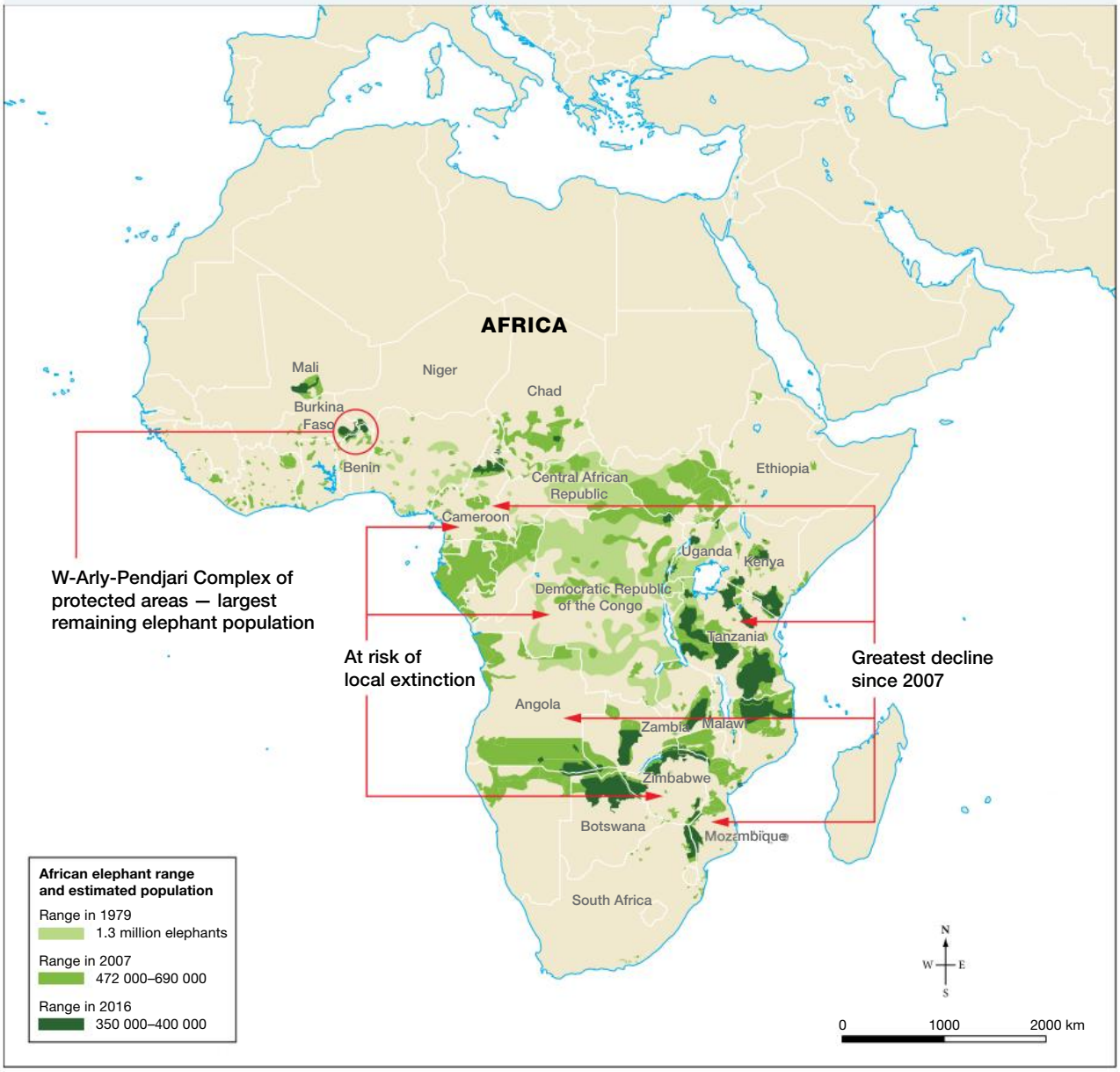
rebound after natural disasters such as bushfires. Relocation is only a short-term fix, as shown on Kangaroo Island — koalas relocated there have flourished, mainly because of their proximity to a commercial blue gum plantation; however, the population will once again be decimated once the trees are harvested.

9.7.3 What about the African elephant?

In 1930, some 10 million elephants roamed across 37 countries in Africa. By 1979, almost 90 per cent of the wild elephant population had been wiped out, with their numbers estimated at 1.3 million. By 2007, the estimated range of elephant numbers had declined even further (see **FIGURE 4**). In 2018, the population had continued to decline, with numbers down to around 415 000. At this rate, it is possible that the elephant could become extinct in the wild by 2050. Some estimates put the number of animals killed at up to 100 per day, as poachers seek to make their fortune selling meat, ivory and body parts to the lucrative Asian market. From

int-7955

FIGURE 4 African elephant range and estimated population



Source: National Geographic and IUCN Red List.

2011 to 2014 the price of ivory alone tripled in China, peaking at $2100 per kilogram. In 2017, a ban imposed by the Chinese government on ivory saw the price fall to $750 per kilogram.

Elephants are also under threat from expanding human populations. As the number of people increases, so too does their need for land to grow crops and raise livestock, and people encroach further and further into the elephants' rangelands. Struggling farmers can also earn more from a single elephant kill than from a year of toiling on the land. When elephants enter these newly created farmlands and damage crops, the temptation to kill them intensifies.

Elephants are a key **ecological species**, sometimes referred to as caretakers of the environment. The loss of elephants poses a significant environmental threat to local ecologies.

FIGURE 5 Elephants are sometimes referred to as caretakers of the environment.



Elephants create and maintain their ecosystem and, in the process, create habitats for a wide range of plants and animals.

- When they dig for water using their tusks, other animals gain access to this water.
- By eating small shrubs and trees, they maintain the open space of the plain.
- Their high consumption of plants and dung affects soil quality. This encourages a higher diversity of plants and animals.
- Gaps created in vegetation allow new plants to grow in the spaces created and pathways are made for smaller animals such as lizards who make their homes in elephant-damaged trees.
- Up to 30 per cent of African trees depend on elephants to assist with the dispersal and germination of their seeds.

However, the practice of confining large animals such as elephants to national parks free from predation and with an abundant water supply can result in a population explosion. An adult elephant consumes up to 136 kilograms of food in a single day.

The search for food can see them cover vast distances, in the process stripping bark from, ripping branches off and pushing over trees. As the process of confining animals to reserves continues, traditional migration paths are interrupted. The population flourishes and the landscape becomes degraded as the rate of change speeds up.

Africa's first national park was established in 1926. Covering almost 20 000 square kilometres, it is one of the largest reserves in Africa. Culling of elephants within the national park was banned in 1994.

While elephant numbers are declining elsewhere, within Kruger National Park they are increasing. This has prompted some to suggest that culling as a means of population control should be reinstated to limit numbers to a sustainable level of 7000 to 8000, rather than the current 17 000, which places both the elephants and their habitat in jeopardy.

ecological species species that helps maintain or care for the ecology of an area, and creates and maintains habitats for other species

9.7.4 Ecological corridors

An **ecological corridor** enables wildlife to move between similar habitats that might have become separated by human development. They enable the seasonal migration of animals for breeding and feeding and facilitate the dispersal of plant species, maintaining ecological connectivity and the continuation of viable populations.

Ecological corridors have been established on both land and sea; their presence limits human encroachment that may put biodiversity at risk. Additionally, genetically different populations remain connected and allow for the re-colonisation of an environment that may have been disturbed.

FIGURE 6 An ecological corridor, such as a bridge over a multi-lane highway, helps maintain biodiversity by allowing animals to safely access all parts of their ecosystem.



Canada: Banff wildlife bridges

The Trans-Canada Highway passes through Banff National Park in Canada carrying large volumes of traffic and dissecting the major migration route of a variety of animals, including deer, moose, porcupines, mountain lions and bears. Along the 88-kilometre stretch of road, 41 underpasses and seven overpasses have been constructed as ecological corridors to enable animals to safely cross the highway and access habitats. The passages vary in width from 10 metres to 60 metres, and the overpasses are covered in native vegetation (see **FIGURE 7**).

An 85 to 95 per cent reduction in collisions between animals and vehicles has been recorded along the highway. The provision of both tunnels and bridges caters for the preferential needs of different species; grazing animals such as deer and moose prefer to use the open-air overpasses, while more predatory animals such as cougars and black bears prefer the tunnels.

Genetic diversity is ensured as the corridors re-connect habitats that were previously fragmented by the highway and enable the interaction of different groups within the same species.

ecological corridor wildlife corridor that connects wildlife habitats that have been separated by human activity or structures such as roads, enabling wildlife to move between habitats that have become fragmented

FIGURE 7 An overpass connects habitats on both sides of the Trans-Canada Highway



Australia: Christmas Island bridges and tunnels for crabs

Every year on Christmas Island, 40 to 50 million red crabs migrate from the forest to the ocean to breed. This mass migration is triggered by the onset of the wet season, usually around October or November.

Almost two-thirds of Christmas Island is national park, and park rangers have identified major road crossing points used by the crabs. Tunnels have been built under the road and overpasses above it to protect the crabs from vehicles (see **FIGURE 8**). Additionally, there are 12 kilometres of permanent fencing that the crabs cannot climb over along the sides of the road to funnel the crabs to these crossing points. In peak season, park rangers will close the roads to facilitate the mass movement of crabs, which has become a major tourist attraction for the island.

FIGURE 8 Fencing along the side of the road ensures the red crabs will use the specially constructed bridge during their mass migration to the coast to breed.



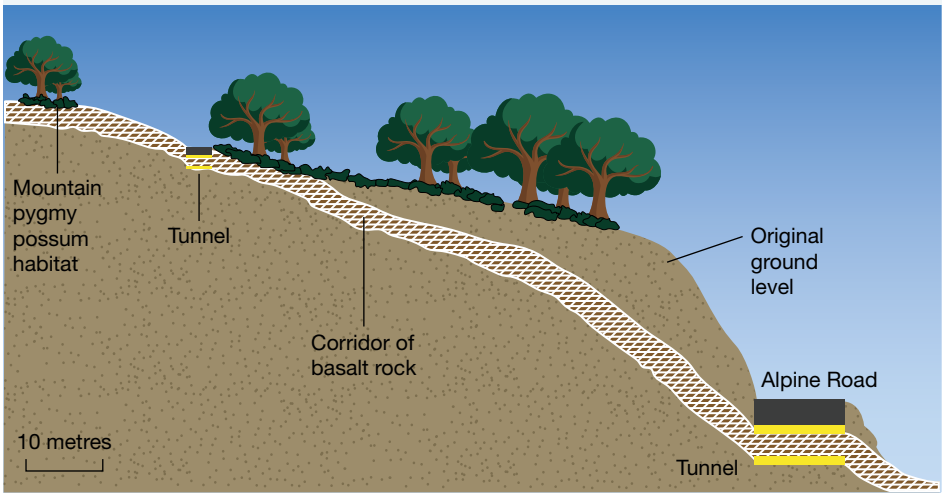
Australia: Mount Hotham 'tunnel of love'

The habitat of the mountain pygmy possum has been altered, reduced and broken up by snow compaction, removal of boulders and vegetation, and the development of ski fields, villages, car parks and roads in the Alpine National Park region.

Male and female pygmy possums only meet during the breeding season. Females liver higher up in the mountains in the boulder fields that attract the bogong moths, while the males prefer poorer habitats lower down on the mountains.

The construction of ski runs, and the Alpine Road at Mt Hotham, effectively blocked the migration route that enabled male pygmy possums to access the female habitats during the breeding season. Males faced increased risk from predators and increased traffic flow on the Alpine Road. The construction of a rock corridor and 'tunnel of love' under the Alpine Road enabled safe passage for males and allowed young possums to leave and find new habitats (see **FIGURE 9**).

FIGURE 9 Cross-section of the tunnel of love



9.7 SKILL ACTIVITY: Concluding and decision-making and Communicating

Individuals have different **perspectives** and **worldviews** on environmental issues. Think about possible responses of vegetarians, environmentalists and farmers to the following statement.

'Culling our native animals is cruel, unethical and unnecessary'.

Identify the different positions each group might have on these issues and **describe** the cultural values and beliefs that might influence their differing perspectives.

1. Use the information in this lesson to get started. As you carry out your research, remember to compile a bibliography and submit this with your work.
2. Ask yourself the following questions:
   a. Why might animals need to be culled?
   b. Do any alternatives to culling exist?
3. Rule up a table such as the one provided to organise your research. Place the ideas and arguments you find under one of these headings.

Vegetarian's view	Environmentalist's view	Farmer's view	Cultural values and beliefs reflected

4. **Create** a poster that enables you to present your ideas in an interesting and engaging way. Include images that reflect the perspectives and worldviews of each group in your table.

perspective the way in which a person views things based on their current position; reflects current views and is affected by personal circumstances

worldview reflects your fundamental beliefs and values based on your idea of what is fair and right; may be aligned with the values of the wider community or time in which you live

9.7 Exercise

learnon

9.7 Exercise

Learning pathways

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

These questions are even better in jacPLUS!



- Receive immediate feedback
- Access sample responses
- Track results and progress

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Check your understanding

1. What is an ecological corridor?
   A. An area without native flora and fauna
   B. A controlled environment
   C. A passage connecting habitats fragmented by human development
   D. A genetically modified environment
2. **Identify** the statement that is incorrect.
   A. Ecological corridors enable seasonal migration where habitats are fragmented.
   B. Ecological corridors are only found on land.
   C. Ecological corridors assist in maintaining biodiversity.
   D. Ecological corridors facilitate the dispersal of plant species.
3. Native species can cause the land to be degraded by:
   A. killing other native species.
   B. damaging buildings when they climb into roof cavities.
   C. damaging crops and orchards, and eating pasture.
   D. sleeping in trees.
4. **Explain** how a national park can act as a safeguard for biodiversity.
5. **Describe** the distribution of elephants in Africa.

Apply your understanding

Concluding and decision-making

6. **Explain** how human population growth leads to the fragmentation of koala habitats.
7. **Predict** what might happen to the koala population, over time, in the Otway Ranges or on French Island if no action was taken to control the koala population.

Interpreting and analysing geographical data and information

8. **Explain** the threats to the African elephant population.

Communicating

9. Referring to the threats to African elephants, what do you consider to be the greatest threat to the long-term survival of this species? **Justify** your response.
10. Do you think that culling is a viable solution to ensure the long-term survival of elephants or koalas? **Justify** your answer.

LESSON
9.8 How do First Nations Australians manage the land?

LEARNING INTENTION

By the end of this lesson you should be able explain how traditional owners use their cultural knowledge and practices in the management of their Country and environments.

TUNE IN

For more than 60 000 years, First Nations Australians have worked with the environment and used a complex system of land management to care for Country. Their systems were sustainable and provided everything they needed to survive.

FIGURE 1 One land management system used by First Nations Australians



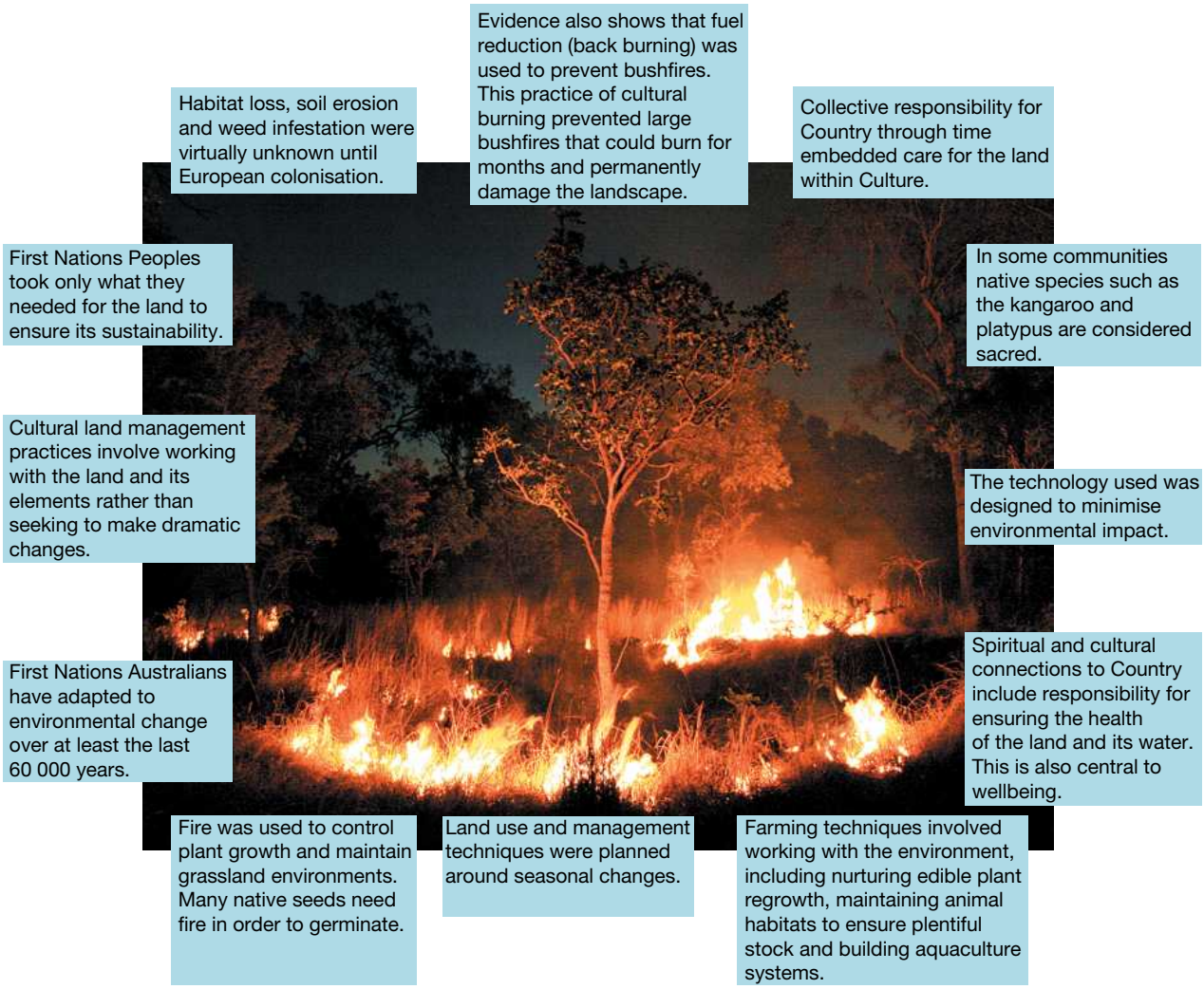
1. Examine **FIGURE 1**. What system of land management is being used?
2. In Australia, we fear bushfires, and yet they are an integral part of land management for First Nations Australians. Work with a partner to suggest a theory that explains how First Nations Australians were able to use fire to manage, rather than destroy, the land.
3. Brainstorm a potential list of benefits from this type of land management.

9.8.1 Land management technologies

Before the arrival of Europeans, First Nations Australians had their own systems of land management, each developed to suit their own Country.

Land management practices that maintained Country were intrinsically linked to First Nations Australians' knowledges, along with roles and responsibilities that were determined by a sophisticated societal structure based on kinship. For example, grasslands were managed through the use of fire, which encouraged plant regrowth and attracted a variety of animals. Management strategies were largely governed by the seasons and the local cycles of growth and weather, with each change dictating a change in the use of the land and its management. The use of cultural burning practices enabled First Nations Australians to shape the land to best suit their needs while also maintaining sustainable and healthy environments.

FIGURE 2 Cultural land management practices



Environmental change is not new. First Nations communities around the world, including in Australia, managed their environments carefully and have been practising **environmental stewardship** for tens of thousands of years. First Nations Australians' strong connection to Country and sense of responsibility in protecting and conserving environments has maintained biodiversity throughout the generations. In **FIGURE 2** you can see how fire was used to manage the landscape by some First Nations Australian communities. It is interesting to note that the use of fire in this way for more than

environmental stewardship a worldview that maintains we have an ethical responsibility to care for and manage the environment in a responsible manner, and that humans should act as the caretakers of the environment

60 000 years had a significant impact on the species of plants that thrive in Australia today. Those plants that adapted to the use of fire thrived; for example, eucalypts. Using fire is just one of a variety of strategies employed by First Nations Australians to ensure the land is managed in a sustainable manner.

9.8.2 Season-based land management

First Nations Australians were very careful in maintaining Country and ensuring its resources remained plentiful through seasonal migration. This land management practice was heavily influenced by deep knowledge of the environments that they lived in and were culturally responsible for. Detailed knowledge of weather systems and what these specific times supplied in terms of resources allowed First Nations Australians to move about their Country with specific purpose at various times of the year, thus contributing to a sustainable and thriving society. For example, the Yolngu People, who live in north-east Kakadu, knew that each of their five seasons (**FIGURE 3**) brought different opportunities for food collection and cultivation. They hunted and fished for particular species and harvested bulbs, fruits and other edible vegetation at different times of the year. Different Peoples' and Cultures' calendars varied, but whatever the location, seasonal events provided information about what to do. For instance, the arrival of march flies might signal the time to collect crocodile eggs and bush honey.

FIGURE 3 The activities of the Yolngu were defined by the observable changes in the seasons.

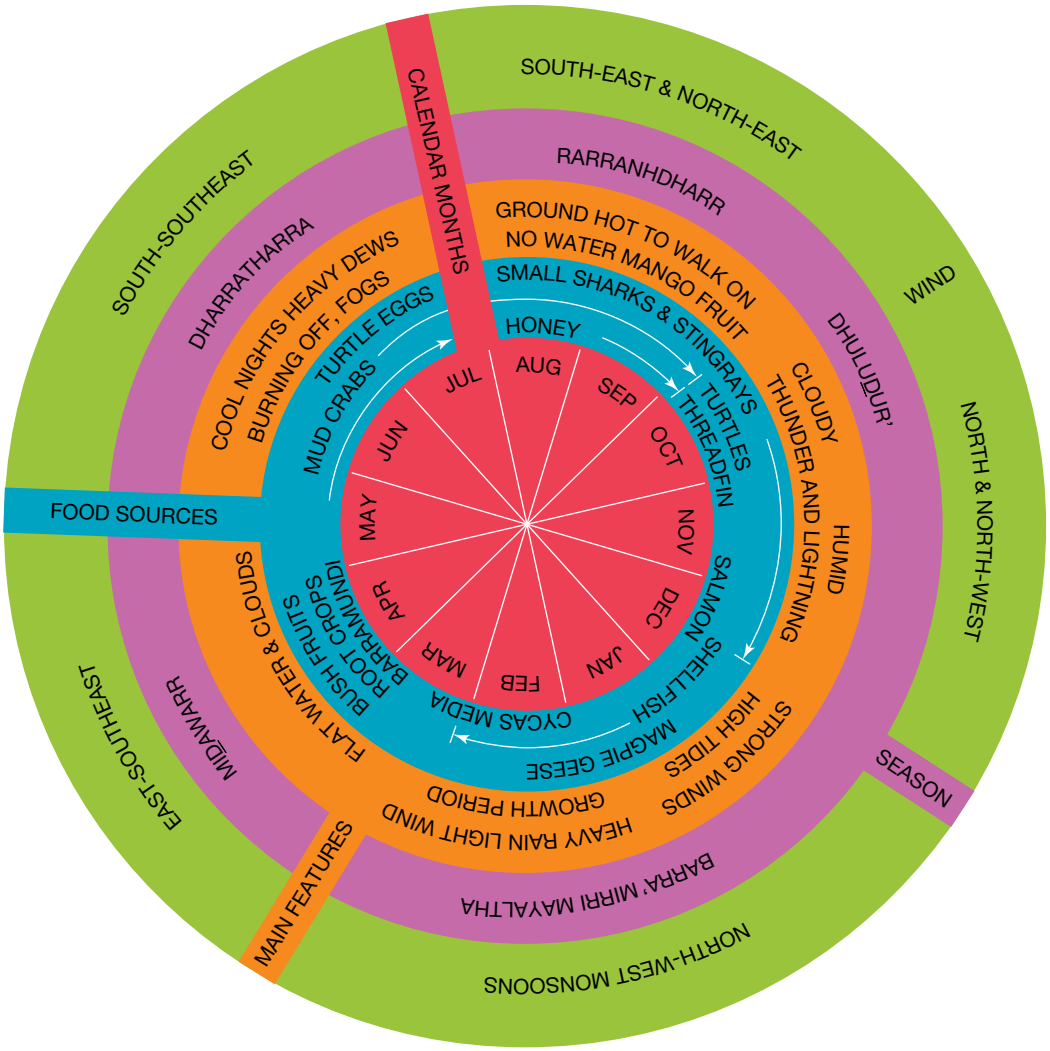


FIGURE 4 Wetlands after removal of buffalo and before burning



FIGURE 5 Wetlands after burning



CASE STUDY: Managing Kakadu Wetlands

Kakadu is a kaleidoscope of both cultural and ecological biodiversity. The landscape varies from savannah and woodlands to escarpments and ridges as well as wetland, flood plains and tidal flats. The region includes more than 2000 plant species that have provided food, medicine and weaving materials for the Bininj (in the north) and Mungguy (in the south) communities that have inhabited the region for some 50 000 years. Over this time they have defined six distinct seasons, all signalled by subtle changes in the weather patterns that mark the transition from one season to the next. They managed and maintained the landscape through the use of fire.

The arrival of European colonisers saw a massive change in the region. Buffalo were introduced in the early to mid 1800s to serve as a food supply for new settlers. However, once these new settlements were abandoned in the mid 1900s, the buffalo population expanded from a modest population of less than 100 animals to more than 350 000. The impact on local habitats was extreme.

Natural habitats were devastated. The now-feral buffalo took over wetland areas, disturbed native vegetation, caused significant soil erosion and changed the characteristics of the region's floodplains. Saltwater intrusion of freshwater wetlands caused the region to become further degraded, leading to a rapid decline in the flora and fauna, including waterbirds that had sustained local communities.

In the late twentieth century, the Department of Sustainability, Environment and Water authorised a massive culling program to remove the feral buffalo and allow the region to regenerate. However, an invasive native plant species that had once been the main food source of the buffalo spread unchecked. It choked the wetlands and prevented waterbirds from feeding and recolonising the region.

The CSIRO undertook extensive research into the Bininjs and Mungguy's sustainable land management practices. A joint management initiative was introduced into the area. At the heart of the initiative was traditional fire management.

The results have been dramatic. The wetlands are once again home to a rich assortment of flora and fauna. The project provides an internationally recognised example of sustainable land management using the practices developed and perfected by traditional owners over thousands of years. Some First Nations Australian communities in the Kakadu region rely on the buffalo as a food source. They have negotiated permission to raise and maintain a domestic herd.

9.8.3 Using traditional knowledges today

Traditional knowledges that protect and manage land and sea environments are being used more often in conjunction with conservation techniques that developed from European traditions and science. For example, the number of Indigenous Protected Areas (IPAs) across Australia is increasing, as is the number of Ranger programs. In 2020, there were 78 dedicated IPAs over 74 million hectares across the country and 4 million hectares of sea country.

An IPA is a sea or land area that is protected and conserved under the management of local First Nations Australians, which helps to maintain continuing cultural connection with Country and preservation of important sites with traditional land management technologies. Indigenous Ranger programs employ First Nations Australians in conservation programs to protect Country. The programs aim to combine contemporary and traditional land management knowledges to protect vulnerable sea and land environments and threatened species, and to reduce the impact of introduced species.

The diverse and exceptional knowledge that First Nations Australians have of Country and how to care for it has gained greater respect today in relation to sustainably managing the land. Cultural practices that successfully maintained Country for tens of thousands of years are now being recognised for their dynamic ability to counteract the impact of exploited lands today.

Further, the value of native plants and their uses is being respected, with many First Nations Australian businesses and communities at the forefront of introducing and advocating native plants as a source of both food and healing. This is directly aligned with knowledge systems that hold a deep understanding and respect of Country and the environment.

SkillBuilders to support skill development

- 7.16 Describing change over time

9.8 SKILL ACTIVITY: Concluding and decision-making, Communicating

Environmental change, such as salinity, was not an issue in Australia when First Nations Australians were its sole inhabitants. With the aid of diagrams, **explain** how land-use practices have changed over time.

Make sure you include links to reflect the following:

- traditional practices that promoted sustainable use of the environment
- changes that would have resulted in salinity and degraded the environment.

Compare your diagrams and ideas to those of other members of your class.

on Resources

Video eLesson	First Nations Australian land management — Key concepts (eles-6137)
Interactivity	First Nations Australian land management (int-9132)
Weblinks	Wetland burning videos First Nations Australians' fire management

9.8 Exercise

learnon

9.8 Exercise

Learning pathways

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

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- Receive immediate feedback
- Access sample responses
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Check your understanding

1. Why wasn't land degradation an issue before European colonisation?
   - **A.** Climate change started when European settlers arrived.
   - **B.** First Nations Peoples managed the land, using it to supply their needs and did not deplete the natural resources.
   - **C.** First Nations Peoples used the land to supply needs and depleted the natural resources.
   - **D.** Land degradation *was* an issue before European settlement.
2. Complete the following sentence using the words provided below.

animals	fire	sea water
animals	settlers	seasons

First Nations Australian communities used _____ to encourage new plant growth and attract wildlife to a region. Their land management techniques were governed by the _____.

3. Why are water buffalo considered a significant threat to the Kakadu wetlands? **Select** all that apply.
   - **A.** They attack other native species.
   - **B.** They destroy native vegetation.
   - **C.** They drink too much of the water.
   - **D.** They cause significant soil erosion.
4. **Explain** why the use of fire was an important component of managing the land.
5. **Explain** how the Yolngu calendar (**FIGURE 3**) demonstrates an interconnection between their beliefs about the land and sustainable management of the environment.

Apply your understanding

Concluding and decision-making

6. The Yolngu calendar (**FIGURE 3**) demonstrates an intricate understanding of the environment.
   - **a.** **State** how long you think it would have taken the Yolngu people to develop this understanding.
   - **b.** **Explain** how you think this knowledge would have been passed from generation to generation.
7. It has been suggested that the four seasons currently used in Australia do not adequately reflect the changing nature of our seasons.
   - **a.** Do you agree or disagree with this suggestion? **Justify** your opinion based upon the area you live in.
   - **b.** Do you think the First Nations Australian seasons calendar of each region should be adopted and used as an additional strategy for the sustainable management of environmental issues? **Justify** your point of view.

Interpreting and analysing geographical data and information

8. Study **FIGURES 4** and **5**. **Describe** the environment shown in **FIGURE 4** and the changes that have occurred in **FIGURE 5**.

Communicating

9. **Describe** the steps that might have been taken to turn the landscape shown in **FIGURE 4** to the one shown in **FIGURE 5**.
10. Do you think the land management practices used in Kakadu could be used in other parts of Australia? **Justify** your point of view.

LESSON
9.9 Investigating topographic maps: Managing environmental change in the Parwan Valley

LEARNING INTENTION

By the end of this lesson you should be able to describe the extend of environmental change in the Parwan Valley.

9.9.1 Parwan Valley

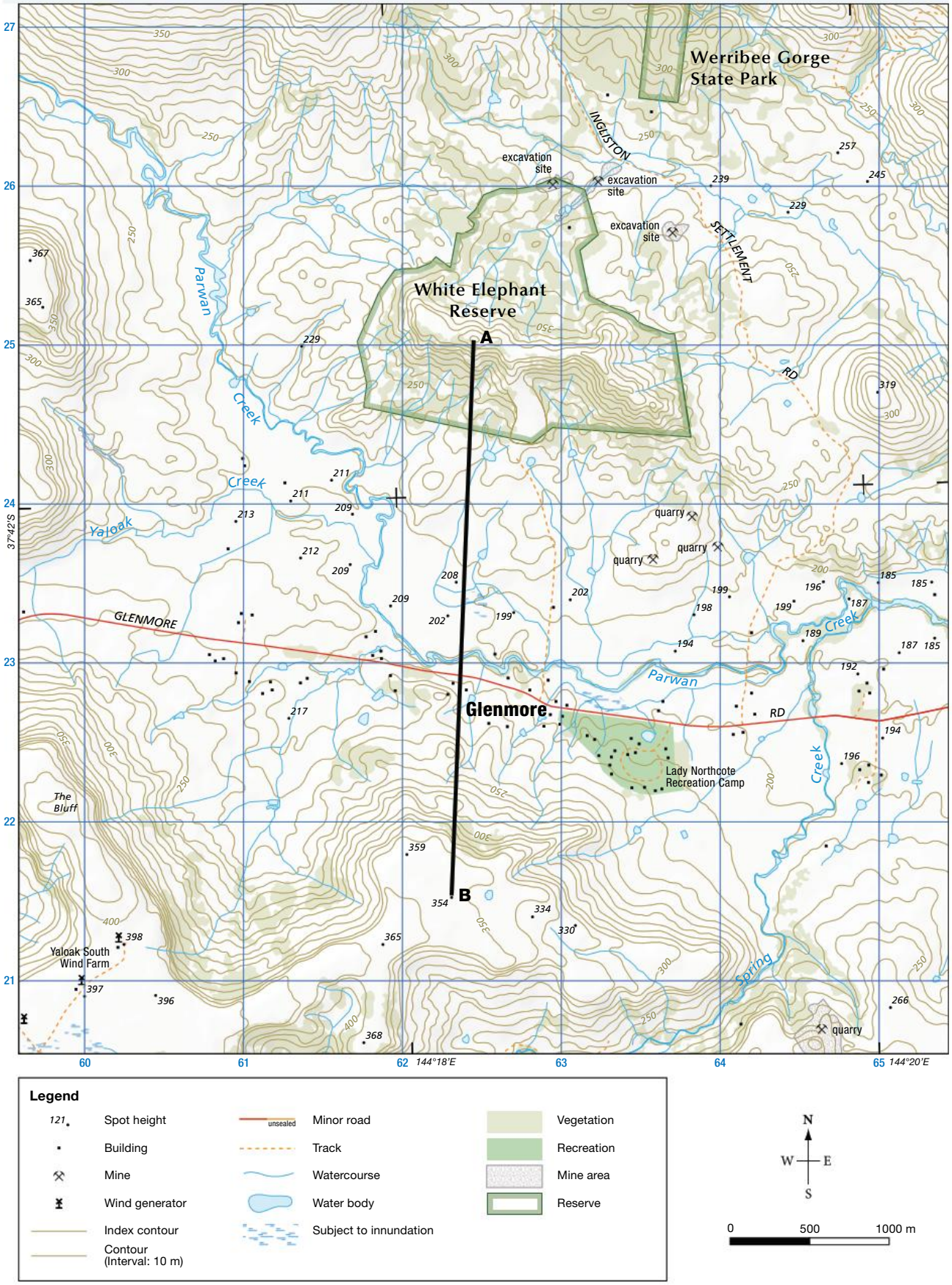
The Parwan Valley, situated 60 kilometres west of Melbourne, is an area that is experiencing significant land degradation due to human interactions since European settlement. This region was one of the first areas of settlement in Victoria and was used for dairy farming. The land was cleared by the farmers, which led to the erosion of the poor and unstable soil.

Gully erosion and tunnel erosion have occurred throughout the White Elephant Range within the Parwan Valley, providing a habitat for an exploding wild rabbit population, which in turn caused further soil erosion. Since the 1940s, the area has been the focus of regeneration projects including the control of rabbit populations in efforts to rebuild and sustain the landscape.

FIGURE 1 Gully erosion in the Parwan Valley



FIGURE 2 Topographic map of the Parwan Valley



Source: Data based on Vicmap, Department of Environment, Land, Water and Planning.

Resources

eWorkbook	Investigating topographic maps — Managing land degradation in the Parwan Valley (ewbk-10089)
Digital document	Topographic map of the Parwan Valley (doc-36368)
Video eLesson	Investigating topographic maps — Managing land degradation in the Parwan Valley — Key concepts (eles-5251)
Interactivity	Investigating topographic maps — Managing land degradation in the Parwan Valley (int-8677)
Google Earth	Parwan Valley (gogl-0103)

9.9 Exercise

learnon

9.9 Exercise

Learning pathways

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

These questions are even better in jacPLUS!



- Receive immediate feedback
- Access sample responses
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Check your understanding

1. **Identify** the name of the area found in AR6225.
2. **Describe** the topography of the Parwan Valley.

Apply your understanding

Interpreting and analysing geographical data and information

3. **Explain** why some parts of the built environment have had a greater influence on erosion in the area than others.
4. **Calculate** the gradient from point A to Glenmore.

Communicating

5. **Explain** how the topography might influence land degradation in the area.
6. **Create** a proposal to help regenerate the area by suggesting strategies that could be implemented in the valley and justifying why they would work. Some strategies may be more effective, expensive or long-term than others.
   Consider strategies such as:
   - placing straw bales and rock filters on top of the land to reduce the speed of water running over the land, thereby reducing erosion.
   - planting trees and shrubs
   - attaching strong filter fabric wire fences to slow the flow of water
   - spreading nets or mats over the soil surface to prevent erosion
   - reducing rabbit numbers.

LESSON
9.10 INQUIRY: First Nations Australians' land practices

LEARNING INTENTION

In this lesson you will investigate partnerships between government, agencies such as the CSIRO, and First Nations Peoples of Australia to learn more about how traditional practices and new technologies can work harmoniously.

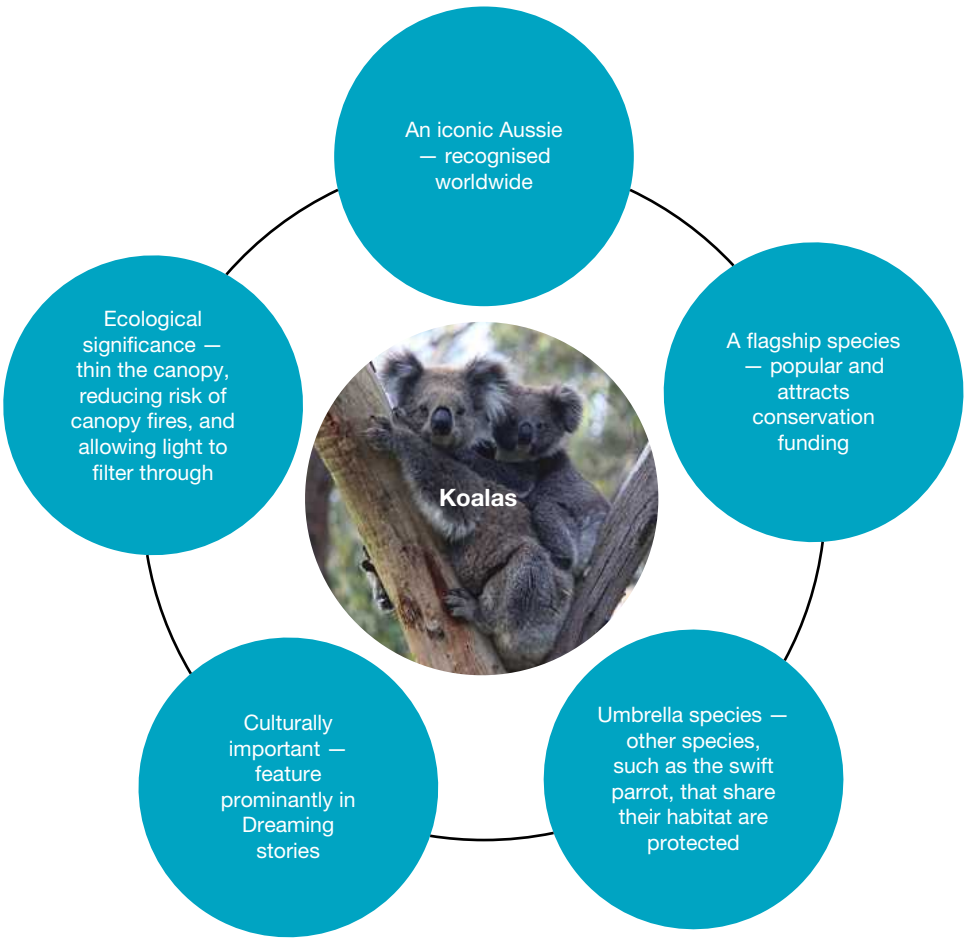
Background

In this inquiry, you will **investigate** the relationships between government agencies such as the CSIRO, and First Nations Peoples of Australia to gain a deeper understanding of how traditional practices and modern technologies can seamlessly work together and support First Nations Peoples in caring for Country.

Before you begin

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

FIGURE 1 To First Nations Peoples of Australia, all parts of the environment are significant.



Inquiry steps

Step 1: Questioning and researching using geographical methods

Discuss the following:

a. What do you know about land management practices used by First Nations Peoples of Australia?
b. What do you know about Indigenous Protected Areas and the work of the CSIRO in supporting the role of Indigenous Rangers in caring for Country?
c. What would you like to know?
d. Are you particularly interested in an environment such as Kakadu or Uluru, or a particular species such as magpie-geese or koalas?

Write your inquiry question

- Write your selected **inquiry question** based on the focus of this topic.

Investigate your inquiry question

Conduct research on the collaborative work between First Nations Peoples of Australia, the CSIRO and the Australian Government.

- Some of the following weblinks in the Resources tab might help you to get started: **Indigenous science, Kakadu management, Magpie geese, Kakadu Rangers, National Koala Monitoring Program, Protecting Koalas Project.**
- Make notes about the strategies being used and how multiple groups are working collaboratively.
- Collect any available statistics and images such as before-and-after shots.

Step 2: Interpreting and analysing geographical data and information

- **Create** a summary table of problems, solutions and impacts.

Step 3: Concluding and decision-making

- **Evaluate** your findings.
- **Develop** a point of view to respond to your inquiry question.

Step 4: Communicating

- **Decide** how you will communicate your findings. This might be in the format of a written report, PowerPoint presentation or video documentary.

Complete your self-assessment using the **Inquiry rubric** or access the 9.10 exercise set to complete it online.

on Resources

Digital document	Inquiry rubric (doc-40155)
Weblinks	Indigenous science Kakadu management Magpie geese Kakadu Rangers National Koala Monitoring Program Protecting Koalas Project

LESSON
9.11 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

Find all this and MORE in jacPLUS



9.11.1 Key knowledge summary

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

9.2 What are the causes and impacts of environmental change?

- Land degradation is a complex issue; however, most of the causes of this degradation are human induced.
- As the population of the Earth increases the land is under more and more pressure to house and accommodate this growing population.
- The land becomes degraded when we alter its natural state, through vegetation removal and introduced species, predominantly to expand our cities and increase our agricultural land.
- Developing nations, where the population is growing fastest (especially those in sub-Saharan Africa) are most at risk; when the land becomes degraded, they lack the resources to deal with the issue.
- Land degradation presents challenges to future food production.

9.3 How do we manage environmental change?

- A critical issue in land degradation is the loss of fertile soil. This soil has taken decades and, in some areas, hundreds or thousands of years to develop. However, clearing the land of vegetation leaves it vulnerable to erosion.
- Erosion of the topsoil may lead to rill, gully and tunnel erosion that affects the capacity of the land to support vegetation. Strong winds can pick up the soil and carry it large distances; this is a dust storm.
- The only way to repair the damage is through revegetation and programs designed to stabilise the soil.
- Costerfield is an example of how poor land management can have a devastating impact on the environment; however, it is also an example of how improving land management strategies can restore the land, enabling it to be used in a sustainable way.

9.4 How does salinity change the environment?

- Salt occurs naturally in the environment; in Australia, it has lain dormant far below the surface in the groundwater.
- Poor irrigation practices and the removal of deep-rooted vegetation have seen this salt rise to the surface, reducing the fertility of the land.
- Salinity is a major issued in the Murray–Darling Basin and in other parts of the world such as in the Mekong Delta.
- In order for issues related to salinity to be addressed, it is essential to consider the needs of all stakeholders, and especially the needs of the environment.

9.5 How does desertification change the environment?

- Experts estimate that 41 per cent of the Earth's surface is at risk of turning into desert, largely due to poor management of the semi-arid lands on the margins of the desert.
- Desertification is a human-induced problem; population growth and the need to increase food production place drylands under increasing pressure. Once the land has been overrun by the desert, it is difficult to reclaim.
- China is attempting to halt the spread of the desert by planting a massive green wall along the southern border of the Gobi Desert. A similar project is taking place in the Sahel in Africa to halt the spread of the Sahara Desert.

9.6 How do invasive species change the environment?

- Introduced species can have a devastating impact on the environment. Early settlers brought animals and plants with them — animals as a source of food and plants for their gardens.
- Over time, these species can escape and take over the landscape. Goats, for example, have no natural predators, compete with native animals for food, damage the soil and overgraze the land. Introduced plants such as Paterson's Curse choke out natural vegetation and prevent sunlight from reaching the soil.
- Introducing goats to areas that are infested with invasive plant species can assist in reclaiming the land and keeping this pest at bay.
- Other species such as foxes and rabbits have been more difficult to control. However, Maremma dogs have been used to protect colonies of penguins from foxes.

9.7 How do native species change the environment?

- Native species can also cause significant environmental change — koalas can literally eat themselves out of house and home. Koalas have, however, lost much of their original habitat, so issues related to food supply are largely caused by fragmented habitats; that is, they have nowhere to go.
- Elephants, because of their size, can cause damage to the environment. However, they are also an ecological species in that they maintain their ecosystem. Elephant numbers are declining in Africa, placing these ecosystems at risk.
- Ecological corridors help prevent the loss of biodiversity caused by human-induced environmental change. These corridors link similar habitats, provide migration routes and assist with the dispersal of plant species, on both land and sea.

9.8 How do First Nations Australians manage the land?

- Before European colonisation, First Nations Peoples of Australia lived in harmony with the land; much of this management involved the use of fire, which maintained a grassland environment, encouraged new vegetation growth and assisted them in hunting animals.
- First Nations Australians also had their own unique calendar, linked to the environmental and seasonal changes that they observed. These changes governed their lifestyle and the food they ate throughout the year.
- Management practices were designed to ensure that there would always be a plentiful supply of food from year to year and the land would not be harmed.

9.9 Investigating topographic maps: Managing environmental change in the Parwan Valley

- The Parwan Valley has suffered significant degradation since the arrival of European settlers.
- Strategies to address this degradation are needed.

9.10 INQUIRY: First Nations Australians' land practices

- Government departments and agencies such as the CSIRO support First Nations Australians to care for Country.
- Land management practices of First Nations Australians benefit Country.

9.11.2 Key terms

algal bloom rapid growth of algae caused by high levels of nutrients (particularly phosphates and nitrates) in water
anthropocentric the belief that humans are the central and most important component of the universe
biodiversity the variety of plant and animal life within an area
brackish water that contains more salt than fresh water but not as much as sea water
carrying capacity the ability of the land to support livestock
chlamydia a sexually transmitted disease infecting koalas
cull selective reduction of a species by killing
desertification the transformation of land once suitable for agriculture into desert by processes such as climate change or human practices such as deforestation and overgrazing
drainage area (or basin) an area drained by a river and its tributaries
dryland ecosystems characterised by a lack of water, including cultivated lands, scrublands, shrublands, grasslands, savannas and semi-deserts; the lack of water constrains the production of crops, wood and other ecosystem services

ecological corridor wildlife corridor that connects wildlife habitats that have been separated by human activity or structures such as roads, enabling wildlife to move between habitats that have become fragmented

ecological species species that helps maintain or care for the ecology of an area, and creates and maintains habitats for other species

ecology the environment as it relates to living organisms

environmental stewardship a worldview that maintains we have an ethical responsibility to care for and manage the environment in a responsible manner, and that humans should act as the caretakers of the environment

exotic species species introduced from a foreign country

groundwater water held underground within water-bearing rocks or aquifers

humus decaying organic matter that is rich in nutrients needed for plant growth

invasive plant species commonly seen as weeds; any species that dominates an area outside its normal region and requires action to control its spread

Mediterranean (climate) characterised by hot, dry summers and cool, wet winters

monoculture cultivating a single crop or plant species over a wide area over a prolonged period of time

mulch organic matter such as grass clippings

national park an area set aside for the purpose of conservation

nutrients essential chemical substances in the soil needed for plants to grow and develop

pastoral run an area or tract of land for grazing livestock

perspective the way in which a person views things based on their current position; reflects current views and is affected by personal circumstances

ringbark removing the bark from a tree in a ring that goes all the way around the trunk; the tree usually dies because the nutrient-carrying layer is destroyed in the process

Royal Commission a public judicial inquiry into an important issue, with powers to make recommendations to government

Sahel a semi-arid region in sub-Saharan Africa; a transition zone between the Sahara Desert to the north and the wetter tropical regions to the south, it stretches across the continent, west from Senegal to Ethiopia in the east, crossing 11 borders

salinity an excess of salt in soil or water, making it less useful for agriculture

salt scald the visible presence of salt crystals on the surface of the land, giving it a crust-like appearance

topsoil the top layers of soil that contain the nutrients necessary for healthy plant growth

turbid water that contains sediment and is cloudy rather than clear

watertable upper level of groundwater; the level below which the earth is saturated with water

weed any plant species that dominates an area outside its normal region and requires action to control its spread

worldview reflects your fundamental beliefs and values based on your idea of what is fair and right; may be aligned with the values of the wider community or time in which you live

9.11.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

In a world that continually demands more from the land, how can we manage change to meet our needs and protect Earth systems?

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

on Resources

eWorkbooks Customised worksheets for this topic (ewbk-11500)
Reflection (ewbk-12515)
Crossword (ewbk-12516)

Interactivity Land environments: change and management crossword (int-7670)

9.11 Review exercise

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Multiple choice

1. Which three options explain some of the processes that can cause the land to degrade?
   A. Land clearing **B.** Introduced species **C.** Undergrazing **D.** Salinity
2. Identify the link between soil erosion and the removal of vegetation.
   A. Vegetation loosens the soil.
   B. Vegetations stops the soil getting wet so it dries out and blows away.
   C. Vegetation washes the topsoil away.
   D. Without vegetation the rain falls on bare soil and washes the topsoil away.
3. Identify the difference between dryland and irrigation salinity.
   A. Irrigation salinity occurs in areas with irrigation, whereas dryland salinity occurs in areas that are not irrigated.
   B. Dryland salinity occurs in deserts, whereas irrigation salinity occurs in grasslands.
   C. Dryland salinity only involves the salt from groundwater.
   D. Irrigation salinity is the result of human inaction.
4. State which feature both dryland and irrigation salinity will cause to rise.
   A. Watertable **B.** Ground water **C.** Bore water **D.** Topsoil
5. Predict two ways that introduced species can cause land degradation.
   A. They compete with native species for habitat and food.
   B. Their manure fertilises the soil causing too much vegetation growth.
   C. They take over the land and have the capacity to choke out native vegetation.
   D. They are poisonous to their natural predators.
6. Define the term ‘ringbarking’.
   A. To cut a tree by first marking a ring around its trunk
   B. To remove the bark from a tree in a ring that goes all the way around the trunk
   C. To remove the bark from a tree to stop a possum climbing it
   D. To remove the bark from a tree to encourage new growth
7. Identify two human practices that encourage the process of desertification.
   A. Deforestation and undergrazing
   B. Overgrazing and reforestation
   C. Deforestation and overgrazing
   D. Climate change
8. Identify *two* invasive species in Australia.
   A. Rabbits and penguins
   B. Cane toads and mosquitoes
   C. Possums and foxes
   D. Rabbits and foxes
9. Identify two deserts that are the site of green walls to prevent further desertification.
   A. Sahel and Gobi
   B. Sahel and Sahara
   C. Gobi and Tanami
   D. Tanami and Atacama

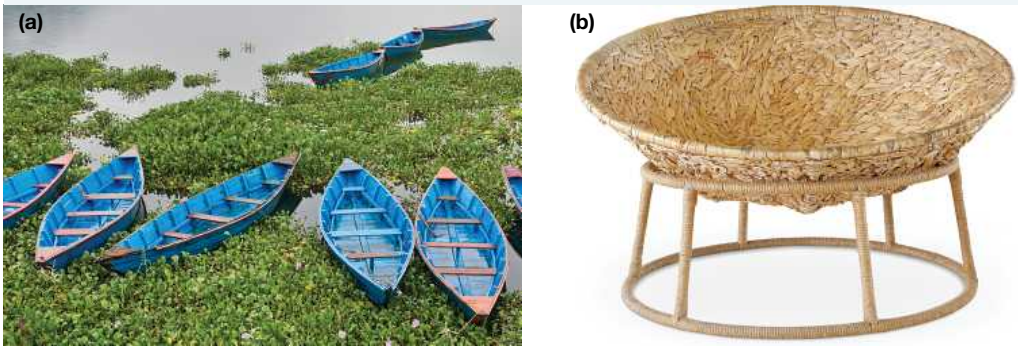
10. Clarify why topsoil is important.
    - **A.** It stops weeds growing.
    - **B.** It provides a soft surface for hooved animals.
    - **C.** It contains the nutrients necessary for healthy plant growth.
    - **D.** It provides nutrients for the watertable.

Short answer

Concluding and decision-making

11. Invasive species are a major problem around the world. But it is not just the land that they invade. Exotic plants and animals also invade our waterways. Once a species takes hold it can be very difficult to control. Found on most continents, the water hyacinth spreads quickly. When not controlled it prevents sunlight from reaching native aquatic plants, starves the water of oxygen, killing fish, and provides an ideal breeding ground for mosquitoes. However, when controlled it can be useful, and humans have found a number of uses for it, including cleaning industrial wastewater, as a source of biofuel and to make furniture.

FIGURE 1 (a) Water hyacinth, a serious problem in many parts of the world, and (b) being used in other areas to make furniture.



    a. Do you think other invasive plant species could be used commercially? **Justify** your answer.
    b. **Design** an advertising campaign to convince people to purchase furniture made from water hyacinth.

12. Carp have long been a major problem in the waters of the Murray–Darling Basin. They have no natural predators and prey upon the young of native Australian fish species, muddy the water and cause the erosion of riverbanks. Carp have provided the foundation upon which a small business, Charlie Carp, was launched — this business harvests over 150 tonnes of carp annually and turns them into an environmentally friendly fertiliser.
    a. **Explain** why carp might make an effective fertiliser.
    b. **Identify** the advantages a product such as Charlie Carp might have over chemical-based fertilisers.
    c. **Predict** whether a product such as this could eliminate the need for chemical fertilisers. **Justify** your answer.
13. **Identify** the type of salinity you think is of most concern in Australia. **Justify** your answer.
14. a. **Define** the term 'ecological corridor'.
    b. Using an example, **explain** how ecological corridors can help protect biodiversity.
15. **Describe** the interconnection between First Nations Peoples' management of the land and a seasons calendar.

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Online Resources

on Resources

This is a summary of the digital resources you will find online for topic 9 to help support your learning and deepen your understanding. When you see these icons next to an image or paragraph, go to learnON to access video eLessons, interactivities, weblinks and other support material for this topic.

9.1 Overview

eWorkbook
- Customisable worksheets for this topic (ewbk-11500)

Video eLesson
- Wasting our land (eles-1708)

9.2 What are the causes and impacts of environmental change?

eWorkbooks
- Land degradation (ewbk-12635)
- Why does land degrade (ewbk-12637)
- The impact of deforestation on sloping land (ewbk-12639)

Interactivities
- Why land degrades (int-5591)
- Land clearing and deforestation leave the land vulnerable to erosion (int-7952)
- Severity of soil degradation in Australia (int-7953)
- Destroying the land (int-3289)
- Soil degradation — a global problem affecting every permanently inhabited continent (int-5597)

Teacher-led video
- Severity of soil degradation in Australia (tlvd-10774)

9.3 How do we manage environmental change?

Interactivity
- Down in the dirt (int-3290)

9.4 How does salinity change the environment?

Interactivity
- A pinch of salt (int-3291)

9.5 How does desertification change the environment?

Interactivity
- The predicted scale of desertification in China (int-7954)

Weblinks
- Great Green Wall of China (1)
- Great Green Wall of China (2)
- How China is reforesting the Gobi Desert into forest

9.6 How do invasive species change the environment?

Weblinks
- Weed species
- Middle Island project
- Invasive Species Council
- Invasive Species in Australia

9.7 How do native species change the environment?

Interactivity
- African elephant range and estimated population (int-7955)

9.8 How do First Nations Australians manage the land?

Video eLesson
- First Nations Australian land management — Key concepts (eles-6137)

Interactivity
- First Nations Australian land management (int-9132)

Weblinks
- Wetland burning videos
- First Nations Australians' fire management

9.9 Investigating topographic maps: Managing environmental change in the Parwan Valley

eWorkbook
- Investigating topographic maps — Managing land degradation in the Parwan Valley (ewbk-12661)

Digital document
- Topographic map of the Parwan Valley (doc-36368)

Video eLesson
- Investigating topographic maps — Managing land degradation in the Parwan Valley—Key concepts (eles-5251)

Interactivity
- Investigating topographic maps — Managing land degradation in the Parwan Valley (int-8677)

Google Earth
- Parwan Valley (gogl-0103)

9.10 INQUIRY: First Nations Australians' land practices

Digital document
- Inquiry rubric (doc-40155)

Weblinks
- Indigenous science
- Kakadu management
- Magpie geese
- Kakadu Rangers
- National Koala Monitoring Program
- Protecting Koalas Project

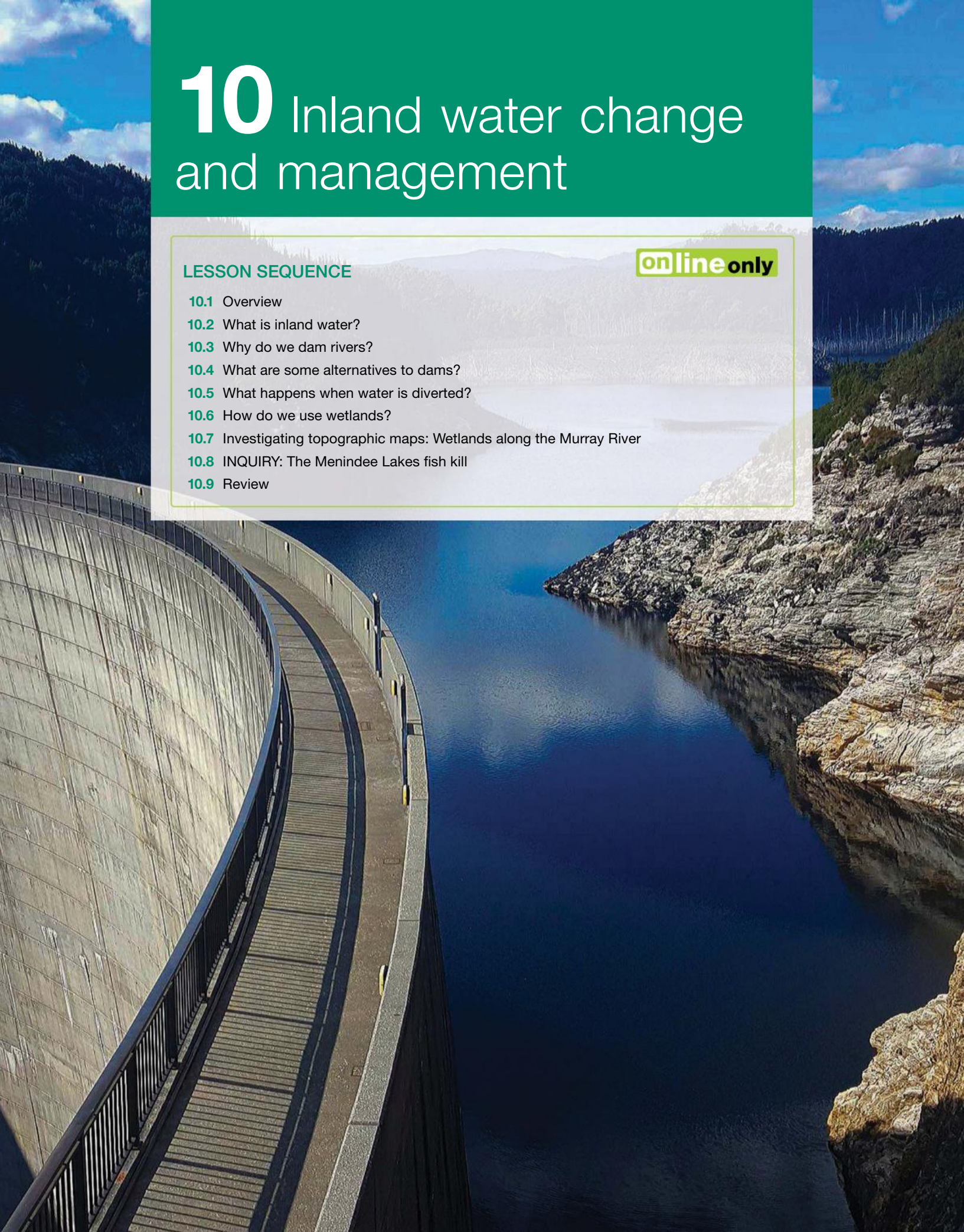
9.11 Review

eWorkbooks
- Customised worksheets for this topic (ewbk-11500)
- Reflection (ewbk-12515)
- Crossword (ewbk-12516)

Interactivity
- Land environments: change and management crossword (int-7670)

To access these online resources, log on to **www.jacplus.com.au**

10 Inland water change and management



LESSON SEQUENCE

online only

10.1 Overview
10.2 What is inland water?
10.3 Why do we dam rivers?
10.4 What are some alternatives to dams?
10.5 What happens when water is diverted?
10.6 How do we use wetlands?
10.7 Investigating topographic maps: Wetlands along the Murray River
10.8 INQUIRY: The Menindee Lakes fish kill
10.9 Review

LESSON
10.1 Overview

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Both humans and natural systems would find life very hard without healthy inland water sources. How do worldviews influence the ways in which people use and manage these sustainably?

10.1.1 Introduction

Water makes life on Earth possible — rivers are like blood running through the veins of a body. Our inland waters are important sources of water for both environments and people.

Over time we have dammed, diverted and drained our water sources, and this has brought about significant environmental change. Careful management of our water resources will help ensure a sustainable future.

FIGURE 1 Water is vital for our lives and the environment.



on Resources


eWorkbook Customisable worksheets for this topic (ewbk-11502)


Video eLesson Drained away (eles-1709)

LESSON
10.2 What is inland water?

LEARNING INTENTION

By the end of this lesson you should be able to describe the different types of water bodies that make up inland water, explain their importance and identify the changes that human activities can bring to inland waters.

TUNE IN

Imagine being parachuted from a plane into this environment with the aim of hiking from north to south.

FIGURE 1 The Parana River floodplain in northern Argentina shows a variety of different types of inland water.



1. What can you see in this photograph?
2. What might be some of the challenges you might face moving through this environment?
3. How might the role of the body's arteries be compared to rivers in an environment?
4. Brainstorm the many ways that humans use water.

10.2.1 What is inland water?

Of all of the water that covers and surrounds planet Earth, only 3 per cent is fresh, and of that, only 0.5 per cent is available to us as 'inland water'; the rest is frozen in ice sheets and glaciers. The rivers, lakes and **wetlands** that make up our inland water supply our domestic, agricultural, industrial and recreational water use. They also provide important habitats for a wide range of aquatic and terrestrial life.

Inland water systems cover a wide range of landforms and environments, such as lakes, rivers, floodplains and wetlands. The water systems may be **perennial** or **ephemeral**, standing (like lakes) or flowing (like rivers — see **FIGURE 1**). There are interconnections between surface water and **groundwater**, and between inland and coastal waters.

wetland an area covered by water permanently, seasonally or ephemerally. They include fresh, salt and brackish waters, such as rivers, lakes, rice paddies and areas of marine water, the depth of which at low tide does not exceed 6 metres.

perennial describes a stream or river that flows permanently

ephemeral describes a stream or river that flows only occasionally, usually after heavy rain

groundwater water held underground within water-bearing rocks or aquifers

Inland water is an important link in the water cycle, as water evaporates from its surface into the atmosphere. In return, rainfall can be stored in rivers and lakes, or soak through the soil layers to become groundwater.

10.2.2 Why is inland water important?

Inland water provides both the environment and people with fresh water, food and habitats. It provides environmental services; for example, it can filter pollutants, store floodwater and even reduce the impacts of climate change. The economic value of these services cannot easily be measured. Their importance, however, can be taken for granted and not appreciated until the services are lost or degraded.

10.2.3 What are the threats to inland water?

Inland water is extremely vulnerable to change. It has been estimated that in the twentieth century, the United States, Europe and Australia have lost over 50 per cent of their inland water (excluding lakes and rivers). Those systems remaining are often shrunken and polluted. This loss is largely a result of human-induced environmental changes. **TABLE 1** illustrates some of the reasons for changes to inland water systems, and their possible impacts on the environment and people. As water is such a valuable resource, much of our inland waterways have been dammed, diverted or drained to meet the needs of people.

TABLE 1 Threats to inland water

Cause of change to inland water systems	Environmental functions threatened	Impacts of change
• Increasing population and increasing demand for water across space	• Most services (e.g. fresh water, food and biodiversity) • Regulatory features such as recharging groundwater and filtering pollutants	• Increased withdrawal of water for human and agricultural use • Large-scale draining of wetlands to create farmland
• Construction of infrastructure including dams, weirs and levee banks, diverting water to other drainage basins	• Services supporting the quality and quantity of water • Biodiversity, habitat, river flow and river landforms	• Changes to the amount and timing of river flow; transport of sediment may be blocked, dams may restrict fish movements
• Changing land use (e.g. draining of wetlands, urban development on floodplains)	• Holding back floodwaters and filtering pollutants • Habitats and biodiversity	• Alters run-off and infiltration patterns • Increased risk of erosion and flood
• Excessive water removal for irrigation	• Reduced water quantity and quality • Less water available for groundwater supply	• Reduced water and food security • Loss of habitat and biodiversity in water bodies
• Discharge of pollutants into water or onto land	• Change in water quality, habitat • Pollution of groundwater	• Decline in water quality for domestic and agricultural use • Change in ecology of water systems

FIGURE 2 Wetlands are an example of inland water systems that are vulnerable to human-induced damage.



10.2 SKILL ACTIVITY: Communicating

Create a simplified sketch of **FIGURE 1** and clearly label an example of each of the following features: main channel, tributary, anabranch, meander, oxbow lake (or billabong), floodplain. A dictionary may help you **define** the terms.

10.2 Exercise

learnon

10.2 Exercise

Learning pathways

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

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Check your understanding

1. Match the following terms with their correct definition in the table below: main channel, tributary, anabranch, meander, oxbow lake (or billabong), floodplain.

Term	Definition
	A smaller stream that flows into a larger stream
	A bend in the river
	An area of relatively flat, fertile land on either side of a river
	A main river
	A cut-off meander bend
	Where a river branches off and joins back into itself

2. Refer to **TABLE 1**. **Determine** whether the following statements are true or false.
   a. Large-scale draining of wetlands will not affect groundwater.
   b. The spread of settlement over a floodplain will alter the amount of water available to replenish groundwater.
   c. Habitat destruction can occur with both draining of wetlands and construction of dams.
   d. Water that is diverted from one drainage basin to another is lost to the water cycle
3. Look at the many inland water storage features below and classify them according to whether they are surface or underground, natural or human-made. (Note that some can be both natural and human-made.)

	Surface	Underground	Natural	Human-made
Dam/reservoir				
River/creek/stream				
Wetland/swamp				
Irrigation channel				
Groundwater/aquifer				
Well				
Lake				

4. **State** the difference between a perennial and an ephemeral river.
5. **Propose** two reasons why a wetland, such as that shown in **FIGURE 2**, might be drained.

Apply your understanding

Questioning and researching using geographical methods

6. a. Refer to **TABLE 1**. **Describe** the ways in which urban development across a floodplain can impact the environment.
   b. **Reflect** on reasons why people might want to live on floodplains.
7. **Predict** two short-term and two long-term examples of human-induced changes that could have an impact on the wetland in **FIGURE 2**.
8. The Parana River is 4880 kilometres long, making it the second longest river in South America. The river flows south from the south-east central plateau of Brazil to Argentina. **FIGURE 1** is a small section of this river. **Identify** what evidence there is to suggest that this river frequently floods.
9. Refer to **FIGURE 1**. The brown shading visible in the water and on the land represents the river's muddy sediment. This is material such as sand and silt carried and deposited by a river.
   a. **Identify** where this sediment has come from.
   b. **Describe** how the sediment gets onto the floodplain.
   c. If the river is dammed upstream, **predict** the changes that are likely to happen to the sediment carried and to the floodplain.

Concluding and decision-making

10. Refer to **FIGURE 1**. Imagine that the Parana River flooded and the floodwaters have now subsided. **Determine** whether the floodplain would look the same as it does in this image. **Explain** your answer.

LESSON
10.3 Why do we dam rivers?

LEARNING INTENTION

By the end of this lesson you should be able to describe the benefits and drawbacks of large-scale dams around the world. You should also be able to compare and evaluate the strategies used for managing the changes brought to the environment and people by large-scale dams.

TUNE IN

Are dams marvellous feats of modern engineering or are they environmental nightmares?

FIGURE 1 Gordon Dam in Tasmania



1. What is happening in this image?
2. How might the water be different on each side of the dam?
3. Why do we build dams?
4. How might we use water stored in dams?
5. How do you think this environment might have looked before the dam was constructed?

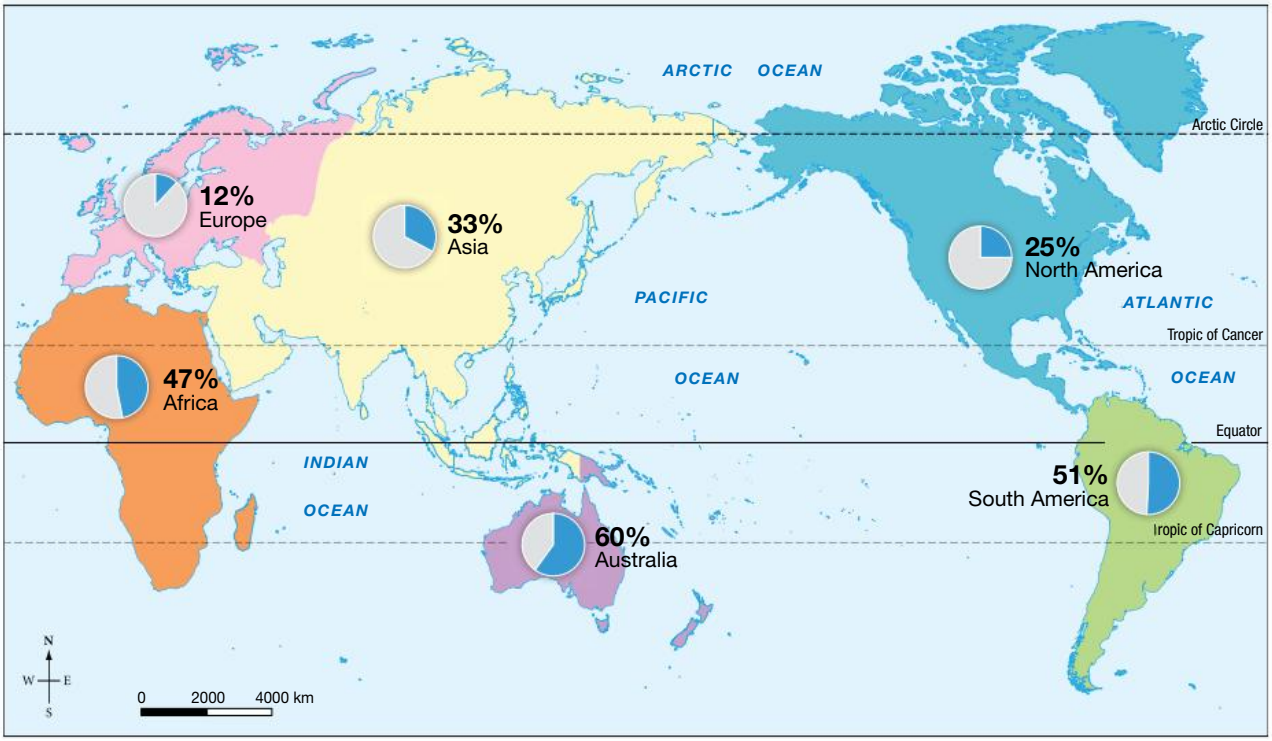
10.3.1 Why dam rivers?

Possibly the most extreme form of human-induced environmental change is the changes made to river systems by the construction of dams. Without them, we would not have a dependable supply of water or electricity, nor would we feel relatively safe from floods. For many decades, dams have been seen as symbols of a country's progress and economic development. But increasingly, the social, economic and environmental costs are emerging.

A reliable water supply has always been critical for human survival and settlement. The global demand for water increased by 600 per cent in the last century — more than twice the rate of population growth. If this rate continues, global water demand will exceed supply by 2030. Water is also unevenly distributed across the globe; some places suffer from regular droughts, while others experience massive floods. As a result, people have learned to store, release and transfer water to meet their water, energy and transport needs. This could be in the form of a small-scale farm dam or a large-scale multi-purpose project such as the Snowy River Scheme. Constructing dams frequently contributes to unsustainable use of water. Globally, over 60 per cent of the world's major rivers are controlled by dams.

int-9118

FIGURE 2 Percentage of very large rivers (longer than 1000 km) that remain free-flowing, by continent



Source: Map drawn by Spatial Vision.

FIGURE 2 shows that only 37 per cent of the world's longest rivers are free flowing; the remaining major rivers suffer from **river fragmentation**. This can take the form of dams blocking the main channel and tributaries, as well as significant changes to the natural flow of rivers as water is stored or diverted elsewhere.

Dams, **reservoirs** and **weirs** have been constructed to improve human wellbeing; however, while there are many benefits, large-scale or mega dams bring significant changes to the environment and surrounding communities, both positive and negative, as shown in **FIGURE 3**.

10.3.2 Why should a river flow?

Traditionally, water flowing outcd, then it could be used. Little thought was given to the health of the river and the importance of keeping water in a stream. This is very much a human-centred rather than Earth-centred worldview. Governments around the world have favoured damming rivers to make use of water resources. But is this the only solution to our growing water needs?

Mega dams have been linked to economic development and improvement in living standards. Only in recent times have people questioned the real cost of these schemes — environmentally, economically and socially.

There is also the concern that multi-purpose dams have conflicting aims. To generate hydro-electricity, you need to release a large volume of stored water. To provide **flood mitigation**, you need to keep water levels low. To use water for irrigation, you need a large store. Mega projects and their infrastructure — dams, canals and pipelines — make water artificially plentiful, promoting an increased need for more dams that can then develop into unsustainable water use and environmental degradation (see **FIGURE 4**).

river fragmentation the interruption of a river's natural flow by dams, withdrawals or transfers

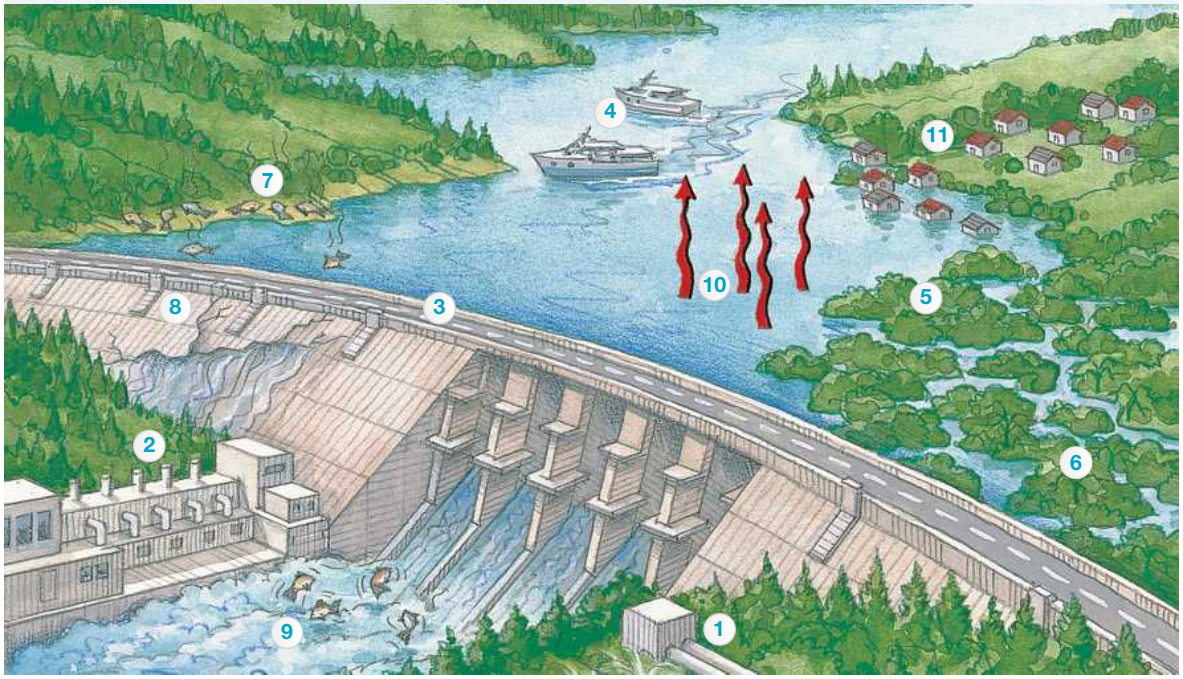
reservoir large natural or artificial lake used to store water, created behind a barrier or dam wall

weir wall or dam built across a river channel to raise the level of water behind; this can then be used for gravity-fed irrigation

flood mitigation managing the effects of floods rather than trying to prevent them altogether

int-5592

FIGURE 3 The advantages and disadvantages of large-scale dams



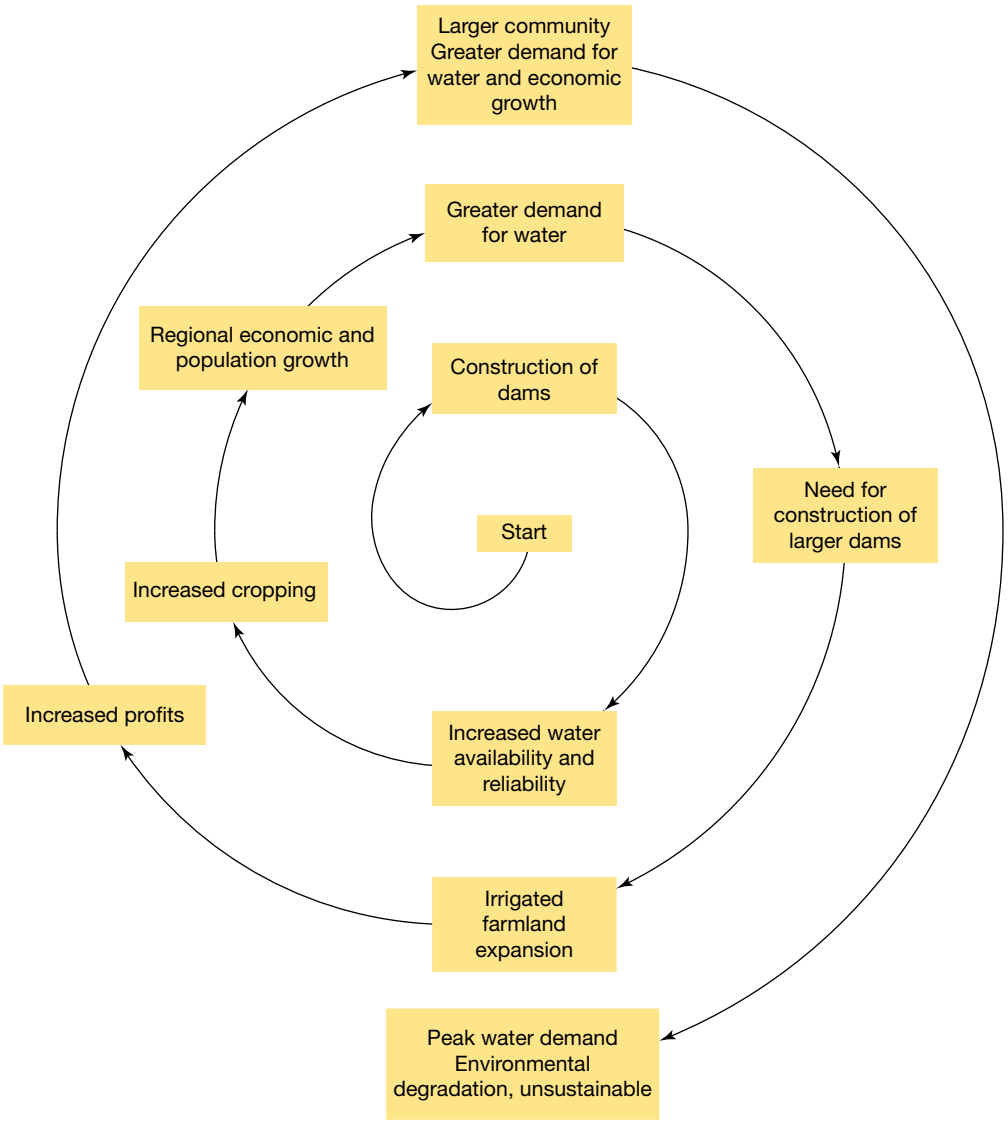
Positive changes

1. A regular water supply allows for irrigation farming. Only 20 per cent of the world's arable land is irrigated, but it produces over 40 per cent of crop output.
2. Released water can generate hydro-electricity, which accounts for 15 per cent of the world's total electricity and 30 per cent of all renewable energy.
3. Dams can hold back water to reduce flooding and even out seasonal changes in river flow.
4. Income can be generated from tourism, recreation and the sale of electricity, water and agricultural products.

Negative changes

5. Large areas of fertile land upstream become flooded as water backs up behind the dam wall to form a reservoir. Alluvium or silt that previously would have enriched floodplains is deposited in the calm water and can build up, reducing the dam's water-holding capacity.
6. Initially, flooded vegetation rots and releases greenhouse gases.
7. The release of cold water from dams creates thermal pollution. Originally the Colorado River had a seasonal fluctuation in temperature of 27 °C. Today, temperatures average 8 °C all year. The water is too cold for native fish reproduction, but is ideal for some introduced species.
8. Some dams are constructed in tectonically unstable areas, which are prone to earthquakes, increasing the risk of damage to dam walls and the potential to flood downstream.
9. Dams block the natural migration of fish upstream. Since 1970, the world's freshwater fish population has declined by 80 per cent, threatening food security.
10. Over 7 per cent of the world's fresh water is lost through evaporation from water storages and this is likely to increase with global warming.
11. A conservative estimate has stated that dams have negatively affected 472 million people worldwide. Tens of millions have been relocated from dam sites while other communities, both upstream and downstream, have lost their livelihoods or had their land flooded.
12. Dams have resulted in a massive loss of biodiversity from the lands that become flooded and from the rivers that become blocked. The Three Gorges Dam in China has resulted in the loss of 6000 plant species, 550 terrestrial vertebrates and 400 species of fish.
13. Global warming can increase the risk of drought. In 2001, drought caused reservoirs on five continents to drop below the critical level to produce hydro-electricity, resulting in power blackouts and huge social and economic impacts.

FIGURE 4 A flow diagram to illustrate how dam construction can contribute to a demand for further construction



More than one billion people worldwide lack access to a decent water supply. The problem is not so much the quantity or distribution of water resources but the mismanagement of it. During the twentieth century, over $2 trillion was spent on constructing more than 50 000 dams. The emphasis now is to switch from *controlling* river flow to *adapting to* river flow. In other words, shifting from a human-centred to an Earth-centred approach. This means building small-scale projects that promote social and environmental sustainability (see lesson 10.4). In many regions of the world, there are ongoing community protests against the need for mega dams in preference to smaller schemes that benefit local people directly.

10.3.3 People versus power?

Across the globe, there has been a growing movement of community and environmental groups challenging the construction of mega dams in terms of location, sustainability and the potential social, economic and environmental impacts. Globally, there are 509 dams currently being planned or built, especially in parts of Africa and South America, that are in legally protected regions such as national parks and lands inhabited by Indigenous Peoples, the very areas that need the most protection. This occurs when the dams are planned before a protected area is declared or when governments change the laws to downgrade or eliminate the special protections. While making up only 5 per cent of the world's population, Indigenous Peoples are the guardians to 80 per cent of the world’s biodiversity.

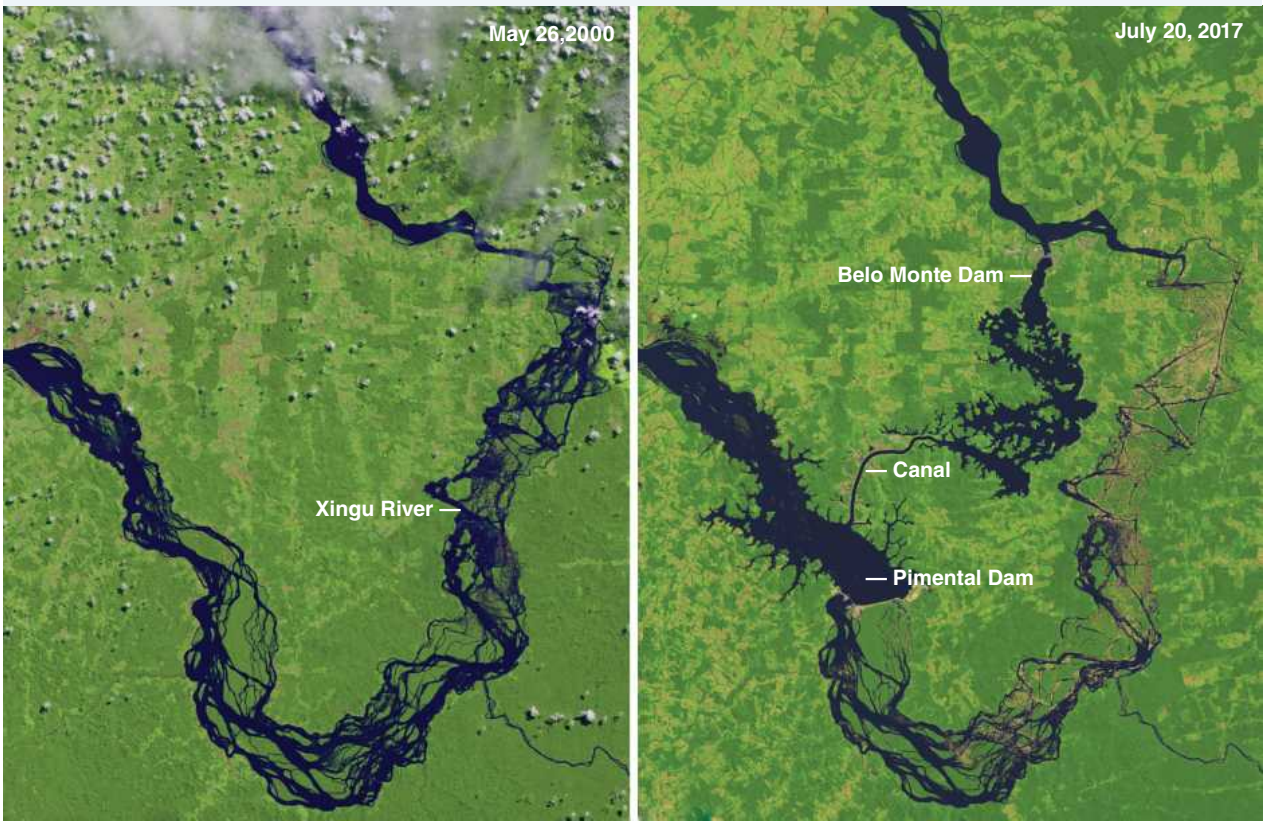
10.3.4 CASE STUDY: Belo Monte dam, Brazil

Brazil has been a major leader in hydro-electricity production, particularly in the Amazon region. Largely driven by political and economic factors, the Amazon has been 'opened up' to agriculture, mining, settlement and hydro-electricity. Interestingly, urban dwellers tend to reap the benefits of reliable power and more produce, while rural dwellers cope with the social and environmental impacts of such expansion.

For over 20 years, there has been an ongoing protest over the construction of the Belo Monte dam in a region of rich biodiversity that is home to 25 000 Indigenous Peoples in the heart of the Amazon. Indigenous Peoples' viewpoints state that Mother Earth (Pacha Mama) has the right to live well, just as much as the people who occupy the land (Buen Vivir). This contrasts with the human-centred viewpoint of the government which, despite a pledge to the United Nations to stop and reverse deforestation, has been actively encouraging clearing and development, and has even reduced funding to environmental organisations. The government's aim was to increase the country's energy security by constructing another hydro-electricity plant.

The original design called for five huge dams on the Xingu River but, after large-scale local and international protests by Indigenous Peoples' groups and environmentalists, the scheme was delayed multiple times, then scaled back to one large dam, the Belo Monte, currently the world's third largest. The dam has created huge environmental, social and economic changes in the Amazon (**FIGURE 5**).

FIGURE 5 (a) The Xingu River flowing naturally in 2000 and (b) in 2017, after the Belo Monte dam has been constructed. This has reduced the flow downstream by 80 per cent, seen as the orange/brown dry areas in the satellite image.



Some of the many issues related to this mega dam include:

- The **environmental impact assessment** was done after work had already started on the project and without consulting local Indigenous peoples on how they may be affected by the dam.

environmental impact assessment a tool used to identify the environmental, social and economic impacts, both positive and negative, of a project prior to decision-making and construction

- More than 80 per cent of the river's flow is to be diverted to create the reservoir, flooding 515 km^2 of rainforest while 100 kilometres of river channel will largely be left dry.
- Between 20 000 and 40 000 Indigenous Peoples have been displaced from their traditional lands and lifestyle.
- The loss of river flow has reduced fish populations, increasing the risk of food insecurity.
- There has been a reduction in river trade, which provides the main transport route for people to move around the region.
- While the government has claimed the dam will provide **green energy**, the amount of greenhouse gases released from drowned and rotting vegetation behind the dam wall will contribute to global warming for some years.
- River flow in the region is seasonal, so hydro-electricity can only be generated for a few months of the year, which may necessitate construction of another dam.
- Downstream, the town of Altamira rapidly expanded during the construction period. Land prices skyrocketed, the cost of living rose and crime rates soared.
- The energy company Norte Energia was fined for failing to provide promised services, such as schools and clinics for local communities displaced by the construction.
- Traditional subsistence lifestyles became more westernised. Shopping replaced traditional hunting and fishing, motorbikes and outboard motors replaced canoes while fast food, sweets and alcohol were introduced.

In 2021, Norte Energia was granted permission to divert more water, but this has since been suspended to allow for more studies on the possible impacts. It is likely that the government will reverse this suspension using the law that 'hydro-electricity is more important for the economy than environmental and human rights concerns'. With the threat of climate change and recent drought, which has reduced flow along the Xingu River, the Belo Monte dam may never meet its promised economic or energy-producing goals. Scientists are now questioning whether large-scale **infrastructure** projects can balance economic benefits with environmental and social costs.

10.3.5 CASE STUDY: Itaipu dam, Paraguay and Brazil

With any major water infrastructure project, there is always a trade-off between providing the benefits of damming water for hydro-electricity and the impacts of damming to the environment and people. The management of the Itaipu dam has succeeded in operating a mega dam at peak performance while ensuring the catchment area of the dam itself is sustainably maintained, as well as being supportive to the population and economy. The dam, one of the largest hydro plants in the world, straddles the Parana River, shared by both Brazil and Paraguay (**FIGURE 6**). This has necessitated both countries working together to establish Itaipu Binacional (IB), the company that manages the site.

To run a hydro-electricity scheme, you need a *reliable* and *clean* source of water. Deforestation and unsustainable land clearing upstream in the Parana River **catchment** created the threat of large-scale erosion, which reduces both water quality and reliable flow. Continually dredging a dam is a very expensive and repetitive process that creates its own set of environmental problems. Cropping and grazing are regionally important land uses but they contribute pesticides and animal excrement, which then washes through the river system and into the dams, causing further deterioration in water quality.

At the start of dam construction, IB introduced a series of restorative programs that focused on creating a long-term solution to provide reliable, clean water while also delivering a range of social and environmental benefits to local communities and biodiversity in the region. A sample can be seen in **TABLE 1**.

There have been some drawbacks as the initial flooding of the dam resulted in an estimated 80 per cent loss in biodiversity around the dam. Also much of the water flowing into the dam comes from far upstream on the Parana River and out of IB's area, so unsustainable farming practices in other places can still impact on water quality and quantity downstream.

green energy sustainable or alternative energy (e.g. wind, solar and tidal)

infrastructure the basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society

catchment (or drainage basin) any area of land where precipitation collects and drains off into a common outlet, such as a river, bay or other body of water

Essentially IB have introduced nature-based strategies to ensure the sustainability of their power production. The environment has benefited from improved vegetation cover and biodiversity corridors, and communities have benefited economically from improved farming and farmland and socially by being included in the management of shared resources.

FIGURE 6 The Parana watershed upstream of the Itaipu dam



Source: Map drawn by Spatial Vision based on information from The Paraná watershed upstream of the Itaipú dam. Source: Saenz, L., 2017 Rycerz, R., Bugler W., Messling, L., and Wade, G. (2020) Itaipú Dam: How natural ecosystems support one of the world's largest hydroelectric dams. Resilience Shift Case Study.

TABLE 1 Strategies used in management of Itaipu restoration program

Aim	Strategies used	Benefits
Protection of existing forests	• Purchased additional land that could be kept as protected areas	• Vegetation cover reduces erosion and provides habitat and increases moisture into the atmosphere
Reforestation of degraded land	• Establishing a 30-metre-wide green belt of vegetation along the riverbanks **(FIGURE 7)**	• Protected waterways from runoff and erosion • Enabled green biodiversity corridors to link to nearby national parks
Improved land management practices	• Encouragement and support to farmers to farm on terraces rather than steep land • Use no-till methods which means that the soil is not left bare • Encourage organic farming	• Reduces soil erosion on slopes • Crops harvested but not cleared so that roots hold soil • Reduces pesticides entering soil and water • Schools and communities in region benefit from organic food from 1200 farms that have converted to organic farming
Improving waste management	• Recycling program for paper, plastics and metals	• Reduces waste that would end up in landfill or dumped into rivers

FIGURE 7 Vegetation corridors along the Parana River



DISCUSS

Does a large company such as Norte Energia have responsibilities and obligations to the people displaced by such a large-scale scheme? Before deciding, carefully consider the consequences of the company being deemed responsible or not responsible.

10.3 SKILL ACTIVITY: Questioning and researching using geographical methods, Concluding and decision-making

1. Use the **Controversial dams** worksheet in your Resources panel to view images and read about some of the world's most controversial dams. **Create** a table with the following headings and summarise details about each project.

Dam name	Location	Purpose of dam	Reasons for controversy
Three Gorges Dam	.....	.....	.....
	.....	.....	.....
	.....	.....	.....

2. **Select** one of the dams from the table in question 1 and conduct further research into its status. Write a paragraph or two to detail your findings.

on Resources

Interactivity Dam it (int-3292)

10.3 Exercise

learnon

10.3 Exercise

Learning pathways

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

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Check your understanding

1. Complete the following paragraph using the words provided below.

velocity	flood	straightened	electricity	sediment	agricultural
decreases	dams	meander	increases	transport	

The main human activity responsible for river fragmentation is the construction of _____ for domestic, _____ and industrial use as well as for _____ control, recreation and the generation of _____. Rivers such as the Mississippi and Rhine have also had their courses _____, by removing _____ area bends, to improve river _____ and avoid the build-up of _____ on the bends, which can hinder navigation. Note that straightening a river channel also increases the _____ of a river (which helps scour the channel of sediment but also _____ flood damage).

2. **Determine** whether the following statements are true or false.
   a. The primary aim of an environmental impact assessment is to identify the environmental, social and economic impacts, both positive and negative, of a project after decision making and construction.
   b. The global demand for water increased by 600 per cent in the last century, more than twice the rate of population growth.
   c. Indigenous Peoples, who represent only 5 per cent of the world's population, are the guardians of 80 per cent of the world's biodiversity.
3. Complete the following paragraph.
   Water flowing out to sea has been considered a waste because _____.
   This is a _____, rather than _____, point of view. It does not take into account the natural flow of a river and its importance in maintaining the river's health.
4. **Summarise** three important environmental strategies that IB introduced for the Itaipu region.

Apply your understanding

Interpreting and analysing geographical data and information

5. Using information from **FIGURE 3** and the text in this lesson, **construct** a table with the following headings to classify the impacts of dam building.

Positive effects for people	Negative effects for people
Positive effects for the environment	**Negative effects for the environment**

6. **Compare** the factors influencing the worldviews of the developers behind the Belo Monte and Itaipu dams.

Concluding and decision-making

7. **Suggest** reasons why large-scale dam projects have been seen as indicators of development and progress.
8. **Identify** what makes a place suitable for a large dam. Consider landforms, climate, soil and rock type.
9. Is there a sustainable future for mega dam projects such as the Belo Monte and Itaipu dams? **Justify** your answer.
10. 'The positive impacts of large dam-building projects on people outweigh the negative impacts on the environment.' Do you agree or disagree with this statement? **Justify** your point of view.

LESSON
10.4 What are some alternatives to dams?

LEARNING INTENTION

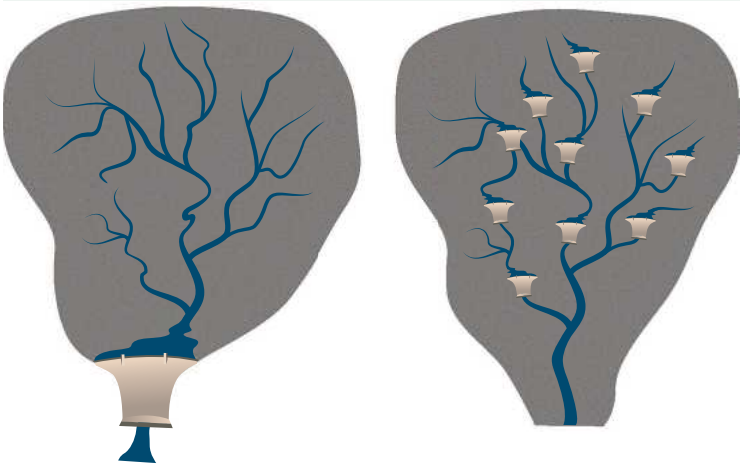
By the end of this lesson you should have a better understanding of the different alternatives to large-scale dams and the role that local communities can play in managing water sustainability.

TUNE IN

Limiting water usage, even just within your household, can have a much larger impact than you might think.

1. Have you have ever had to live with water restrictions? What was this like?
2. If you had to reduce your family's water use by half tomorrow, how would you do this? Brainstorm with a partner and see if you can come up with different methods.
3. **FIGURE 1** is a diagram of a river catchment showing two alternative scenarios, (i) One large dam built across the main channel and (ii) a series of micro dams built across some of the tributaries. How effective do you think each scenario would be in trapping water and supplying local communities?

FIGURE 1 Research in India has shown that 10 micro dams with one-hectare catchments will store more water than one dam of 10 hectares.



10.4.1 How can water be saved?

Traditionally, managing water has been focused on exploiting resources rather than conserving them. However, there are viable alternatives to dams that are often cheaper and have fewer social and environmental impacts. The focus has to be, first, on reducing demand for water and, second, on using existing water more efficiently.

Considerable water savings can be made using desalinated seawater. Desalination provides 45 per cent of Perth's and 50 per cent of Saudi Arabia's water needs. The drawbacks are that desalination is extremely costly and uses vast quantities of energy. Recycling of grey (waste) water is a sustainable source of water for agricultural, industrial and domestic use. London's water supply is recycled seven times while Israel reuses 90 per cent of its wastewater.

Agriculture

Globally, more than 70 per cent of fresh water is used for agriculture, but it is not always used efficiently, for example:

- governments often encourage farmers to grow water-thirsty crops, such as cotton, in dry regions
- poorly designed or old irrigation schemes can have high rates of wastage through evaporation and leaks
- excessive watering can lead to a loss of soil quality through waterlogging or salinity
- often the cost of water is too cheap to create incentives for farmers to save water.

Vast quantities of water could be saved by improving irrigation methods, switching to less water-consuming crops and taking poor quality land out of production. Pakistan, for example, has one of the most wasteful water systems in the world. With the same quantity of water and an efficient system, Israel produces 70 per cent more food. Globally, if the amount of water consumed by irrigation was reduced by 10 per cent, water available for domestic use could double.

Urban use

Researchers state that 30 per cent of all clean drinking water is said to be lost through leaking pipes. For example, the United States loses 8 trillion litres of water each year through deteriorating infrastructure. Countries could make savings by:

- reducing leaking pipes and improving water delivery infrastructure
- encouraging the use of water- and energy-efficient appliances and fixtures
- changing the pricing of water to a 'the more you use, the more you pay' system
- offering incentives to industry to reduce water waste and recycle
- harvesting rainwater, collecting rainwater off roofs, recycling domestic wastewater and other efficiency schemes. For example, 40 per cent of Singapore's water needs are met using treated wastewater.

Small-scale solutions

Currently, researchers estimate it will cost US$114 billion per year to meet the United Nations' goal of achieving universal access to clean water and adequate sanitation; hence, the growing awareness of investing in small-scale technologies. Rather than one large expensive dam, smaller projects that benefit local communities can be more desirable (see **FIGURE 1**). These are often constructed and maintained by people who benefit directly from control over their own resources, at a minimal cost.

rainwater harvesting the accumulation and storage of rainwater for reuse before it soaks into underground aquifers

micro hydro-dams dams that produce hydro-electric power on a scale serving a small community (less than 10 MW). They usually require minimal construction and have very little environmental impact.

10.4.2 How can we reduce the need for dams?

As many countries are actually running out of suitable places to locate large dams, we need to find alternatives. **Rainwater harvesting** schemes, as illustrated in **FIGURE 2**, can be used for storing water. **Micro hydro-dams** (see **FIGURE 3**) can be used for generating electricity. Both of these schemes are easier and cheaper to build than large dams, and have lower environmental impacts.

FIGURE 2 Two methods for water harvesting: (a) rainwater tank, (b) groundwater recharging

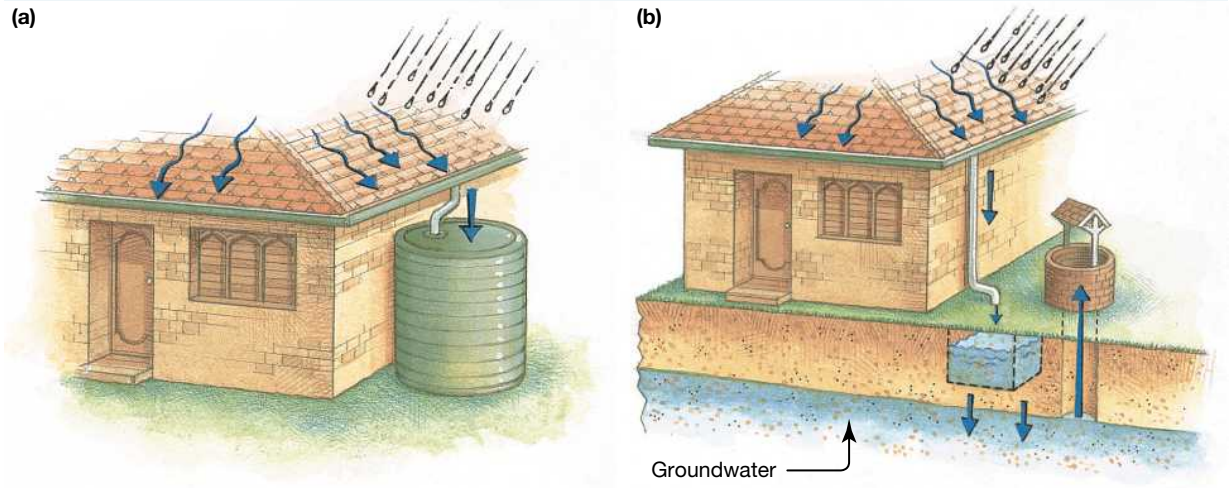


FIGURE 3 Water collected from a stream uphill rushes down the pipe and drives a small turbine in the hut to generate electricity for a local community in the Philippines.



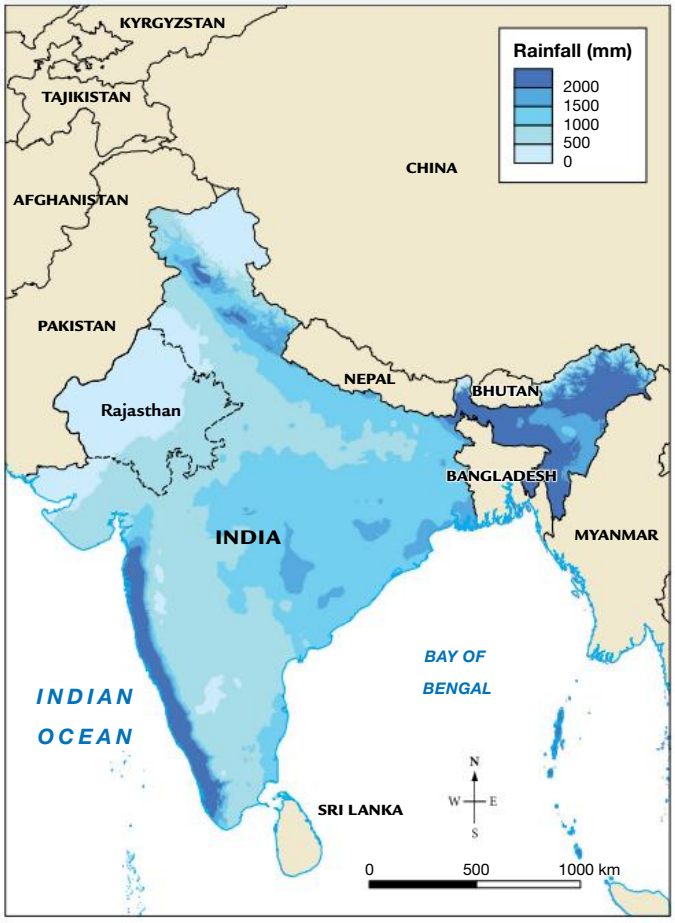
10.4.3 CASE STUDY: Traditional water harvesting in India

The state of Rajasthan is located in the arid north-west of India (see **FIGURE 4**). The largest state in India faces both water scarcity and frequent droughts. Continual pumping of groundwater has seen underground water supplies dropping.

Traditionally, local communities shared and sustainably managed the natural resources, such as water, forest and grasslands. The government, however, took control of local resources and promoted excessive mining and clearing in the region. This in turn saw reduced river and well flow, failed crops and a decline in biodiversity and habitat. Government policies have been more focused on large-scale dams, with the corresponding displacement of populations and environmental change.

There was little motivation for villages to maintain traditional water systems, or *johads* (small earth, concrete or stone ponds) and so there was a gradual decline in people's economic and social wellbeing.

FIGURE 4 Distribution of rainfall in India. The state of Rajasthan is outlined.



Source: World Climate - http://www.worldclim.org/; map by Spatial Vision

Under the guidance of aid agency Tarun Bharat Sangh (TBS), villagers were encouraged to re-establish traditional water management practices. Essentially, any rain that falls, usually during the monsoon season, is captured in johads rather than running off and evaporating. Each village may construct several johads, each serving a different purpose: domestic, irrigation, cattle and recharging groundwater. The johads trap the water, allowing it to infiltrate the ground where it can later be withdrawn when needed via wells.

FIGURE 5 A johad or traditional small water harvesting dam in India



What have been the benefits?

Environmental benefits

- Groundwater has risen from depths ranging from 10 to 120 metres up to 3 to 13 metres below the surface.
- Five rivers that flowed only after the monsoon season now flow all year (fed by **base flow**).
- Revegetation and agroforestry schemes have increased forest cover from 7 to 40 per cent, which helps improve the soil's ability to hold water and reduce evaporation and erosion.
- The area under single cropping (one crop grown per year) has increased from 11 to 70 per cent and the area under double cropping (two crops per year) has increased from 3 to 50 per cent.
- The water is shared among the villagers, and farmers are not allowed to use it to grow water-thirsty crops.

Social benefits

- More than 700 000 people across Rajasthan have benefited from improved access to water for household and farming use.
- There has been a revival of traditional cultural practices in constructing and maintaining johads.
- The role of the village council (Gram Sabha) is promoted for encouraging community participation and social justice.
- With a more reliable water supply, communities have become more economically viable.
- Over the region, there has been a reduction in the number of people migrating out of villages to the cities in search of work.
- The adoption of the johad system has encouraged communities to use their own knowledge, skills and labour to ensure their own sustainable water supply system. This can be done without the need for high finance, high tech designs or government action.
- Many villages have taken on similar community management of other resources such as forests and woodlands.

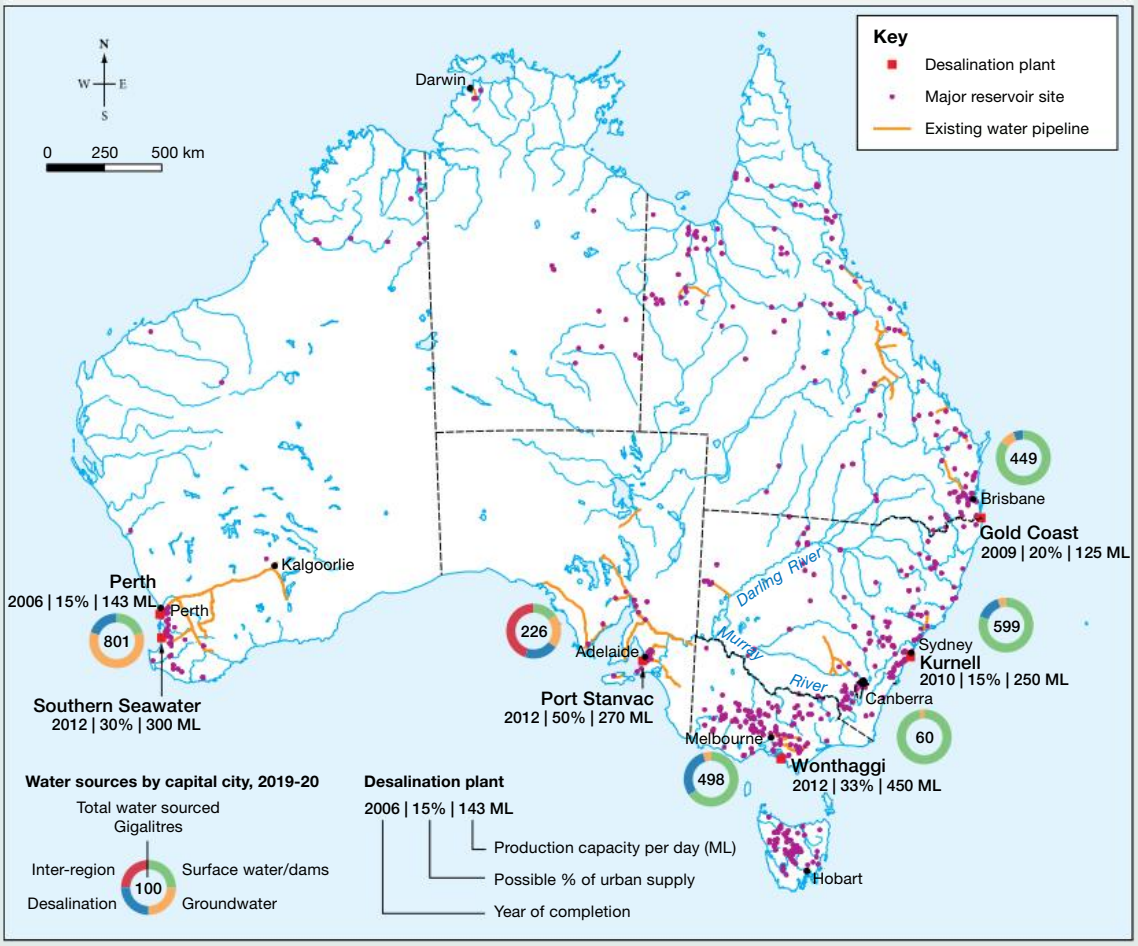
Economic benefits

- Average cost of renovating or constructing a johad estimated at 100 rupees (<A$2) per person compared to the building of the Namada dam which averaged close to A$1000 per person.
- A more reliable water supply ensures increased food production. This helps to increase incomes.

base flow water entering a stream from groundwater seepage, usually through the banks and bed of the stream

10.4 SKILL ACTIVITY: Interpreting and analysing geographical data and information, Concluding and decision-making

FIGURE 6 The distribution of major dams, water pipelines and desalination plants in Australia



Source: Based on information taken from Bureau of Meteorology, Sutori and Sydney Desalination Plant. Map redrawn by Spatial Vision.

Study **FIGURE 6**.

1. **Describe** the distribution of those places in Australia that have the highest concentration of large reservoirs.
2. **Suggest** two reasons for this distribution.
3. **Explain** why the desalination plants are located near major capital cities.
4. There is a proposal to pipe water long distances from northern Western Australia to Perth and Kalgoorlie. **Consider** the reasons for this proposal.
5. In your view, what would be the advantages and disadvantages of such a scheme?

10.4 Exercise

learnon

10.4 Exercise

Learning pathways

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

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Check your understanding

1. How can water be wasted through poor farming methods? **Select** all that apply.
   - **A.** Avoiding spray irrigation
   - **B.** Growing crops that require large amounts of water
   - **C.** Harvesting rainwater on the property
   - **D.** Leaking irrigation channels
   - **E.** Large shallow farm dams that allow for high evaporation
2. Complete the following paragraph by circling the correct words.
   Rajasthan receives very **low** / **high** rainfall. Approximately **one-quarter** / **two-thirds** of the state receives less than **200** / **500** millimetres of rainfall while one-third, in the eastern part of the state, receives **200** / **500** millimetres of rainfall per year.
3. Which of the following is not a benefit of revegetation schemes around the villages restoring johads?
   - **A.** Reduced evaporation
   - **B.** Decreased forest cover
   - **C.** Reduced erosion as plants hold soil together
   - **D.** Decreased soil moisture
4. **Discuss** two advantages and two disadvantages of micro hydro-dams (refer to **FIGURE 3**).
5. **Suggest** one environmental, one social and one political factor that have contributed to the decline in water availability in Rajasthan.

Apply your understanding

Questioning and researching using geographical methods

6. The two goals of sustainable water management are to reduce the demand for water, and to use existing water more efficiently. **Propose** two methods that your family could use to meet these goals.

Interpreting and analysing geographical data and information

7. Study the information in **FIGURE 4**. **Explain** why Rajasthan has water issues. Use data in your answer.
8. Some places in India can receive up to 2500 mm of rainfall per year, but this can all fall in 100 hours. **Suggest** possible consequences of this for local communities.

Concluding and decision-making

9. **Evaluate** the effectiveness of the johads scheme in terms of environmental and social sustainability.
10. Do you think the johad method of water harvesting could be used in other places around the world? **Justify** your answer.

LESSON
10.5 What happens when water is diverted?

LEARNING INTENTION

By the end of this lesson you should be able to describe the concept and benefits of groundwater use. You should also be able to explain the purpose of water diversion and discuss the scale of impacts of water diversion in China and Iran.

TUNE IN

Refer to **FIGURE 1**.

Mentally divide this image into three sections: front left, front right and background.

1. What is the main feature that you can see through the centre of the image?
2. Why is there so much difference between the left and right areas of this photo?
3. What sort of climate might this area receive?
4. How can you have a large city (seen in the background) in such an arid environment?

FIGURE 1 An irrigated region of Arizona, United States



10.5.1 Why is water diverted?

Because populations and water sources are distributed unevenly, we often need to transfer or divert large amounts of water. This means piping or pumping water from one drainage basin to another: for example, in Australia, water from the Snowy River is diverted into the Murray and Murrumbidgee rivers. Diverting water can alleviate water shortages and allows for the development of irrigation and the production of hydro-electricity. Diversions, however, are not always the most sustainable use of water resources.

10.5.2 What are the advantages of using groundwater?

Since the mid twentieth century, advances in drilling and pumping technology have provided people with an alternative to surface water for meeting increasing water demands. Groundwater has many advantages.

- It can be cleaner than surface water.
- It is less subject to seasonal variation and there is less waste through evaporation.
- It requires less and cheaper infrastructure for pumping as opposed to dam construction.
- It has enabled large-scale irrigated farming to take place.
- In arid and semi-arid places, groundwater has become a more reliable water supply, which has led to improved water and food security.

However, if groundwater is removed unsustainably (that is, at a rate that is greater than is being replenished naturally by rainfall, run-off or underground flow), then watertables drop and it becomes harder and more expensive to pump. In areas of low rainfall, there is very little **recharge** of groundwater so it may take thousands of years to replace. Unsustainable use of groundwater can result in wells running dry, less water seeping into rivers and even land **subsidence** or sinking.

recharge the process by which groundwater is replenished by the slow movement of water down through soil and rock layers

subsidence the gradual sinking of landforms to a lower level as a result of earth movements, mining operations or over-withdrawal of water

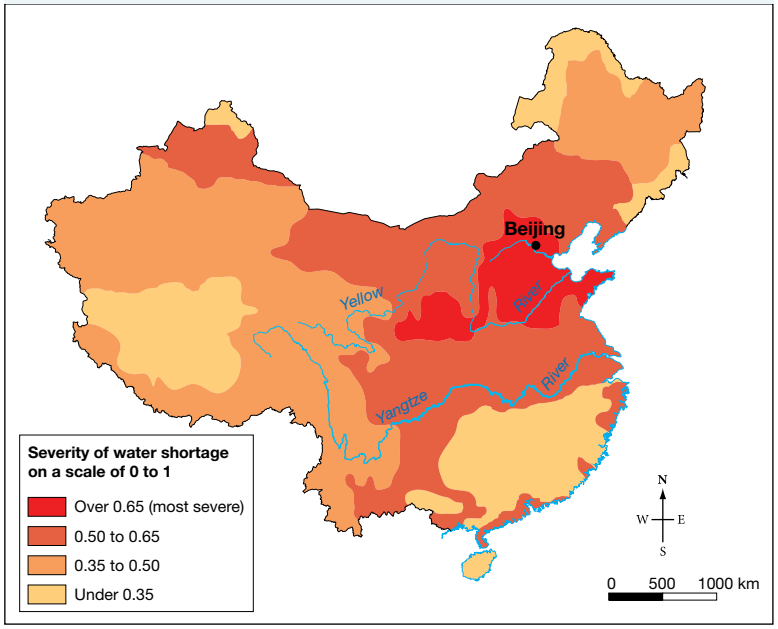
10.5.3 CASE STUDY: Why is China drying up?

What is happening to groundwater in China?

Despite having large freshwater resources, China faces serious shortages due to the uneven distribution of both rainfall and population. The highly populated northern regions receive only 20 per cent of the country's rainfall and suffer acute water shortages while the southern regions receive a plentiful supply and suffer from frequent floods (refer to **FIGURE 2**).

int-9119

FIGURE 2 Predicted water shortages for China



Source: Map drawn by Spatial Vision.

Rapid government-encouraged growth in population, irrigated agriculture and industry saw increased pumping of groundwater in the north, where it supplies 70 per cent of water needs for over 100 million people. Consequently, the **watertable** around Beijing dropped by an average of 5 metres per year (see **FIGURE 3**). Compounding the problem was widespread pollution of both ground and surface water.

In summary, China faced a national water quality, quantity and uneven distribution problem. The solution was to develop the world's largest water diversion project.

The South–North Water Transfer Project

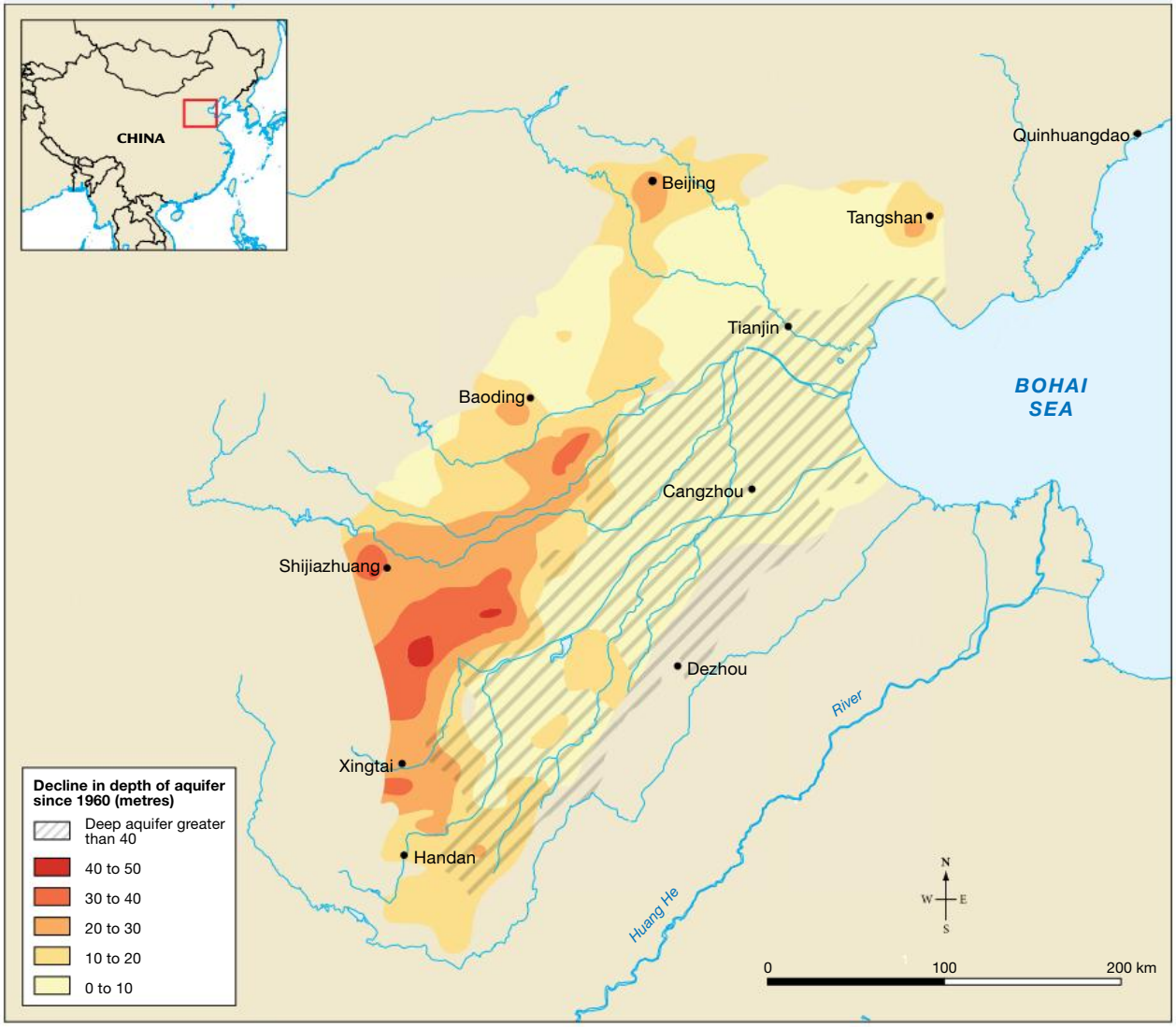
In 2002, an ambitious 50-year project was started to effectively 're-plumb' the country: the South–North Water Transfer Project. At an estimated cost of US$70 billion, over 44.8 billion cubic metres of water per year is diverted north from the Yangtze River via three canals into the Huang He River Basin in the north of the country (see **FIGURE 4**).

Before the transfer project development, the Yangtze River, on average, released 960 billion cubic litres of fresh water into the sea each year. Construction of the central and eastern sections has been completed, but the western route is highly controversial as it crosses earthquake-prone mountain regions, which could increase the risk of landslides and earthquakes. The completed central section now supplies 73 per cent of Beijing's tap water, to provide for its population of 21.5 million people. The water transfer has reduced the need to pump 800 million cubic metres of groundwater. As the extra surface water filters into the ground, the watertable has started to rise, with levels increasing by around half a metre.

watertable upper level of groundwater; the level below which the earth is saturated with water

int-9120

FIGURE 3 Decline in the aquifer under the North China Plain



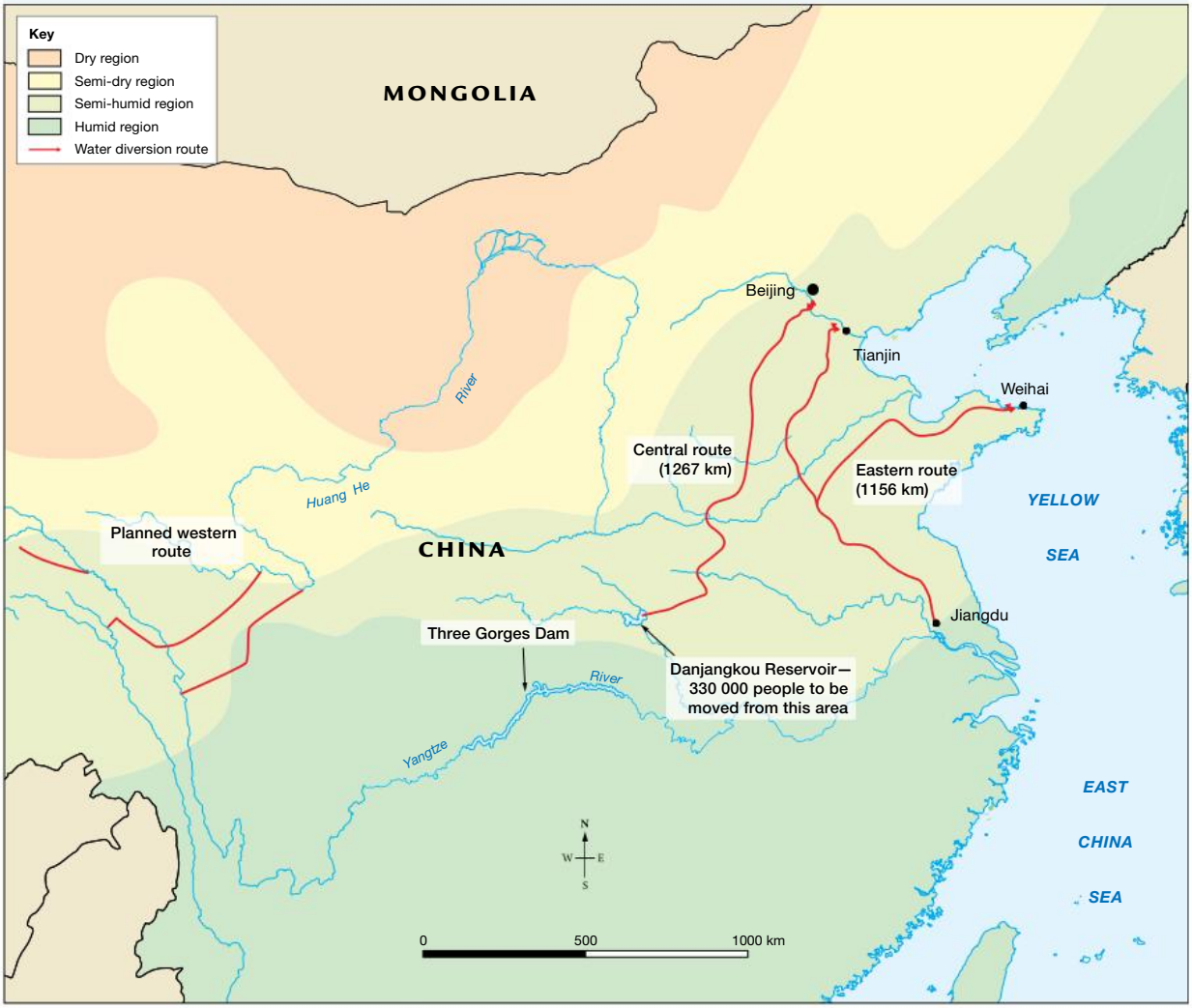
Source: UNEP Global Environmental Alert Service GEAS. Map by Spatial Vision.

Impacts of the project

- Large-scale changes to natural landscapes and the flow of four major rivers as water is diverted from one mega-region in the north at the expense of another megaregion in the south
- Climate change could bring less rainfall to the south, which has already experienced periods of drought, creating potential conflict over who gets the water, the north or the south?
- Loss of biodiversity in rivers and lakes, reduced movement of fish and the threat of invasive plant species from the south moving further north along the canals
- The construction and flooding of the Danjiangkou dam (**FIGURE 4**), in the central section, saw the relocation of more than 330 000 people as well as industries and other land uses. Insufficient compensation and lack of employment opportunities have created changes to people's livelihoods and created social unrest.
- The region around the dam was historically besieged with water-quality problems as the Huang He River collected more than 4.29 billion tonnes of waste and sewage a year and the Yangtze River collected 40 per cent of China's total wastewater.

int-9121

FIGURE 4 South–North Water Transfer Project for transfer of water from the Yangzte River in the south to the Huang He River in the north



Source: BBC News, http://news.bbc.co.uk/2/hi/8545321.stm.

To improve water quality, the government has now introduced strict controls on the use of insecticides and pesticides on farmland and improved wastewater systems in towns. Extensive reforestation was undertaken to filter water flowing into the dam. Highly polluting industries were relocated or closed.

While people in the north now enjoy the benefits of a reliable clean water supply, those in the towns and villages around the dam are still reliant on polluted groundwater and are suffering the social and economic fallout of forced relocation, farming on often inferior replacement land and the higher cost of organic farming.

When dealing with water issues, the emphasis in China has always been economic growth and large-scale 'engineering fixes' to increase supply rather than looking at more sustainable methods: using water more efficiently, reducing demand by increasing the cost, reducing irrigation wastage and improving the catchment areas to recharge the **aquifers**. Water recycling, desalination and harvesting more rainwater are more environmentally friendly and sustainable methods of supplying water.

aquifers layers of porous rock that can hold large quantities of water in the pore spaces

FIGURE 5 Polluted water flows into the Yangtze River



10.5.4 Why are lakes shrinking?

Many of the world's greatest lakes are shrinking, and large rivers such as the Colorado, Rio Grande, Indus, Ganges, Nile and Murray discharge very little water into the sea for months and even years at a time. Up to one-third of the world's major rivers and lakes are drying up, and the groundwater wells for 3 billion people are being affected. The overuse and diversion of water is largely to blame.

10.5.5 CASE STUDY: A dying lake in Iran

The largest lake in the Middle East and one of the largest salt lakes in the world is drying up. Since the 1970s, Lake Urmia in northern Iran has shrunk by nearly 80 per cent. In 1998, the lake's volume was 30 billion cubic metres; by 2022, this had reduced to 2.9 billion cubic metres, exposing extensive areas of salt flats (see **FIGURE 6**).

The lake was declared a Wetland of International Importance by the **Ramsar Convention** in 1971, and a **UNESCO biosphere reserve** in 1976. The lake and its surrounding wetlands serve as a seasonal habitat and feeding ground for migratory birds, such as flamingoes, that feed on the lake's shrimp. This shrimp is the only thing, other than plankton, that can live in the salty water. The wildlife and salt waters proved a popular destination for tourists.

Lake Urmia is a **terminal lake**; the rivers that flow into the lake (some permanent and some ephemeral) bring naturally occurring salts. Because of the arid climate, high evaporation causes salt crystals to build up around the shoreline. **FIGURE 7** shows the rapid decline in the surface area of Lake Urmia from 2006 to 2013 and a slight increase from 2013 to 2017.

Ramsar Convention an international treaty for the conservation and sustainable use of wetlands

UNESCO biosphere reserve The Man and Biosphere Programme is an international scientific program established by the United Nations to create biosphere reserves as 'learning places for sustainable development'.

terminal lake a lake where the water does not drain into a river or sea. Water can leave only through evaporation, which can increase salt levels in arid regions. Also known as an endorheic lake.

Why did the lake dry up?

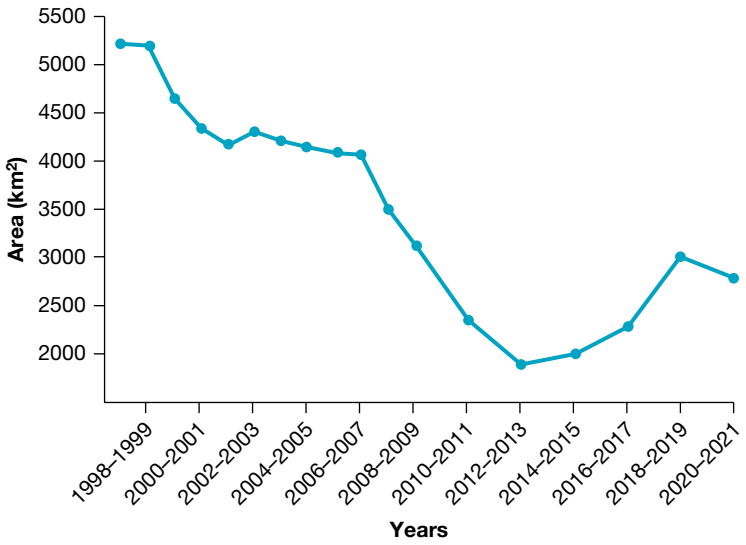
A combination of environmental, economic, political and social factors has been blamed for the large-scale changes in Lake Urmia.

int-7960

FIGURE 6 Lake Urmia (a) in 1998 and (b) in 2019



FIGURE 7 Surface area of Lake Urmia



Following the 1979 revolution, Iran adopted a policy of food self-sufficiency for its rapidly growing population. Traditional drought-tolerant crops were replaced by more water-thirsty ones, such as apples and sugar beets. Almost every river that fed into Lake Urmia was dammed, diverting the water away from the lake and into new irrigation projects, thus reducing the flow of freshwater into the lake (**FIGURE 8**).

Water diversions have been blamed for 40 per cent of the lake's decline, with the remaining 60 per cent attributed to climatic factors — more frequent droughts and higher temperatures, which increase evaporation rates. The result is a form of 'socioeconomic drought' — a human-induced drought caused when the demand for water is greater than the available supply.

Impacts of the decline in the size of the lake include:

- increased salinity due to high evaporation and reduced freshwater flowing in via rivers
- collapse of the lake's ecosystem and food chain
- loss of habitat as surrounding wetlands dry up, resulting in loss of migratory bird population
- losses of more than US$1.6 million (2019) to eco-tourism, recreation and educational activities
- over 400 km^2 of exposed lakebed around its shores is nothing but salty deserts, unable to support native vegetation or food crops
- more than 6 million tonnes of dust and salt blow in sand storms, damaging farmland and creating a health risk for people
- less water available to produce food crops.

FIGURE 8 Distribution of dams, existing and under construction, in the lake's catchment area. This level of diversion is unsustainable.

int-9122



Source: Map redrawn by Spatial Vision, based on information taken from United Nations Environment Programme.

The lake is divided in two by a causeway and bridge constructed to improve access across the lake (the bridge can be seen in **FIGURE 6b**). However, there is concern that the nearly 1.5 kilometre-long bridge does not allow sufficient mixing of water between the north and south sections of the lake. The bridge, completed in 2008, is already rusting as a result of the highly saline water.

- Three decades of drought contributed to the unsustainable pumping of groundwater to provide irrigation water.
- Pumping groundwater at a faster rate than it is replenished increases levels of salt in the soil, which then affects soil fertility in food-producing regions.
- This has led to the collapse of the regional economy as orchards, farms and villages were abandoned.

The current situation

The Lake Urmia Restoration Program was established by the government in 2013 with the aim of rehabilitating the lake. An ecological target water level was set (see **FIGURE 9**), which would see increases in water volume, decreases in salt levels and the re-establishment of brine shrimp (basis of food chain) in the lake.

New strategies have been put in place to help reverse 25 years of unsustainable development and decline around Lake Urmia. The three focus areas are environment, sustainable livelihood development and surface water control.

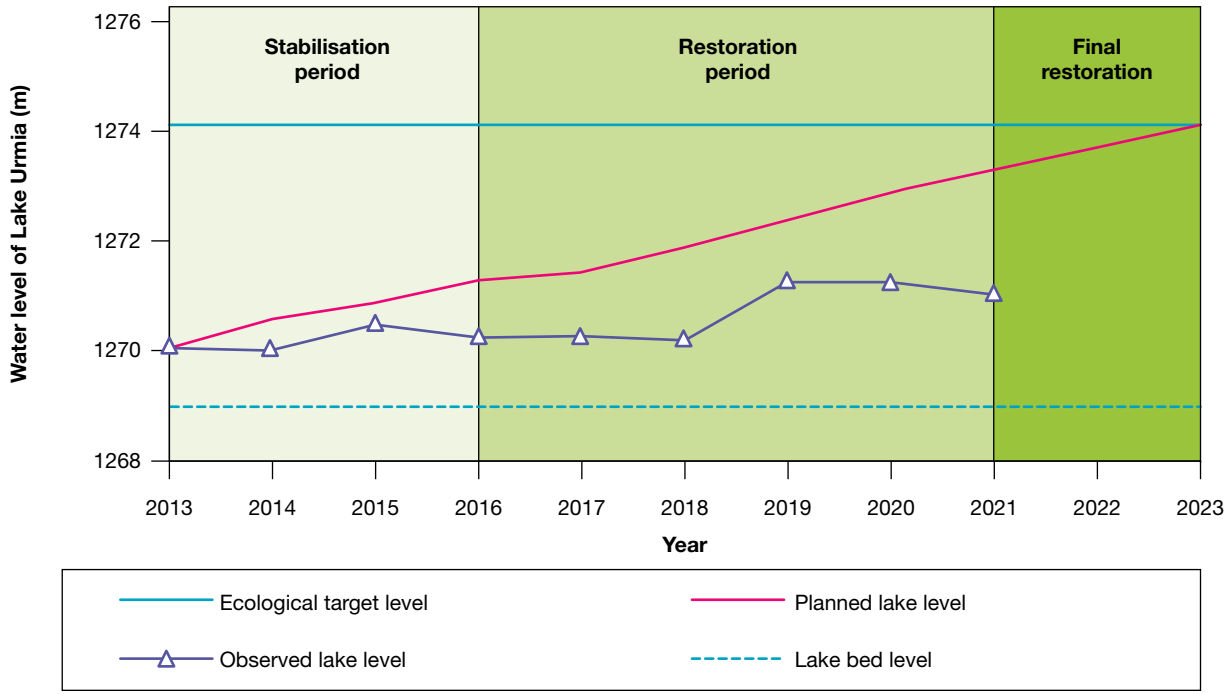
Some of the strategies include:

- As agriculture uses 85 per cent of the lake's water, the government hopes to replace 'thirsty' crops and reform irrigation practices without losing food security; for example, watering crops at night uses less water and reduces evaporation. Much depends on changing the culture of people to accept more sustainable methods.
- Construction of a 35-kilometre tunnel to transfer water from the Little Zab river basin in neighbouring Iraq is almost complete but is creating tensions. Protesters in the Little Zab region believe that they are going to suffer the same water shortage problems as Urmia.

- Construction of 13 treatment plants in the region to treat wastewater from urban areas and deliver it to the lake.
- A development plan launched in 2017 to reduce consumption of potable water by 30 per cent by 2021 and to use desalinated water to meet 30 per cent of the water demands in South Iran.
- Planting vegetation to reduce wind speed and salt storms.
- Local rivers have been dredged to remove silt and sand that was blocking them, and more water has been released from nearby dams.

int- 9187

FIGURE 9 Road map of Lake Urmia Restoration Program



Source: https://www.sciencedirect.com/science/article/pii/S2214581821000410

Restoring the lake has cost $1 billion so far and has been tackled at all scales:

Global — United Nations Development Program
International — countries such as Japan donating $7 million towards the project
National — the Iranian Government
Local — communities around the lake

In 2021, the lake had increased in size, but was still 3 metres below its water target level (**FIGURE 7**). Brine shrimp had started to return, and the number of flamingos increased from 4000 in the driest period to 60 000. Agricultural water use has dropped by 35 per cent and use of pesticides by 40 per cent.

Scientists are unsure how much of this improvement can be attributed to water restoration and how much to heavy rainfalls in 2019 and 2021. There is a fear that engineering schemes only encourage increases in demand for water and repeat unsustainable mistakes. They also ignore community needs and input. The destruction of the lake has helped change many people's beliefs, leading to a more Earth-centred viewpoint, that with time and careful management could help restore the lake.

SkillBuilders to support skill development

- 7.5 SkillBuilder: Creating a fishbone diagram
- 7.15 SkillBuilder: Comparing aerial photographs to investigate spatial change over time

10.5 SKILL ACTIVITY: Questioning and researching using geographical methods, Interpreting and analysing geographical data and information

FIGURE 10 Boat ruins lie in a dry lake bed.



Conduct some **online research** and **investigate** the decline of either Lake Chad in Africa, Owens Lake in the United States or the Aral Sea on the Kazakhstan–Uzbekistan border. Use the following as a research guide for elements to include in your investigative report:

- location
- original size and appearance of the lake/sea
- original uses of the lake/sea and surrounding area
- causes and rate of decline
- changes that have taken place
- impacts on people and the environment
- possible solutions.

Include annotated images, maps and data where possible.

on Resources

Interactivity Wetland wonderlands (int-3294)

10.5 Exercise

learnon

10.5 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. Environmental factors would have been the most influential factor in the decision behind the creation of the South–North Water Transfer Project.
   b. The impacts of the water transfer from the south to the north of China would only occur at the local scale.
   c. Climate change could be a contributor to changing environments around Lake Urmia.
   d. The decline in water levels in Lake Urmia would have minimal impact on the surrounding wetlands.
2. Study **FIGURE 3**. **Select** the correct words to describe the location of the North China Plain.
   The North China Plain is located in _____ China. Beijing is located at its _____ point. The aquifer beneath this plain extends in a _____direction for approximately 800 kilometres, and _____for approximately 400 kilometres at its widest point.
3. Lake Urmia is a terminal lake. **State** what this means.

Apply your understanding

Questioning and researching using geographical methods

4. **Discuss** the advantages and disadvantages of diverting water from rivers using the case studies in this lesson.
5. Refer to **FIGURE 2**. **Compare** the severity of the predicted water shortages for the region around Beijing and the region south of the Yangtze River.
6. **Consider** whether the South–North Water Transfer Project a realistic solution for China's water issues. **Identify** whether a human-centred rather than Earth-centred viewpoints is the best option for water management in northern China. Write a paragraph outlining your views.
7. **Discuss**, with examples, the tensions and conflicts that can develop because of large-scale water diversions.
8. **Examine FIGURES 6a** and **b**. Compare the appearance and size of Lake Urmia in 1998 and 2019.

Concluding and decision-making

9. Refer to **FIGURE 9**.
   a. **Describe** the progress of the Lake Urmia Restoration Program in 2021 in terms of observed and planned lake levels and the planned ecological target. Use data in your answer.
   b. Do you think there is a future for Lake Urmia? How successful will the restoration project be? **Explain** your answer.

Communicating

10. There is often talk about transferring water from the wetter regions of northern Australia to the water-hungry regions further south. **Identify** what you need to know before planning a project like the one in China. Thinking geographically, **create** a list of ten questions to consider before designing such a project.

LESSON
10.6 How do we use wetlands?

LEARNING INTENTION

By the end of this lesson you should be able to describe the functions and importance of wetlands and explain the environmental changes to wetlands due to human activities. You will also compare ways in which wetlands are managed at a range of scales and analyse a case study of the sustainable restoration of a wetland.

TUNE IN

There are a number of different kinds of wetlands that exist around Australia.

1. Refer to **FIGURE 1**. What do all these environments have in common?
2. Over time, wetlands have been viewed as wastelands. Why do you think people had that viewpoint?
3. Looking at the images, why might these landscapes be important environments?
4. Brainstorm the ways that early First Nations Australians might have used these places and their resources.

FIGURE 1 Different types of wetlands



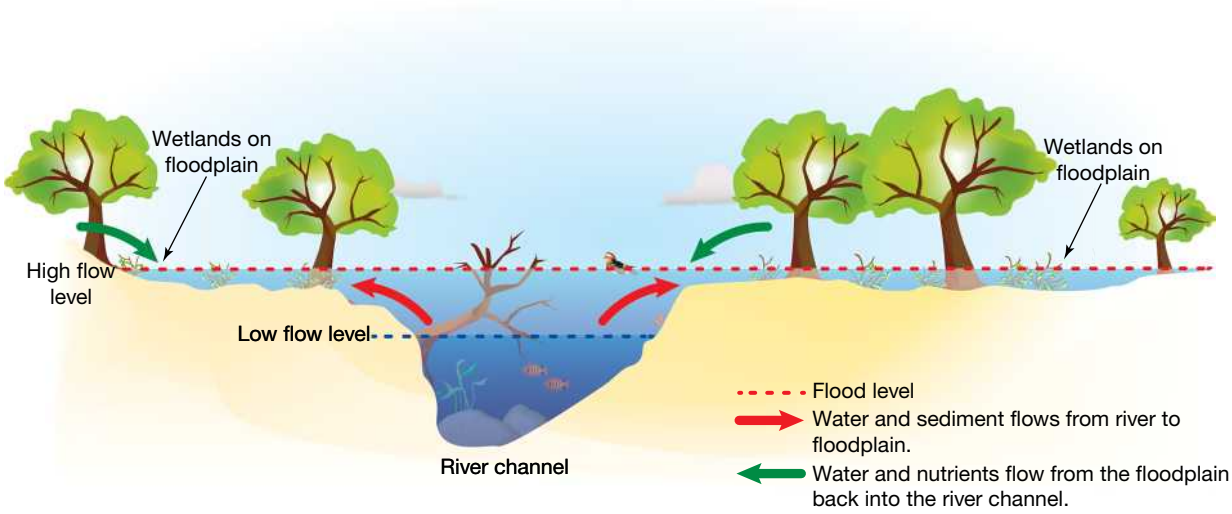
10.6.1 What are wetlands?

Often referred to as the area where 'earth and water meet', wetlands are one of the most important and valuable biomes in the world. Wetlands are areas that are covered by water permanently, seasonally or ephemerally and can include fresh, salty and brackish waters. They include such things as ponds, bogs, swamps, marshes, rice paddies and coastal lagoons. Wetlands are interconnected with other elements in the landscape, especially rivers and floodplains as water, nutrients and sediments move between them (see **FIGURE 2**).

int-9123

tlvd-10767

FIGURE 2 Interconnections between the river and wetlands on the floodplain

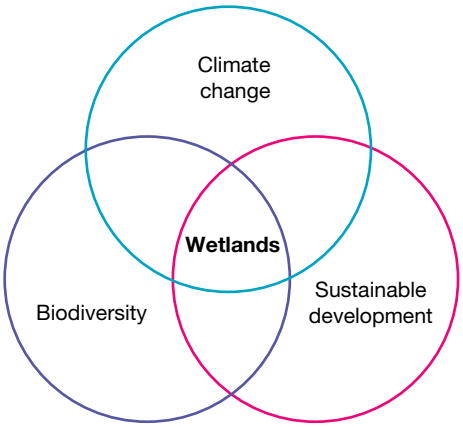


An area does not have to be permanently wet to qualify as a wetland. Flooding or soaking can occur regularly, irregularly or totally randomly. However, the area needs to be wet long enough for the plants and animals who have adapted to the watering pattern to be able to regenerate and reproduce.

The importance of wetlands

Wetlands perform many important functions. They purify water; for example, much of Melbourne's sewage water is filtered through a series of lagoons and wetlands at the Western Treatment Plant in Werribee, producing high-quality recycled water. Wetlands located along river floodplains reduce the impact and speed of floods by holding vast quantities of flood water and then slowly releasing it back into the river system. Water in wetlands also infiltrates the soil, recharging groundwater reserves. In addition, wetlands provide habitat and breeding grounds for 40 per cent of the world's species, such as aquatic fish, insects, reptiles and birds. Globally, more than 1 billion people rely on wetlands for a living, for their water and food supply, and for tourism and recreation.

FIGURE 3 Sustainable development of wetlands



Wetlands are the most effective of all land-based ecosystems for managing climate change as they can take up and store carbon at rates greater than even tropical rainforests. Wetlands can form an interconnection between climate change, biodiversity and sustainable development as seen in **FIGURE 3**.

Improving the management of wetlands brings health, food and water security benefits, critical to the health and livelihoods of people who are reliant on wetlands. The global value of wetland ecosystem services for human health, wellbeing and security is estimated to be $47.4 trillion a year.

10.6.2 What are the threats to wetlands?

The degradation and loss of wetlands and the species that inhabit them have been more rapid than for any other ecosystem; in fact, they are disappearing three times faster than forests. It has been estimated that between 1970 and 2015, the world lost 35 per cent of its wetlands. Competition from other land uses and increasing populations have contributed to the decline. Not only have wetlands been degraded and drained, but they have also become more fragmented. The loss of connection contributes to the further loss in animal movements and biodiversity.

- Agricultural expansion is the largest contributor to wetland loss and degradation globally. Farming often requires the draining of wetlands to create more land, reducing biodiversity. In addition, the water run-off from agriculture is often polluted with fertilisers and pesticides and increased pumping from aquifers depletes groundwater resources.
- Dams alter seasonal floods and block supply of sediment and nutrients onto the floodplain and deltas. Often, damming means little water and sediment reach the mouths and deltas of large rivers.
- Loss of wetlands affects populations and the migratory patterns of birds and fish. The introduction of invasive species results in changed ecosystems and loss of biodiversity. For example, 70 per cent of amphibian species are affected by habitat loss.
- Clearing for urban growth, industry, roads and other land uses replaces wetlands with hard **impervious** surfaces, which reduces infiltration and leads to polluted run-off and increased impacts of flooding. Wetlands are often treated as dumping grounds, as seen in **FIGURE 4**.
- While wetlands can naturally filter many pollutants, excessive amounts of fertilisers and sewage causes algal blooms and **eutrophication**, depriving aquatic plants and animals of light and oxygen.
- Climate change is expected to increase the rate of wetland degradation and loss.

Wetlands, like all other water resources, are prone to over-exploitation and need to be managed carefully to ensure sustainable use.

impervious a rock layer that does not allow water to move through it due to a lack of cracks and fissures

eutrophication a process where water bodies receive excess nutrients that stimulate excessive plant growth

FIGURE 4 A polluted and degraded wetland



10.6.3 How are wetlands managed?

The Convention on Wetlands (known as the Ramsar Convention) is the first modern international treaty aimed at conserving natural resources. The main aim is to halt the global loss of wetlands and to conserve those that remain.

Steps that are taken to achieve these aims:

- Recognition of places that have rare or unique wetlands or are important for conserving biological diversity.
- Once designated, the sites are added to the Convention's List of Wetlands of International Importance and become known as Ramsar sites.
- Countries that have signed the convention (172) agree to set up management programs to conserve the wetland, ensuring its wise use.

At a global scale, there are 2400 wetlands that are listed as Ramsar sites and are under the protection of the treaty. These make up 13 to 18 per cent of the world's wetlands. Currently, Australia has 66 Ramsar-listed wetlands that cover an area larger than Tasmania. They represent a wide range of different types of wetland in every climatic zone.

on Resources

Interactivity That sinking feeling (int-3293)

10.6.4 Where has the water gone in the Murray–Darling Basin?

The rivers, lakes and wetlands of the Murray–Darling Basin (see **FIGURE 5**) form an interconnected network and it is Australia's most important inland water body. Decades of continually blocking and diverting water from its rivers and prolonged periods of drought have brought significant changes to the rivers, surrounding floodplains and surrounding wetlands. The amount of water taken out of the river system has increased fivefold over the past century.

The basin has over 30 000 wetlands, 16 of them listed internationally for their importance to migratory birds that visit the site. To be healthy and promote life, the wetlands of the basin need to be alternately wet and dry, yet due to overuse of water in the basin, 90 per cent of wetlands have been lost and **river regimes** been permanently changed. The floodplains of the Murray River are now flooded once every 10 to 12 years compared to three to four years out of every five a century ago. Rivers have lost their connection to the floodplains.

river regime the pattern of seasonal variation in the volume of a river

int-9124

tlvd-10768

FIGURE 5 Key features of the Murray–Darling Basin



Source: © Commonwealth of Australia Geoscience Australia 2013. Murray Darling Basin Commission. Map by Spatial Vision.

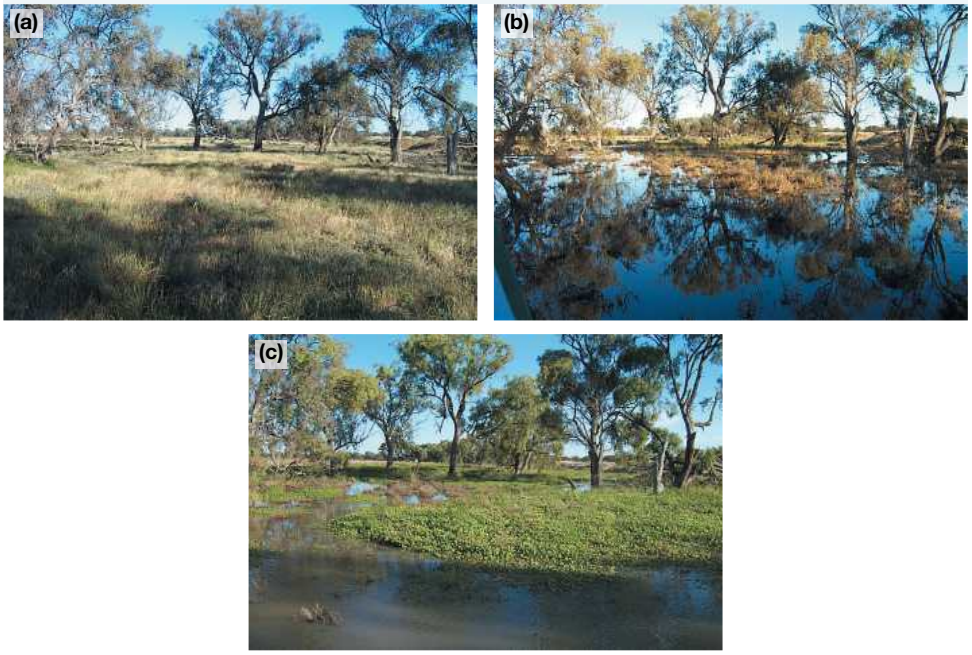
10.6.5 What changes have resulted from the overuse of water?

One of the difficulties in managing the water resources of the Murray–Darling Basin has been the fact that there are four states and one territory that all use and manage the water in their own way. In the twentieth century, the management of the river switched focus from using the river for transport to expanding agriculture. This period saw a rapid rise in the amount of water withdrawn and a decline in the health of river ecosystems. Consequently, 20 out of 23 catchments within the basin have 'poor' to 'very poor' ecosystem health.

Contributing factors include:

- extensive clearing of native vegetation in the catchments
- introduction of exotic weeds and animals
- run-off of pollutants
- draining of wetlands.

FIGURE 6 Wanganella Swamp (Deniliquin, NSW): (a) before, (b) during and (c) after an environmental flow



In the twenty-first century, we are now working towards a more sustainable approach to managing water, with a greater emphasis on balancing the competing needs of the community and river environments. In essence, it means improving the health of the rivers and wetlands and keeping more water in the system.

There have been several government initiatives put in place over the years to reduce the amount of water being harvested from the river. One of the most important is The Living Murray Program, which tries to improve the health of rivers. To do this, the Murray–Darling Basin Authority (MDBA) concentrates on maintaining the health of six **icon sites** (see **FIGURE 5**) by providing them with additional water from **environmental flows**. Water 'savings' have to be made elsewhere through improvements in water storage, distribution and irrigation methods. **FIGURE 6** shows the effects of an environmental flow on a stressed wetland. As a member of the Ramsar Convention, Australia is required to promote the wise use of all of the basin's water resources and the conservation of declared Ramsar sites.

Note that it is extremely difficult for water managers to balance the need for natural river flows while also protecting farmers' water needs and preventing large floods.

Menindee Lakes fish kill

The summer of 2019 saw more than 1 million fish killed by extremely poor water quality in the Menindee Lakes storage system (see **FIGURE 7**). Water levels in the lakes were extremely low and the system had stopped flowing. On average 4000 GL flows into the Barwon–Darling river system and then into the lakes where it can be released to flow downstream into South Australia. The lakes are very shallow and 20 to 30 per cent of the water evaporates each year. Management tries to avoid this by releasing water in a 'use it or lose it' manner.

High temperatures and calm warm water provided ideal conditions for the growth of blue-green algae, which smothered the water surface turning it green. A cold front moved across the region, dropping water temperatures, which served to kill off the algal bloom. The rapid growth of bacteria that feeds off dead algae used all the oxygen in the water, causing the fish to suffocate. Essentially insufficient water was available in the system to provide environmental flow.

icon sites six sites located in the Murray–Darling Basin that are earmarked for environmental flows. They were chosen for their environmental, cultural and international significance.

environmental flows the quantity, quality and timing of water flows required to sustain freshwater ecosystems

Calculating how much water can be diverted from the river system is usually based on 'full rivers'; little planning is done to manage flow in times of drought. Current water licences are also based on the height of a river. If one person leaves water in the river, the next person downstream can take more.

FIGURE 7 Fish killed at the Menindee Lakes



In 2018, in the wake of ongoing concerns about the management of the basin, a Royal Commission was held to investigate the operations and effectiveness of the Murray–Darling Basin Plan. The Commission report, released in January 2019, contained 111 findings and 44 recommendations to overhaul the Plan, including adjusting the balance between irrigation and environmental flows, to give more water back to the environment. The nearly 750-page report highlighted the complexities and challenges of balancing environmental, social and economic needs in relation to a water source on which millions of people depend.

10.6.6 How do First Nations Australians value wetlands?

First Nations Australians have long-held cultural and traditional responsibilities to protect and manage their land and its resources, including wetlands; they were the first river custodians. First Nations Australians manage or co-manage 11 of the 65 Australian wetlands internationally recognised under the Ramsar Convention. Wetlands are important to the lives and wellbeing of First Nations Australians. They act as ceremonial sites, traditional hunting and gathering grounds, and as borders between nation groups. First Nations' beliefs see the interconnections between land, water, sea and sky. Traditionally, most of the plants and animals could be used for food, fibres, medicines, tools, weapons and shelter. Both federal and state governments work with First Nations Australians to develop policies and management plans. Under the Ramsar Convention, there is recognition of the cultural and spiritual value of wetlands and the traditional knowledge that can be used in their sustainable use and management.

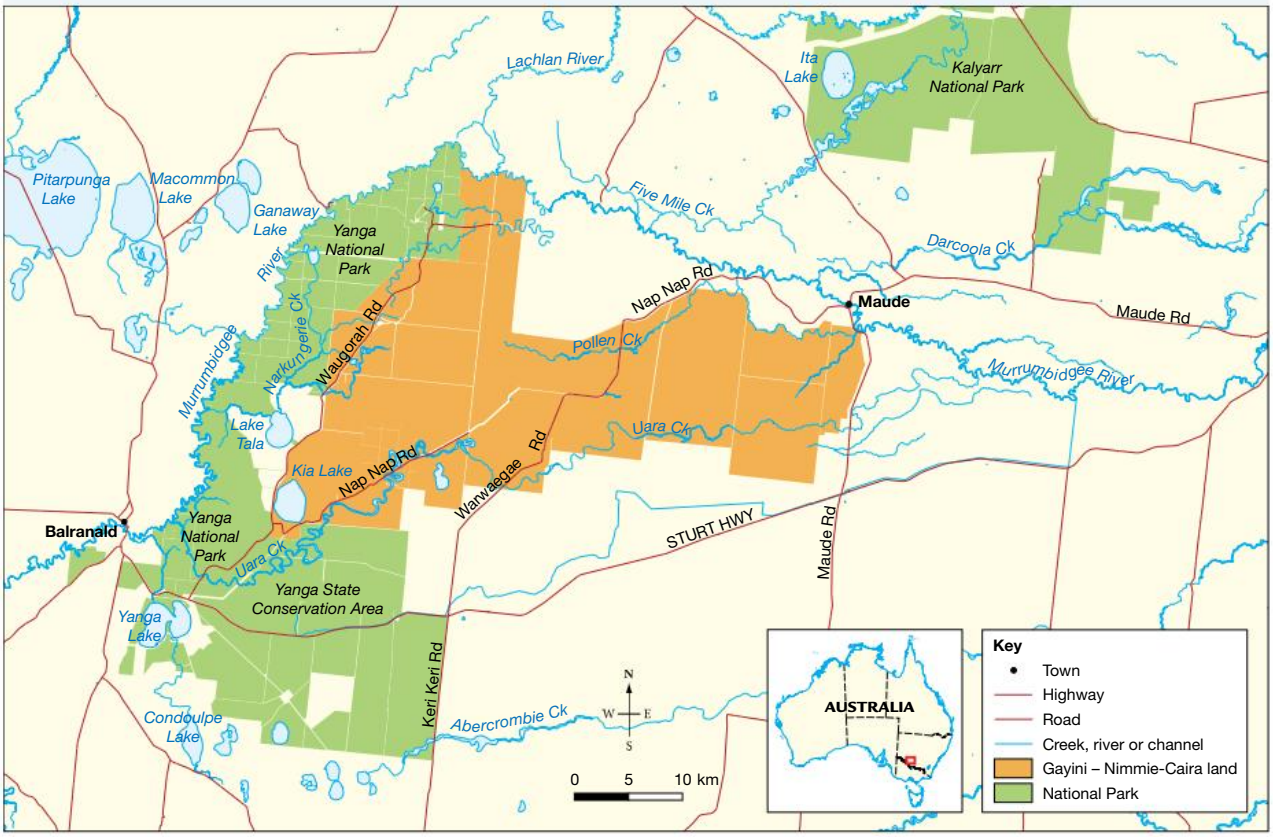
10.6.7 CASE STUDY: How a wetland was restored

Gayini (a Nari Nari word for water) is an 88 000-hectare property and the largest remaining area of wetland located on the floodplains of the Murrumbidgee River (**FIGURE 8**) in southern New South Wales. The property incorporates extensive wetlands that are habitats and breeding grounds for countless species of birds, amphibians and reptiles. It is often referred to as the 'Kakadu of the south' for its spectacular birdlife.

Traditionally, this area was the homeland for the Nari Nari people for more than 60 000 years. Following European colonisation, the land was taken from them and developed for farming. Extensive channels were developed to capture flood and river water for crops and livestock. As part of the Murray–Darling Plan, the state and federal governments purchased the land and handed it back to the Nari Nari people who will be paid to manage the restoration of the wetland and run the property, supported by The Nature Conservancy and various expert groups. Additionally, in 2023 the NSW Government established the Gayini Nimmie-Caira Conservation Area, which covers 55 220 hectares of the property (the equivalent of nearly 30 000 Sydney Cricket Grounds). This ecologically important wetland will be conserved in perpetuity; this means it must be preserved forever.

A land and water management plan has been developed to enable Gayini to remain a working farm, as well as focusing on three main areas, as seen in **TABLE 1**.

FIGURE 8 Location of Gayini Nimmie-Caira



Source: Map redrawn by Spatial Vision, based on information taken from Spatial Services (NSW) and Department of Industry (NSW).

TABLE 1 Management focus and strategies for Gayini

Management focus	Strategies
Environmental protection	Money made from farming will be reinvested into restoring and protecting a valuable wetland using both traditional and modern techniques • Removal of thousands of feral animals, such as wild pigs, deer and foxes, which compete with native animals for resources and damage the wetlands • Creation of a more natural flooding pattern across the wetland, which when combined with environmental flows from The Murrumbidgee River will help restore wetland vegetation and habitat
First Nations engagement and participation	• The Nari Nari Tribal Council will manage the property and provide employment opportunities and reconnection to Country • The protection of more than 2000 cultural sites on the property, including burial grounds, middens and camp sites
Sustainable development	• Promoting commercial activities that can boost the local economy, such as allowing only low-impact grazing and, over time, introducing other sustainable land uses on the property • A future education program to share traditional environmental knowledge with western science • A planned ecotourism development for educational and volunteer groups.

According to the Chairman of the Nari Nari Tribal Council, 'we can continue to protect the environment, preserve the Aboriginal heritage of the land and enable the intergenerational transfer of knowledge of caring for country'.

FIGURE 9 The wetlands of Gayini showing farmland in the distance. Compare the difference between the two land uses.



10.6 SKILL ACTIVITY: Interpreting and analysing geographical data and information, Concluding and decision-making

Create a bar graph to demonstrate the main human activities that contribute to the degradation of Wetlands of International Importance. Complete your graph with full BOLTSS.

Category	Human activity	Percentage
Water regulation	Water removal	13
	Water releases (flooding)	8
	Drainage of wetlands	17
	River regulation (control of river flow)	11
Changes to ecosystems	Vegetation clearing	14
	Dams and water management	19
Agriculture	Wood plantations	3
	Livestock farming	19
	Cropping	15

1. **Identify** which three human activities are most responsible for the degradation of important wetlands.
2. In terms of the category of human activities, **identify** which appears to be the most destructive to wetlands. Use data and examples in your answer.
3. **Suggest** two ways in which vegetation clearing could impact on the health of a wetland.
4. **Select** one example from your graph and **create** a management strategy that could help reduce the impacts of the human activity on wetlands.

10.6 Exercise

learnon

10.6 Exercise

Learning pathways

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

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Check your understanding

1. What are wetlands?
   - A. Areas permanently covered by water
   - B. Areas covered by water permanently, seasonally or ephemerally
   - C. Rivers and lakes
   - D. Wet areas near oceans
2. **Select** three major threats to wetlands.
   - A. Native species
   - B. Agricultural expansion
   - C. Construction of dams
   - D. Lack of algal blooms
   - E. Cleaning for urban growth
3. **Determine** whether the following statements are true or false.
   - a. An environmental flow is designed to provide a wetland with the correct quantity and quality of water to mimic a natural flood.
   - b. The wetlands of the Murra–Darling Basin have generally been left untouched over the development of the basin.
   - c. The waters of the Murray–Darling Basin are used by four states and one territory.
   - d. The Nari Nari people had little use for the wetlands that covered their lands near the Murrumbidgee River as they were too swampy.
4. Study **FIGURE 2**.
   - a. **Describe** how a flood can change the movement of sediment and nutrients in a wetland.
   - b. **Predict** what might happen to the wetland in the diagram if a dam was constructed upstream.
5. **Identify** the factors that have contributed to the poor health of the wetlands of the Murray–Darling Basin.

Apply your understanding

Communicating

6. **Explain** eutrophication, its causes and the impact it has on a wetland.
7. **Explain** how the Nari Nari people can mix traditional and western understanding to restore and manage the wetlands at Gayini.

Concluding and decision-making

8. a. **Consider** whether worldviews applied in the management of Gayini would be Earth- or human-centred. **Justify** your answer.
   b. **Reflect** on whether the ecosystem management of Gayini could be used in other places to restore wetlands in rural areas.

LESSON
10.7 Investigating topographic maps: Wetlands along the Murray River

LEARNING INTENTION

By the end of this lesson you should be able to explain the importance of managing wetlands.

10.7.1 Tar-Ru Wetlands

The Tar-Ru Wetlands within the Carrs, Capitts and Bunberoo Creeks are located on the floodplains within Locks 9 and 8 of the Murray River and Frenchmans Creek, about 45 kilometres west of Wentworth, New South Wales. Over time, the natural water flows of the wetlands have been interrupted by river regulation methods, such as weirs and levee banks. Managing the health of the Murray–Darling Basin wetlands is essential to the functioning of the entire ecosystem, as wetlands provide an abundance of food and support the majority of native fish at some point in their lifecycle.

In April 2016, a project was initiated to spread nearly 1 billion litres of environmental water across five sites on Tar-Ru Lands. This included 60 hectares of wetlands between the Carrs, Capitts and Bunberoo Creek systems. This project was expected to increase the biodiversity of native waterbirds, the population of the southern bell frog and improve the health of river red gums. It saw immediate results.

In the weeks after the watering of the wetlands, the number of observed bird species more than doubled and the number of individual birds increased by 250 per cent. In addition, there were, sightings of two species of frogs, and new green vegetation and new aquatic vegetation increased tenfold. The Tar-Ru Wetland is managed by the Tar-Ru Aboriginal Land Managers, who will assist in maintaining the health of the aquatic habitat and ongoing environmental monitoring.

FIGURE 1 Southern bell frog



FIGURE 2 Topographic map of Tar-Ru Wetlands, west of Wentworth, New South Wales



Source: Data based on Spatial Services 2019, Spatial Datamart, sourced on 16 December 2020, https://services.land.vic.gov.au/SpatialDatamart/ and © State of Victoria (Department of Environment, Land, Water and Planning)

Resources

eWorkbook	Investigating topographic maps — Wetlands along the Murray River (ewbk-10145)
Digital documents	Topographic map of Wentworth, New South Wales (doc-11569) Topographic map of the Tar-Ru Wetlands (doc-36369)
Video eLesson	Investigating topographic maps — Wetlands along the Murray River (eles-5259)
Interactivity	Investigating topographic maps — Wetlands along the Murray River (int-8681)
Google Earth	Tar-Ru Wetlands (gogl-0142)

10.7 Exercise

learnon

10.7 Exercise

Learning pathways

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

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Check your understanding

1. **Identify** and give the grid reference for the following in **FIGURE 2**.
   a. Crozier Rock Track Camping Area
   b. The aircraft landing ground
   c. A spot height over 30 m in Victoria
   d. The eastern most point of Pink Lake
2. Mark the locations of the following water-management constructions on your map, and add an appropriate symbol to the legend.
   a. Lock 9 (GR524163)
   b. Weir/bridge (GR493196)

Apply your understanding

Interpreting and analysing geographical data and information

3. Use evidence from the map to **identify** the changes that people have brought to the Tar-Ru Wetlands.
4. Providing evidence (such as elevation and proximity to waterways), **discuss** why the buildings on Moorna Station might have been built in their given location.

Concluding and decision-making

5. Imagine you are planning to hike from the airstrip (landing ground) around Pink Lake and back. The weather forecast suggests that heavy rain is expected from mid-afternoon.
   a. **Outline** the route you would take, including grid references, distances and appropriate positional language.
   b. **Explain** why you chose this route.
6. If a dam was built two kilometres upstream of the most north-easterly point of the Murray River shown on **FIGURE 2**, **predict** what changes are likely to occur to:
   a. the wetlands
   b. people's access to homes, towns and settlements
   c. people's ability to access the parks and reserves of the area.

LESSON
10.8 INQUIRY: The Menindee Lakes fish kill

LEARNING INTENTION

By the end of this lesson you should be able to interpret and analyse data about the Menindee Lakes fish kill and communicate this in a report.

Background

In this inquiry you will investigate the mystery of the Menindee Lakes fish kill to write a front-page investigative report for your news service (print or online).

During the summer of 2018–19, a massive fish kill occurred in the Menindee Lakes in western New South Wales. A fish kill involves the death of large numbers of aquatic animals over a short period, often within a defined area. More than one million native fish died; community outrage ensued.

The lakes form a chain of seven natural shallow bodies of water connected to the Darling River in the Murray–Darling Basin. They have been modified to improve their storage capacity to help manage floods and provide water for surrounding towns and agriculture, and to be released for downstream users. The amount of water in the lakes is controlled and there is considerable controversy over the management of water in the Darling River, especially between upstream users (particularly those irrigating large water-hungry cotton farms) and downstream users of water, which include the city of Broken Hill and farmers and towns all the way to the mouth of the Murray River in South Australia.

FIGURE 1 Fish killed at the Menindee Lakes



Before you begin

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

Inquiry steps

As a reporter for a national news service, you have been sent to the small town of Menindee to investigate the reasons for the fish kill, the impacts of the kill on the people and environment and what steps could be taken to prevent another kill from happening.

Discuss the following:

(a) **What** do you know about the impacts of large-scale water withdrawals from rivers?
(b) **When** looking at the image above, what human and natural factors might have contributed to the fish kill?
(c) **What** management strategies could be introduced to reduce the risk of another fish kill?

Step 1: Questioning and researching using geographical methods

Write down your selected **inquiry question**.

Investigate your inquiry question.

- **Conduct research** into the Menindee Lakes fish kill: background to the lakes becoming a storage facility, recent weather conditions, how the lake waters are used.
- Include in your research a suitable map showing the location of the Menindee Lakes within the Murray–Darling Basin and any other suitable images and other data that can be mapped or graphed.
- **Identify** different viewpoints for people involved who could be 'interviewed' and quoted in your newspaper article; for example, a local resident, fisherman, farmer, councillor, someone from the Murray–Darling Basin Authority or a scientific 'expert'.

Step 2: Interpreting and analysing geographical data and information

- **Identify** the main factors (political, environmental, economic, social) responsible for the fish kill.
- **Create** a summary table outlining the impacts of the fish kill on people and the environment.
- **Decide** on possible strategies to reduce any further risks of fish kills in the lakes (these may be suggested from your interviews).

Step 3: Concluding and decision-making

- **Evaluate** which of your suggested strategies would be the most effective based on:
  - Economic viability (affordability)
  - Environmental benefit (reducing the risk of future fish kills)
  - Social justice (fairness for all users of the lakes water).

Step 4: Communicating

- **Design** or search the internet for a suitable template for a newspaper front page and select an appropriate masthead, main headline and sub-headlines.
- Write the article for the newspaper using sub-headlines to break up your content and to ensure that you cover all tasks. Make sure that a location map and annotated images are included.
- Review your finished newspaper front page, carefully checking spelling and grammar. Complete your bibliography, listing details of all sources used.

Complete your self-assessment using the **Inquiry rubric** or access the 10.8 exercise set to complete it online.

Resources

Digital document Inquiry rubric (doc-40156)

LESSON
10.9 Review

Hey students! Now that it's time to revise this topic, go online to:

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10.9.1 Key knowledge summary

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

10.2 What is inland water?

- Inland water covers a range of different landforms and environments.
- Water that is stored in rivers, lakes and groundwater provides a wide range of environmental services.
- Changes as a result of human activities can alter the environmental functions of inland water bodies.

10.3 Why do we dam rivers?

- Dams provide many benefits to societies, from supplying water and electricity to preventing floods and providing irrigation water.
- At the same time, dams create river fragmentation, displace communities and change river flows.
- Large-scale mega dams have always been associated with economic development and progress.
- Mega dams have had significant environmental and social impacts.
- Globally, there are questions about the economic, social and environmental worth of mega dams.
- Local and environmental groups have challenged the construction of a mega dam, the Belo Monte, in Brazil.
- Partly as a result of the controversy, costs and corruption involved in the dam's construction, the Brazilian government will cease to build mega dams.
- The Itaipu Dam, while classified as a mega dam, has been able to sustainably manage water quality in the catchment as well as improving the environment and helping the community.

10.4 What are some alternatives to dams?

- More attention is now being paid to small-scale, community-based water management schemes.
- Rainwater harvesting schemes and micro hydro-dams are two alternatives.
- Use of traditional small water harvesting dams (*johads*) in India are providing significant benefits — both environmental and social.

10.5 What happens when water is diverted?

- Water and populations are not always distributed evenly, which then requires large-scale diversion of water from places of surplus to places of shortage.
- Diverting water can alleviate water shortages and allows for the development of irrigation and the production of hydro-electricity.
- Diversions, however, are not always the most sustainable use of water resources.
- The overuse and diversion of water is causing over one-third of the world's major surface water supplies to dry up.
- Lake Urmia in Iran is an example of where over-extraction of water led to the decline in the health and size of the lake.
- It is possible to restore Lake Urmia given enough funds and more sustainable farming practices.
- Water availability is unevenly distributed in China, with much more water available in the south than the north.

- In China's north, unsustainable use of water is lowering groundwater reserves.
- A large-scale transfer of water from the south to the north of China has been constructed.
- There are many social, economic and environmental impacts from such a scheme.

10.6 How do we use wetlands?

- Wetlands are a very important biome.
- Wetlands are constantly under threat from a range of human activities.
- The Murray–Darling Basin has over 30 000 wetlands, including 16 of international importance.
- The Living Murray Program aims to create environmental flows to improve the health of six icon wetland sites.
- Wetlands are very important spiritually and culturally to First Nations Australians.
- Gayini is a working property in the Murray–Darling Basin, which is now having its wetlands restored by its First Nations custodians.

10.7 Investigating topographic maps: Wetlands along the Murray River

- The natural flow of water into and out of the Tar-Ru Wetlands has been affected by river regulations.
- A release of environmental water into the wetlands in 2016 saw immediate benefits, with increased growth of vegetation and an increase in biodiversity.
- The wetlands are now managed by the Tar-Ru Aboriginal Land Managers who monitor the health of the wetlands.

10.8 INQUIRY: The Menindee Lakes fish kill

- Investigating the causes of the massive fish kill in the Menindee Lakes in western New South Wales during the summer of 2018–19.

10.9.2 Key terms

aquifers layers of porous rock that can hold large quantities of water in the pore spaces

base flow water entering a stream from groundwater seepage, usually through the banks and bed of the stream

catchment (or drainage basin) any area of land where precipitation collects and drains off into a common outlet, such as a river, bay or other body of water

environmental flows the quantity, quality and timing of water flows required to sustain freshwater ecosystems

environmental impact assessment a tool used to identify the environmental, social and economic impacts, both positive and negative, of a project prior to decision-making and construction

ephemeral describes a stream or river that flows only occasionally, usually after heavy rain

eutrophication a process where water bodies receive excess nutrients that stimulate excessive plant growth

flood mitigation managing the effects of floods rather than trying to prevent them altogether

green energy sustainable or alternative energy (e.g. wind, solar and tidal)

groundwater water held underground within water-bearing rocks or aquifers

icon sites six sites located in the Murray–Darling Basin that are earmarked for environmental flows. They were chosen for their environmental, cultural and international significance.

impervious a rock layer that does not allow water to move through it due to a lack of cracks and fissures

infrastructure the basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society

micro hydro-dams dams that produce hydro-electric power on a scale serving a small community (less than 10 MW). They usually require minimal construction and have very little environmental impact.

perennial describes a stream or river that flows permanently

rainwater harvesting the accumulation and storage of rainwater for reuse before it soaks into underground aquifers

Ramsar Convention an international treaty for the conservation and sustainable use of wetlands

recharge the process by which groundwater is replenished by the slow movement of water down through soil and rock layers

reservoir large natural or artificial lake used to store water, created behind a barrier or dam wall

river fragmentation the interruption of a river's natural flow by dams, withdrawals or transfers

river regime the pattern of seasonal variation in the volume of a river

subsidence the gradual sinking of landforms to a lower level as a result of earth movements, mining operations or over-withdrawal of water

terminal lake a lake where the water does not drain into a river or sea. Water can leave only through evaporation, which can increase salt levels in arid regions. Also known as an endorheic lake.

UNESCO biosphere reserve The Man and Biosphere Programme is an international scientific program established by the United Nations to create biosphere reserves as 'learning places for sustainable development'.

watertable upper level of groundwater; the level below which the earth is saturated with water

weir wall or dam built across a river channel to raise the level of water behind; this can then be used for gravity-fed irrigation

wetland an area covered by water permanently, seasonally or ephemerally. They include fresh, salt and brackish waters, such as rivers, lakes, rice paddies and areas of marine water, the depth of which at low tide does not exceed 6 metres.

10.9.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

Both humans and natural systems would find life very hard without healthy inland water sources. How do worldviews influence the ways in which people use and manage these sustainably?

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

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11502)
Reflection (ewbk-12518)
Crossword (ewbk-12519)

Interactivity Inland water: change and management crossword (int-7671)

10.9 Review exercise

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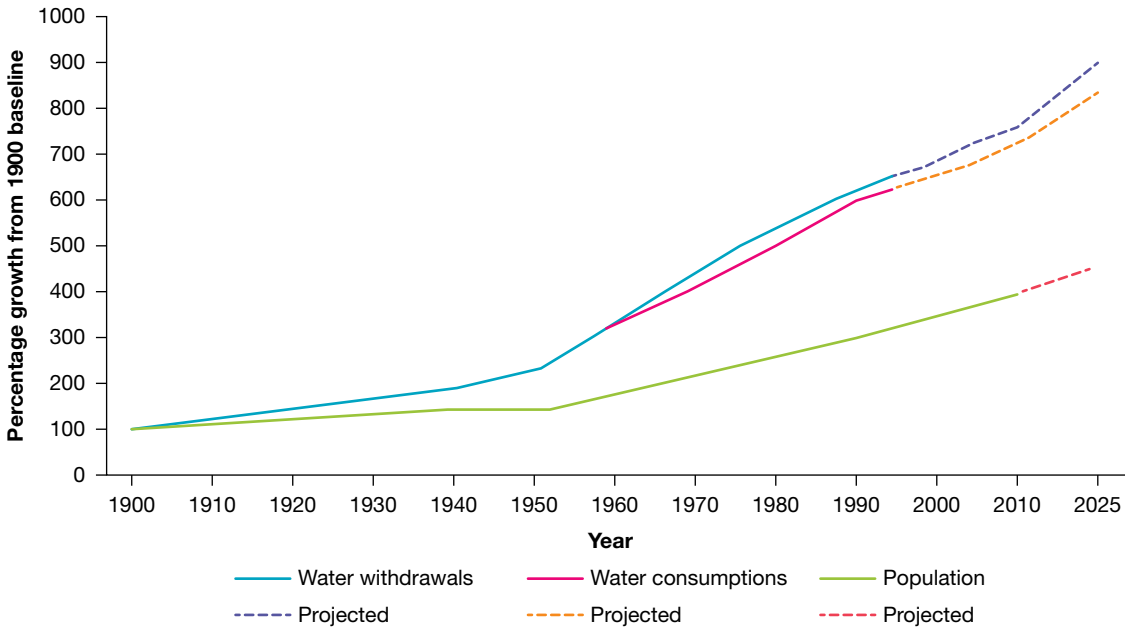


Multiple choice

1. Define a wetland.
   - **A.** Any water that is not salty
   - **B.** An area covered by water permanently, seasonally or ephemerally, including fresh, salt and brackish waters
   - **C.** An area covered by water permanently, seasonally or ephemerally, but only fresh waters
   - **D.** A tributary flowing from a lake to the ocean

Refer to the graph in **FIGURE 1** to answer questions 2 and 3.

FIGURE 1 A comparison of the rate of population growth, water consumption and water withdrawals



2. Compare the growth in water consumption with the growth in world population over time.
   - **A.** Water consumption has increased at a greater rate than population.
   - **B.** Water consumption has increased at a lesser rate than population.
   - **C.** The rate of growth has been the same in both areas.
   - **D.** None of the above
3. Select the feature shown on the graph which has shown the greatest rate of increase.
   - **A.** Water consumption
   - **B.** Population
   - **C.** Water withdrawals
   - **D.** None of the above

4. Reservoirs around the world trap more than 2.3 gigatons (1 billion metric tonnes) of sediment each year. This sediment would normally be washed downstream, some to be deposited on floodplains, some to build up river deltas and the rest washed into the sea.
   Where does the sediment trapped in reservoirs come from?
   - **A.** From soil, sand and other material that is washed off/eroded from land surfaces upstream of the dam
   - **B.** Stirred up from the bottom of the reservoir
   - **C.** Illegally dumped
   - **D.** Created when water evaporates
5. In which *four* locations would sediment normally end up if rivers were not blocked by dams?
   - **A.** On floodplains
   - **B.** On the sea bed
   - **C.** Deposited to form beaches along the coastline
   - **D.** In the mountains
   - **E.** Deposited at the mouth of the river to form deltas and bars
6. Select two methods of water harvesting.
   - **A.** Rainwater tank and groundwater recharging
   - **B.** Digging a well
   - **C.** Using a bore
   - **D.** Piping water from urban areas
7. Study **FIGURE 6** in section 10.5.4.
   Identify the four changes that have occurred between 1998 and 2019.
   - **A.** Environmental flows have flushed the lake system.
   - **B.** Salt deposits have increased.
   - **C.** The lake has shrunk.
   - **D.** Islands in the lake are now surrounded by land.
   - **E.** The lake has expanded in size.
   - **F.** The depth of the lake has decreased.
   - **G.** The lake has deepened.
8. Water is diverted from rivers and other sources:
   - **A.** for domestic purposes only.
   - **B.** for domestic and agricultural purposes only.
   - **C.** for industrial purposes only.
   - **D.** for domestic, industrial and agricultural purposes.
   - **E.** for agricultural purposes only.
9. Select the three options that are negative impacts of controlling the flow of rivers on floodplain wetlands.
   - **A.** Flooding would be unlikely to occur.
   - **B.** The reproduction cycle in plants and birds is interrupted.
   - **C.** The river red gums will not drop their seeds.
   - **D.** Only insects will be affected, so it doesn't really matter.
10. Select three reasons that wetlands are important to migratory birds.
    - **A.** They allow birds of different species to mix.
    - **B.** They provide food, water and shelter for migratory birds.
    - **C.** Breeding pairs from different habitats can mate.
    - **D.** They are important nesting sites.
    - **E.** Many bird species travel flight paths that link one wetland to another.

Short answer

Interpreting and analysing geographical data and information

11. The Three Gorges Dam in China is the world's biggest dam complex, but it has been built at great social, economic and environmental cost.
    a. Study **FIGURES 2** and **3**. **State** as many points as you can think of to **describe** the changes dam construction has brought to the natural environment.
    b. Refer to **FIGURE 4**. **Explain** why there is a need to relocate so many people when constructing a dam. **Identify** which province had the largest number of people relocated. How many?
    c. Study the information in **FIGURES 2, 3** and **4**. **Construct** a table to highlight the benefits and drawbacks of the dam project.
12. Are large dams now a thing of the past? **Consider** whether large-scale dam projects, such as the Three Gorges Dam, could be initiated in Australia. **Explain** reasons for your answer.

FIGURE 2 Changes to the natural landscape due to the Three Gorges Dam

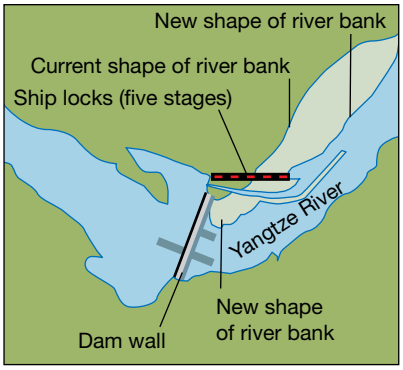


FIGURE 3 Features and benefits of the Three Gorges Dam

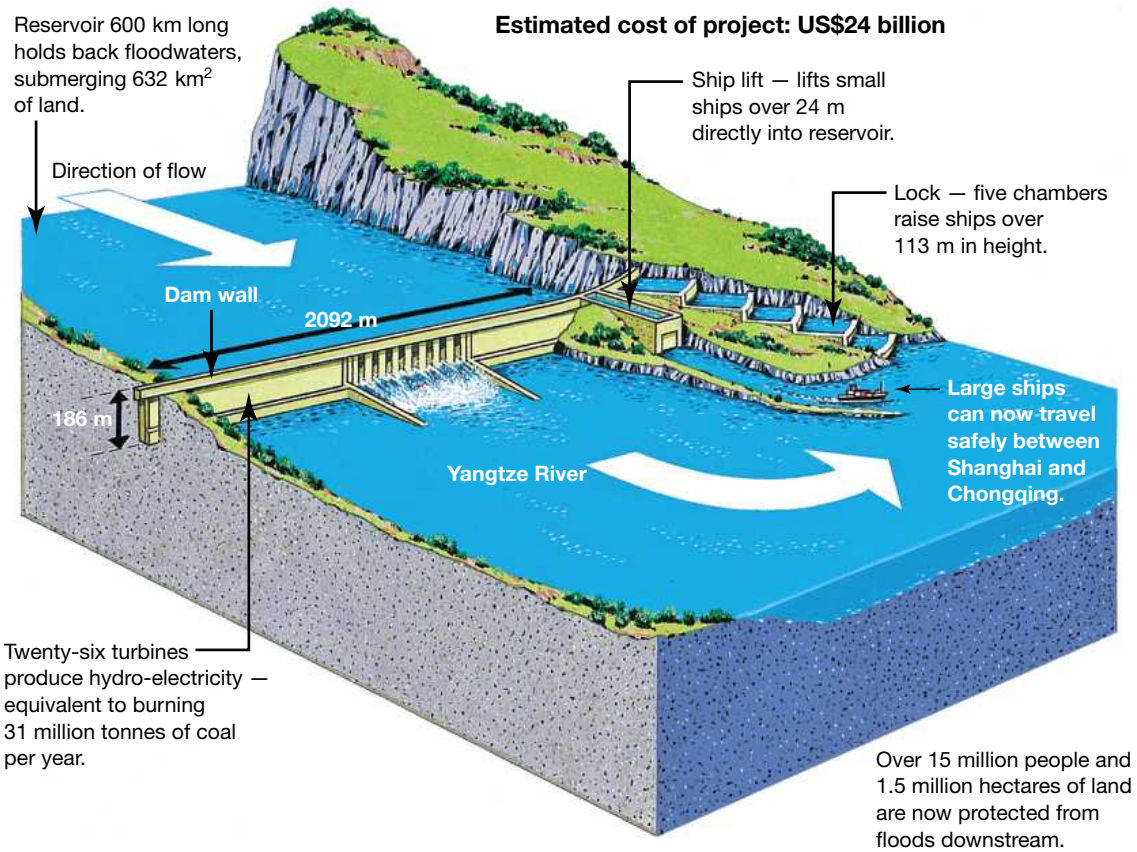
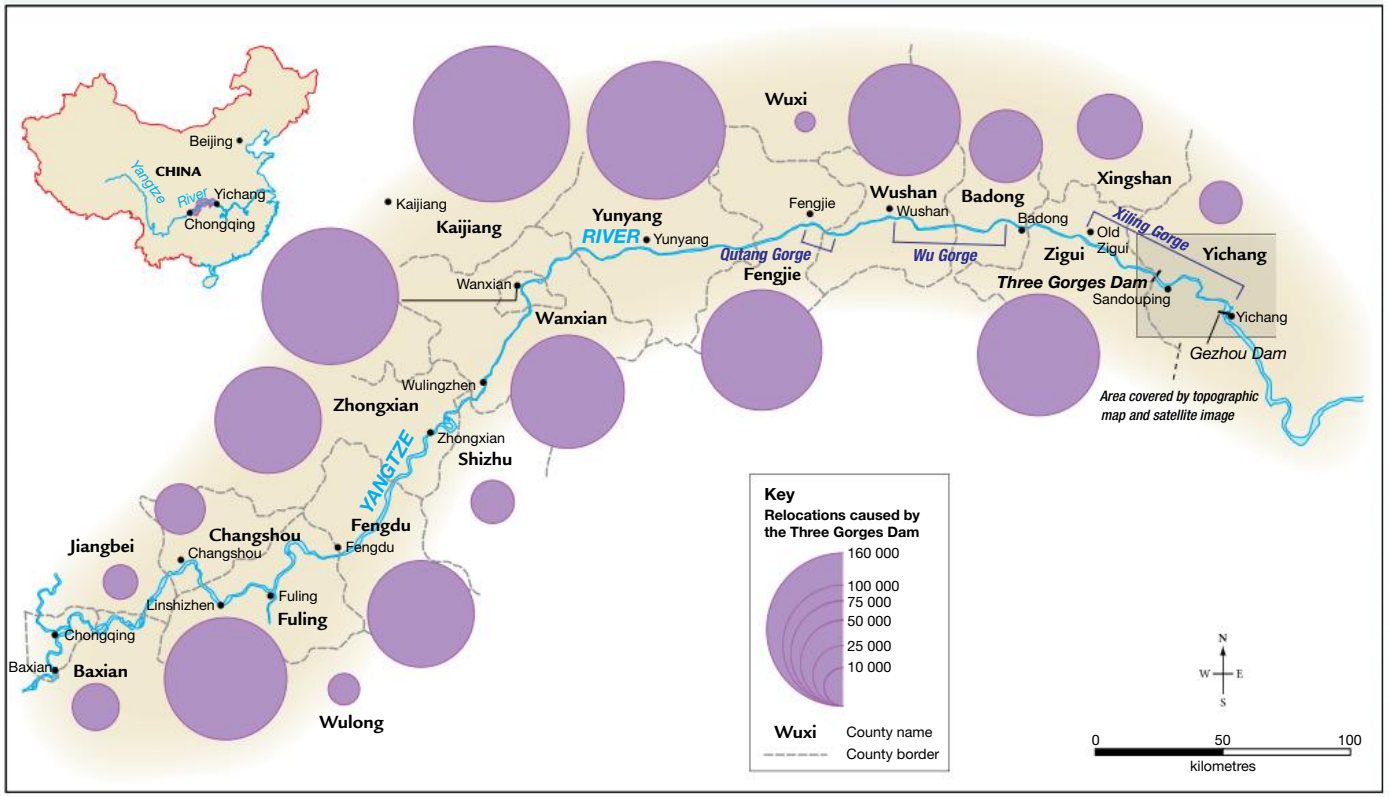


FIGURE 4 Number of people relocated by the Three Gorges Dam



Source: MAPgraphics Pty Ltd, Brisbane

13. The construction of the Belo Monte Dam in Brazil displaced thousands of Indigenous Peoples. A local federal prosecutor brought Norte Energia (the company building the dam) to court on charges of 'ethnocide against the Indigenous Peoples'. (Ethnocide is the deliberate and systematic destruction of the culture of an ethnic group.)
    a. **Propose** an argument to support this case and then a counter-argument to represent an opposing viewpoint.
    b. **Identify** which viewpoint you support. Give reasons.
14. **Evaluate** how successful the restoration of the Gayini wetlands has been, using social criteria.
15. **Identify** with the use of case study examples, **discuss** how the causes and consequences of an environmental change to inland water has contributed to more sustainable strategies being introduced to manage the water resource.

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Online Resources

on Resources

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10.1 Overview

eWorkbook
- Customisable worksheets for this topic (ewbk-11502)

Video eLesson
- Drained away (eles-1709)

10.3 Why do we dam rivers?

eWorkbook
- Controversial dams (ewbk-12664)

Interactivities
- The advantages and disadvantages of large-scale dams (int-5592)
- Dam it (int-3292)

10.5 What happens when water is diverted?

Interactivities
- Wetland wonderlands (int-3294)
- Lake Urmia in 1998 and in 2019 (int-7960)

10.6 How do we use wetlands?

Interactivity
- That sinking feeling (int-3293)

10.7 Investigating topographic maps: Wetlands along the Murray River

eWorkbook
- Investigating topographic maps — Wetlands along the Murray River (ewbk-10145)

Digital documents
- Topographic map of Wentworth, New South Wales (doc-11569)
- Topographic map of the Tar-Ru Wetlands (doc-36369)

Video eLesson
- Investigating topographic maps — Wetlands along the Murray River (eles-5259)

Interactivity
- Investigating topographic maps — Wetlands along the Murray River (int-8681)

Google Earth
- Tar-Ru Wetlands (gogl-0142)

10.8 INQUIRY: The Menindee Lakes fish kill

Digital document
- Inquiry rubric (doc-40156)

10.9 Review

eWorkbooks
- Customisable worksheets for this topic (ewbk-11502)
- Reflection (ewbk-12518)
- Crossword (ewbk-12519)

Interactivity
- Inland water: change and management crossword (int-7671)

To access these online resources, log on to **www.jacplus.com.au**

11 Coastal change and management

LESSON SEQUENCE

11.1 Overview 463
11.2 How are coasts formed and changed? 464
11.3 What are the challenges to coastal environments? 473
11.4 How do we manage coastal change? 485
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11.7 Review 496



LESSON
11.1 Overview

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Although it may not be obvious, coasts are constantly changing. How do natural and human processes contribute to this?

11.1.1 Introduction

The coast is home to 80 per cent of the world's population, and is a popular place to settle for reasons of climate, water resources, land for agriculture and industry, access to transportation systems and recreation. Hence, it is essential to understand the changes that are occurring to coastal environments and how they will affect human settlements. The changes are both natural and human-induced. They are sometimes short term (as a result of storms and tsunamis) and sometimes long term (climate change leading to rising sea levels). To cope with these changes, careful planning and management is needed to ensure a sustainable future for human activity at the coast.

FIGURE 1 Changes in coastal environments can threaten human settlements.



on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11504)

Video eLesson Washed away (eles-1710)

LESSON
11.2 How are coasts formed and changed?

LEARNING INTENTION

By the end of this lesson you should be able to explain the ways in which coasts are constantly changing, and identify various coastal landforms and the processes by which they are formed over time.

TUNE IN

People build close to the coast to enjoy the general environment including the view, the climate, the beaches and possibly a relaxed lifestyle.

1. There are many positives about living on the coast but there are also negatives. What do you see in the image that suggests coasts are not necessary a safe place to live?
2. In your travels, have you been to the coast and, if so, what features of the environment did you enjoy? Did you see any evidence of coastal management through built structures?

FIGURE 1 Storm surges and rising sea levels pose a significant threat to some coastal communities.



11.2.1 The importance of the coast

Coasts are a dynamic natural system. The forces of nature are constantly at work, either creating new land or wearing it away. Over 85 per cent of Australians live within 50 kilometres of the coast. As well as being a favoured place to live, the coast is the most popular destination for tourists and visitors.

All forms of human activities can have impacts on coastal landforms and the **ecosystems** of plant and animal life. Australia's coasts need to be managed to achieve goals of sustainable living for all who share this common environment. In addition, there is a need to balance the diverse viewpoints of human-induced development with conservation principles.

11.2.2 The coastal zone

The coastal zone may be broadly defined as the zone where the land meets the sea (see **FIGURE 2**). It includes an area of water known as coastal waters (waters within three nautical miles of the shore) and an area of land called the **hinterland**, which extends several kilometres inland of the coast. The Australian coast, which is approximately 37 000 kilometres in length, consists of many different environments such as plains, rivers and lakes, rainforests, wetlands, mangrove areas, estuaries, beaches, coral reefs, seagrass beds and all forms of sea life found on the adjoining continental shelf.

Many of Australia's World Heritage sites are found in these varied coastal environments, such as the Great Barrier Reef (see **FIGURE 3**), Lord Howe Island, Fraser Island and Shark Bay. The coast is also important for human settlement: urban complexes, ports and harbours. Many First Nations Australians have lived and continue to live in coastal communities. Torres Strait Islander Peoples have a profound understanding of the sea, including its tides and sea life. Historical evidence of middens, art sites, fish traps, stone and ochre quarries, and burial and religious sites show the long history of First Nations

ecosystems systems formed by the interactions between the living organisms (plants, animals, humans) and the physical elements of an environment

hinterland the land behind a coast or shoreline extending a few kilometres inland

FIGURE 2 Typical Australian coastal scenario, Point Danger, Tweed Heads, New South Wales



FIGURE 3 The Great Barrier Reef was placed on the World Heritage List in 1981.



Peoples living by the Australian coast. It is important that we understand our coastal environments in order to ensure their sustainable management, to maintain marine biodiversity and so that they may be preserved for the many generations to come.

11.2.3 Coasts as natural systems

Coasts are natural systems consisting of landforms (beaches, dunes and cliffs) as well as biotic elements (aquatic and terrestrial plants and animals). Geographers refer to all these things as biophysical elements. Coasts are also said to be in a state of **dynamic equilibrium**, which means they are constantly changing. Examples of small-scale and short-term agents of change are the tides, ocean currents and wave action. Examples of large-scale agents of change (which happen over vast periods of geological time) include continental drift, uplift and sinking of land, movement of sea levels due to ice ages and warm periods, and creation of islands by volcanic activity.

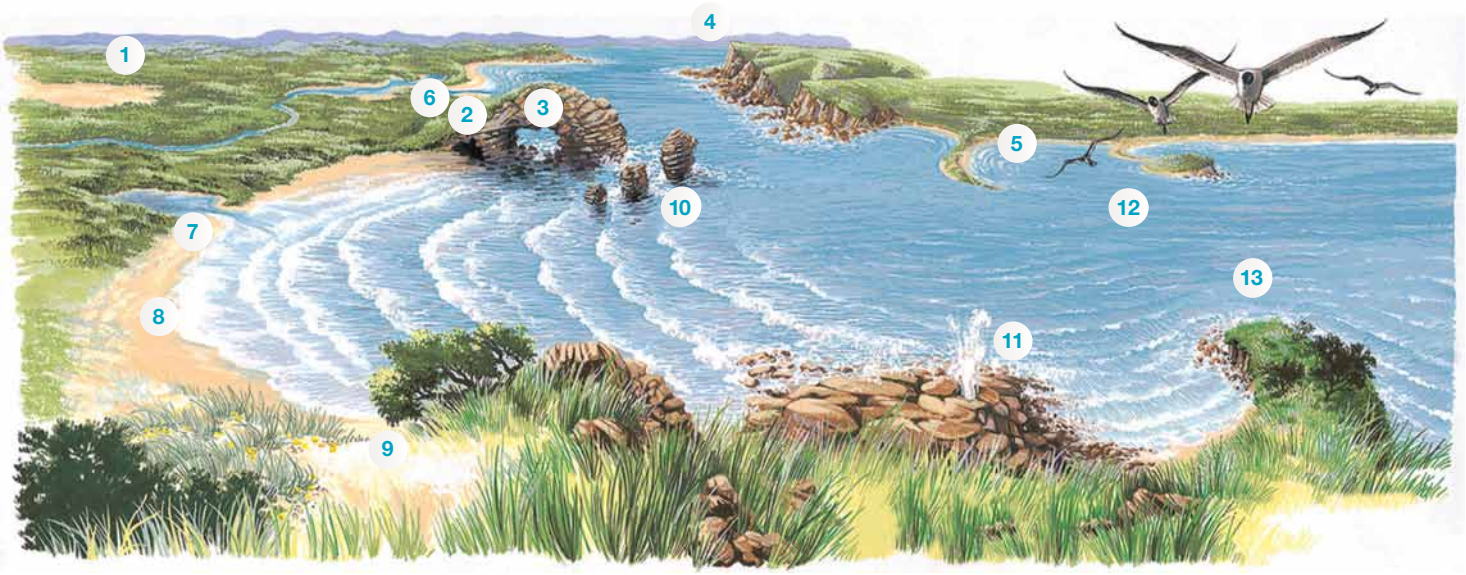
dynamic equilibrium when the input of a coastal system such as winds and waves moving sediments onshore is equal to the output that moves sediments offshore, the system is said to be in a steady state. It is therefore not unstable and it has a dynamic equilibrium.

11.2.4 Coastal landforms

There is a wide range of marine and terrestrial structures found at the coast. Many are familiar to us, such as the landforms of beaches, bays, dunes and cliffs (see **FIGURE 4**). Others such as fiords are unique to polar regions, which were affected by ice ages. Structures found under the sea are not so widely known and can include the continental shelf, canyons and trenches.

int-5594

FIGURE 4 The range of coastal landforms



1. Dune blowouts occur when loose sand is blown from the dune because vegetation has been removed.
2. Waves are refracted (bent) towards a headland and release energy either side of it. Caves will be formed where weak rocks are eroded on each side of a headland.
3. Over time the caves will erode on either side of a headland and join to form an arch.
4. Erosion between low and high tides undercuts rocks and a rock platform develops. This undercut section eventually becomes weak and collapses, creating a cliff.
5. Longshore drift moves sand and other material along a beach. If this drift occurs mainly in one direction, sand may extend along the coastline forming a spit.
6. Estuaries are the parts of a river that are tidal and occur at the sea. They catch mud, sand and nutrients.
7. A lagoon is formed when a sandbar begins to develop, eventually closing an estuary.
8. Beaches are formed when material is brought to the shore by waves. The material can be sand, stones or pebbles.
9. Dunes are formed when sand on a beach is stabilised by vegetation.
10. Further erosion of the rock supporting the arch will cause it to collapse, leaving a stack.
11. If caves develop in places exposed to the sea and waves, water rushes in and can cause pressure to build at the back of the cave. If a section of rock in the roof of the cave is weak, part of the roof may collapse and a blowhole is formed.
12. A spit can sometimes join two land areas. This is called a tombolo.
13. Headlands are formed when coastal rocks are very hard and resist erosion from the waves. Softer rocks either side of the headland are eroded and transported elsewhere.

11.2.5 Ocean processes

Waves and the movement of coastal waters caused by tides, currents, rips, storm surges and tsunamis are ongoing processes that mould the coast, creating and destroying landforms and submarine forms. Tides, which are generated by the gravitational pull of the moon and the sun, cause changes in sea level; this can vary between low and high tide by as much as 10 metres, such as is found in Broome, Western Australia.

Waves are generated by winds out at sea and this creates what is called swell; the larger the fetch area or distance to the coast, the greater the potential height of the wave, particularly in storm conditions. Waves that are generated in storm conditions are called destructive waves, and these lead to increased erosion of coastal forms (see **FIGURE 5**). Waves that are generated in calm conditions are known as constructive waves, and these may build up sediments, giving rise to beaches and dunes (see **FIGURE 6**).

FIGURE 5 Destructive wave

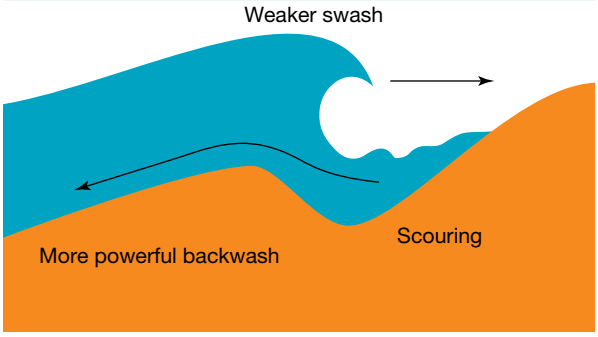
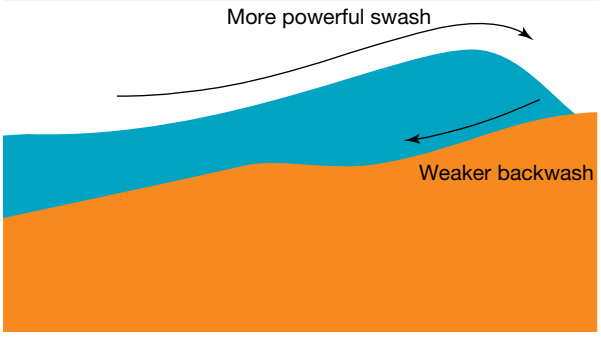
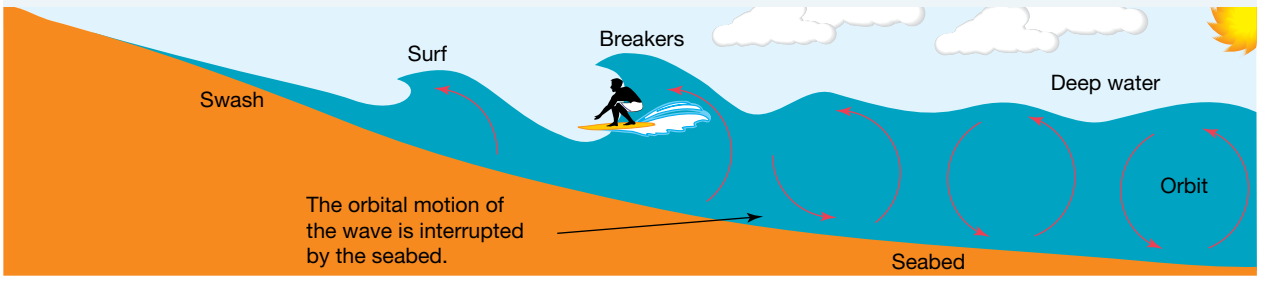


FIGURE 6 Constructive wave



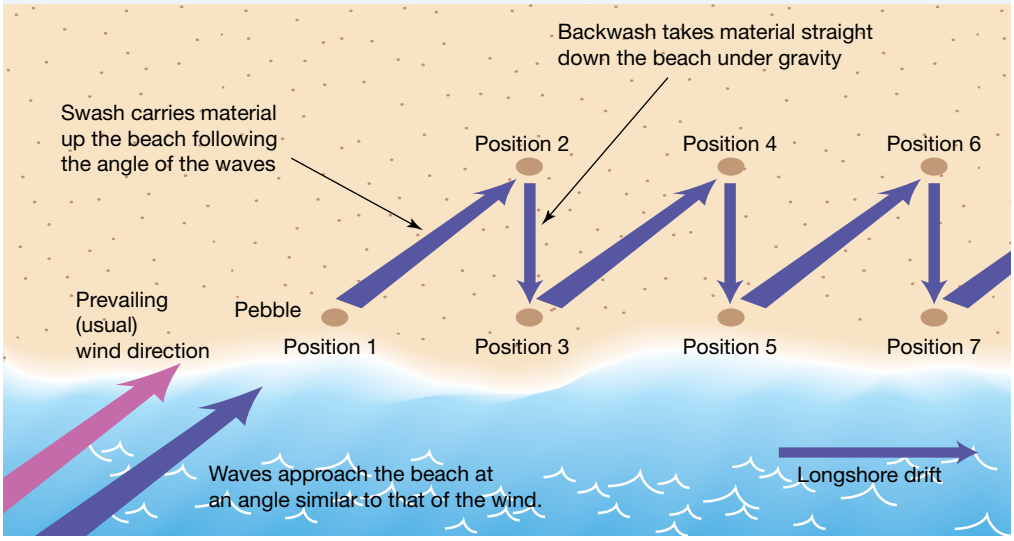
As a wave approaches the coast it translates into a swash, or forward movement, and to a backwash, or return to the sea, after its encounter with the land. Surfers look for the swash element of waves to carry them actively forwards (see **FIGURE 7**). If waves come into the coast at an angle, the swash will move up the beach at that angle but the backwash returns under the action of gravity directly down the beach. This leads to what is called longshore drift (see **FIGURE 8**), which can move large quantities of sand along the coast and lead to spectacular forms such as spits, bars, barriers and tombolos.

FIGURE 7 How a wave breaks



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FIGURE 8 Longshore drift



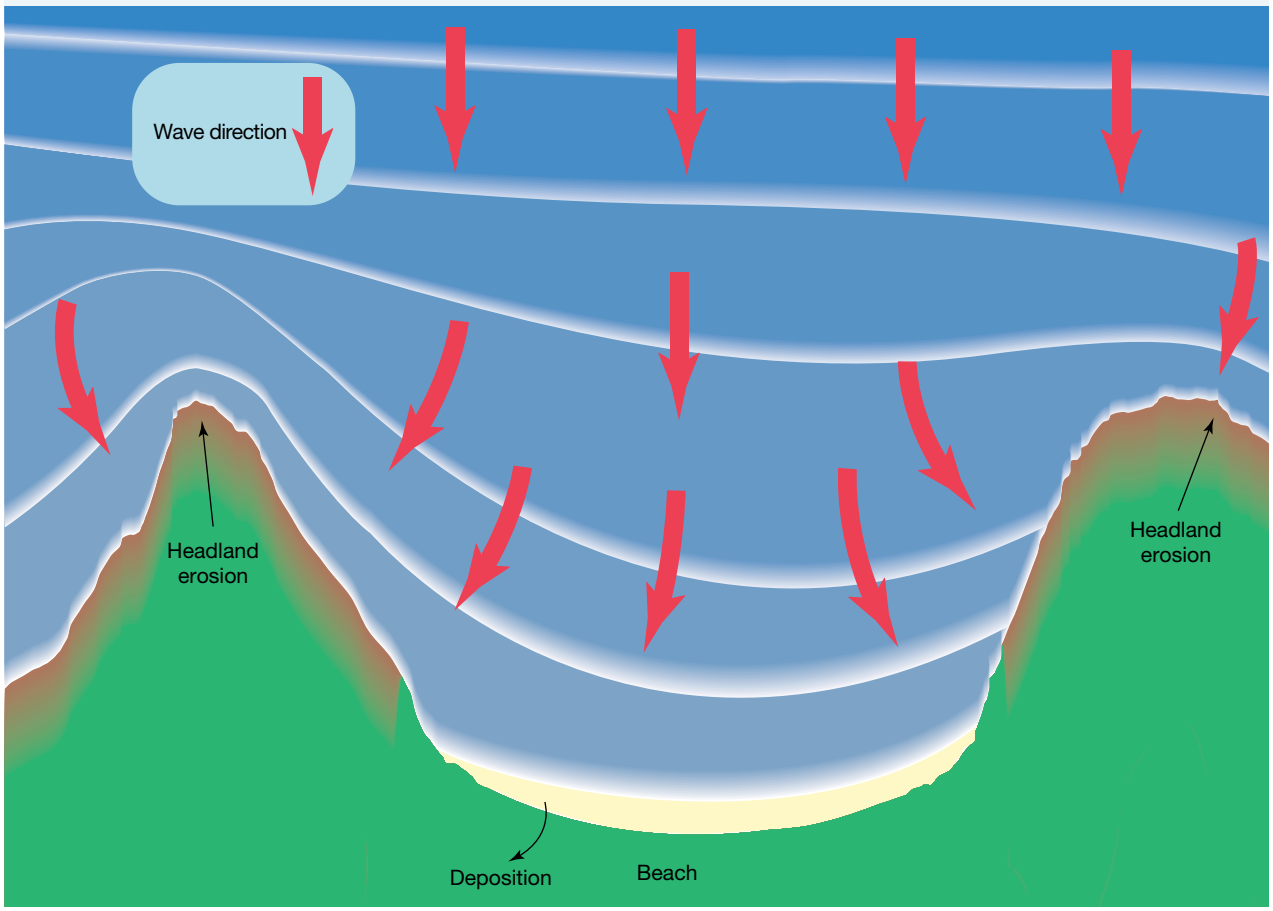
11.2.6 Erosional forms

As noted, erosion through the power of waves is significant in creating coastal landforms. For instance, during storm conditions it has been estimated that the hydraulic action or weight and pressure of water hitting the coast can amount to 10 tonnes per square metre. The mere contact of sea water with coastal rocks can lead to weathering, whereby rocks or loose sediments are either dissolved or abraded or worn away by the action of waves armed with pebbles and sediments. In some cases a section of the coast that is undermined by the sea may collapse; this is referred to as **mass wasting**. Erosional landforms include headlands, bays and bights, cliffs, platforms, caves, arches, blowholes and stacks.

Headlands and bays

Headlands and bays are created by a process of differential erosion. Some parts of the coast may be made up of harder rocks or rocks that have fewer fractures, and these areas form headlands that tend to resist erosion. Bays, on the other hand, are composed of softer or more fractured rocks that are more easily eroded, leading to coastline retreat (see **FIGURE 9**).

FIGURE 9 Wave refraction is the bending of a wave front as it travels at different speeds over water of different depths, leading to convergence on the headland and divergence in the bays.

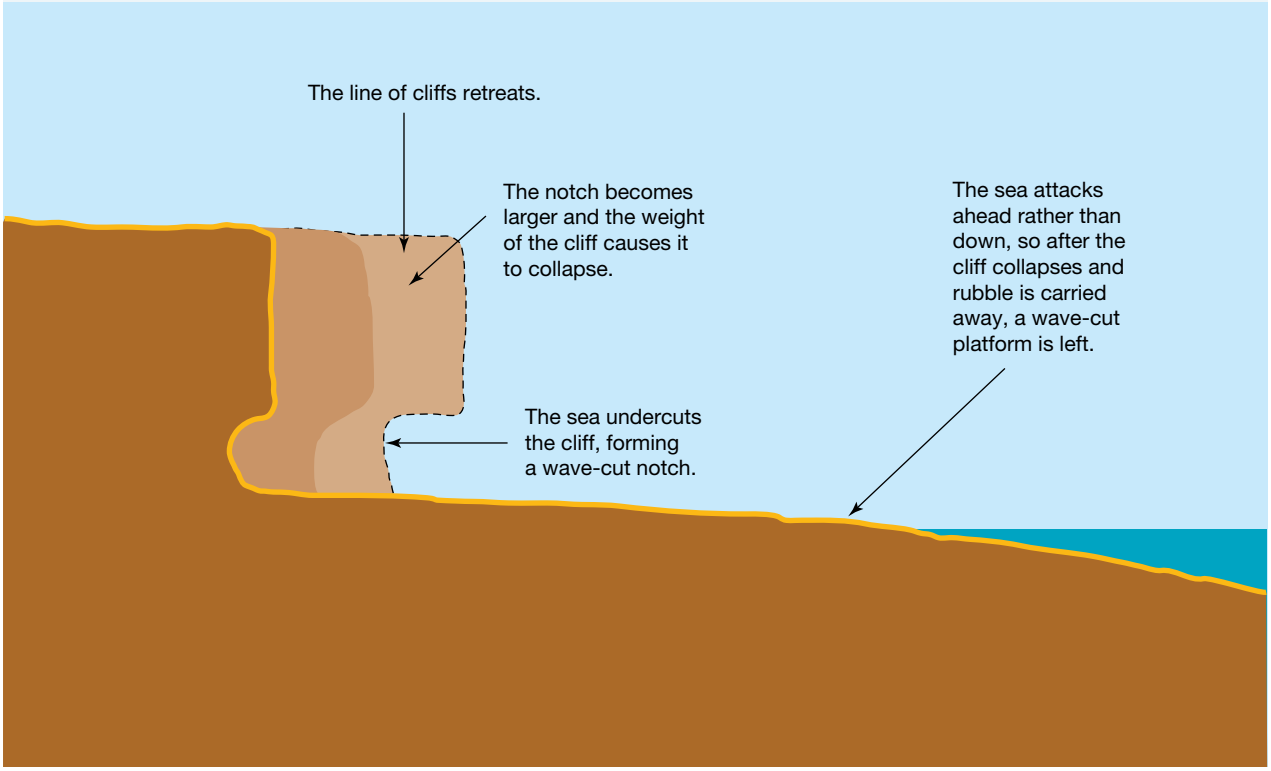


Cliffs and platforms

As waves approach the coast, their erosive powers will have an impact on rock structures. The force of the water acting on any raised rocky structure will create what is called a cliff. A notch, which is a zone where active wave energy is concentrated, will form at the base of the cliff, and this will lead to the cliff collapsing into the sea and the coastline retreating inland. With cliff retreat, as the active wave zone in the ocean waters becomes enlarged, a platform will develop (see **FIGURE 10**).

mass wasting the movement of rock and other debris downslope in bulk, due to a destabilising force such as undermining compounded by the pull of gravity

FIGURE 10 Formation of cliffs and rocky platforms



Caves, arches, blowholes and stacks

Differences in the hardness of rocks and its joints and fractures can be exploited by erosion to create features such as caves, arches (see **FIGURE 11**) and stacks. Caves are parts of the coast that have been more actively eroded from the surrounding rocky area, leaving a hollow in the cliff section. If part of the roof of the cave collapses, in-rushing waves may be channelled up this chimney structure, forcing water and air out at the horizontal land surface above (see **FIGURE 12**). Stacks are simply remnants of cliff areas that have resisted erosion and been left stranded out to sea.

FIGURE 11 Tasman Arch, Tasmania



FIGURE 12 Waves are forced upwards through the blowhole at Quobba Point near Carnarvon, Western Australia



11.2.7 Depositional forms

Depositional coastal forms include beaches, sand dunes, bars and barriers, spits, sand islands, tombolos and lagoons. Processes that create these features are generally associated with constructive waves, movement and accumulation of sands due to longshore drift, and wind blowing sandy sediments onshore.

Beaches

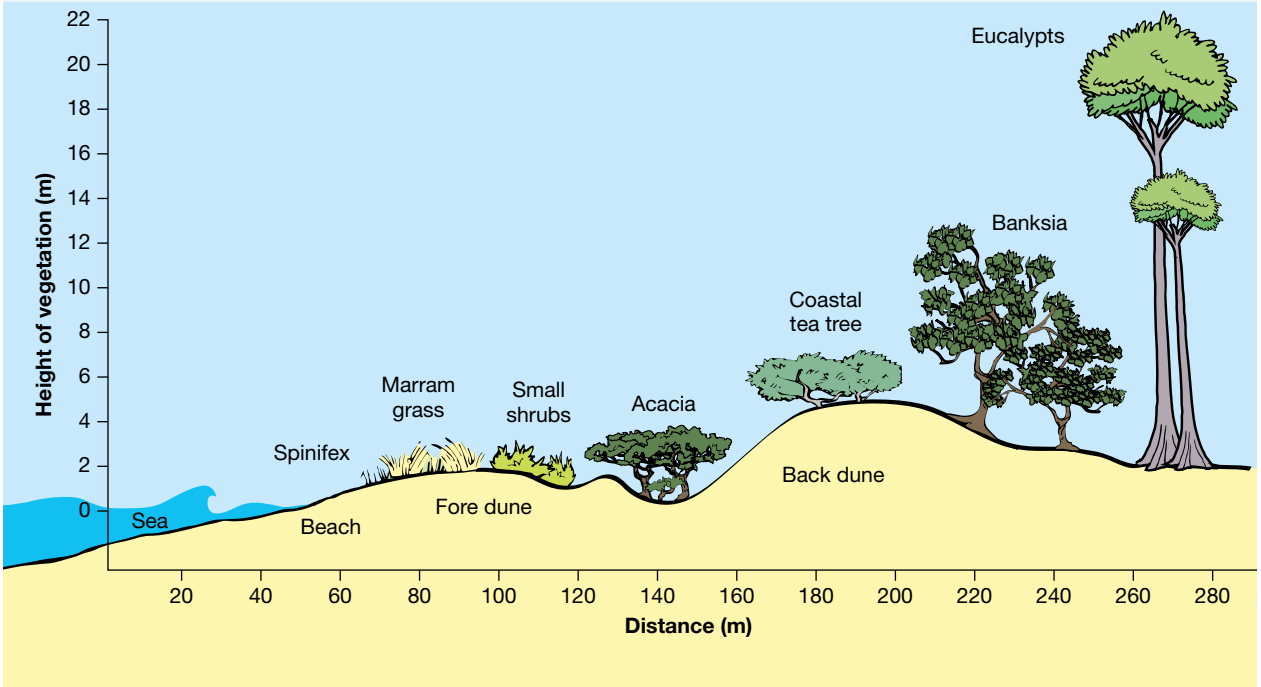
Australia has many beaches, and we are all familiar with their structure. Sediments and sands from which beaches are formed come from materials eroded from cliffs and, more particularly, sediments brought down to the coast by rivers. Waves wash these sediments onto shallow sloping coastal platforms. As beaches are composed of soft materials, they are easily eroded in storms, but generally sands that are taken offshore will return when calmer conditions return and constructive waves can move the sediments back.

Dunes

At the back of the beach and in the zones above high tide, sandy sediments dry out. The wind can then pick these up and move them onshore and inland. Usually a fore dune will form (see **FIGURE 13**) and a depression will be found just inland behind it. If sufficient sand is available, a secondary dune may form, and in some cases dune fields may result with many lines of dunes. The development of dune vegetation that has adapted to survive in harsh conditions is important to stabilise dunes. This vegetation becomes larger and more varied as soil and freshwater conditions on the dune improve inland; this process is known as **coastal dune vegetation succession**. Dunes, due to their sandy structure, are particularly fragile and need to be managed carefully so that pedestrian traffic does not disturb stabilising plant life. Fraser Island in Queensland is composed of sandy sediments and covered with dunes that were built up during the last ice age.

coastal dune vegetation succession the process of change in the plant types of a vegetation community over time — moving from pioneering plants in the high-tide zone to fully developed inland area vegetation

FIGURE 13 Transect showing the beach and stable and well-vegetated dunes

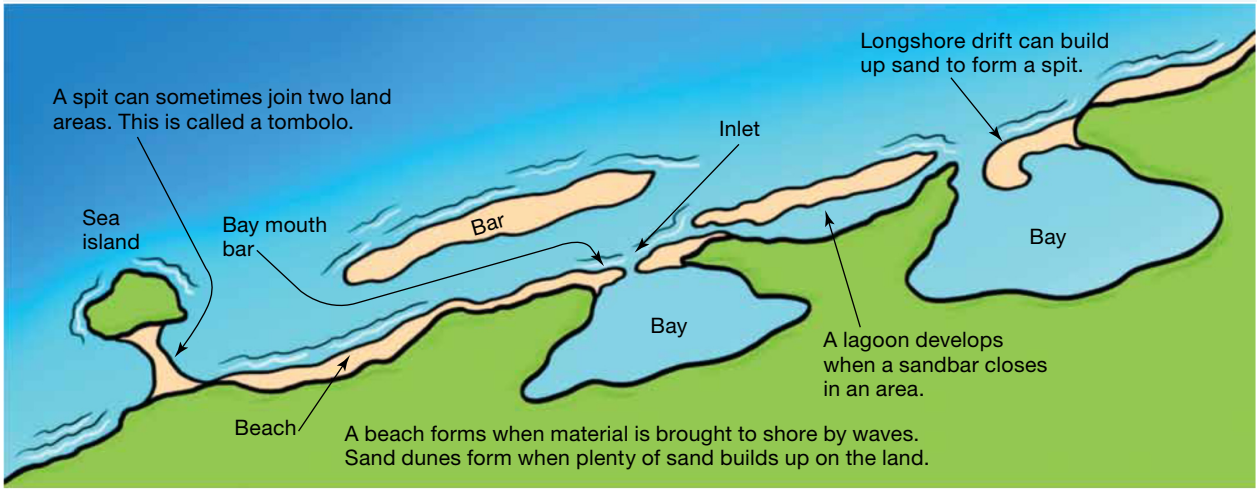


Other depositional coastal forms

Spits are sandy extensions of beaches formed by longshore drift currents (see **FIGURE 14**). There is a large spit at the mouth of the Noosa River in Queensland. Bars and barriers are sandy offshore structures that run parallel to the coast, and lagoons or wetlands may form behind them. The Coorong at the mouth of the Murray River in South Australia is an example of these features.

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FIGURE 14 Coastal landforms created by transportation and deposition



11.2 SKILL ACTIVITY: Questioning and researching using geographical methods

1. **Investigate** the location of World Heritage sites in the coastal zone. Start by locating a list of sites, then list which are located in the coast.
2. On a world map, label each site.
3. **Comment** on the reason for the significance of each site.

11.2 Exercise

learnon

11.2 Exercise

Learning pathways

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

These questions are even better in jacPLUS!



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- Access sample responses
- Track results and progress

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Check your understanding

1. Coasts are important to people because:
   - **A.** people like living near them.
   - **B.** they provide food.
   - **C.** they are good for tourism.
   - **D.** All of the above.
2. What are the two main coastal processes that form coastal landforms?
   - **A.** Erosion and deposition
   - **B.** Erosion and waves
   - **C.** Tides and waves
   - **D.** Tides and deposition

3. **Determine** whether the following statements are true or false.
   a. Constructive waves build up sediments and destructive waves cause erosion of coastal forms.
   b. Over 85 per cent of Australians live within 50 kilometres of the coast.
   c. The coastal zone includes only the area of land called the hinterland and does not encompass any area of water.
   d. All forms of human activities can have impacts on coastal landforms and the ecosystems of plant and animal life.
4. Refer to **FIGURE 2**. **Identify** what land use is found at Point Danger. **Consider** how might this might affect the dynamic nature of the coastal zone.
5. Refer to the vegetation transect in **FIGURE 13**.
   a. **Outline** why the vegetation changes as you move inland.
   b. **Identify** what adaptations dune vegetation shows in terms of being adapted to dry, windy coastal environments.
   c. **Describe** what would happen to the vegetation on the back dune if a blowout removed all the vegetation from the fore dune.

Apply your understanding

Communicating

6. **Explain** why environmental, social and economic criteria must be applied to manage a coastal area such as that shown in **FIGURE 2**.
7. **Predict** what might happen to the Great Barrier Reef if it wasn't listed on the World Heritage List.

Questioning and researching using geographical methods

8. Draw and label a sketch of coastal depositional forms such as those shown in **FIGURE 4**. **Identify** what role transportation of materials by longshore drift has had in the development of these features.
9. a. Refer to the photograph of Tasman Arch in **FIGURE 11**. **Predict** what will happen to this coastal feature in the future. **Explain** how this change will occur.
   b. **Explain** what happens over millions of years to eroded material that falls into the sea.
10. Refer to the **FIGURE 9** wave refraction diagram. **Discuss** why headlands are more vulnerable to erosion than bays.

LESSON
11.3 What are the challenges to coastal environments?

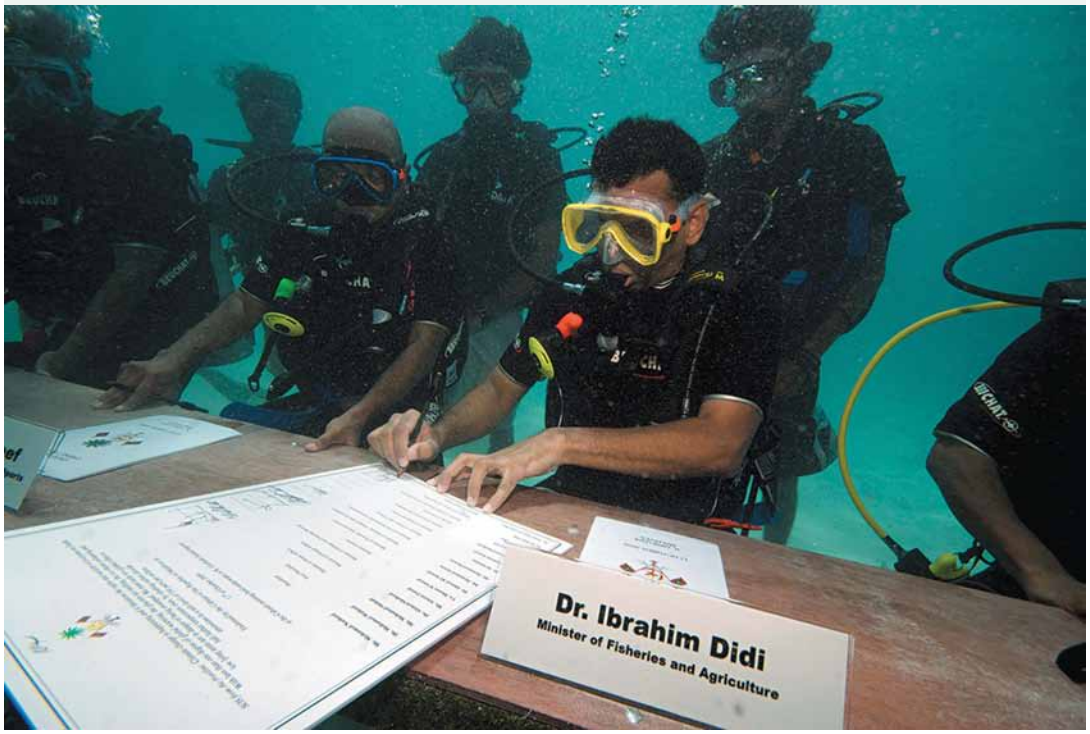
LEARNING INTENTION

By the end of this lesson you should be able to explain the human impacts on coasts, identify the threat posed by rising sea levels due to global warming and evaluate the impact on island nations.

TUNE IN

The many ecosystem services rendered by the coast are under increasing threat. A major one of these is rising sea levels, which may lead to the built environment of coasts being inundated by the sea. In addition, low-lying islands could be completely lost to the sea.

FIGURE 1 To bring attention to issues of global warming, in particular rising sea levels, a meeting was held on the sea floor by government representatives of the Republic of the Maldives.



1. What reasons can you suggest to explain why these government representatives from low-lying islands are signing documents under the sea?
2. Can you think of any management strategies that could help people who live on low-lying islands survive rising sea levels?

11.3.1 Human impacts on coasts

Human activities along the coast can interfere with natural coastal processes, resulting in significant changes to coastal environments. Our day-to-day lives across the globe contribute to global warming and sea-level rise, which in turn also affect our coastlines.

Human impacts on coastlines include the construction of ports, boat marinas and sea walls; changes in land use — for example, from a natural environment to agricultural or urban environments — and the disposal of waste from coastal and other settlements.

World Ocean Review

The 2021 *World Ocean Review* and others dating back to 2015 describe biodiversity as being under attack, as climate-induced changes in the ocean are now affecting marine biological communities at all levels. As a result, many marine creatures are being forced to abandon their traditional territories. Predator–prey relationships are changing, and ocean productivity is falling. The *World Ocean Review* series is published by a not-for-profit company that seeks to raise awareness of issues relating to marine science and sustainable use of our oceans. The 2015 Review suggested that for oceans and coasts to be sustainably managed into the future, new environmental policies must be implemented. The issues identified in the review that need to be addressed include the following.

FIGURE 2 Destruction of mangrove habitats has enormous impacts on biodiversity



Source: *World Ocean Review* 2015.

- **Marine pollution**
  - Toxic substances and heavy metals from industrial plants (liquid effluent and gaseous emissions)
  - Nutrients, in particular phosphate and nitrogen, from agricultural sources and untreated wastewater (eutrophication of coastal waters)
  - Ocean noise pollution from shipping and from growing offshore industry (exploitation of oil and natural gas reserves, construction of wind turbines, future mineral extraction)
- **Growing demand for resources**
  - Exploitation of oil and natural gas reserves in inshore areas and increasingly in deep-sea areas, resulting in smaller or greater amounts of oil being released into the sea
  - Extraction of sand, gravel and rock for construction purposes
  - For the development of new pharmaceuticals: extraction of genetic resources from marine life such as bacteria, sponges and other life forms, the removal of which may result in damage to sea floor habitats
  - Future ocean mining (ore mining at the sea floor), which may damage deep-sea habitats
  - Aquaculture (release of nutrients, pharmaceuticals and pathogens)
- **Overfishing**
  - Industrial-scale fishing and overexploitation of fish stocks; illegal fishing
- **Habitat destruction**
  - Building projects such as port extensions or hotels
  - Clear-felling of mangrove forests
  - Destruction of coral reefs as a result of fishing or tourism
- **Bioinvasion**
  - Inward movement of non-indigenous species as a result of shipping transport or shellfish farming; changes in characteristic habitats
- **Climate change**
  - Ocean warming
  - Sea-level rise
  - Ocean acidification

The focus of the 2017 *World Ocean Review* explores the coastal habitat and the diverse demands on this habitat. It illustrates how the varied ecosystem services of the coasts are under increasing pressure. It outlines measures

necessary in the future to respond effectively to the threats from both climate change and natural disasters. The 2021 Review looks into climate change, food from the sea, marine management and many other topics.

Changing worldviews

Coastal environments have not always been managed sustainably. In the past, decision makers generally had less understanding of the delicately balanced nature of many coastal ecosystems and they had limited anthropocentric worldviews about the use of coastal areas. Their aim was to develop coastal areas for short-term economic gains. This was based on the belief that nature's resources were limitless. Building apartment blocks and tourist resorts on sand dunes seemed like a good idea — little thought was given to the fragility of the coastline and the long-term suitability of such development in an environment subject to coastal storm erosion and, in more recent times, rising sea levels.

Over time, people developed a stewardship worldview with an emphasis on sustainable coastal management, including:

- the coastal environment and the effect of physical processes
- the effect of human activities within the coastal zone
- the different perspectives of coastal users
- how to achieve a balance between conservation and development
- how decisions are made about the ways in which coasts will be used
- how to evaluate the success of individuals, groups and the levels of government in managing coastal issues.

For example, in Queensland, the Indigenous Land and Sea Ranger Program assists First Nations Australian organisations to work together on management plans that reflect Traditional Custodian, local community and Queensland Government priorities.

Their conservation services successfully combine traditional knowledge of Country and science using environmental, economic and social criteria. An example is using drones to view areas of inaccessible terrain and map Country to monitor change over time. Rangers are skilled in conservation work and bring experience, inter-generational knowledge sharing and formal conservation qualifications to managing Country.

Activities include a wide range of conservation services including cultural burns, feral animal and pest plant control, soil conservation, cultural heritage site protection and biodiversity monitoring.

11.3.2 The threat of global warming

Perhaps the greatest threat to coasts today is rising sea levels. It is recognised that global warming is a result of the **enhanced greenhouse effect**, which is a human-induced phenomenon that is leading to the melting of polar ice caps and glaciers. Some of the changes to coastal environments that will result due to global warming include:

- increased intensity and frequency of storm surges and coastal flooding
- increased salinity of rivers and groundwaters resulting from salt intrusion
- increased coastal erosion
- inundation of low-lying coastal communities and critical infrastructure
- loss of important mangroves and other wetlands
- impacts on marine ecosystems such as coral reefs.

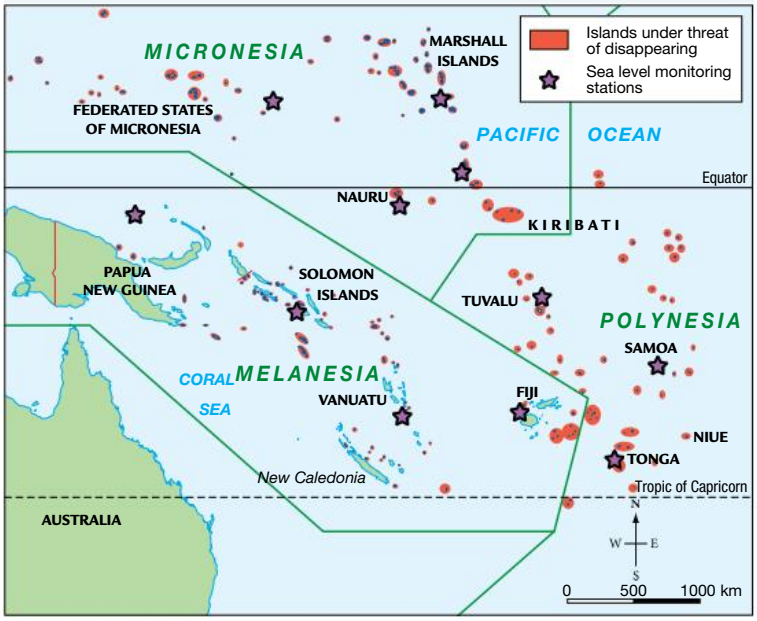
11.3.3 Our disappearing islands

As a result of climate change, it is currently anticipated that many low-lying islands will be flooded by the sea. Sea levels are currently estimated to be rising by about 2 to 3 millimetres each year. Melting glaciers and polar ice are adding to the water volume of the oceans; also, as the water warms, its volume increases. At current rates, many island groups in the Pacific and Indian oceans will be almost completely inundated by 2050.

enhanced greenhouse effect increasing concentrations of greenhouse gases in the Earth's atmosphere, contributing to global warming and climate change

Coastal storms, tsunamis, flooding, inundation, erosion, deposition and saltwater intrusion into freshwater supplies present a combined threat to coastal regions. With stronger windstorms possible, many low-lying communities will be at risk from storm surges (see **FIGURE 3** and **TABLE 1**).

FIGURE 3 Low-lying islands in the Pacific under threat of disappearing due to climate change



Source: MAPgraphics Pty Ltd, Brisbane.

TABLE 1 Selected Pacific Island nations, area and population

Island	Land area (km^2)	National extent (km^2)	Population	Gross income per person per year (US$)	Highest elevation (masl*)
Kiribati	717	3 550 000	116 398	4280	80
Marshall Islands	181	2 131 000	53 127	5590	10
Tuvalu	26	900 000	11 192	5780	5
Australia	7 690 000	7 690 000	25 464 116	47 160	2229

*Metres above sea level.

People living on low-lying islands will be among the first wave of 'climate refugees'. Due to environmental change, mainly through rising sea levels, some people have already had to move, and many more could be without a home in our lifetime.

11.3.4 Rising sea levels in the Pacific

Many of the Pacific Islands are small and can in some cases be described as **atolls**. Their national boundaries, which include the waters and economic zones they control, extend over vast distances, but their land area is limited. Islands such as Tuvalu and the Marshall Islands in the south-west Pacific, which are only a few metres above sea level, are particularly vulnerable to rising sea levels and associated severe storm activity due to climate change.

The economies of these Pacific Islands are small-scale and earnings are not high, with a reliance on what limited natural resources occur on the islands and in the surrounding ocean waters. Although rainfall can be plentiful, not much water can be retained, due

atoll a coral island that encircles a lagoon

to sandy soils and low altitudes; streams are few and groundwater is scarce. Hence, any incursion by sea water can be devastating for agricultural produce (see **FIGURE 4**), the urban environment and tourism, which has more recently become a money earner for these islands.

Apart from the predicted rise in sea levels due to global warming, a secondary impact on the life of Pacific Islanders will be increases in the temperature of the sea, which will affect coral reefs and fish stocks that live in that environment. As is occurring on the Great Barrier Reef in Australia, bleaching and death of coral reefs can lead to the destruction of the whole aquatic ecosystem, and this will have devastating impacts on the Islanders' main diet, which is fish and other forms of seafood.

FIGURE 4 Poulaka crops killed by salt water due to rising sea levels



What can be done?

If food crops are destroyed by rising sea levels, **storm surges** and saltwater pollution, the Pacific Islander Peoples do not have much scope for importing food due to their remoteness, high transport costs and low earnings of individuals. Combined with loss of seafood stocks, the Islanders will need to move to other islands to find a new home and livelihood. Clearly, this is an outcome that no-one wants to see. The task falls to the global community to instigate change to combat this impending humanitarian and ecological disaster.

The Pacific Islander Peoples are strong advocates for the policies of the **Kyoto Protocol** and the subsequent **Paris Agreement** on climate change. Under the auspices of the United Nations Framework Convention on Climate Change (UNFCCC), these agreements have established a range of measures to reduce the impact of greenhouse gas emissions by introducing carbon trading schemes and energy-efficient forms of technology such as wind and solar power. One hundred and eighty-nine countries have **ratified** the Paris Agreement, which came into effect in November 2016. Signatories have agreed to ambitious targets for the reduction of greenhouse gas emissions, with an aim of keeping global temperature rise below 2 °C, and attempting to limit it further still, to just 1.5 °C. All parties are required to report regularly on their progress towards emissions targets. It is hoped that through these measures, the low-lying Pacific Islands can be saved.

The leaders of the Pacific nations have spoken at the United Nations and many international climate change forums to raise awareness of their perilous situation and vulnerability to rising sea levels. They have also approached nations such as Australia and New Zealand to discuss the establishment of a future migration policy if global efforts to stem sea-level rise do not succeed.

storm surge a temporary increase in sea level from storm activity

Kyoto Protocol an internationally agreed set of rules developed by the United Nations aimed at reducing climate change through the stabilisation of greenhouse gas emissions into the atmosphere

Paris Agreement United Nations Framework Convention on Climate Change (UNFCCC) agreement outlining steps to reduce greenhouse gas emissions and tackle global warming

ratify to formally consent to and agree to be bound by a treaty, contract or agreement

DISCUSS

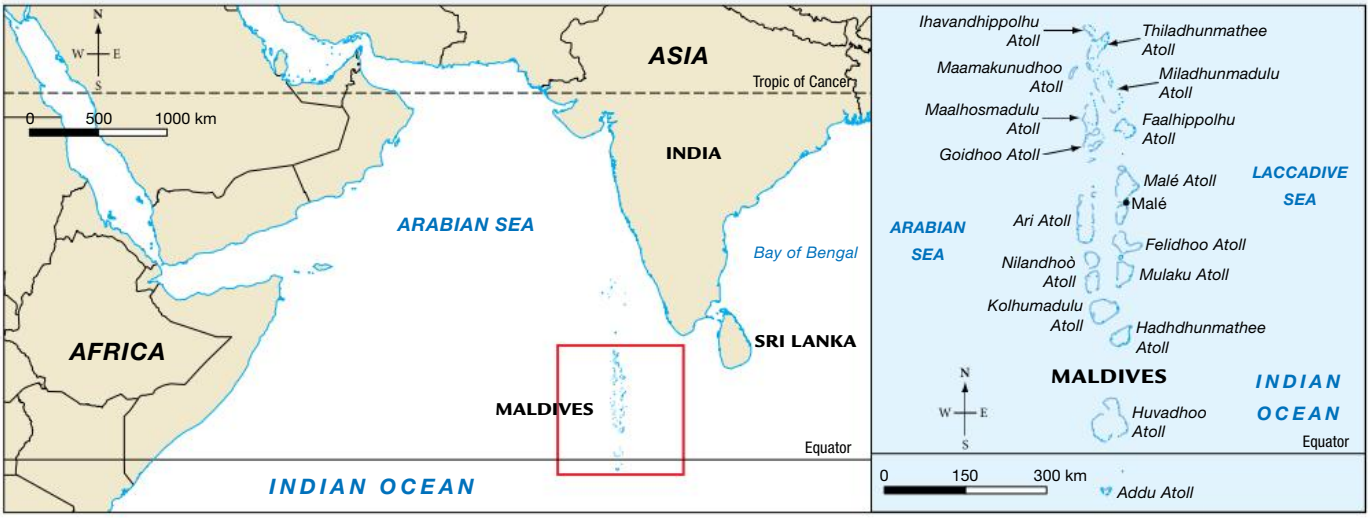
In small groups, consider the following statement.

As Pacific neighbours, Australia and New Zealand should fulfil a duty and accept environmental refugees from Pacific islands in danger of flooding from sea-level rise.

11.3.5 Rising sea levels in the Maldives

The Maldive Islands are located in the Indian Ocean, to the south-west of India (see **FIGURE 5**). There are about 1200 coral islands, grouped into 26 atolls. The average elevation across the islands is around 1.5 metres above sea level (the highest point in the island group is just 2.4 metres above sea level). Economically, the nation depends on tourism and the continuing appeal of its beautiful beaches.

FIGURE 5 Location of the Maldive Islands



Source: Map by Spatial Vision.

The Boxing Day tsunami of 2004 showed how vulnerable the Maldives are, when the wave swept across many low-lying islands, causing widespread destruction of their fruit plantations. Eighty-two people died, while at least another 26 were reported missing, presumed dead. The number of deaths could undoubtedly have been much higher if not for the fact that most of the population lives in Malé, which is protected by a huge sea wall (see **FIGURE 6**).

FIGURE 6 Malé, the capital of the Maldives, occupies an entire island of its own.



Only nine islands were reported to have escaped any flooding, while 57 islands faced serious damage to critical infrastructure, 14 islands had to be totally evacuated and six were destroyed. A further 21 resort islands were forced to close because of serious damage. The total damage was estimated to be more than US$400 million, or some 62 per cent of the country's **gross domestic product (GDP)**.

The impact of climate change

The long-term threat to the Maldives, however, as with the Pacific Island nations, is posed by global warming and the associated rise in sea levels. In 2013, the United Nations Intergovernmental Panel on Climate Change (IPCC) predicted that by 2100 sea levels would rise by up to one metre. A further study in 2019 by leading ice scientists suggested that the rise could actually be as high as 2 metres. Even using the more conservative estimate, many areas of the Maldives face significant threat. In the worst case, almost the entire nation of the Maldives would be effectively submerged. The latest Report, named 'Climate Change 2022: Impacts, Adaptation and Vulnerability', assesses the impacts of climate change by looking at ecosystems, biodiversity and human communities at global and regional levels. Many recommendations are presented to manage the impacts of climate change on all elements of the biophysical environment.

What actions can save the islands?

The application of human–environment systems thinking in the form of various schemes is being examined by the Maldivian government, including moving populations from islands more at risk, building barriers against the rising sea, raising the level of some key islands and even building a completely new island. However, these approaches offer only short-term solutions. The long-term sustainable challenge is to deal with the basic problem: global warming itself. It is perhaps understandable that the Maldives was one of the first countries to sign the Kyoto Protocol and subsequent Paris Agreement, which the government ratified on the same day as signing.

Unless the international community agrees to an environmental worldview that incorporates changes to make large cuts in emissions, the problems facing the Islanders will worsen. Thousands will be forced to seek refuge in other countries. Without global action, eventually the Islanders will lose their country.

FIGURE 7 Sandbags protecting a home on the Maldives island Medu Fushi, damaged by the 2004 tsunami



11.3.6 Tiwi Islands coastal management challenges

The Tiwi Islands are located approximately 80 kilometres north of Darwin in the Arafura Sea (see **FIGURE 8**). They consist of two large, inhabited islands, Melville and Bathurst, and numerous smaller uninhabited islands.

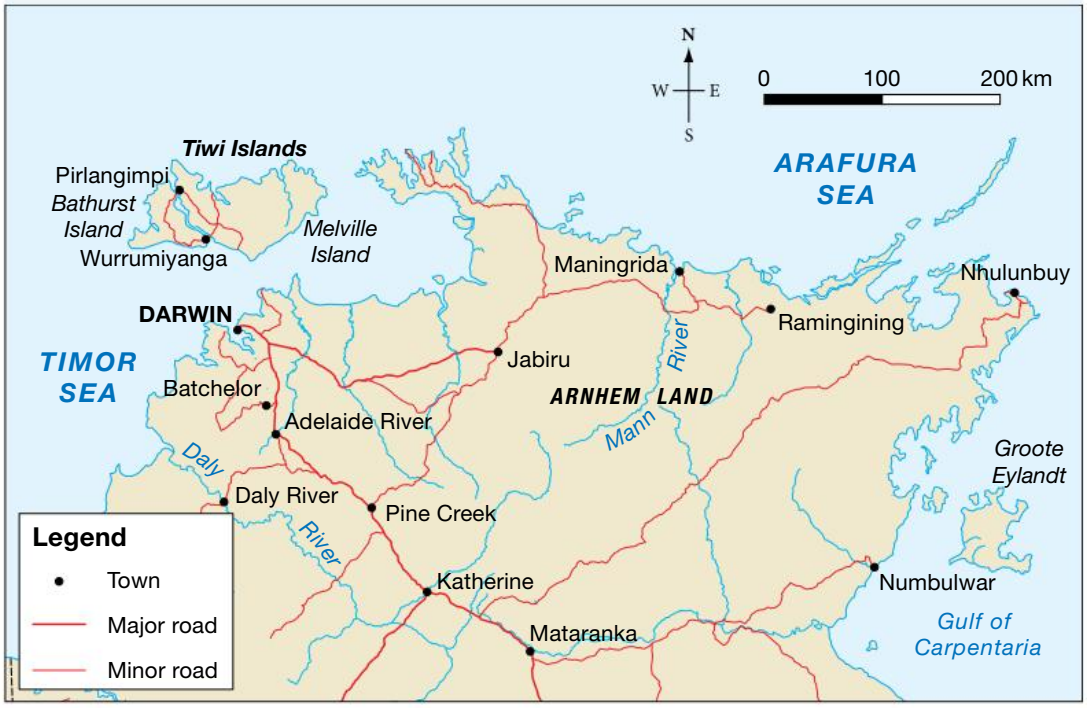
There has been an unbroken history of occupation, ownership and environmental management of the Tiwi Islands by Tiwi people, and the population of just over 3000 is more than 90 per cent Tiwi.

The Tiwi Islands have a distinct biodiversity environment, supporting a very high diversity of plant and animal species including many not recorded anywhere else in the world. The islands have healthy populations of small mammal species that have undergone recent dramatic declines on the Australian mainland.

gross domestic product (GDP) the value of all the goods and services produced within a country in a given period, usually discussed in terms of GDP per capita (total GDP divided by the population of the country)

int-9127

FIGURE 8 The Tiwi Islands off the coast of Darwin



Source: Map drawn by Spatial Vision.

Traditional environmental management, which focused on cultural values through custodial responsibilities for Country, is now changing, and Tiwi people seek to develop a range of mechanisms for enhancing the productive use of at least some of their lands.

Tiwi Marine Ranger Program

The coastal area holds strong cultural significance to Tiwi people and historically has been a major focus of activity and contact. Most of the significant sites identified in Tiwi history are located on the coast, including residential, hunting and ceremonial campsites. Mangrove and estuarine areas are particularly important for traditional food resources.

The Tiwi Marine Ranger Program commenced in 2001 and was the first Indigenous Marine Ranger Program in the Northern Territory. It focused on cultural knowledge and practices in the management of Country and environments. The program was developed in response to traditional owners wanting a more active role in sea country management. There were concerns about illegal fishing, the arrival of foreign vessels, and management of the internationally significant nesting sites for sea turtles, seabird rookeries and shorebird populations on the islands.

FIGURE 9 Several sea turtle species nest on the beaches of the Tiwi Islands.



Marine Ranger activities include coastal surveillance patrols, marine debris surveys, monitoring of sea turtle nesting (see **FIGURE 9**) and Crested Tern rookeries, visitor site management and raising community awareness about marine debris. The rangers provide input on coastal and marine

management issues that reflect traditional owner, local community and government priorities to protect the high natural and cultural values of the region.

Their conservation services successfully combine knowledge of Country and science. The rangers' skills and experience reflect both formal conservation training and the sharing of inter-generational knowledge.

Climate change

Climate change is another significant coastal management concern for Tiwi leaders, with sea levels in northern Australia rising from between 7 and 11 mm annually over the past 20 years.

Tiwi Islanders have a long history of strong ties to ancestral lands, habitats and wildlife, and Tiwi livelihoods are highly dependent on natural resources. Climate change is likely to change the resources available to support Tiwi people. Rising temperatures will affect the seasonal availability of bush tucker, as plant flowering and fruiting times change. Rising sea levels and more big storms will cause many coastal freshwater places to become saltier in the future. For communities living close by the sea, even moderate sea-level rises may mean people will have to move to higher ground.

Tiwi people have strong cultural and subsistence links to sea turtles. Sea turtles are predicted to be severely threatened by rapid climate change. Rising sea levels may affect their return to nesting sites, and increased nest temperatures and moisture from rising sea levels may affect the sex and development of hatchlings. This raises the question about the future of the islands with the threat of climate change impacting on lifestyle and management of Country.

11.3.7 The interconnection of coast and inland waters

Bangladesh's Sundarbans

The country of Bangladesh is a large **alluvial plain** crossed by three rivers: the Ganges, Brahmaputra and Meghna. Each river carries massive volumes of water from its source in the Himalayas, spreads out along the **deltaic plain**, and empties into the world's biggest delta, the Bay of Bengal. This makes Bangladesh's coastline one of the most flood-prone in the world.

Apart from flooding by rivers in the delta, sea-level rises caused by global warming will lead to the expansion of ocean waters and additional inflows from melting Himalayan snow. At current rates, the IPCC predicts rising sea levels will overtake 17 per cent of Bangladesh by 2050, displacing at least 20 million people.

The Sundarbans region, a World Heritage site, is just one area of Bangladesh at risk from increased flooding. The Sundarbans are the largest intact mangrove forests in the world. Mangroves protect against coastal erosion and land loss. They play an important role in flood minimisation because they trap sediment in their extensive root systems. Mangroves also defend against storm surges caused by tropical cyclones or king tides, both common in the Sundarbans.

The Sundarbans also provide a breeding ground for birds and fish, as well as being home to the endangered Royal Bengal tiger. By sheltering juvenile fish, the mangrove forest provides a source of protein for millions of people in South Asia. Recently, the Sundarbans have also attracted a growing human population as Bangladeshis flee overcrowding in the capital city, Dhaka, or flooding and poverty in rural areas.

Increasing human occupation poses a severe threat to the Sundarbans and the biodiversity within. Most Bangladeshis rely on wood as a source of energy, and mangroves are being cleared to make charcoal for cooking. Aquaculture industries also have a negative impact. Mangroves are cleared to accommodate huge ponds for fish breeding, which quickly become polluted by antibiotics, waste products and toxic algae. This damage to the Sundarbans destroys Bangladesh's natural defence against flooding and creates a **biodiversity hotspot**.

alluvial plain an area where rich sediments are deposited by flooding

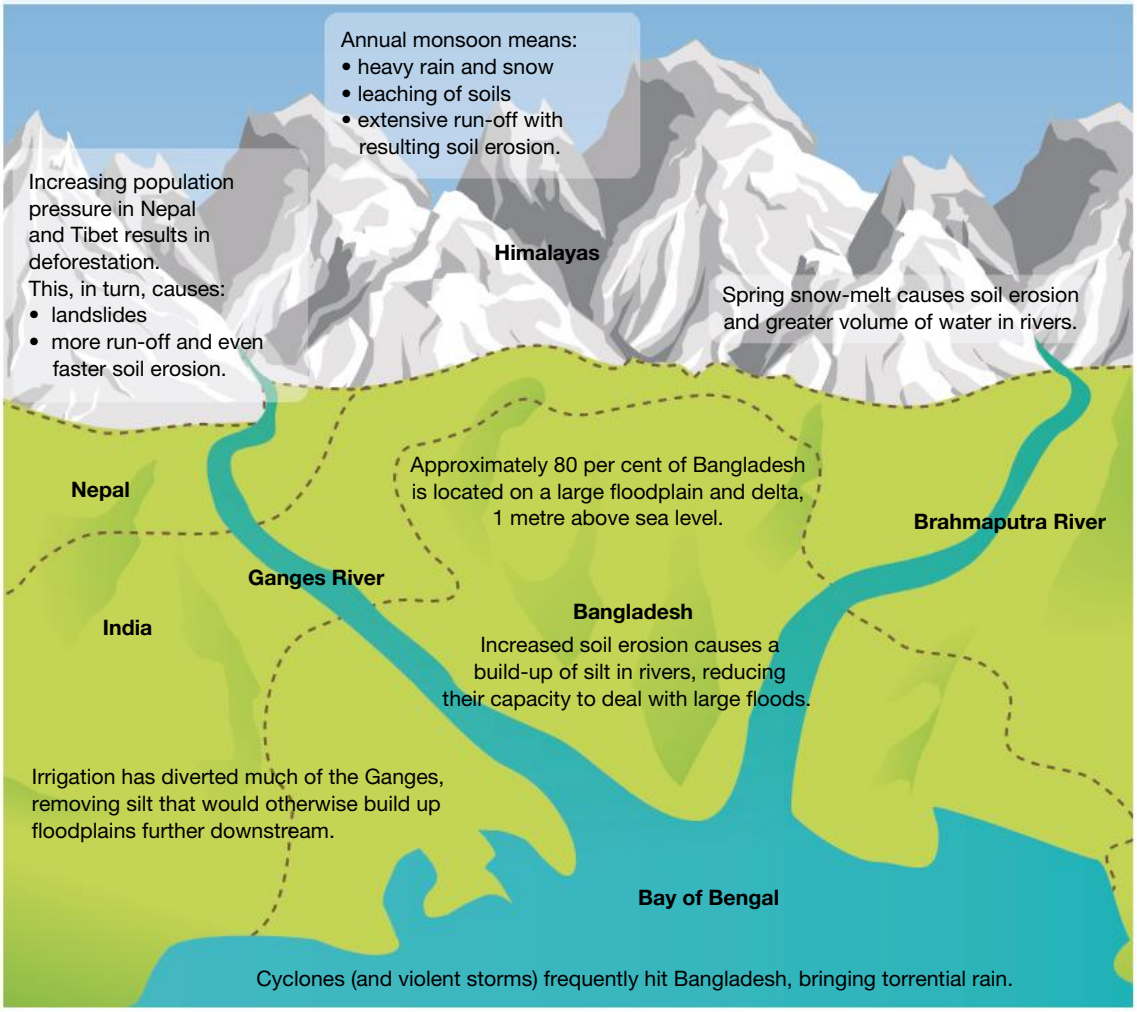
deltaic plain flat area where a river(s) empties into a basin

biodiversity hotspot a biodiversity region with significant levels of biodiversity that is threatened by human habitation

int-3297

tlvd-10769

FIGURE 10 Flooding in Bangladesh — some causes



The impact of flooding

The increase in temperature, which has led to an increased melting of glaciers and snow inland in the Himalayas, will exacerbate the existing problems of flooding in Bangladesh. Climate change also causes shifts in weather patterns. If the monsoon season (from June to October) coincided with an unseasonal snow-melt, flooding would occur on a scale never before seen, especially with the event of tropical cyclones. Land would be lost and people displaced. Many islands fringing the Bay of Bengal are already under water, producing 'climate refugees' — people who have to seek refuge, fleeing their uninhabitable lands.

In addition to rising sea levels and shifting weather patterns, the enhanced greenhouse effect is also predicted to increase the intensity of cyclones and storms. For low-lying countries that are already flood-prone, such storms can be devastating. One of the deadliest cyclones on record hit Bangladesh in 1991, killing almost 140 000 people and making around 10 million homeless. The cyclone made landfall in the south-eastern part of Bangladesh with wind speeds between 240 and 250 km/h. The resulting six-metre storm surge flooded the coastline, contaminating water supplies and destroying farming land and stock. Again in 2020, a third of Bangladesh was under water after some of the heaviest rains in a decade.

Bangladesh has regularly experienced severe flooding in recent years. In 1988, 1998 and 2004, flood waters inundated between two-thirds and three-quarters of the country. While the height of the floods was lower in 1999, parts of the country were underwater for over 60 days. In 2017, flooding in some areas of the country lasted from April until August.

Because of these risks, Bangladesh needs to plan and implement management strategies based on an understanding of the reasons behind the changes and consideration of interactions between environmental, economic and social factors operating in the region. The government encourages farming methods that avoid deforestation, and new standards relating to vehicle emissions have been set. A proposed economic solution is ecotourism, as it attracts foreign currency while preserving the natural ecosystems and promoting sustainable development and responsible management of its vital environmental resources. This reflects a stewardship worldview.

FIGURE 11 Village houses are seen surrounded by the floodwater in Savar near Dhaka, Bangladesh, on 7 August 2020



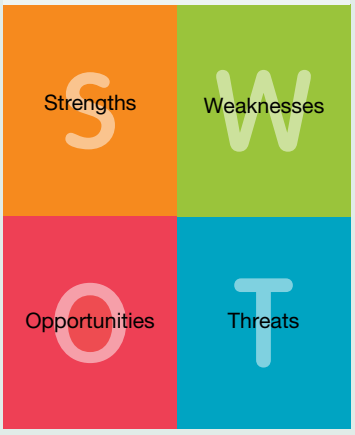
DISCUSS

To what extent do you think economic goals and objectives are important with respect to environmental goals (such as societal change and reducing greenhouse gas emissions)? What policy direction would you push if you were in a position of influence in government?

11.3 SKILL ACTIVITY: Interpreting and analysing geographical data and information

1. In groups, **discuss** the following statements concerning the impacts of climate change in the Pacific and Indian oceans using environmental, economic and social criteria.
2. Alternatively, you may wish to use a SWOT analysis to help **evaluate** each statement.
   - Australia and New Zealand should be prepared to resettle the 100 000 people of the islands of Kiribati if sea level rises create a 'climate refugee' problem.
   - Increasing the height of the sea wall around the island of Malé will solve the threats of rising sea levels in the Maldives and ensure tourism into the future.

FIGURE 12 SWOT analysis



on Resources

Google Earth The Sundarbans

11.3 Exercise

learnon

11.3 Exercise

Learning pathways

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

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Check your understanding

1. Which of the following is not an impact that people have on coastal areas?
   - A. Growing demand for resources and habitat destruction
   - B. Marine pollution and bioinvasion
   - C. Aquaculture and creating marine reserves
   - D. Overfishing and climate change
2. **Determine** whether the following statements are true or false.
   - a. Many islands in the Pacific and Indian oceans are under threat from rising sea levels due to global warming.
   - b. The two reasons for mangroves being cleared in the Sundarbans are for firewood and fish ponds.
   - c. Predator–prey relationships in the ocean are not affected by climate-induced changes.
3. **Select** one of the impacts of rising sea levels on coasts identified in this lesson and **explain** why this would be a problem for a selected coastal settlement in Australia.
4. Governments and Pacific Islander Peoples can do a few things to solve the problems they will face due to climate change.
   Identify the correct option to classify each action as '*short-term*' or '*long-term*' solutions, or '*both*'.
   - a. Move to nearby islands that are part of their nation. _____
   - b. Advocate for policies to reduce greenhouse gas emissions that are causing climate change. _____
   - c. Build barriers against the rising sea. _____
   - d. Migrate to other countries (this will require residency visas). _____
   - e. Move inland. _____
5. **Identify** the effects you think climate change might have on the Tiwi Islands' high diversity of plant and animal species.

Apply your understanding

Concluding and decision-making

6. Refer to **FIGURE 10**. **Explain** how the geography of Bangladesh makes it so vulnerable to the threat posed by climate change.
7. **Consider** how ecotourism can play a role in preserving Bangladesh's ecosystems.

Interpreting and analysing geographical data and information

8. **Identify** other parts of the world you think might also be threatened if sea levels were to rise by about 1 metre over the next 100 years. **Justify** your views.
9. Refer to **FIGURE 10**.
   - a. **Discuss** how cyclones can contribute to flooding in Bangladesh.
   - b. **State** some short-term and long-term actions that neighbouring nations Tibet, India and Nepal could implement to lessen the impact of flooding in places like Bangladesh.
   - c. Divide a table into three columns with the headings 'Food production', 'Transport' and 'Settlement', and **outline** the consequences of flooding for each category.

Communicating

10. **Discuss** what value the Tiwi Marine Ranger Program brings to the Tiwi Islands.

LESSON
11.4 How do we manage coastal change?

LEARNING INTENTION

By the end of this lesson you should be able to explain the range of coastal management solutions available to deal with the impacts of erosion and rising sea levels, and analyse a case study of Australian coastal developments.

TUNE IN

Waves generated by storm conditions contain great amounts of energy that can be very destructive to any built environment along the coast.

FIGURE 1 Storm waves hit the coastline of Cornwall, UK



Refer to **FIGURE 1**.

1. Describe what will happen to the landscape, in particular the beach and the housing, if storm waves of this size regularly impact on the coastline.
2. What built structures along this coastline could help in the management of storm conditions as seen in the image?

11.4.1 Changing coastlines

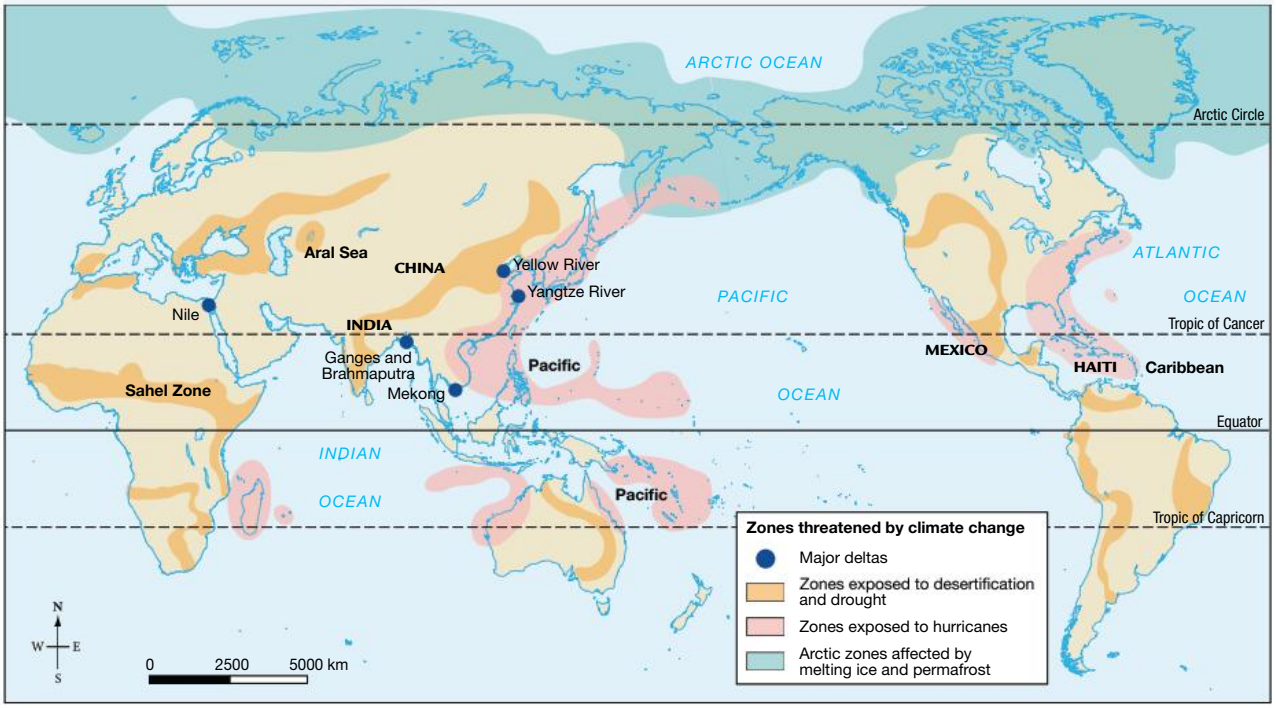
Coastal areas are not static or fixed places, and as such they are subject to two main agents of change. These can be defined as natural environmental processes and human-induced processes. In terms of natural environmental processes, where deposition processes dominate, coasts have been growing. However, where erosion processes dominate, coastal land is lost to the sea. Wherever people have imposed their structures, in the form of housing, harbour works and the like on coasts, there is a need to manage or at least moderate the processes of coastal change in a sustainable manner (see **FIGURE 1**).

In 2020, 41 per cent of the world's population, or some 3 billion people, lived within 100 kilometres of the coast. Most of the world's megacities are located on the coast. According to predictions made by the *World Ocean Review,* at least 1 billion people who live in low-lying coastal areas could experience inundation and/or erosion of their lands into the future. This change to coasts is seen as stemming essentially from climate change. As a largely human-induced event it is leading to rising seas, associated flooding in major delta regions, and more frequent severe storm events, such as hurricanes (see **FIGURE 2**). A consequence will be an increase in people who will have to relocate due to coastal changes (see lesson 11.3).

int-7962

tlvd-10770

FIGURE 2 Zones across the world subject to threats associated with climate change



Source: UNEP (United Nations Environment Programme).

11.4.2 Protecting the coast

The protection of the coast through management programs is a costly business that aims to overcome problems associated with land loss, waterlogging and incursions of **groundwater salinity**.

The Netherlands, a country with two-thirds of its land below sea level, has proven that protecting the coastline is possible through a large investment of capital. The most common form of coastal protection in the Netherlands are **dykes** to hold back the sea; however, a recent addition is **floating settlements** that can rise and fall as sea levels change (see **FIGURE 3**).

FIGURE 3 Floating settlements anchored to the embankments along the waterfront at Maasbommel, the Netherlands



11.4.3 Coastal management in Australia

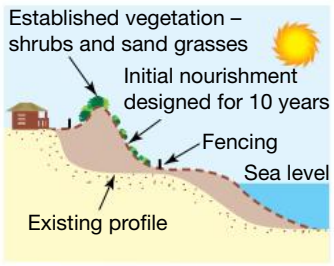
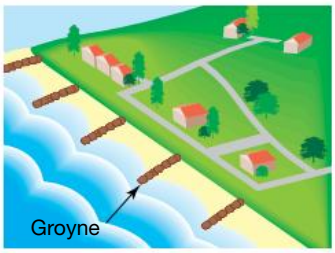
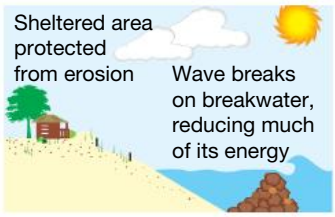
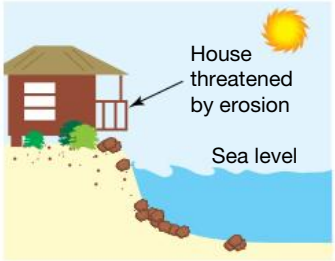
If coastlines are to be protected, a wide range of strategies must be employed to combat changes to the coastline and, in particular, flooding of low-lying areas and increased erosion of beaches and bluffs. The techniques shown in **TABLE 1** are used in Australia.

groundwater salinity presence of salty water that has replaced fresh water in the subsurface layers of soil

dyke an embankment constructed to prevent flooding by the sea or a river

floating settlements anchored buildings that float on water and are able to move up and down with the tides

TABLE 1 Possible management solutions to reduce the impacts of rising sea levels and erosion

Solution	Description	Diagram	Advantages	Disadvantages
Beach nourishment	The artificial placement of sand on a beach, which is then spread along the beach by natural processes		Uses sand that best matches the natural beach material. There is low environmental impact at the beach.	The sand must come from another beach and may have an environmental impact in that location. Must be carried out on a continuous basis and therefore requires continuous funds.
Groyne	An artificial structure designed to trap sand being moved by longshore drift, therefore protecting the beach; can be built using timber, concrete, steel pilings and rock		Traps sand and maintains the beach	Groynes do not stop sand movement that occurs directly offshore. Are a visual eyesore.
Sea wall	A structure placed parallel to the shoreline to separate the land area from the water		Prevents further erosion of the dune area and protects buildings	The base of the sea wall will be undermined over time. Is a visual eyesore. Will need a sand nourishment program as well. Has a high initial cost. Involves ongoing maintenance and cost.
Offshore breakwater	A structure parallel to the shore and placed in a water depth of about 10 metres		Waves break in the deeper water, reducing their energy at the shore	Destroys surfing amenity of the coast. Requires large boulders in large quantities. Cost would be extremely high.
Property purchase	The purchase of buildings and removal of structures that are threatened by erosion		Allows easier management of the dune area. Allows natural beach processes to continue. Increases public access to the beach.	Loss of revenue to the local council. May cause possible social problems for residents who must move. Exposes the back dune area, which will need protection. Cost would be extremely high. Does not solve sand loss.

11.4.4 CASE STUDY: Shifting sands on the Gold Coast

Have you ever wondered where all the sand on a beach comes from and where it goes? Wind, wave and current action is responsible for moving sand on and off a beach and along a coastline. Human-induced environmental changes along the coast can interrupt the dynamic equilibrium of these natural processes, often creating long-term problems. One such example is the Gold Coast in Queensland where a human-centred — that is, a technical 'we can fix it' — viewpoint was taken.

The sand that ends up on the beach actually comes from inland sources: the weathering and erosion of rock and soils. Sand is then washed into rivers and transported downstream to eventually arrive at the coast. At the mouth of the Tweed River, at the southern end of the Gold Coast, sand would often block the river mouth, making it difficult for boats to pass through. As a result, a pair of **training walls** was constructed (see **FIGURE 4**) 400 metres out to sea, to keep the mouth open.

training walls a pair of rock walls built at a river's mouth to force the water into a deeper and more stable channel. The walls improve navigation and reduce sand blockages.

These, however, effectively interrupted the longshore drift current (see lesson 11.2), which moves sand along the coast.

FIGURE 4 The Tweed River training walls



Further north from the river mouth, natural wave action, especially during storms, continued to strip sand from the beaches. However, without new sand arriving in the longshore drift current, the beaches eventually eroded. Local residents and tourists had lost their beach (see **FIGURE 5**).

The sand destined for the beach was effectively trapped at the southern end of the training wall, where it built out the Letitia Spit by 250 metres (see **FIGURE 6**).

FIGURE 5 The effect of storm waves on Duranbah Beach



How was the problem solved?

In response, various attempts have been made to restore the Gold Coast beaches. Rock walls and groynes were built to trap sand further up the coast. However, they made the problem worse by interfering further with the longshore drift.

Eventually a sand bypass system was installed (see **FIGURE 6**). It pumped sand from the build-up on the southern end of the training walls and piped it north to the eroded beaches. Each year, 500 000 cubic metres of sand have to be moved. This has been successful in maintaining the beaches, but it is an expensive and ongoing management technique.

FIGURE 6 Sand bypass system



Source: Spatial Vision.

Coastal protection works such as groynes, sea walls and training walls are usually built to protect human-built structures such as buildings and roads against erosion. However, they usually reduce the ability of coastal processes to adjust naturally, often exacerbating the problem and actually accelerating erosion.

on Resources

Interactivity Pumping sand (int-3295)

SkillBuilders to support skill development

- 7.13 Evaluating alternative responses

11.4 SKILL ACTIVITY: Concluding and decision-making

1. In the US state of North Carolina, it is now illegal to build coastal structures to protect houses close to the shoreline. Structures such as rock walls and groynes may offer protection but disrupt the natural movement of sand along the coast.
   a. i. **Determine** whether this approach is fair to those whose houses are threatened by storms and rising sea-levels.
      ii. **Outline** why or why not.
   b. **Contrast** the arguments for and against the idea of using ratepayer or taxpayer funds to build coastal structures to protect the houses threatened by storms and sea level rising.
   c. **Analyse** if it is equitable for all people who use the coast.
2. Write a page **outlining** and **explaining** your views.

11.4 Exercise

learnon

11.4 Exercise

Learning pathways

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

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- Receive immediate feedback
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Check your understanding

1. Determine whether the following statements are true or false.
   a. Training walls at a river mouth serve the purpose of keeping the mouth open.
   b. The Netherlands spends money on coastal protection in order to hold back the sea.
2. The various ways that sand can be moved naturally in a coastal region are:
   A. by waves.
   B. by current action.
   C. by wind.
   D. All of the above.
3. Refer to **FIGURE 2**. **Describe** the particular climate change-related threats faced by various nations and regions of the world.
4. Study **FIGURE 4**. **Identify** what effect these training walls have had on preventing a sand build-up in the Tweed River mouth.
5. **Examine FIGURE 6**. **Identify** the direction of the longshore drift in this region.

Apply your understanding

Communicating

6. **Explain** how a coastal defence system such as a dyke works.
7. **Consider** what impact rising sea levels and erosion could have on future food security.
8. **Consider** what the impact of rising sea levels and coastal erosion might be on the tourist industries of the Gold Coast. **Identify** what strategies of coastal protection mentioned in this topic could help solve the problems, and how they might work.

Concluding and decision-making

9. **Evaluate** the strengths and weaknesses of two of the management strategies shown in **TABLE 1**.
   a. Which strategy would have the least environmental impact?
   b. Which strategy would have the greatest economic impact or be the most costly to maintain?
   c. Which strategies could improve social amenities such as tourism and recreation in coastal areas? **Justify** your answer.
10. **Refer** to **FIGURES 4** and **6**. **Propose** what changes you would expect to see along this section of coast if the training walls on the Tweed River were removed.

LESSON
11.5 Investigating topographic maps: Consequences of coastal change in Merimbula

LEARNING INTENTION

By the end of this lesson you should be able to use a map and aerial photograph to investigate coastal change.

11.5.1 Coastal change in Merimbula

Merimbula is a coastal resort town on the south-east coast of New South Wales. The 'Sapphire Coast' is a popular tourist destination because of its array of beautiful beaches, stunning scenery and mild, sunny weather. Similar to any other popular coastal location, the main pressures on this coastal system relate to the development of the town and tourist facilities. Careful management has enabled growth of the urban area while at the same time protecting many of the natural features of the coastline. Tensions between conflicting perspectives by conservationists, who wish to preserve the natural environment, and developers, who wish to develop housing estates for economic benefit, need to be managed applying worldviews.

The natural landform features along this coastline include a series of headlands separated by bay head beaches. Merimbula Lake has formed from a slow and gradual build up of a sand barrier, leaving only a narrow channel for salt water to enter and fresh water to exit (see **FIGURE 1**). The shallow and sheltered waters of the lake provide an ideal environment for oyster farming and recreation.

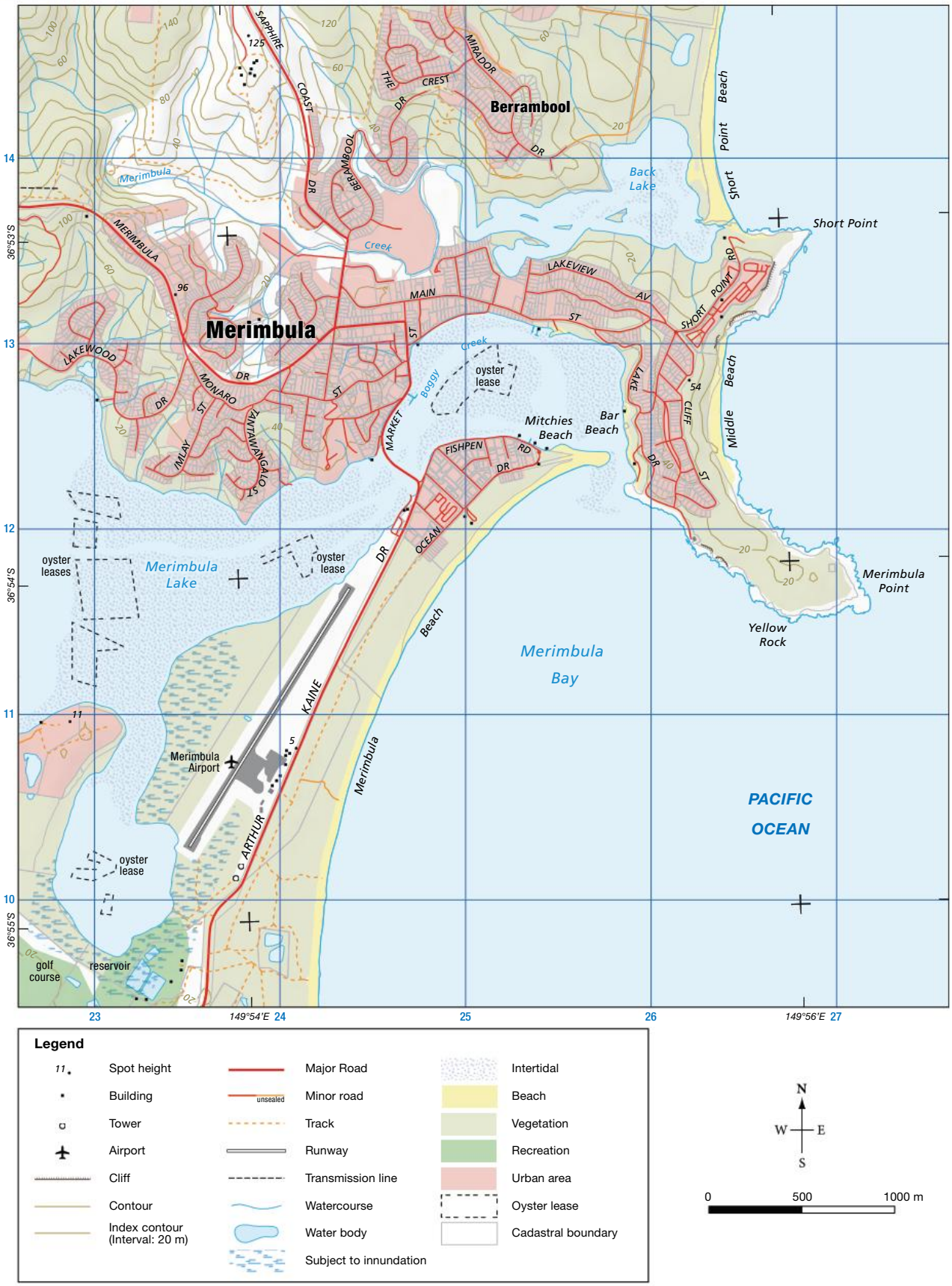
FIGURE 1 Aerial view over Merimbula Lake



on Resources

eWorkbook	Investigating topographic maps — Consequences of coastal change in Merimbula (ewbk-10205)
Digital document	Topographic map of Merimbula (doc-36370)
Video eLesson	Investigating topographic maps — Consequences of coastal change in Merimbula (eles-5270)
Interactivity	Investigating topographic maps — Consequences of coastal change in Merimbula (int-8688)
Google Earth	Merimbula (gogl-0075)

FIGURE 2 Topographic map extract of Merimbula



Source: Data based on Spatial Services 2019.

11.5 Exercise

learnon

11.5 Exercise

Learning pathways

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

These questions are even better in jacPLUS!



- Receive immediate feedback
- Access sample responses
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Check your understanding

1. **Describe** why Merimbula is a popular tourist location.
2. **Identify** the main pressure on the coastal system of Merimbula.
3. **Analyse** if poor management has resulted in the destruction of the Merimbula coastline.
4. a. **Identify** and provide the grid references for three natural landforms that feature along the Merimbula coastline.
   b. **Identify** what is located at the following grid references.
      i. GR574146
      ii. GR604127
      iii. GR615118

Apply your understanding

Communicating

5. Give a reason why sand has built up to form a beach at Middle Beach and not at Merimbula Point.
6. Would you expect the water in Back Lake to be fresh or salty? Use evidence from the map.

LESSON
11.6 INQUIRY: Threats to the Great Barrier Reef

LEARNING INTENTION

By the end of this lesson you should be able to interpret and analyse information about why the Great Barrier Reef is under threat and communicate this in a speech

Background

In this inquiry you will **investigate** why the Great Barrier Reef is under threat. You can start with the images supplied in **FIGURE 1** and should find further images to support your findings.

FIGURE 1 The Great Barrier Reef



Before you begin

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

Inquiry questions

These example inquiry questions can be used or adapted to focus the development of your geographical knowledge, understandings and skills.

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do worldviews influence decisions on how to manage environmental and social change?

Inquiry steps

Step 1: Questioning and researching using geographical methods

Discuss the following with members of your class:

- What do you know about the Great Barrier Reef?
- How has human activity affected the Great Barrier Reef and what can be done to sustainably manage the reef?

a. **Write down your inquiry question**

b. **Investigate your inquiry question**

- **Conduct research** into the current issues surrounding the Great Barrier Reef.
- Provide relevant data in table or graph form associated with reef death.
- Provide annotated images and maps to illustrate different aspects of the reef.

Step 2: Interpreting and analysing geographical data and information

- **Create** a table which **summarises** social, economic and environmental impacts of human activity on the reef.
- Give details and explain what actual damage has occurred to the reef.

Step 3: Concluding and decision-making

- **Conclude** your inquiry with potential strategies to help protect and maintain the reef.

Step 4: Communicating

- Prepare a brief speech based on your findings and be prepared to deliver it to your class.

Complete your self-assessment using the **Inquiry rubric** document or access the 11.6 exercise set to complete it online.



on Resources

Digital document Inquiry rubric (doc-40157)

LESSON
11.7 Review

Hey students! Now that it's time to revise this topic, go online to:

- **Review your results**
- **Watch teacher-led videos**
- **Practise questions with immediate feedback**

Find all this and MORE in jacPLUS



11.7.1 Key knowledge summary

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

11.2 How are coasts formed and changed?

- A large percentage of the world's population lives adjacent to the coast, causing major changes to marine and terrestrial-based biophysical environments.
- The coastal zone is where the land meets the sea, and comprises the coastal waters and hinterland.
- Coasts are dynamic systems that are always changing though the process of building up and wearing down by agents such as wind and water.

11.3 What are the challenges to coastal environments?

- Rising sea levels due to climatic change and global warming will have dramatic effects on coastal built and natural environments.
- Places close to the coast that are low lying are affected by natural elements such as storms and are vulnerable to rising sea levels that will be the consequence of global warming.
- Some islands will eventually be submerged by rising sea levels, leading to people becoming climate change refugees.
- Delta areas of the South Asia region are home to large populations.
- Settlements and farming lands in areas such as Bangladesh are subject to flooding caused by severe weather events such as cyclones. This flooding will become more likely as sea levels rise and severe weather events increase due to global warming.

11.4 How do we manage coastal change?

- Rises in sea levels associated with global warming will have significant impacts on people who live and work in the coastal zone.
- Governments have responded to coastal erosion and deposition problems through a range of management solutions, such as dredging and building coastal protection structures, including groynes and sea walls.
- Coastal management programs will need to be extended to cope with even higher sea levels due to global warming.
- Beaches along areas such as the New South Wales and Queensland coasts are prone to storm conditions, affecting built environments.
- Storms, with consequent high sea levels, must be viewed as part of the natural cycle of erosion and deposition. These natural events can create ongoing management issues.
- Coastal locations are highly attractive places for human settlement.
- People in coastal areas are developing strategies to manage natural and human-induced changes so that their livelihood can be secured.

11.5 Investigating topographic maps: Consequences of coastal change in Merimbula

- Merimbula is a coastal resort town on the south-east coast of New South Wales.
- The main pressures on this coastal system are the impact of development of the town and tourist facilities.
- Careful management has enabled growth of the urban area while at the same time protecting many of the natural features of the coastline.

11.6 INQUIRY: Threats to the Great Barrier Reef

- Human activity has negatively affected the reef.
- There are potential strategies to help protect and maintain the reef.

11.7.2 Key terms

alluvial plain an area where rich sediments are deposited by flooding

atoll a coral island that encircles a lagoon

biodiversity hotspot a biodiversity region with significant levels of biodiversity that is threatened by human habitation

coastal dune vegetation succession the process of change in the plant types of a vegetation community over time — moving from pioneering plants in the high-tide zone to fully developed inland area vegetation

deltaic plain flat area where a river(s) empties into a basin

dyke an embankment constructed to prevent flooding by the sea or a river

dynamic equilibrium when the input of a coastal system such as winds and waves moving sediments onshore is equal to the output that moves sediments offshore, the system is said to be in a steady state. It is therefore not unstable and it has a dynamic equilibrium.

ecosystems systems formed by the interactions between the living organisms (plants, animals, humans) and the physical elements of an environment

enhanced greenhouse effect increasing concentrations of greenhouse gases in the Earth's atmosphere, contributing to global warming and climate change

floating settlements anchored buildings that float on water and are able to move up and down with the tides

gross domestic product (GDP) the value of all the goods and services produced within a country in a given period, usually discussed in terms of GDP per capita (total GDP divided by the population of the country)

groundwater salinity presence of salty water that has replaced fresh water in the subsurface layers of soil

hinterland the land behind a coast or shoreline extending a few kilometres inland

Kyoto Protocol an internationally agreed set of rules developed by the United Nations aimed at reducing climate change through the stabilisation of greenhouse gas emissions into the atmosphere

mass wasting the movement of rock and other debris downslope in bulk, due to a destabilising force such as undermining compounded by the pull of gravity

Paris Agreement United Nations Framework Convention on Climate Change (UNFCCC) agreement outlining steps to reduce greenhouse gas emissions and tackle global warming

ratify to formally consent to and agree to be bound by a treaty, contract or agreement

storm surge a temporary increase in sea level from storm activity

training walls a pair of rock walls built at a river's mouth to force the water into a deeper and more stable channel. The walls improve navigation and reduce sand blockages.

11.7.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

Although it may not be obvious, coasts are constantly changing. How do natural and human processes contribute to this?

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

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11504)
Reflection (ewbk-12521)
Crossword (ewbk- 12522)

Interactivity Coastal change and management crossword (int-7672)

11.7 Review exercise

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Multiple choice

1. What is a hinterland?
   - A. The coastal waters up to 5 kilometres offshore
   - B. The land behind a shoreline
   - C. Treeless, wide plains that are not affected by coastal changes
   - D. Areas prone to cyclone damage
2. Define the term ‘dynamic equilibrium’.
   - A. When the inputs to a coastal system are equal to the outputs
   - B. When an ecosystem does not suffer negative effects of human interaction
   - C. Implementing traditional coast management techniques
   - D. When the natural environment changes quickly rather than slowly
3. Which of these human interventions will help dunes to form?
   - A. Vegetation removal
   - B. Vegetation planting and protection
   - C. Constructing groynes
   - D. Removing mangroves
4. What kind of waves strip the sand from beaches?
   - A. Constructive
   - B. Constrictive
   - C. Destructive
   - D. Denuding
5. Which natural process creates bays and headlands?
   - A. Fast vegetation growth
   - B. Constructive waves
   - C. Deposition and transportation
   - D. Differential erosion
6. Which of the following is *not* a reason that the sea level rises when the climate warms?
   - A. There is increased evaporation from landforms.
   - B. Glaciers melt, releasing water into the ocean.
   - C. Polar ice caps melt.
   - D. The volume of water increases when it warms.
7. What mitigation strategies might people use to prevent a low-lying island from being inundated by sea water?
   - A. Building sea walls
   - B. Moving to another island
   - C. Building groynes
   - D. Moving further inland

8. Which of the following is *not* a factor that makes Bangladesh flood prone?
   - **A.** Rivers fed by Himalayan snow melts
   - **B.** Its warm climate
   - **C.** That it is in a cyclone-prone area
   - **D.** Nepalese and Tibetan deforestation
9. What is an advantage of an offshore breakwater?
   - **A.** Waves break in deeper water, reducing erosion of the shore
   - **B.** Better surf breaks
   - **C.** Inexpensive to create
   - **D.** Allows for easier dune management
10. How might rock walls and groynes make beach erosion worse?
   - **A.** They can block river entrances.
   - **B.** They can interfere with longshore drift and accelerate erosion.
   - **C.** They can prevent sand relocation efforts by humans.
   - **D.** They encourage more beach users to visit.

Short answer

Questioning and researching using geographical methods

11. **Identify** the changes sea levels rising could bring to a coastal area. **Consider** both environmental and human changes. **Consider** how this would relate to the First Nations Peoples of the Tiwi Islands.
12. **Discuss** what changes need to be made to the interconnection of natural processes and human activities to reduce the destruction of the Sundarbans.

Concluding and decision-making

13. **Evaluate** the economic and environmental benefits of floating settlements such as those in **FIGURE 3** in section 11.4.2.

Communicating

14. With the use of specific examples, **discuss** the ways in which human-induced changes can challenge the sustainability of our coastlines.
15. **Describe** one way that rising sea levels might affect one industry in Australia (e.g. tourism, fishing).

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12 Marine environments change and management



LESSON SEQUENCE

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12.1 Overview
12.2 What is so special about marine environments?
12.3 Why is there plastic in the ocean?
12.4 How does debris change marine environments?
12.5 How do ghost nets create environmental change?
12.6 How is marine debris being dealt with in different places?
12.7 What strategies are in place to deal with marine litter?
12.8 Investigating topographic maps: Coral bleaching on Lizard Island
12.9 INQUIRY: 'Plastic-not-so-fantastic' media campaign
12.10 Review

LESSON
12.1 Overview

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How are marine environments threatened and how can they be sustainably managed into the future?

12.1.1 Introduction

Imagine you are on a beach. You are looking out at the endless, constantly moving mass of water that stretches to the horizon. Why does it move, how does it move, what lies beneath?

Life on Earth would not be possible without our oceans. Humans are interconnected with the oceans, which provide or regulate our water, oxygen, weather, food, minerals and resources. Oceans also provide a surface for transport and trade and a habitat for 80 per cent of all life on Earth. Our oceans are under threat because we use them to extract resources and dump waste, destroying habitats and biodiversity at a rapid rate. **FIGURE 1** shows just a tiny fraction of the many thousands of tonnes of marine debris floating at sea. The health of our oceans is at risk. In this topic, we look at this problem in more detail.

FIGURE 1 So much rubbish and marine debris can be found floating in the world's oceans.



on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11506)

Video eLesson Thrown overboard (eles-1711)

LESSON
12.2 What is so special about marine environments?

LEARNING INTENTION

By the end of this lesson you should be able to explain the environmental benefits of marine environments and the threats posed to them.

TUNE IN

The marine environment includes seas and oceans and all living things within them.

FIGURE 1 What can you see in this marine environment?



1. What five things come to mind when you think of oceans?
2. Compare your list with another student. Do they differ, if so how?
3. How important do you think marine environments are to you?

12.2.1 What are marine environments?

Marine environments cover all seas and oceans, stretching from the high tide mark along the coast to open water, including the surface and interconnection with the atmosphere and land.

Marine biodiversity plays an important role in providing the ecosystem functions and services that humans derive from the oceans.

- Oceans are critical for the planet's survival, holding 96.5 per cent of the planet's water. They produce over half of the world's oxygen and absorb 50 per cent more carbon dioxide than the atmosphere.
- Covering 70 per cent of the Earth's surface, oceans play a pivotal role in maintaining temperatures and influencing weather patterns.
- Fish provide the main protein source for more than one billion people, while 590 million people rely on the fishing industry for employment.
- Oceans are important for spiritual and cultural benefits, as well as recreation and tourism.
- Humans rely on marine waters to move goods and people from place to place.

Our oceans are rich in biodiversity. Coastal biodiverse 'hot spots' are well known, but those in the open ocean are less so, even if they do make up two-thirds of the high seas.

Ten regions in the open ocean around the world have been suggested by scientists as 'special places' (see **FIGURE 2**). This recognises where there are high numbers of **endemic** species and the threat to them is high. There are unique habitats such as **sea mounts** and **hydrothermal vents**, where changes in elevation and temperatures encourage rich biodiversity.

When selecting the special places, scientists avoided high-use fishing grounds due to the possible socioeconomic impacts of creating conservation areas in the same place. Being recognised as a biodiversity hotspot ensures that these special places can be recommended as marine protected areas. This means resources could be focused to reduce species extinction or loss of habitat.

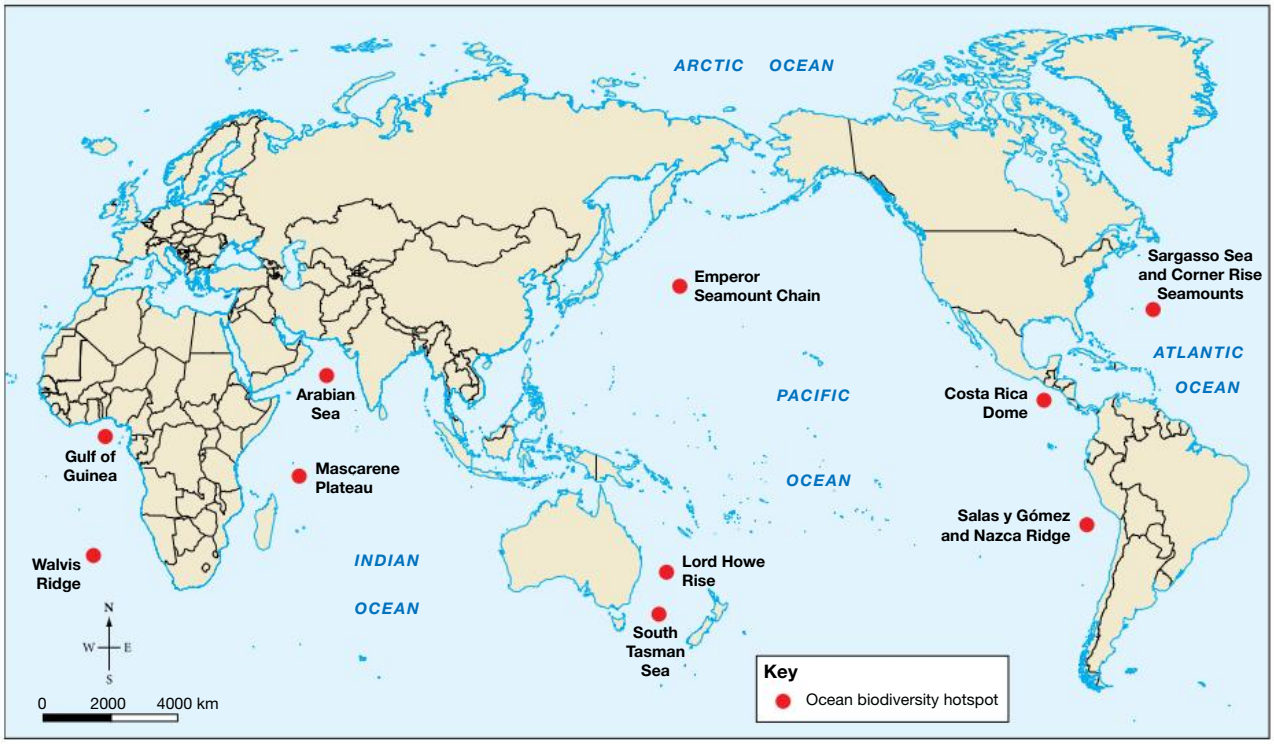
endemic a plant or animal restricted to a certain place

sea mount under-sea mountains, usually formed from volcanic activity on the seabed. They are known for their rich biodiversity.

hydrothermal vent an opening on the seafloor from which geothermally heated water is released. They are commonly found near volcanically active places.

tlvd-10775

FIGURE 2 Open ocean biodiversity hotspots

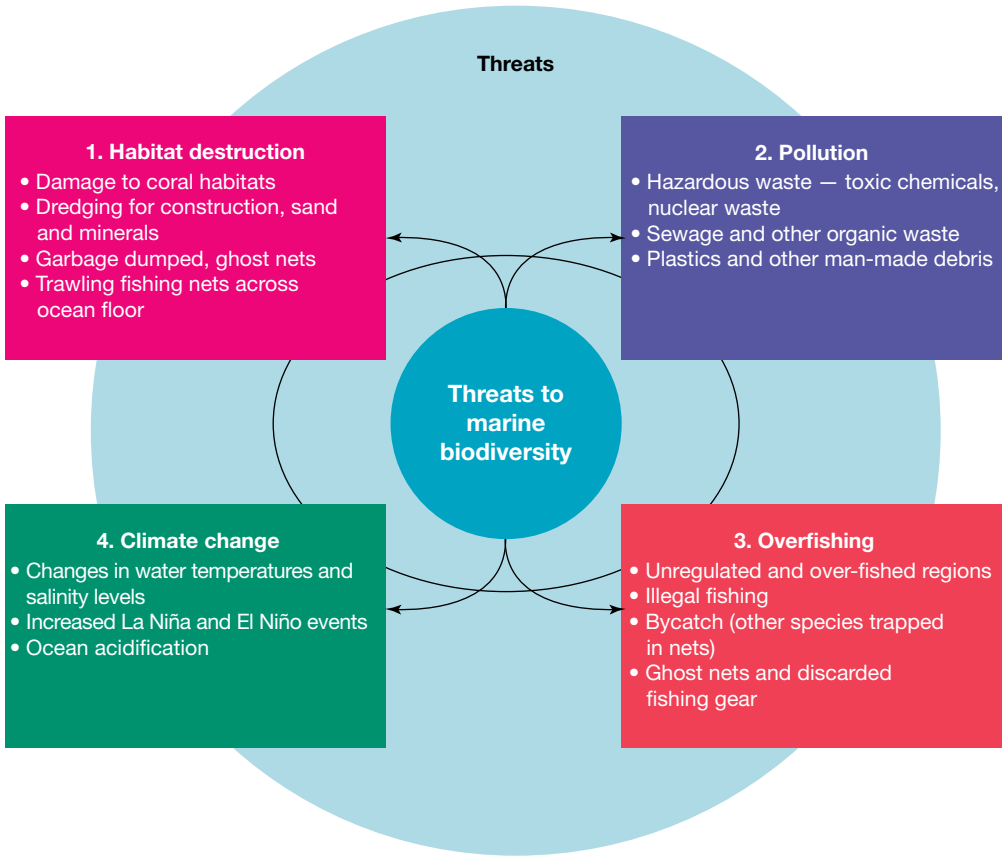


Source: Map drawn by Spatial Vision based on information © 2022 World Economic Forum.

12.2.2 What changes do humans make to marine environments?

Like terrestrial environments, marine environments, biodiversity and habitats are susceptible to change, especially as a result of unsustainable human activity (see **FIGURE 3**). Changes in the populations of fauna, flora and habitats, especially around coastal regions, have been contributing to a loss of biodiversity and food security. They also lead to the degradation of unique coral reefs and wetlands, and pollution of waters. These changes are now extending into open waters.

FIGURE 3 Major threats to marine biodiversity



12.2.3 What are two worldviews on marine environments?

For centuries, the oceans were viewed as a boundless food source due to their sheer size. Fish resources were seen as never-ending and, while coastal waters are within a nation's boundaries, the open ocean was there for everyone to use and abuse.

The whaling industry of the nineteenth century led to the death to hundreds of thousands of whales; more recently, new technology allowed fishers in the 1980s to extract fish from deeper open oceans. This led to the discovery of huge populations of the orange roughy fish at depths of 1000 metres around sea mounts off the coast of Australia and New Zealand. The orange roughy were easily caught and became very popular at markets.

Orange roughy catches increased dramatically (see **TABLE 1**) and then dropped to less than 10 per cent of the 1970's catches because the fishing industry was catching faster than the fish could breed and grow.

This is an **anthropogenic** worldview, a type of 'boom and bust' mentality, where one species is targeted and hunted (boom) until it is no longer sustainable to harvest (bust) and then another species is targeted. These days, fishing for orange roughy is highly regulated and strictly managed.

anthropogenic caused by humans or their activity

TABLE 1 Fish catches of orange roughy

Year	Number of fishing boats	Size of catch (metric tons)
1980	10	5000
1993	756	340 000
1999	200	20 000

Ocean waters have also been used as a dumping ground for all types of waste, from human sewage to discarded nuclear submarines. This was very much an anthropogenic worldview, reflecting a belief that the volume of water would dilute dangerous substances and depths could make things disappear.

In more recent times we have developed into a 'throwaway society' where the Earth's resources are no longer considered important or valuable; they are just turned into a single-use product and then discarded. Eighty per cent of the 8 million tonnes of rubbish that enters the seas each year is made up of single-use plastics such as drink bottles and shopping bags.

12.2.4 What is the worldview of First Nations Australians on marine environments?

First Nations Australians hold a central belief of 'caring for Country' and have a custodial responsibility to safeguard all for future generations. There is no distinction between land and oceans; rather, there is an interconnection between human beings and non-human beings such as plants, animals, land, rivers and oceans.

This **holistic** view contrasts with a Western worldview, which sees different types of environments managed by different groups, organisations and government departments. First Nations Australians have extensive knowledge of their environments and manage their resources with an emphasis on sustainable practices and environmental ethics, which can then be passed on to future generations.

This viewpoint is shared by many other Indigenous Peoples around the world, which place humans within the environment, and they are actively part of it. Some Western viewpoints place humans outside of the environment and view it as something to control and change; this is commonly seen as an anthropocentric worldview. This has led to a conflict of interest and a lack of inclusion for Indigenous Peoples in environmental management, both in Australia and in other places around the world.

holistic relating to the whole of something or to the total system instead of just to its parts. The environment is made up of many parts, all interconnected.

SkillBuilders to support skill development

- 7.8 SkillBuilder: Using geographic information systems (GIS)

12.2 SKILL ACTIVITY: Questioning and researching using geographical methods

1. **Select** one of the proposed biodiversity hotspots shown on the map in **FIGURE 2**. **Conduct research** and prepare a short, illustrated report on why this site was chosen as a biodiverse hotspot. Consider:
   - location (map showing location relative to nearest countries)
   - environmental features that make the site unique
   - possible human threats to ecosystem
   - any current management of the place.
2. Do you think the site is suitable to become a special deep sea biodiverse hotspot? **Justify** your response.
3. **Identify** the difficulties that might occur from creating a marine protected area in the open ocean compared to coastal locations.

Resources

Interactivity Motion in the ocean (int-3298)

12.2 Exercise

learnon

12.2 Exercise

Learning pathways

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

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Check your understanding

1. Sea mounts can best be described as:
   - A. old volcanoes on the seabed that are exposed above the sea as islands (for example, the Hawaiian Islands).
   - B. underwater volcanic activity linked to tsunamis.
   - C. steep cliffs that form off the continental shelves of continents.
   - D. underwater mountains formed through volcanic activity.
2. Which of the following would *not* be considered a threat to marine environments?
   - A. The establishment of marine protected areas
   - B. The use of trawling nets for fishing
   - C. Climate change increasing water temperatures
   - D. Release of hot clean water from power stations into the sea
3. Study **FIGURE 2**. **Match** each of the following biodiversity hotspots with the name of the ocean in which they are located.
   - a. Emperor Seamount Chain
   - b. Walvis Ridge
   - c. Sargasso Sea and Corner Rise Seamounts
4. **Explain** why viewing marine resources with a 'boom and bust' worldview is considered non-sustainable.
5. **Identify** two ways in which humans depend on the marine environment to break down, recycle or safely store the waste they produce. This is part of the 'sink' component of ecosystem functions.

Apply your understanding

Communicating

6. **Consider** the factors that may explain why we have less knowledge and environmental protection for the open ocean compared to coastal regions.
7. **Construct** a Venn diagram to illustrate the differences between an First Nations and Western worldview on marine environments. **Select** the most appropriate terms from the following list.
   Human-centred, Earth-centred, holistic, conservative, compartmentalised, knowledge passed on in written form, exploitative, individual focus, knowledge passed on orally, community focus
8. How might the worldview of a 'throwaway society' contribute to changes in the marine environment? **Justify** your response with examples.

LESSON
12.3 Why is there plastic in the ocean?

LEARNING INTENTION

By the end of this lesson you should be able to describe ocean pollution, especially marine debris, and identify its sources, distribution and movements.

TUNE IN

Many rivers in the Philippines are choked by litter.

FIGURE 1 A coastal creek in the Philippines



1. Have you ever stopped to think about what happens to any litter you might accidentally drop?
2. Describe what you see in **FIGURE 1**.
3. Why do you think there is so much litter in the creek?
4. What do you think is going to happen to this litter?
5. Could this be happening anywhere else in the world?
6. What would be the consequences?

12.3.1 What is marine pollution?

Directly or indirectly, the oceans receive millions of tonnes of human-made pollutants each year, which are collected in currents and swirl around.

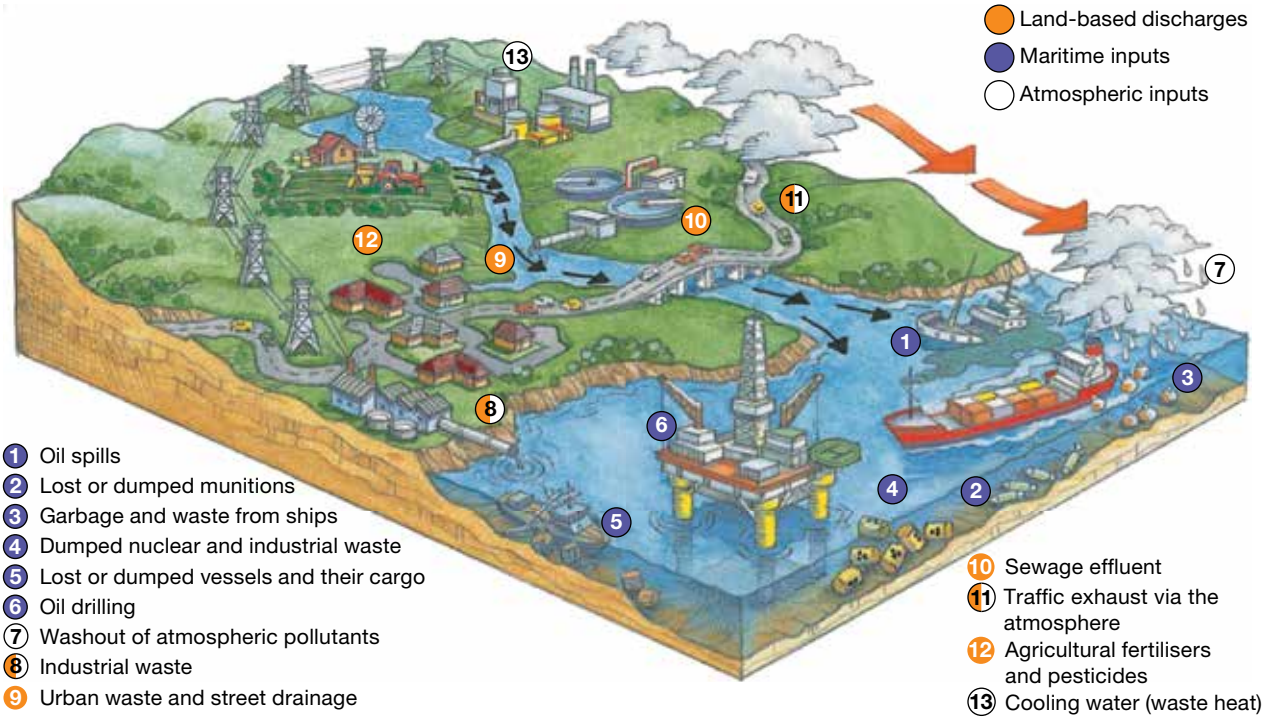
Marine pollution includes any harmful substance or product that enters the ocean. Most are human pollutants such as fertilisers, chemicals, sewage, plastics and other solids, including more than 3000 shipping containers per year.

Close to 80 per cent of marine pollutants start off on land and are either washed or deposited into rivers, from where they make their way to the coast. Even industrial air pollution can be returned to the Earth's surface via rainfall (see **FIGURE 2**).

int-5596

tlvd-10776

FIGURE 2 The sources of marine pollution



12.3.2 What is marine debris?

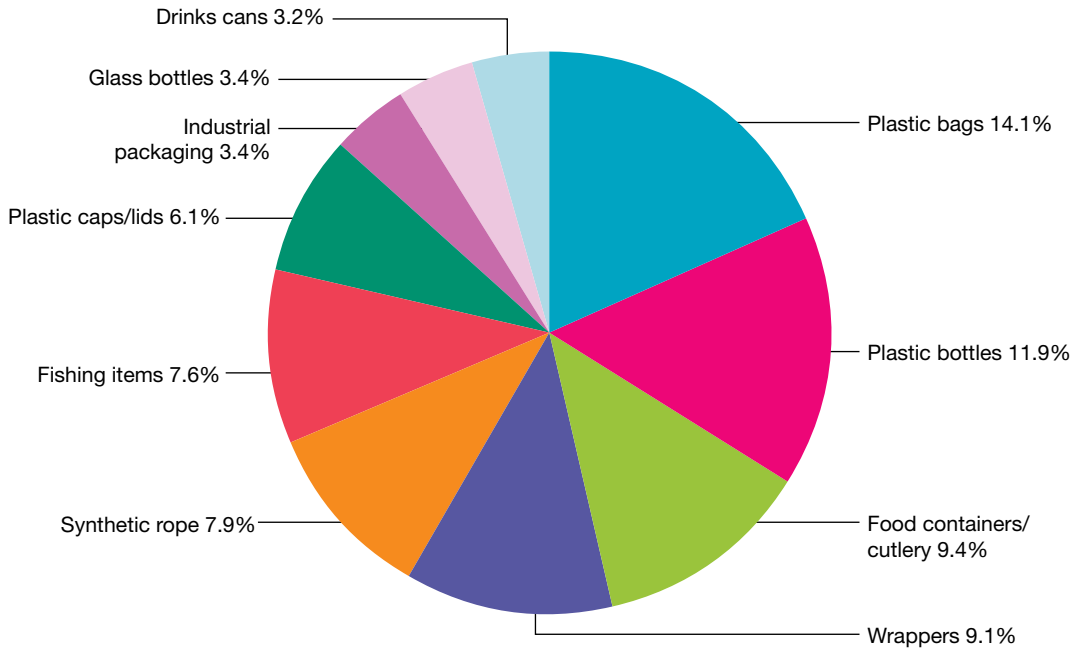
What happens to that empty drink can or plastic bag that misses the bin? There's a good chance it might wash down the gutter, into the drain and out to sea, never to be seen again. The world's largest rubbish dump is not on land, it is in the ocean.

Marine debris, the most prolific form of marine pollution, is litter and other solid material that washes or is dumped into the oceans. Much of it is plastic (see **FIGURE 3**). The special features of plastic that make it such a useful product — it is light, cheap to produce and disposable — also make it responsible for environmental changes in marine and coastal environments.

Plastics have revolutionised almost every aspect of society; more than 380 million tonnes of plastic (nearly the weight of the entire human population) are produced each year. On a global scale, only 13 per cent of all plastic is recycled. In Australia in 2020, only 16 per cent was recycled; the rest was either shipped overseas or ended up in landfill. Much is unaccounted for, lost in the environment and eventually washed out to sea, often ending up in the gut of or wrapped around the neck of marine creatures, or even buried in Arctic ice. Marine pollution is not confined to one place; it easily moves and crosses from national to international waters. Thus it can be an issue at a local, regional, national and international scale.

Researchers estimate that 8 million tonnes of plastic end up in the oceans each year — imagine a garbage truck dumping a load of plastic in the ocean every minute of every day of every year. Sixty per cent of plastic is less dense than sea water. When washed or dumped into the ocean, the buoyant material is easily moved by wind and surface currents, degraded into smaller and smaller pieces, or finally loses buoyancy and sinks. Surface currents and wind can also move debris back on to the coast, where it can become buried in sand or swept out to sea again. A survey of Australia's coastline found that plastics made up 84 per cent of marine litter.

FIGURE 3 Top ten marine debris items



Unlike most other litter, plastics are generally not biodegradable. The technological features of plastic mean that when it is exposed to constant wind, waves, salt and sunlight, it breaks down into tiny fragments known as microplastics (20–50 microns in diameter, thinner than a human hair), which can float or sink to the seabed.

Samples taken from selected sites in the Mediterranean Sea and the Atlantic and Indian Oceans have shown microplastics as deep as 3000 metres and in concentrations 1000 times higher than those found floating on the surface. Microplastics make up 85 per cent of plastic wastes along shorelines. Marine debris has also been discovered buried in sediments on the seafloor, in quantities 35 times greater in weight than that on the surface.

As well as microplastics, we also have microbeads and microfibres. Microbeads are tiny solid plastic fragments, less than 5mm in diameter, intentionally added to exfoliate and cleanse in rinse-off personal care products such as toothpaste, body wash and cleansers. The beads, as many as 100 000 per shower, flow straight down the bathroom drain and into the sewer. Wastewater treatment plants cannot filter such fine particles and so they ultimately end up out at sea. They are easily ingested by even the smallest sea creatures and are passed up through the food chain. Microbeads are not biodegradable and are impossible to remove from the marine environment.

Synthetic textiles pose a similar problem. When clothes made of microfibres such as lycra, acrylic, polar fleece or nylon are washed, between 600 000 and 17.7 million microfibres per wash are shed and end up in wastewater.

12.3.3 Where do we find the most marine debris?

Marine debris can be found in all seas and oceans and along most coastlines, from the isolation of the Arctic to heavily populated coastlines. Three regional places of concern are:

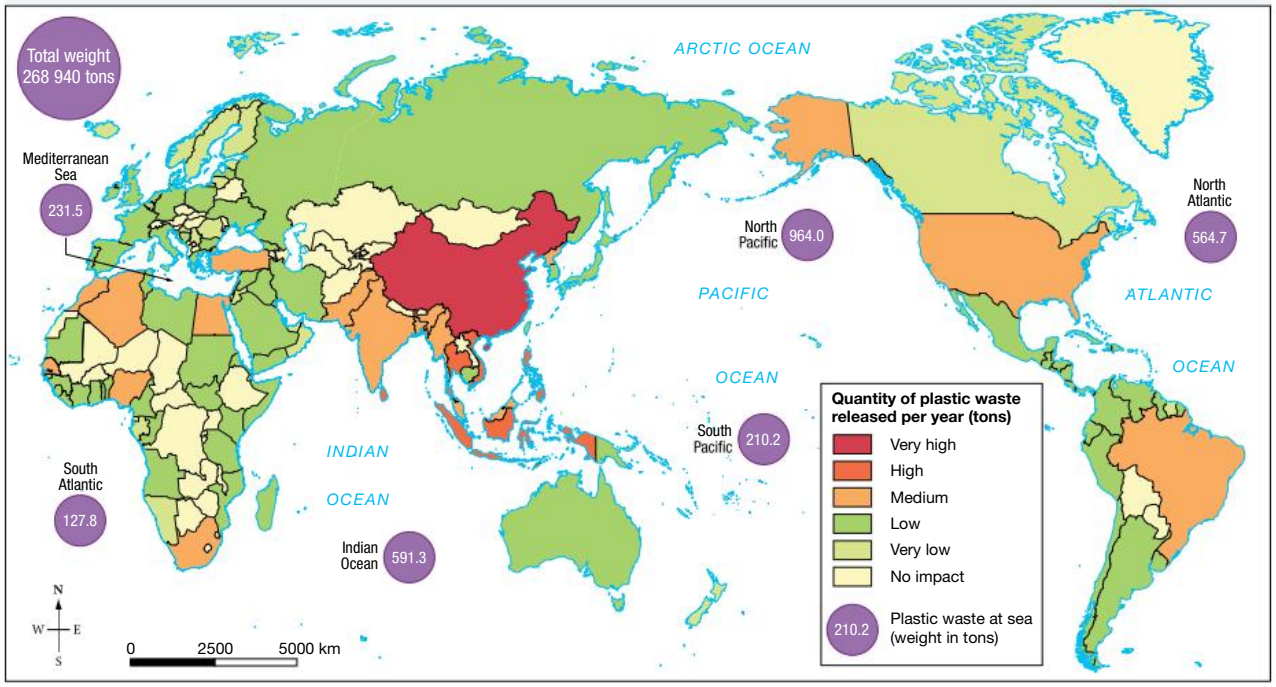
- the Mediterranean Sea, due to being geographically enclosed and proximity to large populations
- the Arctic Ocean, due to its pristine environment and the impacts on Indigenous communities
- East Asia, due to extensive coastlines (especially around island countries such as Indonesia) and close proximity to large populations dependent on marine environments for survival and inadequate waste disposal systems.

FIGURE 4 shows the major sources of plastic from land-based and fishing activities.

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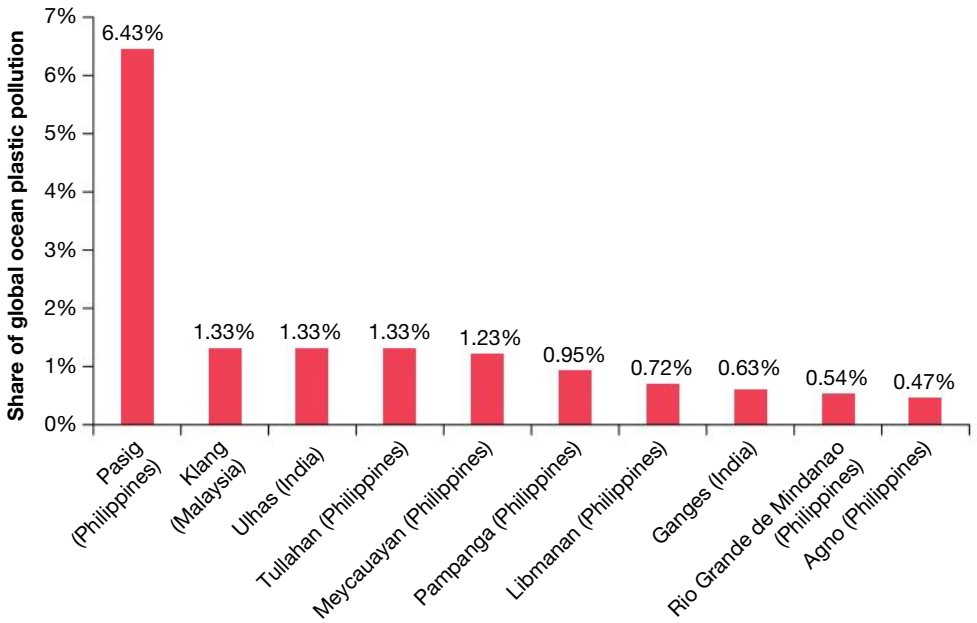
FIGURE 4 Quantity of plastic released into the ocean for selected countries



Source: Ministry of Environment & World Economic Forum; Statista.

It is estimated that 81 per cent of ocean plastics come from Asian rivers. The Philippines alone contributes around one-third of the global total (see **FIGURE 5**). These rivers all support high populations in their catchment areas and do not necessarily have the infrastructure to collect, recycle and dispose of plastic waste before it enters the sea.

FIGURE 5 River systems producing the most plastic marine litter



12.3.4 How is debris moved?

Why doesn't ocean water at the equator get hotter and hotter, and water at the poles get colder and colder? The answer is ocean currents. Currents are movements of water from one region to another, often over long distances and time periods. Currents effectively interconnect the world's oceans and seas. They are critically important for 'stirring' the waters and transporting heat, oxygen, carbon dioxide, salts, nutrients, sediments and marine creatures.

Ocean currents form part of the human–environmental interconnection. They are a natural environmental process that humans interfere with as they dispose of waste into the oceans. The waste can be swept up and carried by currents over long distances, often washing up on coastlines in places far from the source.

In January 1992, a ship sailing from Hong Kong to the United States lost a shipping crate containing 28 000 plastic bath ducks at sea during a storm. The toys drifted off in the currents, the first ones eventually reaching the Alaskan coast in November of that year. Nearly 30 years later, many are still floating! Tracking these toys has enabled scientists to improve their understanding of ocean currents.

The direction that currents take is influenced by a number of factors, including the Earth's rotation, the shape of the sea floor, water temperature, salinity levels and the wind. There are also vertical currents operating in the oceans, responsible for stirring up the water and distributing heat, gases and nutrients.

Surface currents

The action of winds blowing over the surface of the water sets up the movement of water in the top 400 metres of the ocean, creating surface currents. These currents flow in a regular pattern, but they can vary in depth, width and speed. Caused by the rotation of the Earth, the **Coriolis force** deflects currents into large circular patterns called gyres, which flow clockwise in the northern hemisphere and anticlockwise in the southern hemisphere (see **FIGURE 6**). Surface currents make up about 10 per cent of water movements in the ocean; deep water currents powered by **thermohaline** circulation make up the other 90 per cent.

Deep water currents

The Global Ocean Conveyor Belt (also known as the Great Ocean Conveyor Belt) is the largest of the thermohaline-driven ocean currents (see **FIGURE 6**). Warm water, which holds less salt and is less dense than cold water, travels from near the surface at the equator into higher latitudes. There, it loses some of its heat to the atmosphere. The current mixes with colder Arctic waters and this cold salty water becomes more dense and sinks, flowing as a deep ocean current. This creates a continual looping current that moves at a rate of 100 millimetres per second and may take up to 1000 years to complete one loop. The quantity of water moved in the Global Ocean Conveyor Belt is more than 16 times the water volume of all the world's rivers.

12.3.5 The Great Pacific Garbage Patch

A swirling mass of plastic waste, microplastics and other rubbish has been growing in the middle of the North Pacific Ocean, thousands of kilometres from the nearest coastline. Why is it there and how did it get there? Discarded waste from the east coast of Asia and west coast of the United States gets swept up in the North Pacific gyre. Within the marine environment, the slow-moving currents and winds push material into the calmer centre of the gyre, where it accumulates.

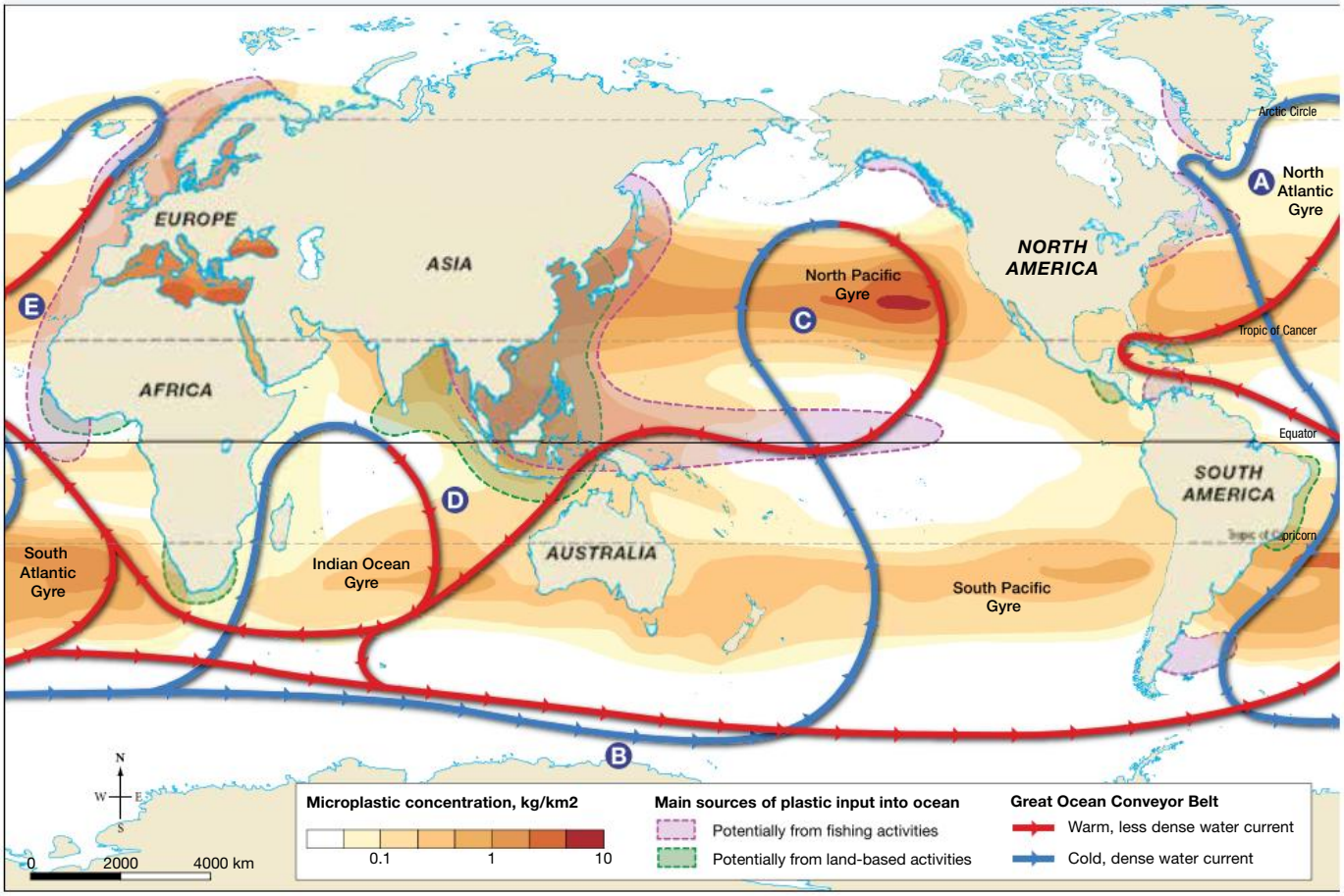
It can take a year for material to reach the centre of the gyre from Japan and five years from the United States. The accumulation of debris has earned this region the name the 'Great Pacific Garbage Patch' (see **FIGURE 7**). It is the largest of the five offshore plastic accumulation zones in the world's oceans, all corresponding with the major gyres. Very

Coriolis force a force that results from the Earth's rotation. Moving bodies, such as wind and ocean currents, are deflected to the left in the southern hemisphere and to the right in the northern hemisphere.

thermohaline relating to the combined influence of temperature and salinity

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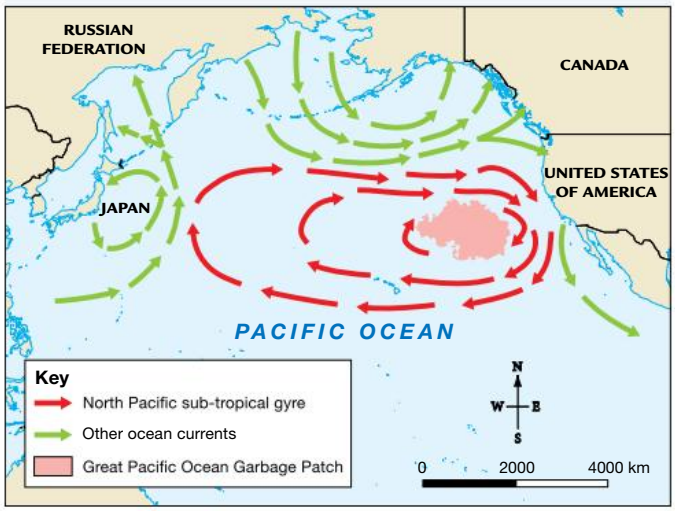
FIGURE 6 The Global Ocean Conveyor Belt and the five main ocean gyres



Source: Map drawn by Spatial Vision, based on data from Schoolmeester, T., Gjerdi, H.L., Crump, J., Alfthan, B., Fabres, J., Johnsen, K., Puikkonen, L., Kurvits, T. and Baker, E., 2019. Global Linkages – A graphic look at the changing Arctic (rev.1). UN Environment and GRID-Aren dal, Nairobi and Arendal. www.grida.no

tlvd-10778

FIGURE 7 Location of the Great Pacific Garbage Patch



Source: The Ocean Cleanup.

little garbage is visible on the surface; rather, it is a thick soupy mass of minute pieces of plastic, with an average depth of 10 metres. The extent of the patch in 2021 was around 1.6 million square kilometres. This is an area almost three times the size of France. Suspended within the patch are an estimated 1.8 trillion plastic pieces — around 250 pieces for every person on Earth!

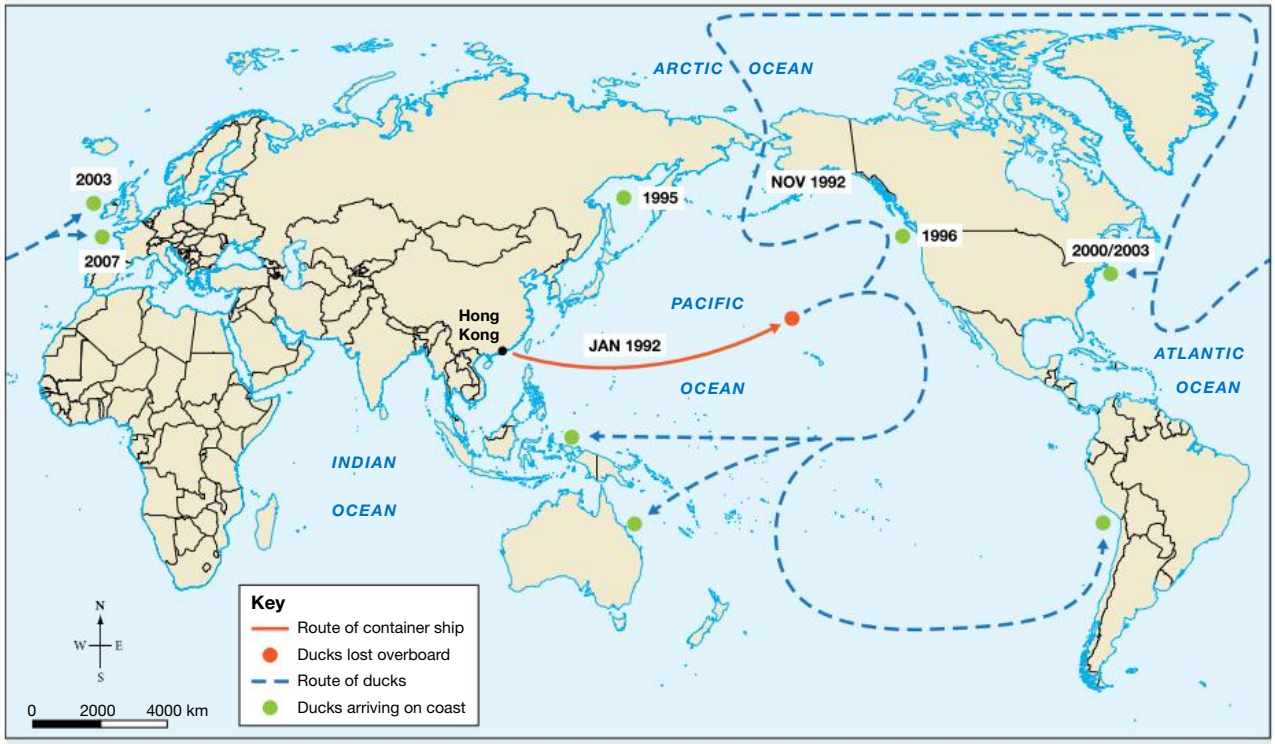
12.3 SKILL ACTIVITY: Interpreting and analysing geographical data and information

Refer to **FIGURE 6** and a map of the world in an atlas.

1. **Describe** the route taken by the Global Ocean Conveyor Belt. At each of the locations marked A–E:
   - name the ocean
   - mark the direction the current is taking
   - name the continent it is passing
   - **identify** the thermohaline features (warm, cold, higher salt content, lower salt content).
2. **Locate** the Great Pacific Garbage Patch on **FIGURE 6** and **identify** possible source countries/regions for marine litter arriving at the North Pacific Gyre. **State** if they are based on fishing or land-based activities.
3. How important is an understanding of ocean currents for dealing with marine pollution? **Explain**.

int-9134

FIGURE 8 The movement of the plastic ducks along the ocean currents



Source: Map drawn by Spatial Vision based on article by Patrick Knox for The Sun, 21 November 2017.

4. **FIGURE 8** shows the movement of the plastic ducks that went overboard in 1992.
   a. **Create** a timeline to demonstrate the distances, directions and countries where the ducks landed.
   b. **Explain** how this information helps our understanding about how we might manage marine pollution.

12.3 Exercise

learnon

12.3 Exercise

Learning pathways

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

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Check your understanding

1. Close to _____ per cent of marine pollutants originate on land (including atmospheric fallout), with the remainder coming from the ocean.
   Of marine debris, cigarette butts and food wrappers comprise nearly _____ per cent of rubbish found in the ocean.
2. **FIGURE 2** shows the sources of marine pollution. **Identify** the correct type of each of the pollutants below.

	Atmospheric-based	Land-based	Marine-based
Traffic exhaust			
Sewage effluent			
Oil drilling			
Shipping waste			
Industrial air pollutants			
Street drainage			

3. Answer the following questions about ocean currents.
   a. Ocean currents form in response to the uneven heating of the world's oceans. True or false?
   b. What is the driving force behind surface currents?
      A. Wind
      B. Movements of sea creatures
      C. Differences in temperature and salinity levels
      D. Rubbish
4. **Analyse FIGURE 3**. How would these items compare to a survey of marine litter conducted 50 years ago? What do you think has changed the most?
5. Refer to **FIGURE 4**. **Describe** the distribution of those countries that produce medium to high (orange–red) quantities of plastic marine waste.

Apply your understanding

Communicating

6. **Explain** why water at the equator doesn't keep getting hotter and why water at the poles doesn't keep getting colder. Use your knowledge of currents to write an explanation for a younger student.
7. **Clarify** why ocean currents are described as 'conveyor belts'. **Suggest** what changes might happen to the Global Ocean Conveyor Belt if there was a significant melting of the polar ice caps.
8. **Explain** how a plastic bag discarded after a picnic in Los Angeles can end up in the middle of the Pacific Ocean Garbage Patch.
9. **Discuss** the environmental, economic and technological factors that have created the Great Pacific Garbage Patch.

Concluding and decision-making

10. Is our use of plastic a sustainable practice? **Justify** your answer.

LESSON
12.4 How does debris change marine environments?

LEARNING INTENTION

By the end of this lesson you should be able to describe the environmental, economic and social impacts of plastic litter in the marine environment.

TUNE IN

Much of the litter that is found in the ocean can end up being eaten by birds or sea creatures.

FIGURE 1 Foreign objects found in the stomach of a sea bird



1. How many different items can you identify in **FIGURE 1**?
2. How do you think all these objects ended up in the bird's stomach?
3. What could happen to sea creatures that eat marine litter?

12.4.1 What are the impacts of marine debris?

The amount of marine litter has been growing rapidly due to largely unsustainable production and consumption patterns and the inability to manage the waste. The amount of waste being dumped into the oceans is predicted to double from 23 million tonnes per year in 2016 to around 53 million tonnes per year by 2030. This has been compounded by the COVID-19 pandemic. It is believed that more than 25 900 tonnes of single-use plastic personal protective equipment and gloves has ended up out at sea. The sheer volume was more than any country could process or recycle.

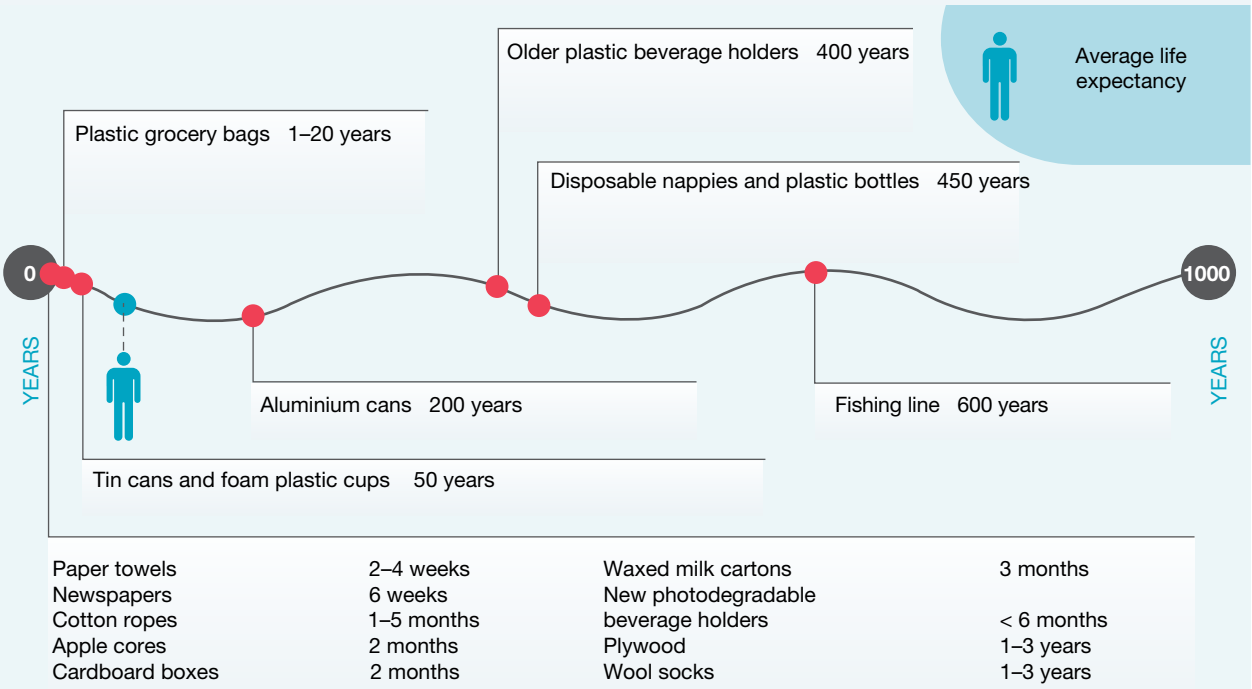
12.4.2 What are the impacts on the environment?

Plastics can take between 500 and 1000 years to completely degrade. As a result, all of the plastic ever made or used still exists in one form or another.

FIGURE 2 gives estimates of the length of time some marine debris takes to decompose. Most plastics undergo photodegradation, which is the process of degradation aided by sunlight and oxygen. This happens more slowly in water than on land because of the cooler temperatures and reduced exposure to the sun. As the plastics break down into smaller particles, they 'thicken' the water and can release toxins. If the particles are less than 5 millimetres in diameter, sea creatures can consume them. In turn, these creatures are eaten by bigger creatures and so on up the food chain; this is called bioaccumulation. Marine animals such as mussels, which filter seawater, take up the microplastics, which can release toxins into their tissues. Small floating pieces of debris are often mistaken for food and are scooped up by seabirds and fed to their chicks (see **FIGURE 1**).

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FIGURE 2 Time periods for the decomposition of marine litter



Note: Estimated individual item timelines depend on product composition and environmental conditions.

Source: South Carolina Sea Grant Consortium, South Carolina Department of Health and Environmental Control (DFHC) — Ocean and Coastal Resource Management, Centers for Ocean Sciences Education Excellence (COSEE) — Southeast and NOAA 2008.

Plastic pollution is believed to affect at least 800 marine species, with estimates of up to 100 000 marine mammal deaths, including whales, dolphins, porpoises, seals and sea lions, and one million seabird deaths each year. Deaths are mostly caused by eating plastic, starvation, suffocation, infection or drowning due to becoming tangled.

Twelve out of 25 of the most important species of fish for human consumption have been discovered to have consumed microplastics. These tend to lodge in the gut rather than being found in the muscle tissue that humans consume.

FIGURE 3 Discarded plastic bags floating in the ocean are mistaken for jellyfish and eaten by hundreds of marine species.



It has been a common practice by many countries to pay other countries to take care of their unwanted waste, with large quantities being shipped to less developed nations. These countries lack the correct methods to break down and deal with the waste and it is instead burnt or buried, creating environmental problems for the local people.

Plastics are made from non-sustainable fossil fuels and both manufacturing and burning it releases emissions into the environment.

CASE STUDY: An environmental disaster in Sri Lanka

In May 2021, Sri Lanka experienced its worst maritime disaster when a container ship caught fire and sank. The disaster was neither the fire or threat of an oil spill, but rather the release of 87 container loads, holding 1680 tonnes of rice-sized plastic pellets or 'nurdles' (the raw materials for manufacturing plastic products). Since the disaster, millions of nurdles have been washing up along the Sri Lankan coastline, in some places up to two metres deep. They are expected to drift in the currents around the Indian Ocean from Somalia to Indonesia for the next few decades.

FIGURE 4 Nurdles collected from a beach



Nurdles can act as 'toxic sponges', attracting pollutants to their surface, which then enter the food chain. Mistaken as food, the nurdles are eaten by birds, fish and other marine life. Despite the environmental damages caused by nurdles, they are not considered a hazardous shipping item like diesel or petrol, which require special handling and storage.

Around 230 000 tonnes of nurdles end up in the ocean each year. Previous spills have occurred in the North Sea, impacting on the coastlines of Denmark, Sweden and Norway. Another spill off the coast of South Africa affected 2000 km of coastline. Only 23 per cent of 49 tonnes were recovered.

Impacts on people

While the fishing industry contributes to marine debris, the industry itself is also affected by the litter. A survey in northern Scotland found that 92 per cent of fishers had continual problems with marine debris in their nets, snagging nets on rubbish, and that they avoided some fishing grounds because of their high litter concentrations. A recent study found that commercial fishing in Norway contributes 400 tonnes of plastic from lost fishing gear and ghost nets. (See lesson 12.5.)

Rafting also has an impact on aquaculture. Rafting is a natural phenomenon. Small marine creatures, such as barnacles, which normally spend their lives attached to rock, coral or coconut shells, can 'hitch a ride' on marine debris. The arrival of invasive or pest species in new locations can seriously affect ecosystems as they compete with native species for food or habitat. As well, invasive species can increase the risk of extinction for some species, reduce biodiversity and affect ecosystem function. Of the 455 marine pests in the eastern Mediterranean Sea, most have arrived on plastic rafts via the Suez Canal and the prevailing north-flowing current. If invasive species are introduced into fish farms, it can lead to the spread of disease or loss of fish stock.

Because of the action of currents, garbage discarded in one country can end up on the beaches of another country thousands of kilometres away. Thus the impacts of marine litter on people are mostly found in coastal regions. Impacts include the rising cost of clearing debris from beaches, loss of tourism revenue and debris interfering with boating and aquaculture. People can consume plastic through eating seafood and microplastics can be eaten, absorbed through the skin or inhaled and they can then accumulate in organs. Scientists estimate that each person on earth consumes the equivalent of a credit card worth of microplastics weekly. This poses a threat to the health of communities who consume seafood as their main source of food.

rafting when small marine creatures attach themselves to floating objects and are moved around by wave and current action

DISCUSS

The most effective ways of reducing marine pollution have to start on land. What are our obligations and duties as global citizens to reduce waste and pollution?

12.4 SKILL ACTIVITY: Interpreting and analysing geographical data and information

1. Use the following data to construct a bar graph to show the places where the largest sources of COVID-19 waste comes from (such as masks, gloves and testing kit materials). Finish your graph with full BALTSS (Border, Axes labelled, Legend, Title, Scale and Source).

Source region	Percentage of total COVID-19 waste
North America	6
Asia	46
South America	16
Africa	8

2. **Describe**, with the use of data, your observations from the graph.
3. **Suggest** reasons why the Asian region had such a large percentage of discarded waste.
4. **Discuss** in what ways discarded COVID-19 waste could impact on the marine environment.
5. **Identify** what countries could have done with the COVID-19 waste, given the speed at which the virus spread around the world.

Resources

Interactivity Garbage patch (int-3299)

12.4 Exercise

learnon

12.4 Exercise

Learning pathways

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

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Check your understanding

1. **Select** the best **explanation** of rafting in the context of marine litter.
   - A. The ability of marine organisms to create a raft-type structure out of marine litter
   - B. The ability of marine organisms to attach themselves to floating material and move with wave and current action
   - C. Objects floating in the Great Pacific Garbage Patch
   - D. The formation of large mats of seaweed during a storm
2. **Select** all the statements below that are false.
   - A. All plastic waste that enters the ocean will eventually decompose within a few years.
   - B. Microplastics can only enter the food chain at the producer stage.
   - C. Drowning is a major cause of death for fish entangled in nets.
   - D. Humans can only take in microplastics by swallowing them.
3. The environmental concern over nurdles is that:
   - A. they are not considered a hazardous shipping item.
   - B. that once in the environment they easily sink to the seabed and decompose.
   - C. that once in the environment they can be consumed by marine creatures or litter beaches.
   - D. they are easily lost in containers that fall overboard.
4. **Elaborate** on the impact of the COVID-19 pandemic on marine environments.

Apply your understanding

Communicating

5. **Suggest** why environmentalists are keen to have nurdles declared a hazardous shipping item.
6. **Examine FIGURE 4**.
   - a. **Describe** how you feel when viewing this beach.
   - b. **Consider** how the appearance of this beach could impact on (i) tourists and (ii) local people.
7. **Explain** how rafting can impact on both people and environments.
8. **Identify** the environmental changes that marine plastic brings to oceans.

Interpreting and analysing geographical data and information

9. Refer to **FIGURE 2**. **Compare** the decomposition changes for natural materials and man-made materials as seen in this timeline. What does this indicate to the packaging industry and consumers?

Concluding and decision-making

10. Is our use of plastic a sustainable practice? **Justify** your answer.

LESSON
12.5 How do ghost nets create environmental change?

LEARNING INTENTION

By the end of this lesson you should be able to explain the role that ghost nets play in changing marine environments and the way in which First Nations Australians are managing the problem in the Gulf of Carpentaria.

TUNE IN

Nets discarded or lost from fishing vessels cause damage to the marine environment.

1. What is happening in **FIGURE 1**? Why?
2. Would you consider this to be a small-scale or large-scale issue?
3. Where in the world do you think this is happening?
4. What influenced your decision?
5. How could people and governments deal with this problem?

FIGURE 1 What are these fish trapped in?



12.5.1 What are ghost nets?

Ghost nets are lost or discarded fishing nets and fishing gear that can drift in the oceans for many years. It is estimated that there are 640 000 tonnes of ghost nets discarded in the oceans annually, contributing to 46 per cent of the plastics found in the Great Pacific Garbage Patch.

Ghost nets are a threat to marine life because they are designed to capture fish but end up trapping and killing unintended species such as seals, dolphins, whales, turtles and birds that become tangled in the nets, unable to rise to the surface for air or untangle themselves. Thirty per cent of the decline in some fish species and more than 70 per cent of tangled marine animals is attributed to lost nets.

Ghost nets can also smother coral reefs, blocking sunlight and breaking corals. Discarded nets threaten biodiversity across all oceans. Economically, an estimated 90 per cent of species tangled in nets would have had commercial value, thus depriving people with income.

Traditionally, fishing nets were made of more eco-friendly materials, such as flax or hemp, but now they are usually made of nylon or another plastic compound, which makes them stronger, cheaper and more buoyant. However, this means they take a very long time to break down. Nets can also range in size from 30 cm to 6 km long!

TABLE 1 outlines several factors responsible for the loss of fishing gear at sea.

TABLE 1 Factors contributing to the loss of fishing gear

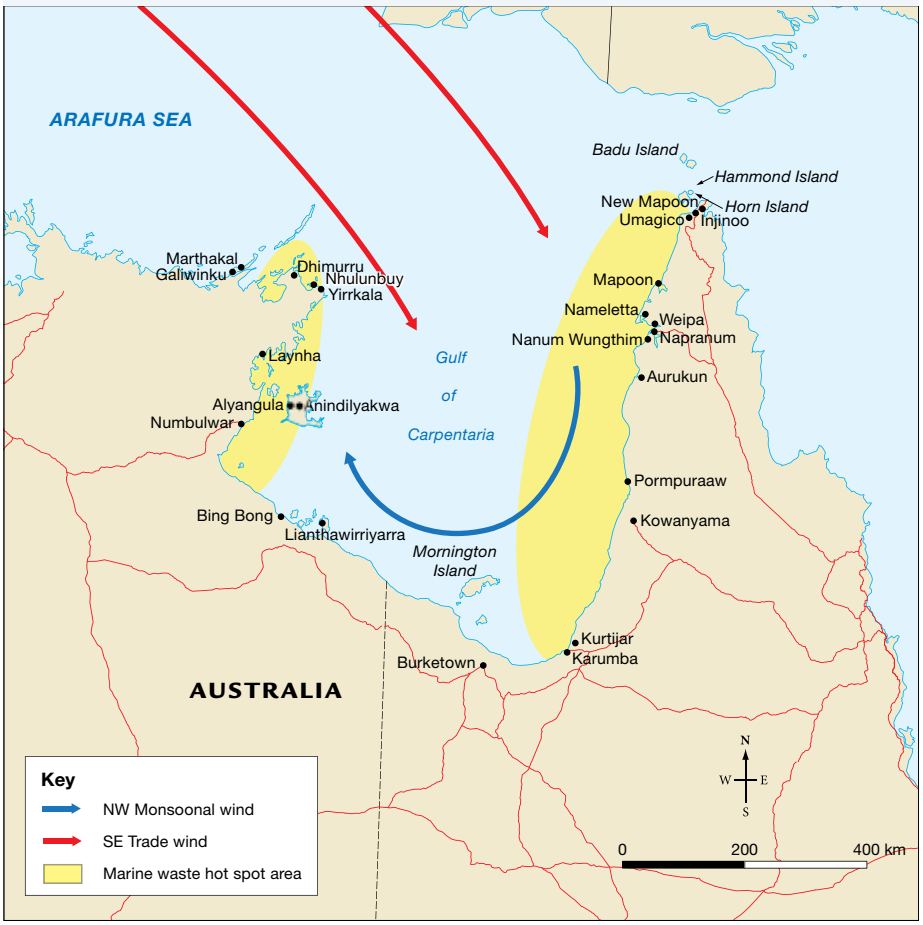
Social factors	Environmental factors	Economic factors
• Illegal fishing vessels, when threatened with capture from authorities, may cut nets or throw them overboard. • Gear deliberately dumped if no longer effective • Crew are often ill trained or unaware of the issue of ghost nets	• Stormy weather or rough seas may cause fishing gear to be washed overboard • Trawl nets dragged behind boats may get tangled on reefs or other obstacles and tear off • Nets anchored to the seabed can be torn off their mounts by strong seas and drift off	• It can be very expensive to dispose of old nets correctly or facilities may not exist. Dumping is the easiest option. • In times of good fish catches, nets may be thrown overboard to make room for the catch.

12.5.2 Where are ghost nets a problem around Australia?

Fishing debris is a global problem, found in every ocean and sea, even in isolated places such as the Midway Islands in the Hawaii archipelago, thousands of kilometres from any port or major fishing grounds. Discarded fishing nets accumulate on beaches, coral reefs and mangrove swamps or drift with ocean currents in large rafts, trapping marine life. It is a major problem in tropical northern Australia, particularly in the Gulf of Carpentaria.

The Gulf is a shallow sea located between Australia, Indonesia and Papua New Guinea; it represents 10 per cent of Australia's coastline. Around the Gulf, densities of abandoned nets can reach up to three tonnes per kilometre per year, among the highest densities in the world. The coastlines in this region are pristine environments and support six of the world's seven marine turtle species. Turtles make up 96 per cent of marine creatures captured in the nets. Over 90 per cent of the debris that collects is derived from the fishing industry, with 85 per cent of the nets originating from outside of Australia's territorial waters. Most of the nets come from the Arafura Sea (see **FIGURE 2**), an important fishing ground, especially for Indonesia, Taiwan and Japan.

FIGURE 2 Distribution of ghost net hot spots around northern Australia



Source: © Commonwealth of Australia Geoscience Australia 2013. Ghost Nets Australia, www.ghostnets.com.au/index.html.

Under the influence of the south-east trade winds and north-west monsoon winds (see **FIGURE 2**), a circular gyre current develops, which creates a build-up of ghost nets, like the Great Pacific Garbage Patch.

12.5.3 How can the ghost nets be dealt with sustainably?

In Australia, the issue of ghost nets is being tackled by GhostNets Australia, an alliance that supports the Indigenous Rangers Programme. Specially trained First Nations Australian rangers from 40 clan groups in remote coastal places of Western Australia, Queensland and the Northern Territory, have been responsible for capturing up to 15 000 ghost nets in the past 15 years.

FIGURE 3 Captured trawler nets being collected by rangers



Often, helicopters are used to spot the ghost nets washed ashore, which are then checked for trapped wildlife. Live turtles are tagged and data recorded before they are returned to the sea. Nets are dragged up above the high tide line to be identified, collected and disposed of later.

The project works on a '6R' principle.

1. **R**emove ghost nets from waters and the coastline of the Gulf of Carpentaria.
2. **R**ecord the number, size, type and location of nets.
3. **R**escue animals trapped in nets.
4. **R**eport the activities that the community has done to increase awareness.
5. **R**educe the number of nets in the Gulf by working together.
6. **R**esearch factors that influence the distribution, movement and impact of ghost nets.

This program is part of a Caring for our Country initiative in the region, which promotes stewardship of First Nations Australians' customary lands and seas.

12.5.4 What can be done with the debris?

There are three main stages to dealing with ghost nets:

- locating and retrieving
- cleaning them and removing them
- disposal

An evaluation of some of the strategies used is outlined in **TABLE 2**.

There are three options for disposing of the waste: burning, placing in landfill, or recycling. Some methods are more sustainable than others and all require the difficult task of collecting the waste.

Disadvantages of burning fishing nets include:

- burning plastic is illegal in most countries
- after burning, the residue is a huge, heavy, immovable mass of melted plastic, which is a visual eyesore
- health risks associated with burning plastic.

Disadvantages of disposing of fishing nets in landfill include:

- the expense of transporting the waste over large distances to a landfill site
- waste is often burned in tips, and these tips are close to settlements.

Disadvantages of recycling or reusing fishing nets include:

- the remoteness of and distances to recycling plants (South Australia and Taiwan have plants big enough to cope with fishing nets)
- the expense of transporting the waste over large distances
- the need for large machinery to chop plastic into manageable pieces
- the need to find a local use for the recycled waste material.

Recent analysis from aerial surveys has noted that despite the clean-up methods being employed and the banning of the use of trawl and seine nets in Indonesia, the number and density of ghost nets has continued to increase around the Gulf.

TABLE 2 Evaluation of strategies to manage ghost nets using three criteria

Strategy	Economic criteria	Environmental criteria	Social criteria
Tracking/retrieval			
Radio frequency tagging of nets	Cost 50 cents each	Can work in remote areas and can work at local scale. Can be tracked and retrieved when suits	Indirect benefit — improved data collection
Use of drones	Cost $230	Can work in remote areas and at local and regional scales.	Makes clean up more efficient
Use of satellite imagery	Cost $5000 per 100 km^2	Can work in remote areas and at local and regional scales. Allows a larger area to be examined compared to a drone	Indirect benefit — may allow tracking and prevention of nets reaching coast
Clean up and removal			
4WD, Ute road vehicles	Second hand $60 000 plus running and maintenance costs Small loads only	Can drive on sand and in harsh terrain, though needs tracks or roads	Opportunities for local businesses to maintain Only driving license required
Helicopter to lift and carry items	$1400/hour to use	Can work in remote locations, increased clean-up efficiency	Opportunities for local businesses to maintain Requires special training
Boat/barge to ship out waste	$50 000+ to purchase	Can work in remote locations, increased clean-up efficiency	Opportunities for local businesses to maintain Requires special training
Responsible disposal			
Manufactured into another product	Machinery up to $1 million	May be sustainable depending on what products made	Requires skilled workers more suited to regional town
Incineration — material to be burnt and left over compacted	Approx. $400 000	Reduces amount that would go to landfill Risk of air pollution	Scale of operation May not be large enough More suited to regional urban location
Small-scale conversion of plastics to diesel fuel	Mobile unit $1.7 million Insufficient nets to allow continual processing	Some environmental risks if leak or spill	Requires skilled operators More feasible for urban locations

12.5.5 What else is being done?

International scale

Clearing the oceans of ghost nets will require global innovation, commitment and cooperation. Presently, there is no international law for ghost nets; instead it is up to volunteer groups and environmental organisations to clear the seas.

The United Nations have suggested practical methods aimed at the fishing industry to help educate and provide incentives for reporting and retrieving lost nets. The World Wildlife Fund (WWF) is actively working with local fishers and governments to identify and target hotspot areas to remove nets. They are also promoting ways to trace nets back to their owners, using sonar reflectors to make the nets easier to find and encouraging more sustainable fishing practices. Other small-scale strategies being used are:

- In Britain and Alaska, ghost gear is being turned into plastic tokens for supermarkets or local craft.
- In Chile, collected nets are recycled into sunglasses, chairs and skateboards.
- In Europe, a new nylon fibre has been created from recycled nets to be used in swimwear, sports clothing and carpets.

Instead of being discarded, the nets have value and can be sold. Jobs are created and an environmental threat averted.

Local scale

The Australian Government committed $14.8 million in 2021 to address the challenge of ghost nets and plastic litter around the Gulf coastline. The GhostNets Initiative will work with First Nations organisations, Parks Australia and other agencies to build on past and present efforts with the focus on three main strategies.

- Supplying new technology to better detect, collect and dispose of ghost nets and plastic litter. These could include tracking databases, the use of satellite and drones for tracking and mobile recycling plants.
- First Nations Australian ranger groups collecting data on the source of nets and coordinate retrievals of nets and debris.
- Trials to attach GPS tracking devices to floating nets that cannot be safely retrieved initially, but can be tracked and picked up later.

While only a partial solution to the large quantity of nets accumulating, GhostNets Australia promotes the reuse of nets by providing local artists with netting material.

The artists use traditional weaving techniques to create artworks (see **FIGURE 4**). This type of sustainable cottage industry brings economic and social benefits as well as raising awareness of the problem of marine debris.

FIGURE 4 Woven basket made of recycled fishing nets



12.5 SKILL ACTIVITY: Questioning and researching using geographical methods

1. **Research** information on the different types of fishing nets used: gill, purse, seine and trawl nets. Briefly **explain** how they work. I**llustrate** with clearly labelled sketches or images.
2. **Construct** a table to list the advantages and disadvantages of each type of net from a fishing and an environmental perspective.
3. **Identify** which net design might prove to be the most damaging to the environment if lost or discarded.
4. Many countries have now banned the use of trawl nets. **Discuss** if you think this decision was influenced more by economic or environmental factors. **Explain** your reasoning.

FIGURE 5 A fishing trawler dragging nets near the Netherlands



12.5 Exercise

learnon

12.5 Exercise

Learning pathways

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

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Check your understanding

1. **Explain** why ghost nets are a problem in northern Australia.
2. Why are fishing nets an environmental problem?
   - **A.** They cost a lot of money to remove.
   - **B.** They are a waste of good fishing nets.
   - **C.** They can trap marine creatures and birds.
   - **D.** They are not an environmental problem.
3. Refer to **FIGURE 2** to complete the following sentences.
   - **a.** You would expect ghost nets to predominantly build up on the east coast of the Gulf during the _____ season.
   - **b.** You would expect ghost nets to predominantly build up on the west coast of the Gulf during the _____ season.
4. **Explain** why an understanding of local wind patterns is useful to GhostNets rangers.
5. **Discuss** why transporting ghost nets to South Australia for recycling is not a viable option.

Apply your understanding

Concluding and decision-making

6. **Evaluate** the environmental, economic and social aspects of the GhostNets program.
7. The Ghost Net Initiative hopes that by 2030 the amount of fishing gear lost in the ocean each year will be smaller than the amount that is recovered, recycled and re-used. **Reflect** on whether you think this is a realistic goal and **explain** your reasoning.

Communicating

8. **Clarify** how the cultural values of First Nations Australians has influenced their partnership with the Ghosts Nets program.
9. The Gulf of Carpentaria is a hotspot for discarded fishing nets. **Explain** how the detection, retrieval and disposal of nets might be different if there was a hotspot along the coast of a major Australian city.
10. **Consider** what would be involved in establishing a global law on the issue of discarded fishing gear. What would be required and how best would it be managed? **Justify** your viewpoint and reasoning.

LESSON
12.6 How is marine debris being dealt with in different places?

LEARNING INTENTION

By the end of this lesson you should be able to compare different strategies for dealing with marine pollution.

TUNE IN

Marine pollution can negatively affect even the most isolated islands.

FIGURE 1 A pristine beach on one of Australia's most remote islands



1. Have you ever wanted to live or holiday on a tropical coral island? What features in **FIGURE 1** appeal to you?
2. How would you feel if you knew this was more than 2000 km from the Australian coastline, but still part of Australia? Do you know where this is?
3. What is your reaction to the fact that many of the beaches here are covered in marine litter?

12.6.1 How is litter removed from oceans?

CASE STUDY: Cleaning up the Great Pacific Garbage Patch

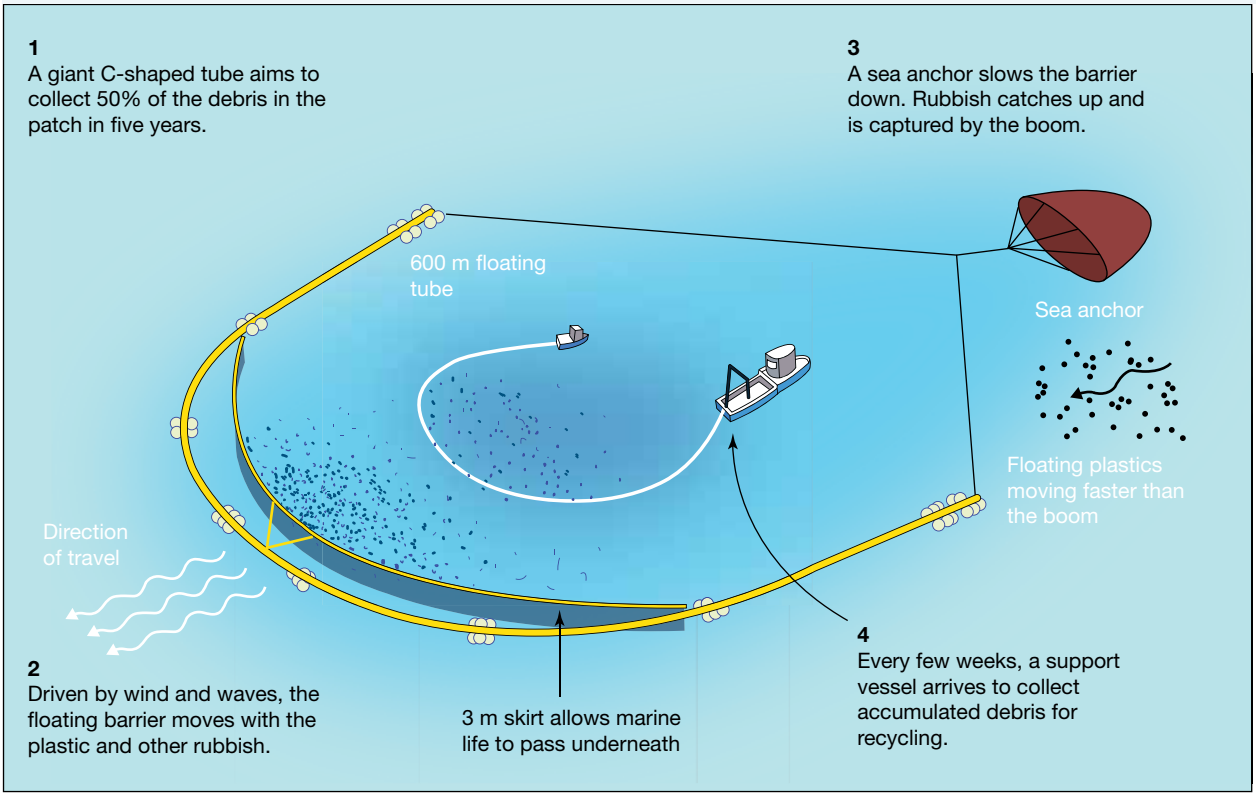
Ocean Cleanup, a not-for-profit organisation set up by 17-year-old Boyan Slat in 2013, is endeavouring to clean up the Great Pacific Garbage Patch, the world's largest accumulation of marine rubbish in the middle of the Pacific Ocean. The organisation is designing a device that can be towed behind ships and literally scoop up debris while still allowing marine life to swim beneath (see **FIGURE 2**).

Winds and waves propel the device forward at a faster rate than the current-driven debris, allowing it to be collected. The debris can then be brought back to land for processing and recycling. Their third design is now being tested and it is hoped that they could deploy 10–15 collectors, powered by 20–30 ships to operate 24 hours a day. Over 12 months they could collect up to 20 000 tonnes of plastic. Much of the plastic they capture is being recycled into new products such as sunglasses.

There are drawbacks to the scheme, such as:

- a reliance on fossil fuel-burning ships for collecting and transporting the waste
- 20 000 tonnes collected each year is only a very small proportion of the 11 million tonnes that enter the marine environment annually
- the cost of hundreds of millions dollars to operate and staff so many ships
- the fact that much of the plastic is not floating on the surface but suspended through the water
- the debris in the patch is constantly moving in response to wind, waves and currents.

FIGURE 2 The design of the Ocean Cleanup debris collector



Note: The project's original design had the boom travelling in the opposite direction and catching up with debris in the ocean.
Source: The Ocean Cleanup.

12.6.2 How is litter removed from coastlines?

Australia is an island continent with an ocean territory twice the size of our landmass. Eighty-five per cent of the population lives within 50 kilometres of the sea.

Despite the uneven distribution of our population, marine pollution is evident around the entire coastline. Fifty per cent of the debris was related to land-based sources, and 7 per cent is dumped in the ocean. The highest densities tend to correlate with urban areas. Human littering and land-dumping are the most important causes, while rivers, storm water drains and wind help move the rubbish into the marine ecosystem.

The worldview of First Nations Australians is that our oceans and land are interconnected and Caring for Country is central to their beliefs.

CASE STUDY: Beach litter on the Cocos Keeling Islands, Australia

More than 2000 kilometres off the north-west coast of Australia, in the Indian Ocean, lie two coral **atolls** (see **FIGURE 3**) made up of 27 islands of the Cocos Keeling Islands (part of Australia's external territory). With a maximum elevation of nine metres and a population of less than 500 people on the only two inhabitable islands, the islands and beaches are considered some of the most beautiful in the world. They are also home to more than 400 million pieces of marine plastic litter.

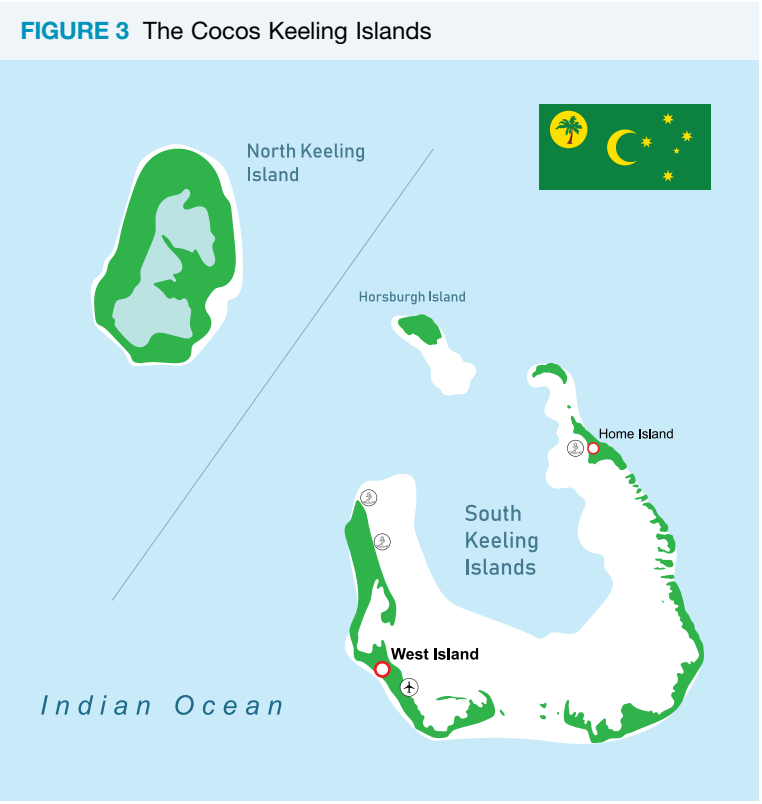
The islands lie south of Indonesia and in the path of the Indonesian Throughflow Current, which moves water from the Pacific Ocean to the Indian Ocean (**FIGURE 4**). A tracking survey in 2020 indicated that 100 per cent of litter ending up on the island's beaches came from river sources in Indonesia transported by this current.

Plastic debris from neighbouring Indian Ocean islands or the mainland was only a small proportion of the 238 tonnes of litter arriving. It would take 4000 years for the population of the island to generate the same amount of plastic waste in their marine environment.

Such remote islands, which don't have large populations or river systems discarding litter, are an indication of the scale of human-induced environmental change in our marine environments.

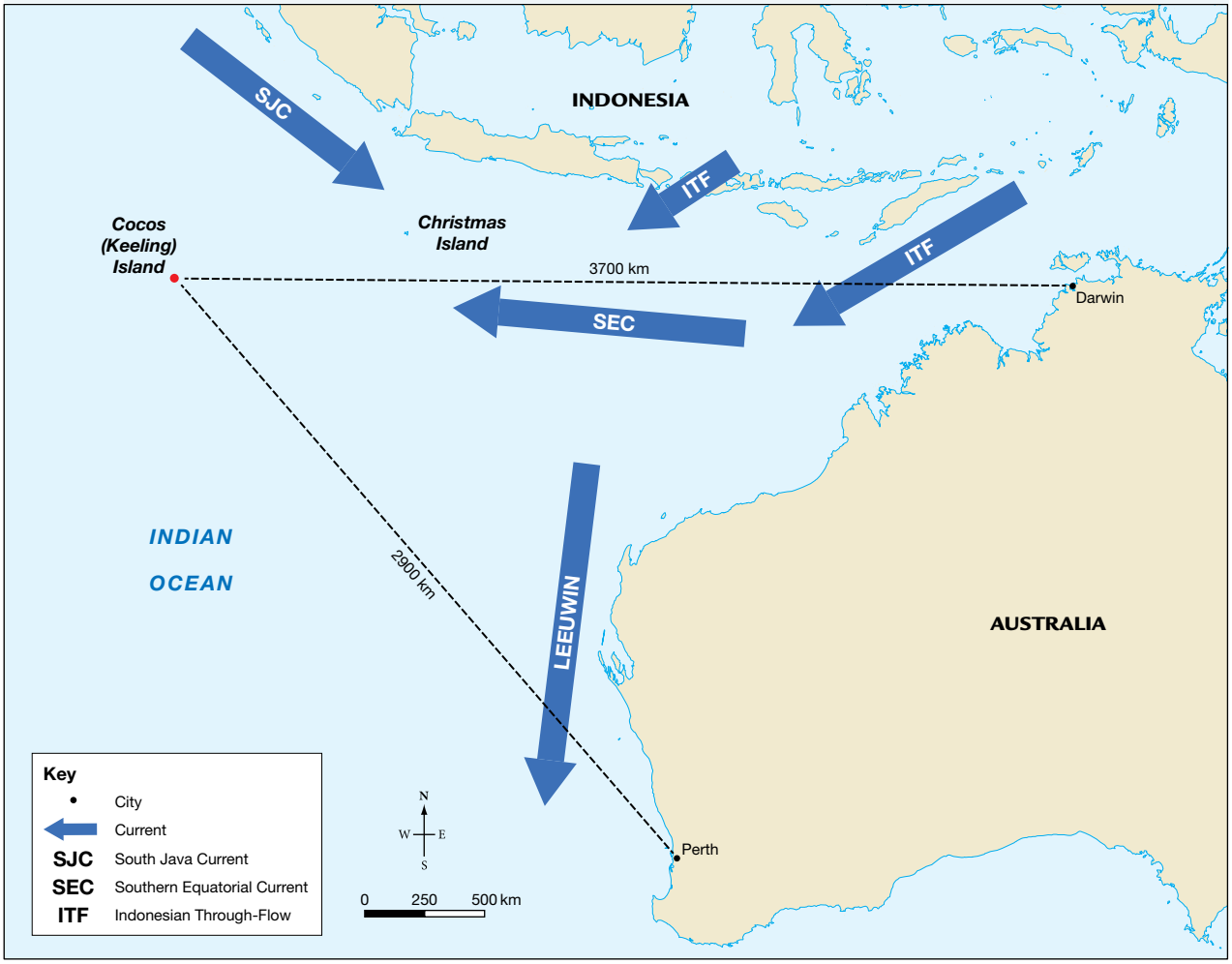
atoll a ring-shaped coral reef or string of small coral islands surrounding a shallow lagoon

FIGURE 3 The Cocos Keeling Islands



tlvd-10780

FIGURE 4 Location of Cocos Keeling Islands and local currents



Recent litter surveys discovered some interesting facts. All were anthropogenic (caused by humans or their activity) and, of the identifiable items:

- 25 per cent were classified as disposable items — straws, plastic bags, toothbrushes, food packaging
- 93 per cent of all debris was buried up to 10 cm in the sand
- 4.5 tonnes of discarded fishing nets were collected from one small island
- microplastics were in such concentrations that they could be scooped up by hand. One square metre of beach produced 5302 plastic pieces with a total weight of 3.2 kilograms.

What clean-up strategy is being used?

The only method available for reducing marine litter on the Cocos Keeling Islands is hand collecting. Not-for-profit organisations, such as Sea Shepherd and the Tangaroa Blue Foundation (TBF), have volunteered for data and litter collection over the years and even the Navy has done clean-up work. The rubbish is then incinerated at high temperatures. Burying the rubbish is not an option for fear of polluting groundwater, the main source of drinking water. Hence there has had to be a 'trade off', removing the rubbish by hand and incinerating it to help reduce the plastic pollution problem without the extreme economic impact of paying for it to be shipped to a major city on the mainland for correct disposal.

The Australian and Indonesian Governments are working together in the Australia-Indonesia Plastic Innovation Hub (The Hub) to work with the plastic industry in Indonesia to identify how technology can help achieve improvements in the plastic pollution issue. This case study is an example of human-environmental interconnection, where the impacts of human behaviour in one place creates environmental changes in another place.

12.6.3 How is litter stopped from entering the ocean?

Indonesia is the world's second largest contributor of marine plastic in the world, contributing 625 000 tonnes of plastic annually to the surrounding seas, and it is growing at an unsustainable rate. By 2025 it is expected to reach 800 000 tonnes.

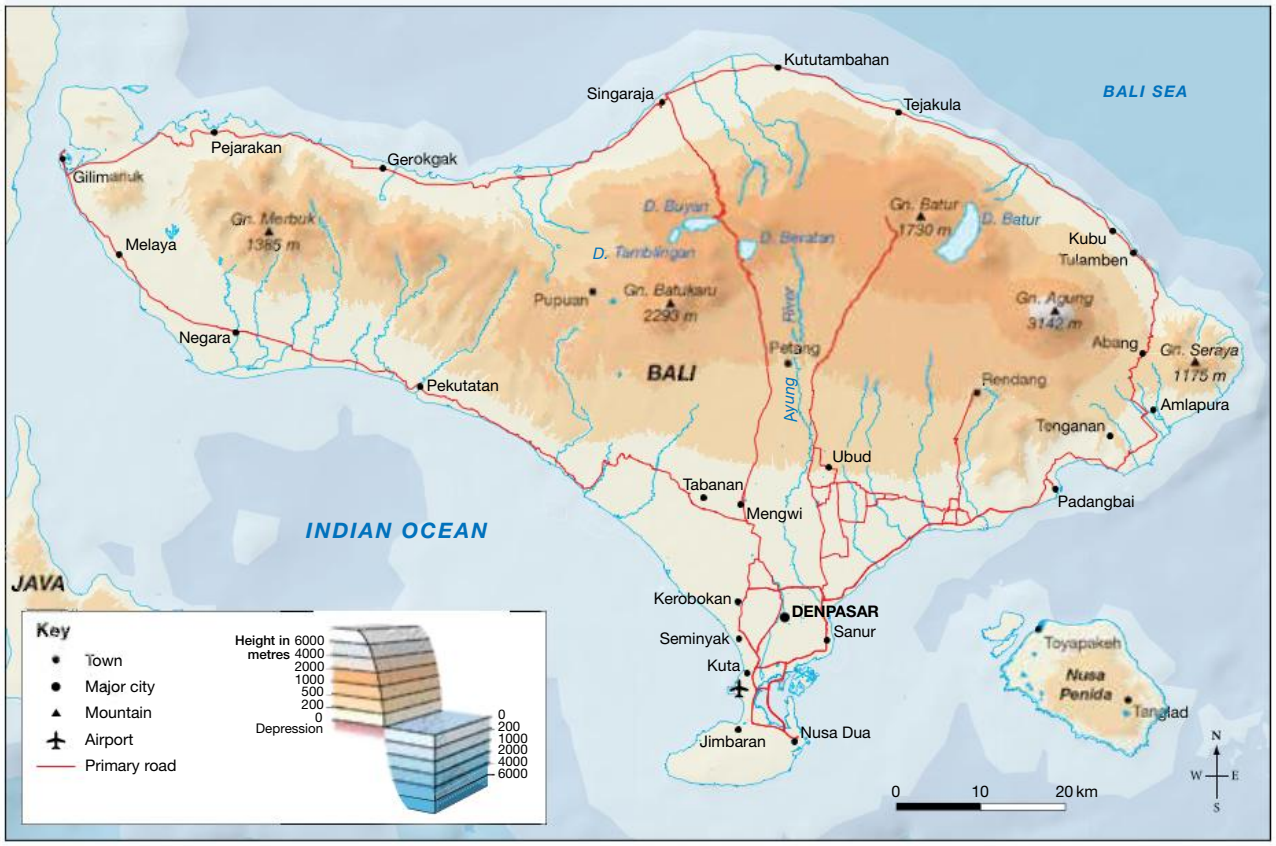
The country has some of the most biodiverse and important coral reefs in the world, which support livelihoods and food security for millions of people. Over the past decades, the seas around Indonesia have experienced large-scale environmental change due to human activities: plastic pollution, over-fishing, illegal fishing and coastal development.

CASE STUDY: Bali

Bali is a small southern island of Indonesia (smaller than Tasmania) with a population of 4.2 million people (Tasmania has 517 000). Ninety per cent of the population lives within one kilometre of Bali's 372 rivers.

The island is a popular tourist destination, with 6.3 million international tourists and 10 million domestic tourists visiting annually (pre-COVID-19). Tourism contributes 70–80 per cent of Bali's income. This places enormous stress on both the land and marine environment. It has been calculated that one tourist uses 3.5 times more plastic than a local resident.

FIGURE 5 The island of Bali



Source: Map drawn by Spatial Vision.

The famous beaches at Kuta and Legian (see **FIGURE 6**) are subject to massive plastic pollution, accumulating up to 60 tonnes of rubbish daily. Rivers deliver inland garbage to the coast, while seasonal monsoons bring in westerly winds and currents that drag plastic litter from the nearby island of Java. Coupled with the influx of tourists, an inefficient garbage disposal system and low levels of community education, the island is literally being buried in waste. Confusion arises because the island is divided into eight different regions, each with

its own policies, waste disposal methods and landfills (dumps). There is minimal household sorting, recycling or collection. The river is the bin.

In 2019, Bali became the first province in Indonesia to ban plastic bags, straws and polystyrene takeaway containers. The Government has also introduced a US$10 fee on every visitor to the island as a waste levy. However, 40 per cent of the garbage created in Bali is still either burnt or dumped.

FIGURE 6 Marine litter on Kuta Beach, Bali



Sungai River Watch

The increasing problem of plastic garbage has instigated numerous organisations and residents to battle the clean-up. Sungai (river) Watch was set up in 2019 by Sam Bencheghib, a local with a goal of 'stopping the endless flow of plastics from going into the sea and prevent our coastline from being so polluted'.

He started by creating a river barrier to trap garbage in a Balinese River. He collected, hand sorted and delivered the waste to a recycling centre (see **FIGURE 7**).

With support from the World Wildlife Fund, Sam started employing people and paying above-base wages. Fifty-five people are now employed to set up barriers, remove the waste daily and then sort and process two tonnes of rubbish daily. **FIGURE 8** shows the results of fourteen months of collection of recyclable material.

Sungai Watch has now installed 105 barriers across rivers in Bali. The barriers have been designed to allow free movement of fish and cater for rising waters during the monsoon season. There has already been considerable success.

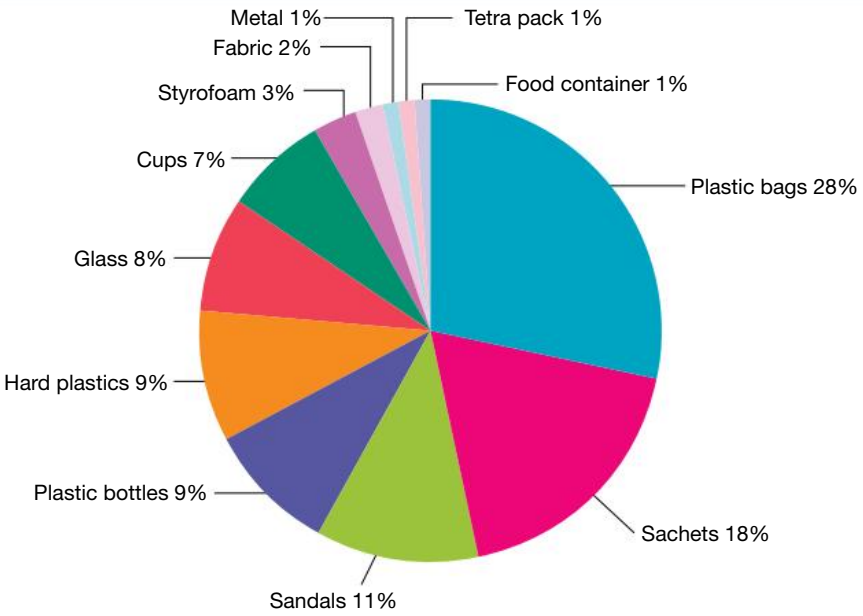
- 333 000 kg of litter has been captured, preventing it from entering the seas.
- Rivers are now visibly cleaner and the volume of garbage trapped by the barriers is reducing, particularly in those villages where Sungai Watch works closely with and educates community leaders.
- The barriers become conversation starters in villages, helping people to realise the importance of clean rivers.
- Analysis of litter collected helps build a data bank for further research.
- Any organic matter (branches, leaves) sorted is converted to compost and sold.
- Any illegal dumping grounds along the rivers with barriers are cleaned up.
- Waste plastics are either sent for recycling or compressed into sheets for re-purposing.

Changing people's views and practices is a slow process, with the ultimate goal not to merely prevent plastic accumulation in the seas but also to change the mindset that put it there.

FIGURE 7 A river barrier collecting litter in Bali



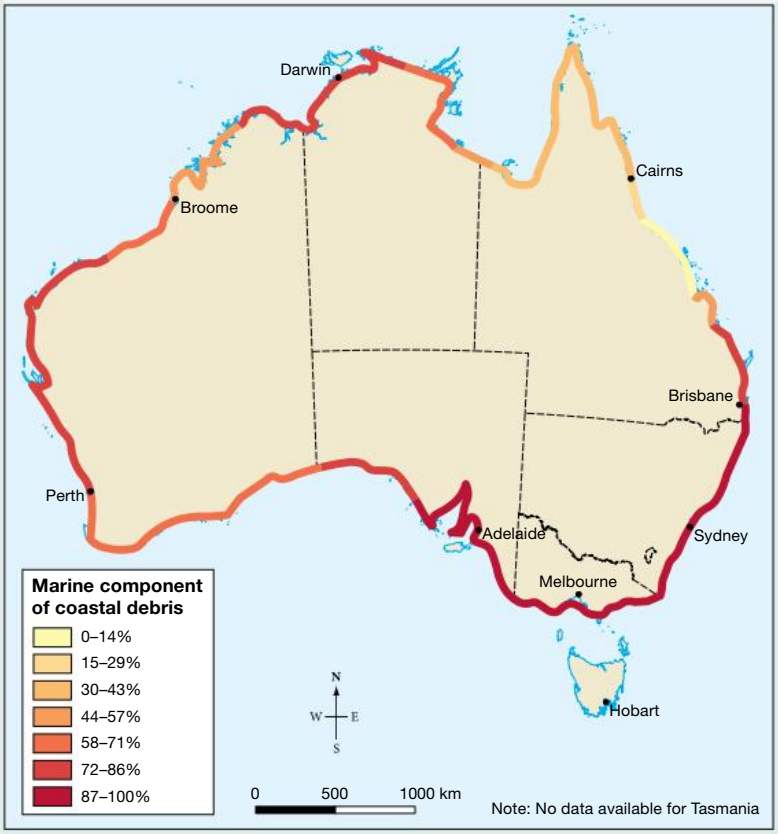
FIGURE 8 Types of recyclable material collected by Sungai Watch



12.6 SKILL ACTIVITY: Interpreting and analysing geographical data and information

Study the map of Australia, which shows the distribution and concentration of marine litter around the coastline.

FIGURE 9 Marine litter distribution



Source: Map redrawn by Spatial Vision © Copyright Commonwealth of Australia 2022, Bureau of Meteorology.

1. Complete the following table to **determine** the percentage of marine litter for each major city.
2. **Identify** the places in Australia that have the highest component of marine litter.
3. Using the knowledge that you gained in this lesson, **suggest** a reason why the highest concentration is found in this region.
4. **Identify** if the regions with the highest concentrations of marine litter are associated with major cities. **Explain** why or why not.
5. **Propose** the factors that seem to influence the degree to which a place might receive marine- or land-based pollution.

City	Percentage components coming from marine litter
Darwin	
Cairns	
Brisbane	
Sydney	
Melbourne	
Adelaide	
Perth	

12.6 Exercise

learnon

12.6 Exercise

Learning pathways

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

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Check your understanding

1. An atoll is best described as:
   - **A.** an area of fringing reef in the open ocean.
   - **B.** an area of shallow water surrounded by deeper water.
   - **C.** a continuous ring of coral reef.
   - **D.** a ring-shaped coral reef or string of islands surrounding a shallow lagoon.
2. Complete the following statement by **selecting** the correct word.
   The Great Pacific Garbage Patch is located in a **moving** / **fixed** position close to the **east** / **west** coast of the U.S.A. The Pacific Gyre current moves in a / an **clockwise** / **anticlockwise** direction.
3. Which of the following would *not* be regarded as an anthropogenic cause for declining marine environments?
   - **A.** Over-fishing
   - **B.** Trampling of coral reefs
   - **C.** An El Niño event in the Pacific Ocean
   - **D.** Sewage disposal into coastal waters
4. Many of the schemes to reduce marine pollution rely on volunteer groups and not-for-profit organisations rather than governments. **Consider** why this might be the case.
5. a. **Identify** an example of a social, environmental and economic factor that has contributed to the build-up of plastic litter in Bali.
   b. **Reflect** on the factor that you think is the most important in explaining the litter problem.

Apply your understanding

Communicating

6. The Balinese Government has installed a US$10 levy on every tourist as a waste levy. **Discuss** the advantages and disadvantages of such a tax.
7. Sungai Watch is attracting sponsorship from businesses such as Bintang Beer, who pay an annual fee of US 210 to have a section of a river barrier branded in their name. **Outline** the benefits this might bring to Sungai Watch.

8. **Consider** how the worldviews of Balinese communities might influence the way in which litter is dealt with in Bali.
9. **Compare** the strategies for managing marine pollution in Bali and the Cocos Keeling Islands using the criteria of success and sustainability. You might like to do this in table form.
10. 'The scale of the problem means cleaning up our oceans is currently not possible, and cleaning beaches once they are polluted with plastic is time consuming, costly, and needs to be regularly repeated as thousands of new pieces of plastic wash up each day.' **Judge** this statement with reference to Cocos Keeling Islands.

LESSON
12.7 What strategies are in place to deal with marine litter?

LEARNING INTENTION

By the end of this lesson you should be able to identify the various ways organisations and community groups are trying to tackle the issue of marine pollution at a range of scales.

TUNE IN

What a mess. Marine litter can end up covering beaches with debris.

FIGURE 1 The sand can't even be seen on this polluted beach.



1. How does **FIGURE 1** make you feel?
2. How do you think this rubbish ended up here?
3. If you and your class were given the task, how would you go about cleaning this up?
4. What could you do, as an individual, to avoid this happening on your favourite beach?

12.7.1 Think global…

The way we consume and discard our resources has created one of the biggest environmental challenges in the world. Our throwaway society has literally thrown all our waste into the oceans! Doug Woodring, a co-founder of the ocean clean-up charity Project Kaisei, says, ‘The water in our oceans is like blood for our planet. If we continue to fill it with toxic materials such as plastic, it will be to the detriment of life on Earth’.

The problem of marine pollution continues to grow and is harmful not only to marine environments and creatures, but humans as well. A variety of strategies are being used to tackle the issue at a range of scales in different places around the world.

Marine debris might start as a local issue but it can contribute to a global problem as debris may travel great distances from its original source, crossing both geographic and political boundaries. We will only significantly reduce marine debris if we control its land-based sources. Communities and governments need to develop effective waste reduction schemes if we want to manage our oceans sustainably.

It has been suggested that if no action is taken, pieces of plastic in the ocean will outnumber fish by 2050! Every year, people around the world use 5 trillion plastic bags — over 700 a year for every single person on the planet. On average, a person uses a plastic bag for just 12 minutes, but it may then take many, many years for it to decompose, if ever. The scale of the waste issue is huge.

The economic cost of marine litter was estimated in 2021 at US$21.3 billion annually, and this was just related to industries such as the marine tourism industry, fishing/aquaculture and shipping, not the environment.

A recent survey predicted that by 2050, 95 per cent of all sea birds will have plastic in their gut. The environmental changes created by the human–marine interconnection are not going to go away. The anthropogenic worldview of a throwaway culture needs to change to focus on the health of marine environments. Furthermore, many of the ‘solutions’ focus on plastics as a waste issue rather than a production issue. We need to reduce the amount of plastic being produced and consumed.

FIGURE 2 What message is this advertisement sending?

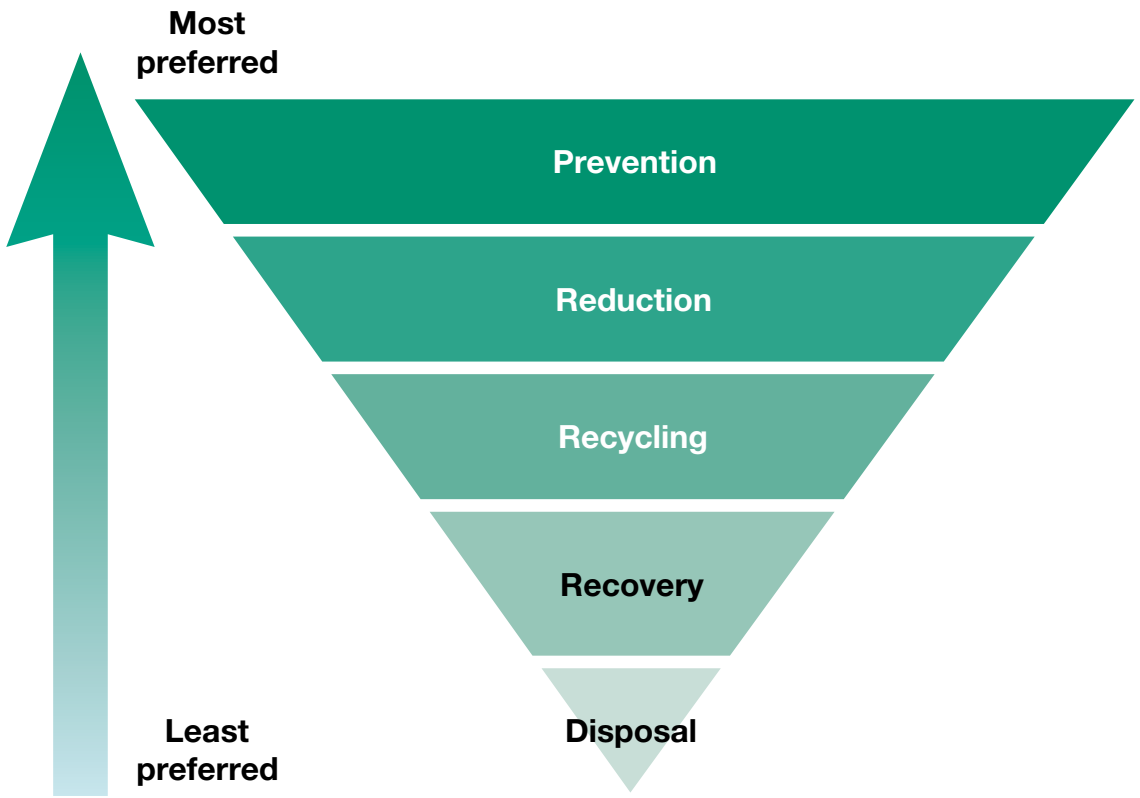


12.7.2 What can be done at the national and international scale?

The current law that governs the high seas, The United Nations Convention on the Law of the Sea, was introduced in 1982. Since then, plastic pollution has increased 100-fold and one-third of fish stocks are being overharvested. Technological developments have increased prospecting for natural resources beneath the seabed and climate change is bringing even more threats to marine environments. As not one nation has control over the seas, international cooperation and treaties are very much needed.

The UN 2030 Agenda for Sustainable Development calls for action to 'Conserve and sustainably use the oceans, seas and marine resources' (Goal 14) and 'By 2025, [to] prevent and significantly reduce marine pollution of all kinds, particularly from land-based activities, including marine debris and nutrient pollution' (Target 14.1). **FIGURE 3** shows a hierarchy of preferred waste management actions.

FIGURE 3 Hierarchy of preferred action on plastics



Marine Protected Areas (MPAs) cover just 7.5 per cent of the oceans, mostly in national waters, while scientists have suggested that at least 30 per cent of the ocean needs to be protected. They are calling for an international treaty to protect places of high biodiversity in 'wilderness' areas of the oceans. Protecting a global network of MPAs could cost anywhere from US$5–19 billion per year. The benefits would include economic benefits from employment, development of ecotourism and restored fisheries.

A unanimous decision was made at a United Nations conference in 2022 and 175 countries agreed to develop an international legal agreement on plastic pollution by 2024. It will include binding and voluntary measures and set targets, and will develop ways to track a country's progress in meeting targets. It should cover:

- limits on plastic production (expected to reach 600 million tonnes by 2040)
- the phasing out of single-use products
- requirements to recycle
- supplying financial assistance to help poorer countries take action.

Marine Protected Areas
areas of the oceans set aside to be conserved for biodiversity conservation, species protection or to protect economic resources. There are strict guidelines on what is permitted in these zones.

Although this has yet to become a legally binding treaty, there are now 80 countries that have a partial or full ban on single-use plastics and microplastics (see **FIGURE 4**).

When Ireland first introduced a plastic bag levy back in 2002, bag usage dropped by 90 per cent. Kenya has gone to extremes, with up to four years in jail or fines of US$40 000 for anyone producing, selling or even just carrying a plastic bag. This has been successful in terms of creating a cleaner environment, but manufacturers and retailers are struggling to adapt and find affordable and environmentally suitable alternatives.

Currently only the United Kingdom, the United States and Canada have banned the use of microplastics, while several other countries such as Australia, India, New Zealand and China are considering a similar action. The United Nations recommend a worldwide ban.

In 2020, Australia banned the export of unprocessed plastics. In 2022, we initiated a new international treaty that would ban the export of plastic waste to other countries. Countries that have traditionally accepted waste often lack regulations and the infrastructure to correctly treat and dispose of waste and it is burnt or discarded instead.

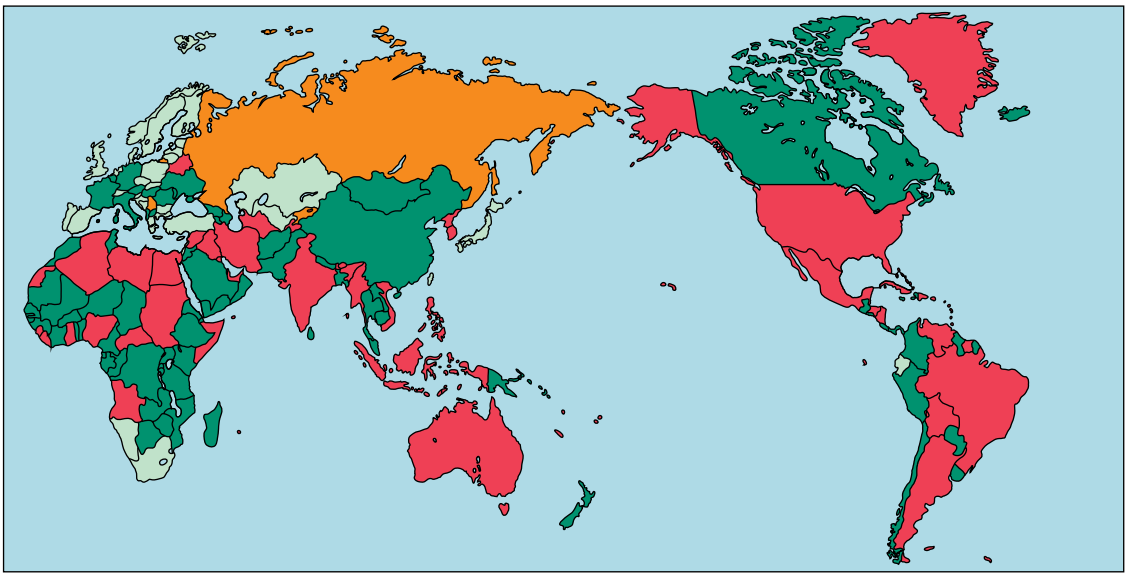
Several countries, such as Great Britain, Canada, the United States and the Netherlands, have now banned the use of microbeads in many products, particularly body scrubs and toothpaste. Other products such as sunscreens and lipsticks have not been included in the ban.

International agreements such as the International Convention for the Prevention of Pollution from Ships (known as MARPOL) forbid ships from disposing plastic into the sea and disposing food waste within 12 nautical miles of land. Although such regulations are an important step in tackling the issue of marine pollution, they are extremely difficult to police and have no impact on the amount of waste entering the ocean from land-based sources.

int-9135

FIGURE 4 Plastic bag bans around the world

The countries banning plastic bags
National-level regulation to ban/limit the use of plastic bags (2021)



* Can also include charges. Some bans not in effect yet
Sources: United Nations, media reports.

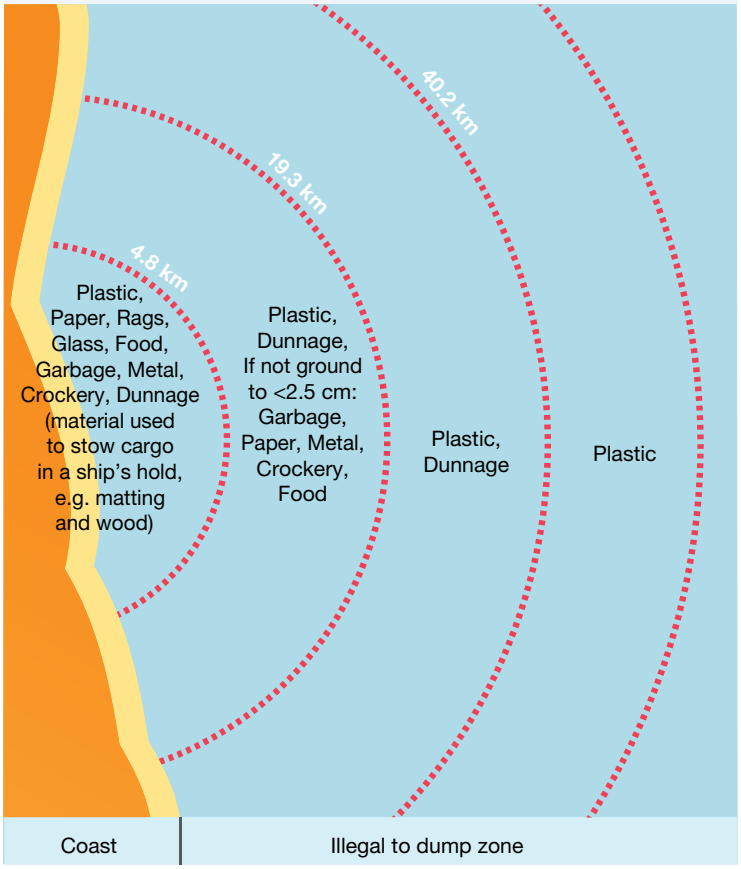
12.7.3 What can communities and organisations do?

Numerous organisations are dedicated to improving our marine environment, working at a range of scales. Much of this is focused on cleaning up marine litter.

International coastal clean-up

A 2021 report highlighted the results of a 2020 clean-up campaign in the United States: 221 589 volunteers collected over 2 million kilograms of litter (8 million total items) along 79 000 kilometres of coastline. The data collected over the years has contributed to new littering laws (see **FIGURE 5**).

FIGURE 5 Marine pollution restrictions in the United States



What can manufacturers do?

In recent years, manufacturers have become much more environmentally aware, with new biodegradable packaging materials and improved recycling methods developed. Several of the large beauty and personal toiletry companies have voluntarily removed plastic microbeads from their products, replacing them with natural, biodegradable 'beads' made from products such as jojoba, coffee, salt and oats.

Examples of individual companies, progress

McDonalds (Australia) is committed to becoming a sustainable industry leader and has phased out plastic cutlery and 500 million single-use plastics straws have been removed from circulation. Plastic lids on dessert cups, drinks and salad bowls, are to be replaced with fibre-based ones, saving 250 tonnes of plastic.

IKEA has pledged to phase out plastic consumer packaging between 2025 and 2028. Today, less than 10 per cent of the total volume of packaging material used annually by IKEA consists of plastics. The company is committed to continuing the movement towards only using renewable or recycled materials.

Volvo is replacing 60 kg of plastic components in their new XC60 SUV car with products made from recycled materials. The centre console is made from renewable fibres and plastics from recycled fishing nets, while the carpets are made from recycled PET bottles.

As an international company, Coca Cola is a target for consumer and environmental groups concerned over single-use plastic containers. It has been regarded as the world's worst plastic polluter for four years running. However, it is actively reducing its use of plastics and today 70 per cent of plastic bottles are made entirely from recycled plastic and 100 per cent of bottles and cans are recycled.

12.7.4 What can we do?

As Australians we all help to consume 3 million tonnes of plastic produced in the country each year. Of that 130 000 tonnes end up in the ocean each year! State governments and local councils are encouraging households to separate their weekly rubbish and recycling bins are provided everywhere. However, there is still a lot of education needed on classifying recycling material. This includes the one million disposable coffee cups that Australians use annually. The cardboard cups are lined with a plastic film. Soft plastic, which you can scrunch easily in your hands, such as food wrap, cannot be recycled via the household bin but can be collected and dropped off at supermarket collection points.

While no one person, organisation or government can stop marine litter, everyone can help reduce it. There are several very effective and simple methods to reduce your plastic footprint. Simply, follow the 4R guide.

FIGURE 6 Plastic bottles awaiting recycling



Refuse – all single-use disposable plastic (straws, plastic bags, cutlery, drink cups); you might only use it for a few minutes but it is going to stay in the environment for hundreds of years

Reduce – buy products with the least packaging and look for biodegradable options instead. Avoid clothing with plastic microfibres (synthetic fabrics) and bathroom products with microbeads.

Reuse – wash and reuse plastic takeaway containers or repurpose them as storage containers. Select lunchboxes and drink bottles that can be used daily.

Recycle – buy products that are made of recyclable material or use the correct bins for recycling (rinse first to avoid contamination).

12.7 SKILL ACTIVITY: Questioning and researching using geographical methods

1. Each student in class is to undertake a plastic container survey at home. Have a class **discussion** to devise a survey sheet that everyone can use. You might consider what constitutes a plastic container and which rooms you will investigate (don't forget places like laundries, bathrooms, garages and garden sheds). It might also be possible to do a plastic survey within the school grounds.
2. Complete your survey and then collate results with the rest of the class to produce final figures.
3. **Create** a suitable graph to display your findings.
4. **Analyse** your completed graph and write a summary paragraph. You might like to consider:
   - which three items were the most common
   - which rooms of the house had the most plastic items.
5. As a class, **determine** how you can promote the idea of reducing plastic use and ultimately plastic marine litter. You may like to **create** a slogan and poster, address a school group or assembly, or write a proposal to the school administration.

12.7 Exercise

learnon

12.7 Exercise

Learning pathways

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

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Check your understanding

1. It is illegal to dump plastic, paper, rags, glass, food, garbage, metal, crockery and dunnage within _____ km of the coast of the US.
2. Which of the following statements best **describes** the map in **FIGURE 4**?
   - **A.** Countries that have fully banned plastic bags are mostly located in Europe and Asia.
   - **B.** Countries that have taxed the use of plastic bags are distributed across all continents with the exception of North America and Asia.
   - **C.** Countries that have banned plastic bags are distributed across all continents except for Australia.
   - **D.** Countries that are considering banning plastic bags are located in Europe.
3. **Determine** whether the following statements are true or false.
   - **a.** The main aim of Marine Protected Areas is to create conservation areas in places of high biodiversity.
   - **b.** International treaties are the most effective way of managing marine environments in territorial waters.
   - **c.** One way in which Australia deals with excess plastic waste is to sell it off to other countries for them to process, recycle and sell on.
   - **d.** Individual companies cannot play any significant role in reducing marine litter.
4. **Identify** four ways that you *personally* can reduce your plastic footprint.
5. **Suggest** ways in which you could encourage others to reduce their plastic footprint.

Apply your understanding

Interpreting and analysing geographical data and information

6. **Analyse FIGURE 4**.
   Consider those countries that have banned the use of plastic bags. **Identify** some of the benefits to both the environment (land and marine) and people of such a ban.

Communicating

7. Study **FIGURE 3**. **Describe** and **explain** the pyramid.
8. **Consider** how people's worldviews might influence their attitude towards adopting more Marine Protected Areas in the oceans.
9. **Determine** how successful an international agreement where all countries decide to reduce land-based marine pollution would be. **Identify** the advantages and disadvantages.
10. Is the saying, 'Think global, act local' applicable to marine pollution? **Justify** your answer.

LESSON

12.8 Investigating topographic maps: Coral bleaching on Lizard Island

LEARNING INTENTION

By the end of this lesson you should be able to describe how the Lizard Island marine environment has been affected by coral bleaching and give examples from a topographic map.

12.8.1 Lizard Island

int-9136

Lizard Island National Park is made up of six islands covering 1013 hectares. Located in the northern part of the Great Barrier Reef, the island hosts the Lizard Island Resort and the Lizard Island Research Station.

Lizard Island and the surrounding area are 'no take' zones where fishing and collecting are prohibited, with the exception of one small beach where people are allowed one fishing line and hook. Activities such as swimming, boating, snorkelling and sailing are allowed. In 2016, increased ocean temperatures caused the worst coral bleaching seen in Lizard Island in 15 years.

FIGURE 2 Green turtle, Great Barrier Reef



FIGURE 1 Lizard Island zoning

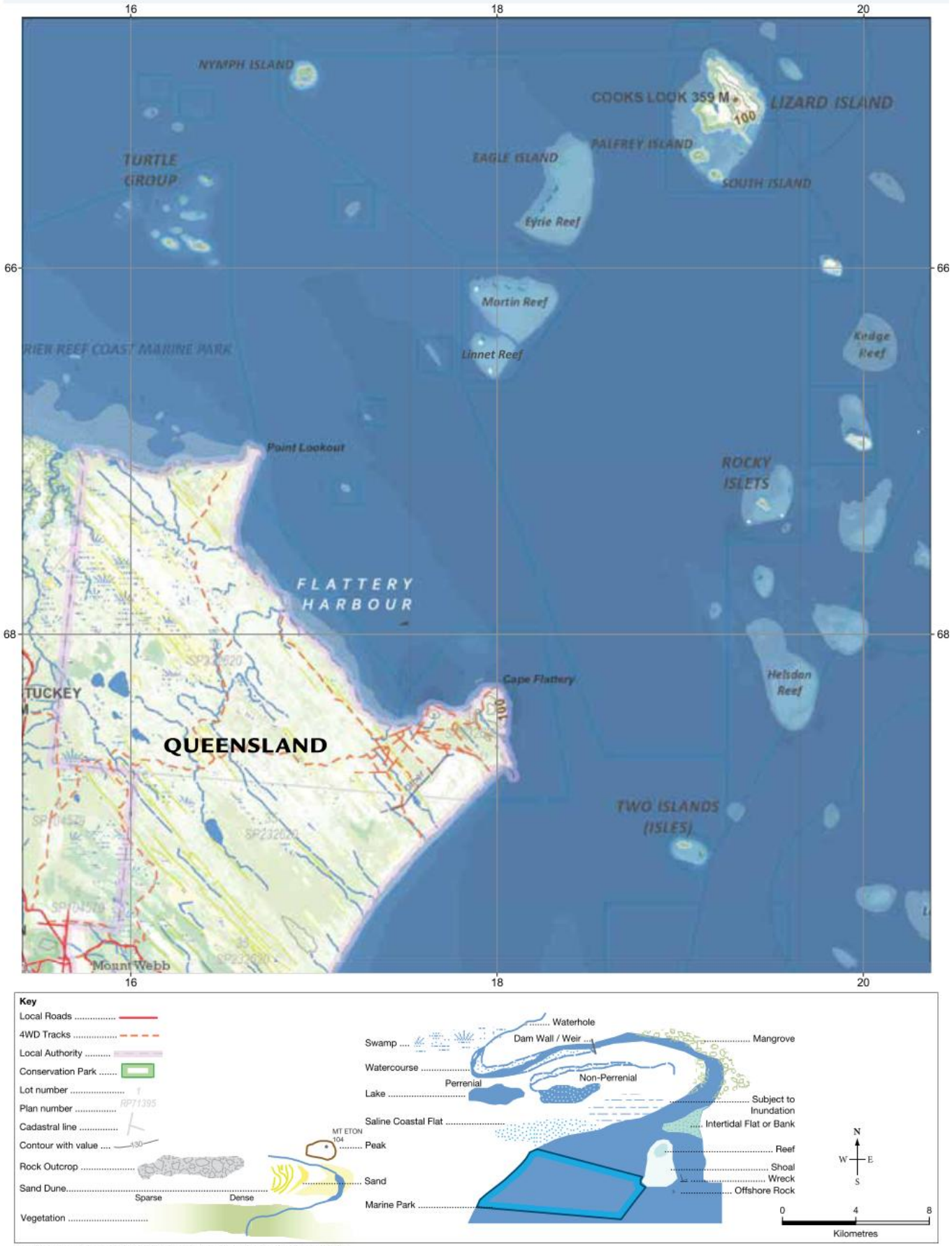


Source: © The State of Queensland

Resources

eWorkbook	Investigating topographic maps — Coral bleaching on Lizard Island (ewbk-10237)
Digital document	Topographic map of Lizard Island (doc-20456)
Video eLesson	Investigating topographic maps — Coral bleaching on Lizard Island — Key concepts (eles-6138)
Google Earth	Lizard Island (gogl-0106)

FIGURE 3 Topographic map of Lizard Island and the Queensland coastline



Source: Queensland Department of Natural Resources and Mines.

12.8 Exercise

learnon

12.8 Exercise

Learning pathways

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

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Check your understanding

1. Refer to **FIGURE 3**. **Identify** the quadrant of the map that Lizard Island is found in.
2. Refer to **FIGURE 3**. **Identify** the direction of Lizard Island from:
   a. Cape Flattery
   b. Nymph Island
   c. Linnet Reef
   d. Helsdon Reef
   e. Point Lookout.
3. **Describe** the relative location of Lizard Island.

Apply your understanding

Interpreting and analysing geographical data and information

4. Examine **FIGURES 1** and **3**. **Explain** why Crystal Beach and North Point on the north-eastern side of Lizard Island might have different zoning to other parts of the Great Barrier Reef and Lizard Island.
5. Refer to **FIGURES 1** and **3**. **Suggest** reasons for the location of the resort on the island.
6. **Identify** how the location of the research station might impact on the activities of tourists in the area.

LESSON
12.9 INQUIRY: 'Plastic-not-so-fantastic' media campaign

LEARNING INTENTION

By the end of this lesson you should be able to identify, describe and communicate information about the issue of plastic waste in our oceans.

Background

It has been estimated that by the year 2050 there will be more plastic than fish in the world's oceans. In less than a century, the wonderfully versatile product that is plastic has become an integral part of our daily lives — from plastic toothbrush to the components in a car. However, its versatility and widespread use have created environmental changes to our marine environments.

The sheer volume of discarded plastic and inappropriate methods of disposal have meant that each year eight million tonnes end up swirling around the world's oceans, threatening marine life and polluting the water and coastlines, and affecting

FIGURE 1 Plastic is life-threatening to wildlife.



industries such as fisheries and tourism. Microplastics, microfibres and microbeads, so small they are nearly invisible, also wash through drains and rivers entering the oceans.

While many countries have stringent rules on plastic waste and efficient disposal and recycling methods, there are still two billion people globally who don't have access to such systems but who still purchase, use and discard plastic items daily.

FIGURE 2 Cleaning up the waste that reaches oceans and beaches is a costly task.



Before you begin

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

Inquiry steps

As a film producer, you have been asked to produce a 2 -to 3-minute media advertisement to raise *public awareness* about the issue of plastic waste in our oceans. The advertisement will be shown on prime-time television and across social media platforms. (An alternative would be to create a PowerPoint presentation.)

Discuss the following:

a. What do you know about marine pollution?
b. How does plastic rubbish change marine environments?
c. How can people/organisations/governments help reduce plastics in the ocean?

Step 1: Questioning and researching using geographical methods

Write your **inquiry question**, based on the focus of the topic.

Discuss with your group (if doing a group presentation) and **decide** on the main points that you want to communicate in your media campaign. Allocate the required tasks among members of your group. Responsibility for researching the different sections should be shared so that all students help in finding the information.

Different group members could be responsible for sourcing images, scriptwriting, preparing the voiceover, editing and background music.

You might like to think about the following:

- What is plastic litter? Where does it come from? How does it end up in the ocean? What happens to plastic in the ocean? What are the impacts of plastics?
- A possible case study that could be included from a specific location (you could either use one of the case studies from the lessons or select a place that has a marine litter problem)
- What is being done about plastic pollution in your case study area or in Australia, and at different scales.

Conduct research so that your advertisement is accurate and factual. Look for data to support your case, such as graphs and maps. Images or short video clips would also be useful.

Make notes of your research and remember to record details of your sources so you can create a bibliography to include in the credits at the end of your advertisement.

Depending on the focus of your advertisement, it could include some of the following:

- Several images that identify the problem of plastic pollution in the ocean
- Several images and/or diagrams or maps that explain how plastics are moved via wind/rivers/waves and ocean currents
- A map to show either the pattern of ocean currents or the distribution of plastic patches, or the countries most responsible for plastic ocean pollution
- An explanation/description of the map(s), diagrams and so on — using data where possible
- Images that highlight some of the impacts of ocean plastic pollution
- Images that can show how people in their everyday life can help reduce the problem of plastic pollution
- A voiceover explaining the issue (as well as a hard copy of the script)
- Background music (optional)
- Closing credits acknowledging members of the production team and their responsibilities/roles, as well as sources of data, images and so on.

Step 2: Interpreting and analysing geographical data and information

Work through your notes and data and **create** a script for your advertisement. Remember that you are trying to educate and raise public awareness about the issue. Support your points with data.

Consider which statistics are going to support your viewpoint clearly and powerfully.

Step 3: Concluding and decision-making

Remember you need to create an informative and visually exciting advertisement that will *provoke thought and promote action by the audience.*

Decide on the language that you wish to use: emotional, factual or entertaining. Finish with a strong **summarising** statement.

Step 4: Communicating

Once you have compiled all the elements for your advertisement, conduct your filming (or create your PowerPoint) and edit.

Check that it meets the aim of educating the viewer and that it flows smoothly within a timeframe of 2–3 minutes.

Complete your self-assessment using the **Inquiry rubric** or access the 12.9 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-40156)

LESSON
12.10 Review

Hey students! Now that it's time to revise this topic, go online to:

- **Review your results**
- **Watch teacher-led videos**
- **Practise questions with immediate feedback**

Find all this and MORE in jacPLUS



12.10.1 Key knowledge summary

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

12.2 What is so special about marine environments?

- Marine environments cover all seas and oceans, stretching from the high tide mark along the coast to open water, including the surface and interconnection with the atmosphere and land.
- Marine biodiversity plays an important role in providing the ecosystem functions and services that humans derive from the oceans.
- Our oceans are rich in biodiversity; coastal biodiverse 'hotspots' are well known, but open ocean less so, even if they do make up two-thirds of the high seas.
- Like terrestrial environments, marine environments, biodiversity and habitats are susceptible to change, especially as a result of unsustainable human activity.
- Two worldviews on marine environments are 'boom and bust' and 'out of sight, out of mind'.
- A worldview of First Nations Australians is 'Caring for Country', in which oceans and land and all living creatures and interconnected.

12.3 Why is there plastic in the ocean?

- Marine pollution is any harmful product or substance that enters the ocean; most are human pollutants and 80 per cent start off on land.
- Debris is largely solid material that ends up in the sea, the most common material being plastic.
- Marine debris is easily moved around the oceans via currents, and tends to accumulate in large ocean gyres in the centre of the main oceans, or it is washed ashore to litter coastlines.
- Understanding the causes and movement of currents is important for shipping and tracking the movement of nutrients, water temperature and pollutants.
- Countries in Asia are the largest supplier of marine debris, and much of this comes from just eight river systems.

12.4 How does debris change marine environments?

- The marine environment is changed because of human activities.
- Plastics do not biodegrade and only slowly break down into minute particles that can stay suspended or sink. Some plastics take hundreds of years to slowly break down.
- Ocean plastic litter has a detrimental effect on most living marine creatures.
- Humans and human activities such as fish and tourism can be negatively affected by marine plastic pollution.

12.5 How do ghost nets create environmental change?

- Ghost nets are a form of marine pollution that create vast rafts of fishing debris entrapping marine creatures.
- The Gulf of Carpentaria, while isolated from large urban areas, is a major collection region for ghost nets, usually originating from other places.
- Indigenous groups living in the areas where ghost nets are a problem have taken on the responsibility of collecting and dealing with ghost net debris.

- There are a range of different strategies for tracking, retrieving and processing ghost nets.
- Clearing the oceans of ghost nets will require global innovation, commitment and cooperation. Presently there is no international law for ghost nets; instead, it is up to volunteer groups and environmental organisations to clear the seas.

12.6 How is marine debris being dealt with in different places?

- Removing marine litter from oceans, such as the Great Pacific Garbage Patch, is not economically viable and cannot remove as much as is accumulating.
- Coastal plastic litter on the Cocos Keeling Islands has largely been transferred long distances from Indonesia via ocean currents.
- The only practical method of clearing debris from the islands is hand collection and then incineration.
- Even remote, almost unpopulated islands in the ocean are suffering the impacts of marine pollution.
- Indonesia is the second largest contributor to ocean pollution in the world.
- Marine litter on the island of Bali mostly comes from waste dumped inland and carried to the coast via rivers.
- Litter booms across rivers can be effective in reducing marine pollution

12.7 What strategies are in place to deal with marine litter?

- To reduce the amount of marine debris in the world we need to reduce land-based sources.
- This can be done by changing people's mindset and behaviour.
- At international and national scales there is a need to introduce treaties that commit countries to reducing their plastic consumption and finding more sustainable alternatives.
- The industrial and retail sectors also need to reduce their waste and promote recycling and alternative products.
- While no one person, organisation or government can stop marine litter, everyone can help reduce it by following the 4R guide.

12.8 Investigating topographic maps: Coral bleaching on Lizard Island

- Lizard Island marine environment has been affected by coral bleaching. Topographic maps can be used to further understand this.

12.9 INQUIRY: 'Plastic-not-so-fantastic' media campaign

- Plastic litter is a huge problem for oceans and there are different approaches to this globally.

12.10.2 Key terms

anthropogenic caused by humans or their activity

atoll a ring-shaped coral reef or string of small coral islands surrounding a shallow lagoon

Coriolis force a force that results from the Earth's rotation. Moving bodies, such as wind and ocean currents, are deflected to the left in the southern hemisphere and to the right in the northern hemisphere.

endemic a plant or animal restricted to a certain place

holistic relating to the whole of something or to the total system instead of just to its parts. The environment is made up of many parts, all interconnected.

hydrothermal vent an opening on the seafloor from which geothermally heated water is released. They are commonly found near volcanically active places.

Marine Protected Areas areas of the oceans set aside to be conserved for biodiversity conservation, species protection or to protect economic resources. There are strict guidelines on what is permitted in these zones.

rafting when small marine creatures attach themselves to floating objects and are moved around by wave and current action

sea mount under-sea mountains, usually formed from volcanic activity on the seabed. They are known for their rich biodiversity.

thermohaline relating to the combined influence of temperature and salinity

12.10.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How are marine environments threatened and how can they be sustainably managed into the future?

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

on Resources

eWorkbooks Customised worksheets for this topic (ewbk-11502)
Reflection (ewbk-12518)
Crossword (ewbk-12519)

Interactivity Marine environments: change and management crossword (int-7673)

12.10 Review exercise

Students, these questions are even better in jacPLUS

- Receive immediate feedback and access sample responses
- Access additional questions
- Track your results and progress

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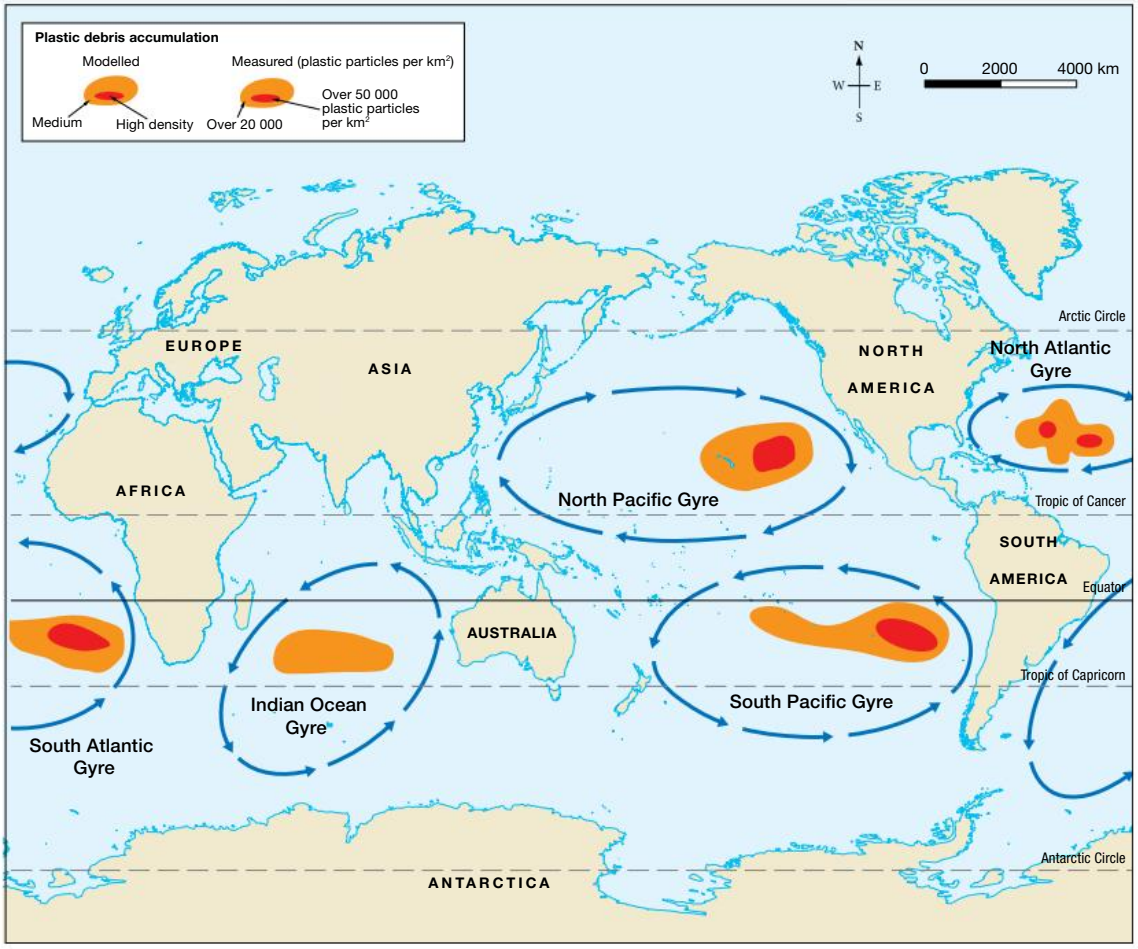


Multiple choice

1. Ocean currents are caused by the
   - A. uneven heating of the world's oceans.
   - B. even heating of the world's oceans.
   - C. movement of shipping channels.
   - D. force of the wind.
2. Which one of the following is NOT a function of an ocean current?
   - A. Distributing water
   - B. Heat
   - C. Nutrients
   - D. Making waves
3. Identify the features of plastic that make it a problem in the ocean.
   - A. It is widely used, light, floats easily, is not biodegradable and can easily be eaten by sea creatures.
   - B. It sinks to the bottom and pollutes the sea floor.
   - C. It is heavy and can knock sea animals over.
4. Select the *three* options that are ways for plastic to enter the food chain.
   - A. It breaks down into micro-fragments.
   - B. Sea creatures mistake the micro-fragments for food.
   - C. Smaller animals eat larger animals and transfer the plastic through the food chain.
   - D. Larger animals eat smaller animals, transferring the chemicals from plastic up the food chain.
5. What is one advantage of dealing with issues of marine debris at an international level?
   - A. It creates global cooperation and could reduce the amount of and impacts of marine litter across all oceans.
   - B. It is difficult to police and enforce.
   - C. It requires a great deal of international cooperation.
   - D. The problem would be greatly reduced if all citizens took more care with their waste.
6. Select the best *two* options to describe ghost nets.
   - A. White-coloured nets that are hard to see in the ocean
   - B. Lost or discarded fishing nets and fishing gear that can drift in the oceans for many years
   - C. Blue-coloured nets that are hard to see in the ocean
   - D. Discarded fishing equipment adrift in the ocean
7. The marine litter that has the longest decomposition period is
   - A. a paper towel.
   - B. a fishing line.
   - C. a plastic bag.
   - D. wool socks.

Refer to **FIGURE 1** to answer questions **8** and **9**.

FIGURE 1 Plastic debris accumulation in the world's oceans



Source: GRID-Arendal. Map by Spatial Vision.

8. Which ocean gyres have the highest concentrations of plastic debris?
   - **A.** North Atlantic and Indian Ocean
   - **B.** South Pacific, North Pacific and South Atlantic
   - **C.** North Pacific and North Atlantic
   - **D.** South Pacific, Indian Ocean and North Atlantic
9. Which ocean gyre has the largest area of plastic debris?
   - **A.** North Atlantic
   - **B.** North Pacific
   - **C.** South Pacific
   - **D.** Indian Ocean
10. The accumulation of plastic litter on the Cocos Keeling Islands is mostly due to:
   - **A.** the Indian Ocean Gyre pushing debris from the coast of Western Australia towards the islands.
   - **B.** the action of currents moving debris from Indonesia in a south-west direction.
   - **C.** debris being moved via the river system to the coast.
   - **D.** littering, particularly by tourists attracted to the coral atoll.

Short answer

Concluding and decision-making

11. 'It is the activities of humans on land that are largely responsible for the trashing of our oceans.' Do you agree or disagree with this statement? Write a detailed response **summarising** your viewpoint and supported with evidence from this topic.
12. 'The most effective ways of reducing marine pollution have to start on land.' **Reflect** on our obligations and duties as global citizens to reduce waste and pollution.
13. **Evaluate** the Ocean Cleanup campaign using environmental and economic sustainability criteria.

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Online Resources

on Resources

This is a summary of the digital resources you will find online for topic 12 to help support your learning and deepen your understanding. When you see these icons next to an image or paragraph, go to learnON to access video eLessons, interactivities, weblinks and other support material for this topic.

12.1 Overview

eWorkbook
- Customisable worksheets for this topic (ewbk-11506)

Video eLesson
- Thrown overboard (eles-1711)

Teacher-led video
- Open ocean biodiversity hotspots (tlvd-10775)

12.2 What is so special about marine environments?

Interactivity
- Motion in the ocean (int-3298)

12.3 Why is there plastic in the ocean?

Interactivities
- The sources of marine pollution (int-5596)
- Quantity of plastic released into the ocean for selected countries (int-7963)
- The Global Ocean Conveyor Belt and the five main ocean gyres (int-9133)
- The movement of the plastic ducks along the ocean currents (int-9134)

Teacher-led videos
- Open ocean biodiversity hotspots (tlvd-10775)
- The sources of marine pollution (tlvd-10776)
- Quantity of plastic released into the ocean for selected countries (tlvd-10777)
- Location of the Great Pacific Garbage Patch (tlvd-10778)

12.4 How does debris change marine environments?

Interactivity
- Garbage patch (int-3299)

Teacher-led video
- Time periods for the decomposition of marine litter (tlvd-10779)

12.6 How is marine debris being dealt with in different places?

Teacher-led video
- Location of Cocos Keeling Islands and local currents (tlvd-10780)

12.7 What strategies are in place to deal with marine litter?

Interactivity
- Plastic bag bans around the world (int-9135)

12.8 Investigating topographic maps: Coral bleaching on Lizard Island

eWorkbook
- Investigating topographic maps — Coral bleaching on Lizard Island (ewbk-10237)

Digital document
- Topographic map of Lizard Island (doc-20456)

Video eLesson
- Investigating topographic maps — Coral bleaching on Lizard Island — Key concepts (eles-6138)

Interactivity
- Lizard Island zoning (int-9136)

Google Earth
- Lizard Island (gogl-0106)

12.9 INQUIRY: 'Plastic-not-so-fantastic' media campaign

Digital document
- Inquiry rubric (doc-40156)

12.10 Review

eWorkbooks
- Customised worksheets for this topic (ewbk-11502)
- Reflection (ewbk-12518)
- Crossword (ewbk-12519)

Interactivity
- Marine environments crossword (int-7673)

To access these online resources, log on to **www.jacplus.com.au**

13 Urban change and management

LESSON SEQUENCE

13.1 Overview 503
13.2 How do cities impact the environment? 504
13.3 How do urban environments develop? 508
13.4 Case studies in urban growth: Melbourne and Mumbai 513
13.5 What factors contribute to urban decline? 521
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13.7 Investigating topographic maps: Examining the city of São Paulo 532
13.8 INQUIRY: Life in a Mumbai slum 535
13.9 Review 537



LESSON
13.1 Overview

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Watch videos

Engage with interactivities

Answer questions and check results

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How far can our urban environments spread before they become unsustainable?

13.1.1 Introduction

Urban environments provide homes, places of work and all the conveniences of modern-day life for their citizens. They are often a magnet for people living in small rural townships who seek a better life through the social and economic opportunities available in the big cities.

The complexity of urban environments can be seen in a modern city such as Shanghai, with its high-rise buildings, bridges, roadways, electricity, water supplies and services. The need to deal with the huge amounts of waste generated by the population of a city of this size is a concern for its urban planners and managers. To ensure viability into the future, sustainable solutions to the wide range of problems that exist in big cities must be found.

FIGURE 1 Modern cities are complex urban environments.



on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11508)

Video eLesson Sprawling cities (eles-1712)

LESSON
13.2 How do cities impact the environment?

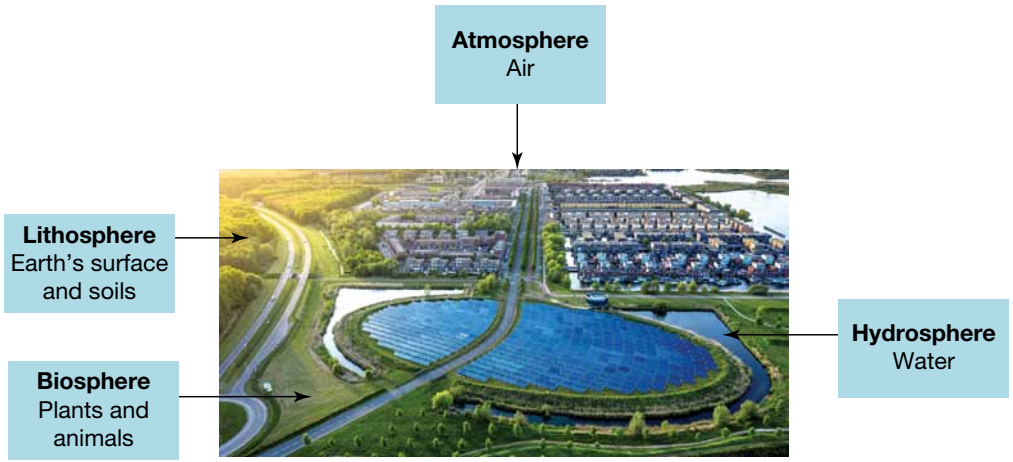
LEARNING INTENTION

By the end of this lesson you should be able to describe the four spheres that comprise the Earth's biophysical environment, and explain the ways in which urban environments interconnect with these elements.

TUNE IN

FIGURE 1 shows a modern sustainable neighbourhood, Almere, in the Netherlands. Note the interaction of the elements of atmosphere, hydrosphere, lithosphere and biosphere.

FIGURE 1 Interaction between the urban physical, human and biophysical environments



1. What do you see in this image that suggests this city in the Netherlands has a good understanding of sustainability with respect to the atmosphere, hydrosphere, lithosphere and biosphere?
2. Do you know of any examples on this scale in an Australian city? If so, name them and give some details.

13.2.1 Interconnections between urban and biophysical environments

The earliest forms of urban environment consisted of shelters to protect people from the elements and provide security from the attacks of predators. From these simplest forms, the highly complex modern **urban environment** has developed.

All forms of urban environment are interconnected with the **biophysical environment**. The 'bio' elements are all forms of plant and animal life, including people and all their activity and industry. The 'physical' elements are the atmosphere, hydrosphere and lithosphere or Earth's surface.

The biophysical elements impose limits on the development and sustainability of all forms of urban environment. Conversely, the urban environment imposes significant human-induced change on the biophysical world. The understanding of this interconnection is particularly important in a world of increasing human numbers and pressure for resources on the biophysical environment.

urban environment the human-made or built structures and spaces in which people live, work and recreate on a day-to-day basis

biophysical environment all elements or features of the natural or physical and the human or urban environment, including the interaction of these elements

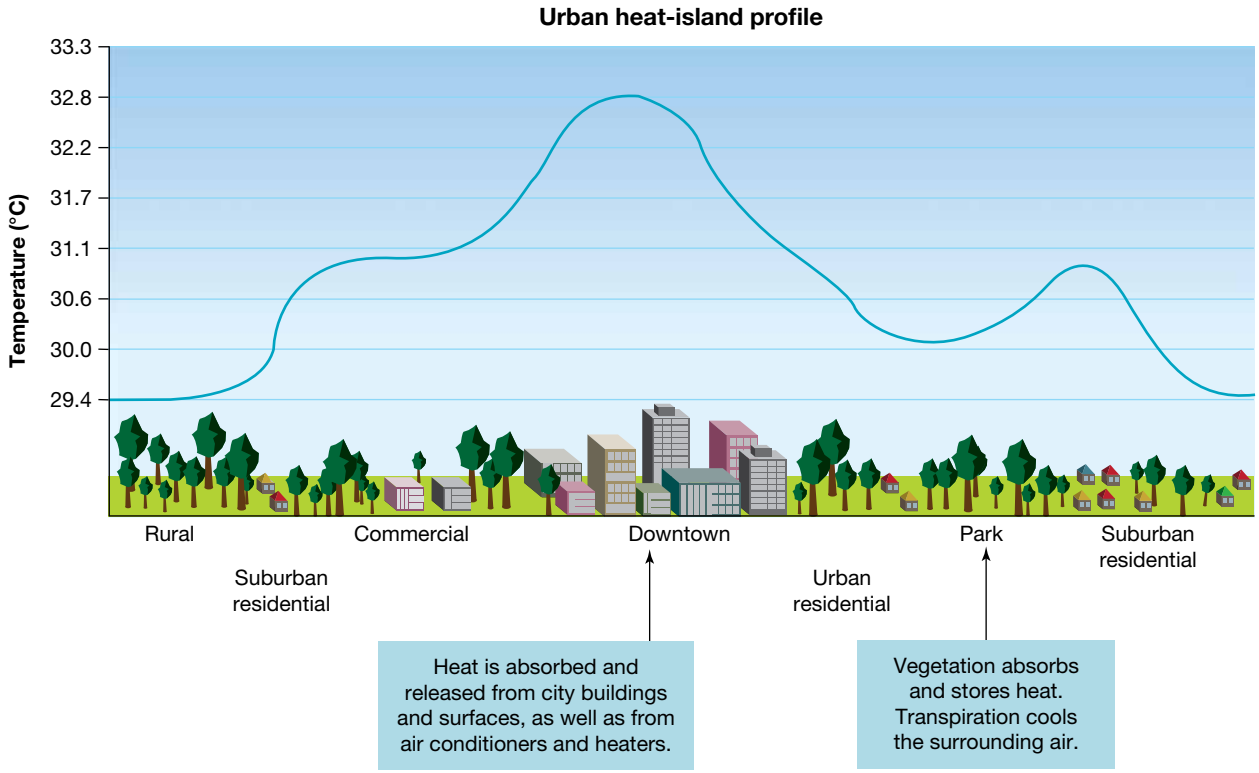
13.2.2 Effects on the atmosphere

Atmospheric pollution can be a problem in urban environments. This occurs when sources of potentially dangerous gaseous emissions are high, such as from buildings, transport systems and industry. Examples of this pollution (such as hazy conditions, photochemical smogs, light and noise pollution, and acid rain) are significant problems. The development of clean-air policies controlling emissions of gases into the atmosphere is important to help combat this. Examples of such measures include the introduction of lead-free petrol, banning the burning of household waste and emission-control systems on factory furnaces.

Cities and industries have huge energy demands, and the by-product of this is heat. When urban environment structures, such as buildings and roads, absorb heat from the sun, this raises the temperature of the city environment compared to rural surrounds (see **FIGURE 2**). This is called the 'heat-island effect'.

The production of greenhouse gases such as carbon dioxide and methane by urban environments is a serious contemporary climate issue. Global warming leading to climate change is largely the result of emissions of these gases into the atmosphere, particularly in large urban centres.

FIGURE 2 The 'heat-island effect' of cities



13.2.3 Effects on the hydrosphere

As the urban environment is closely dependent on the hydrosphere, it is not surprising that **water security** and **water rights** are important objectives for a sustainable future. One of the most important aims for urban planners is to ensure the supply of clean water and to manage the waste water from cities.

In general, all urban centres seek increasing supplies of water for domestic and industrial consumption from rivers, groundwater and, more recently, desalination sources.

water security the reliable availability of acceptable quality water to sustain a population

water rights refers to the right to use water from a water source such as a river, stream, pond or groundwater source

FIGURE 3 Like those of many rivers in the world, the banks and channel of the Brisbane River have been heavily modified by people.



Infrastructure in the form of dams, pipelines and artesian waters at the local level, and major water management schemes such as the Snowy Mountains Scheme in Australia are ways that water is gathered. Water pollution caused by urban environments is important to monitor, as polluted waters are a risk to all life forms in any environment. Considerations for biomes and ecosystems of rivers, wetlands and swamps in terms of protecting habitats and maintaining biodiversity is also a major management aim.

13.2.4 Effects on the lithosphere

The 'tar and cement' structures that are our cities often cover vast areas of land (the built-up areas of greater Brisbane, for instance, cover more than 15 000 square kilometres).

The associated problems include the disposal of the enormous amount of waste that cities produce, and the impacts on agriculture, plants and animal life in adjacent habitats and ecosystems.

Urban environment surfaces, such as footpaths, roads and carparks, generate two to six times more run-off than a natural surface. Rain that falls on roads and carparks can be contaminated with petroleum residues and other pollutants, which can then find their way into waterways.

FIGURE 4 Dubai International Airport's Terminal 3 is the largest airport terminal in the world; its carpark offers space for 100 000 cars. Consider the run-off generated by this surface.



13.2 SKILL ACTIVITY: Concluding and decision-making

1. **Select** a capital city in Australia.
2. **List** some impacts of rising sea levels on suburbs close to the coast. Some sources to **consider** include government reports, websites and local news articles.
3. **Outline** the social and economic impacts on these suburbs. These include potential property damage and displacement of residents.
4. **Identify** what measures are being taken or proposed to manage the effects of rising sea levels. For example, is there coastal protection infrastructure or restrictions on land use planning?
5. **Summarise** your findings.
6. **Explain** how the social and economic impacts of rising sea levels might be managed.

on Resources

Interactivity Urban impacts on the environment (int-3301)

13.2 Exercise

learnon

13.2 Exercise

Learning pathways

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

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Check your understanding

1. What is the 'bio' part of the biophysical environment?
   - A. Bioscience
   - B. Biological
   - C. Biome
   - D. Biography
2. It is the case that water supplies are a problem for large cities. True or false?
3. Most of the large urban centres of the world have high-rise buildings. True or false?
4. **Outline** what is meant by the 'heat-island effect'.
5. **Give reasons** why urban environments can have such a major impact on the Earth's atmosphere.

Apply your understanding

Questioning and researching using geographical methods

6. **Explain** how rising sea levels, predicted to increase as a result of global warming, might affect the place and space of a city such as New York.

Concluding and decision-making

7. **Predict** how the supply of fresh water will affect the development of cities in the future.

Interpreting and analysing geographical data and information

8. **Consider** how the development of extensive public transport systems affects the environment. How can such systems lead to a more sustainable urban environment?
9. **Investigate** and contrast the sustainability of car use with public transport in terms of positive and negative effects on the environment.

Concluding and decision-making

10. **Determine** ways that the biodiversity of plant species might be increased in an urban area.

LESSON
13.3 How do urban environments develop?

LEARNING INTENTION

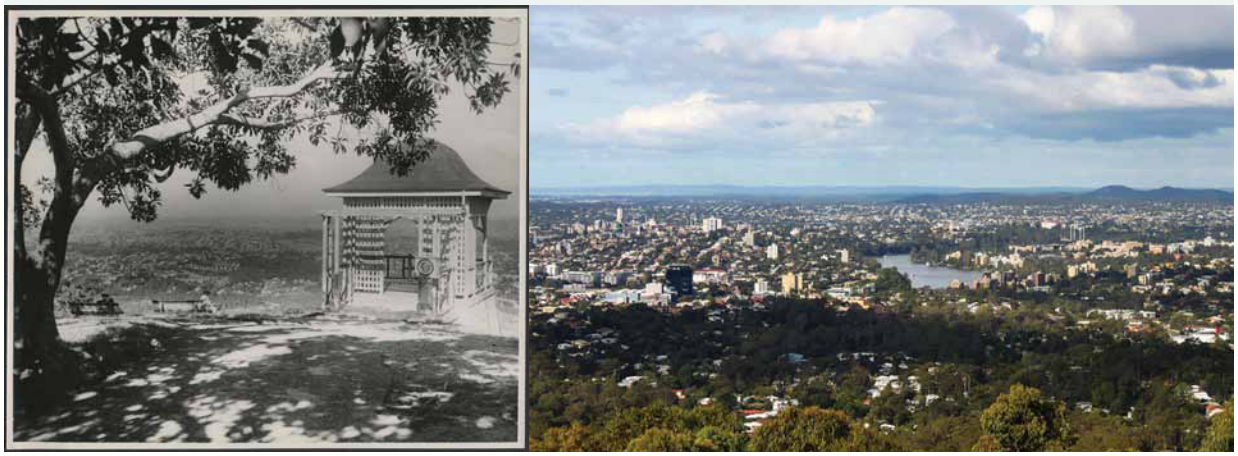
By the end of this lesson you should be able to describe how cities have developed over time, identify where the world's biggest cities and the regions with a high proportion of urban dwellers are and explain some of the impacts of urban growth.

TUNE IN

Cities develop over periods of time, and this is the case for Brisbane, which was established as a town in 1823, and has developed into a significant metropolis.

Compare the two photographs of Brisbane. What changes do you notice?

FIGURE 1 Development of the city of Brisbane as seen from Mt Coot-tha, 1937 and today



13.3.1 Expansion of cities

The earliest cities emerged five to six thousand years ago in Mesopotamia (present-day Iraq), Egypt, India and China. These cities became centres for merchants, traders, government officials and craftspeople, and were dependent on agriculture and domesticated animals from surrounding rural areas. Over time, cities change; some will grow and others will decline.

Before 1800, over 90 per cent of the world's population lived in rural agriculture-based societies. With the **Industrial Revolution**, people began to move from rural areas to find employment in the factories of the rapidly expanding industrialised cities. In 1850, only two cities in the world — London and Paris — had a population above 1 million. By 1900 there were 12, by 1950 there were 83 and by 1990 there were 286. In 2022, more than 570 cities had populations of a million or more people; over half the global population now lives in urban areas.

Industrial Revolution the period from the mid 1700s into the 1800s that saw major technological changes in agriculture, manufacturing, mining and transportation, with far-reaching social and economic impacts

megacity a settlement with 10 million or more inhabitants

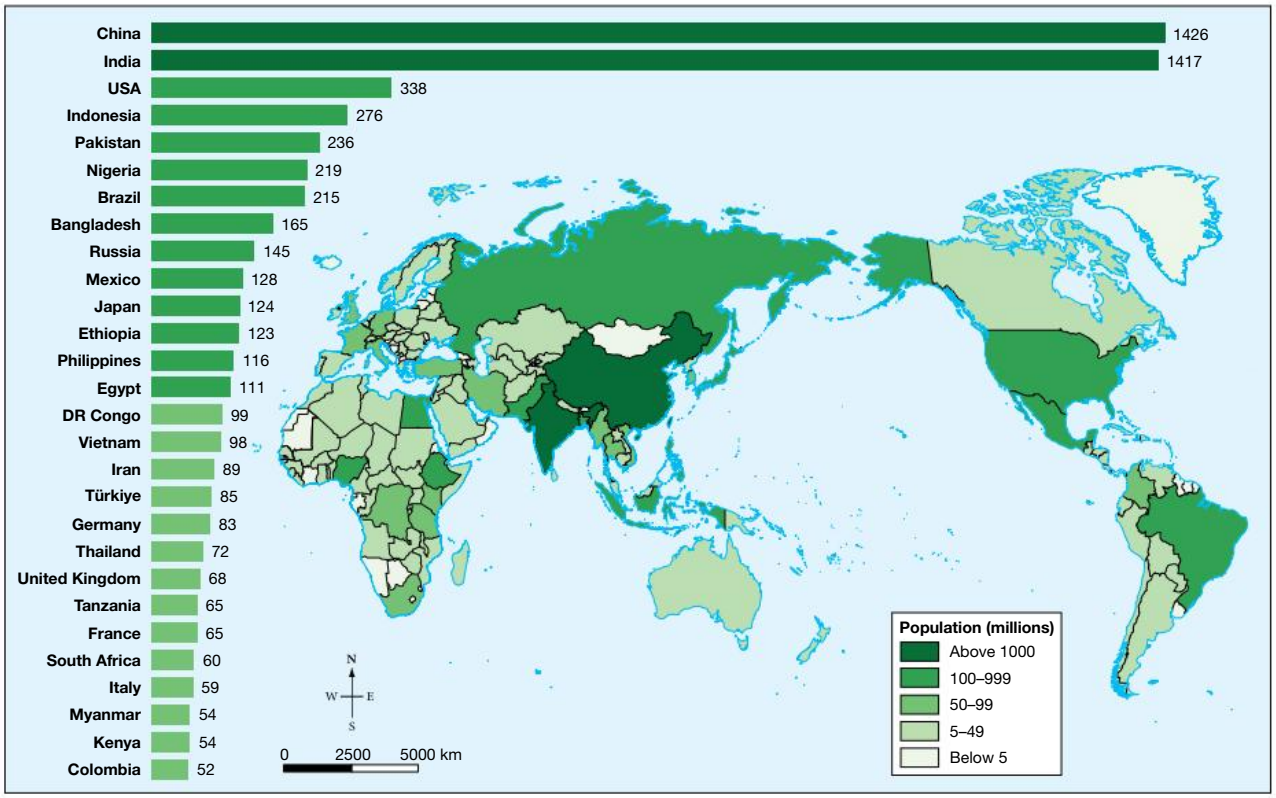
Megacities

The term '**megacity**' commonly refers to urban settlements of 10 million inhabitants or more. Currently, about 530 million people live in 33 megacities across the world. By 2030, the world is projected to have 43 megacities that will be home to more than 750 million people.

int-7966

tlvd-10781

FIGURE 2 Distribution of the world's population, 2022



Source: Map redrawn by Spatial Vision, based on information taken from United Nations, Department of Economic and Social Affairs, Population Division (2022). World Population Prospects: The 2022 Revision, Medium Variant.

Of the 20 largest megacities, only six are located in highly developed industrialised countries: Tokyo–Yokohama, Seoul–Incheon, New York, Osaka–Kobe–Kyoto, Moscow and Los Angeles. Three-quarters of the world's megacities are in developing countries; they include gigantic **conurbations** such as Jakarta, Manila and Karachi (see **FIGURES 3** and **4**).

Asia has by far the greatest proportion of the world's large urban area population. Regions such as Oceania and Africa are less urbanised (see **FIGURES 3, 4** and **5**). For example, in Papua New Guinea (Oceania) and Burundi (East Africa) only 10 per cent of the population is urbanised, whereas in Singapore this figure is 100 per cent.

13.3.2 Impacts of the growth of urban environments

The United Nations predicts that by the year 2050, 70 per cent of the population in developed nations and 40 per cent in **developing nations** will live in large urban complexes. Rapid growth in city populations has led to problems such as **urban sprawl**, traffic congestion, and air and water pollution, with significant impacts on the natural environment. Social problems such as unemployment; inadequate housing, **infrastructure**, water, sewerage and electricity supplies; pollution; and the spread of slums and crime are further problems. In addition, with prospects of climate change through global warming, many of the world's coastal cities are under threat from rising sea levels. The application of **human–environment systems thinking** will be the key to evaluating and solving these economic and social issues.

conurbation an urban area formed when two or more towns or cities (e.g. Tokyo and Yokohama) spread into and merge with each other

developing nation a country whose economy is not well developed or diversified, although it may be showing growth in key areas such as agriculture, industries, tourism or telecommunications

urban sprawl the spreading of urban developments into areas on the city boundary

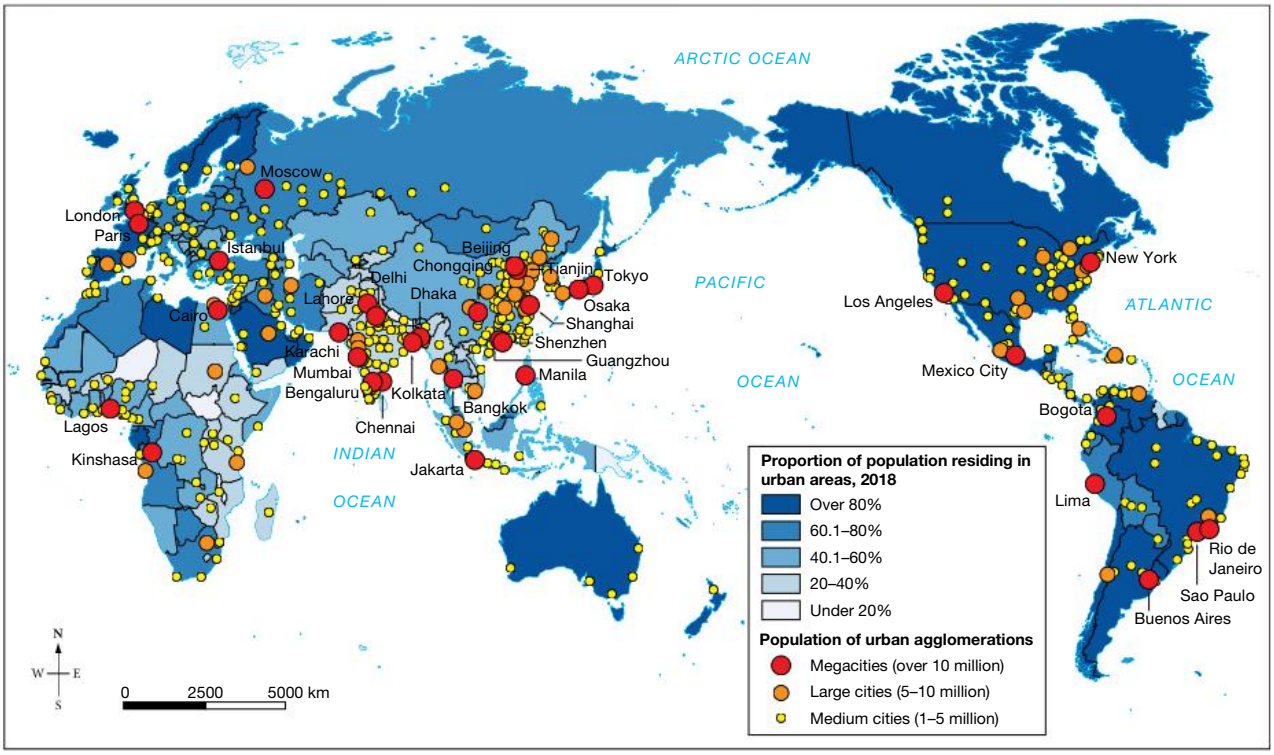
infrastructure the basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society

human–environment systems thinking using thinking skills such as analysis and evaluation to understand the interaction of the human and biophysical or natural parts of the Earth's environment

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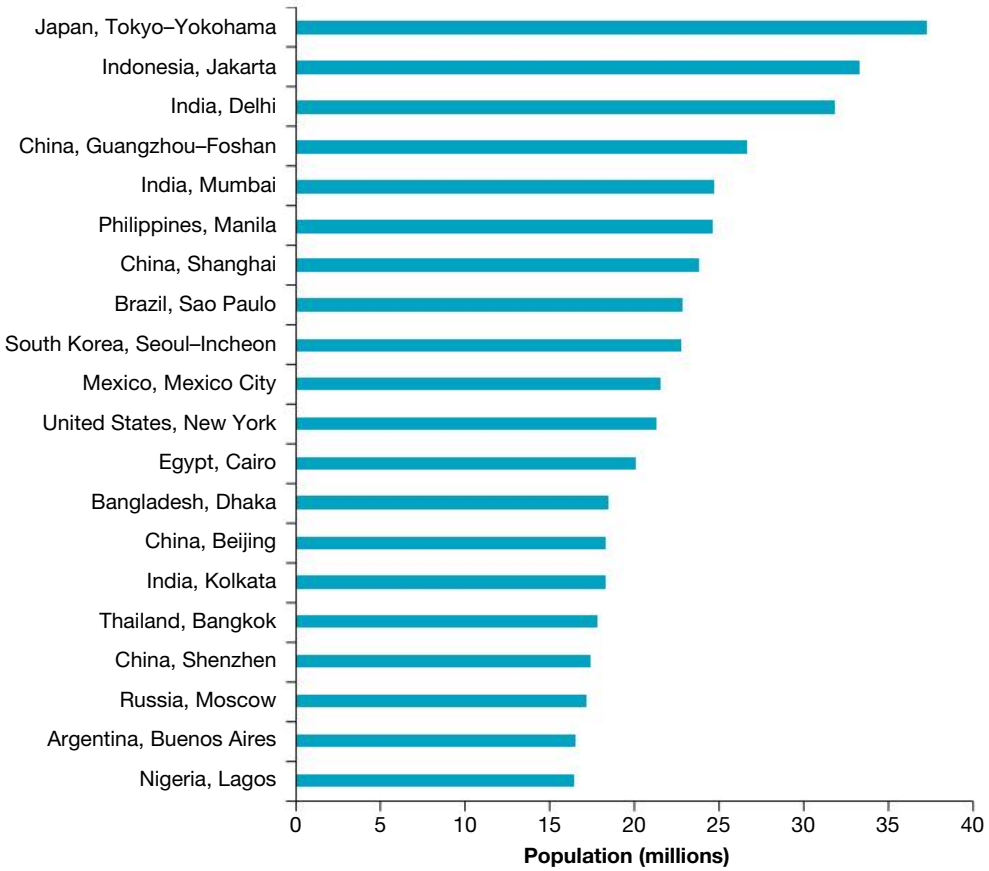
FIGURE 3 Percentage of urban population and urban agglomerations, 2018



Source: United Nations Department of Economic and Social Affairs; Worldatlas.com.

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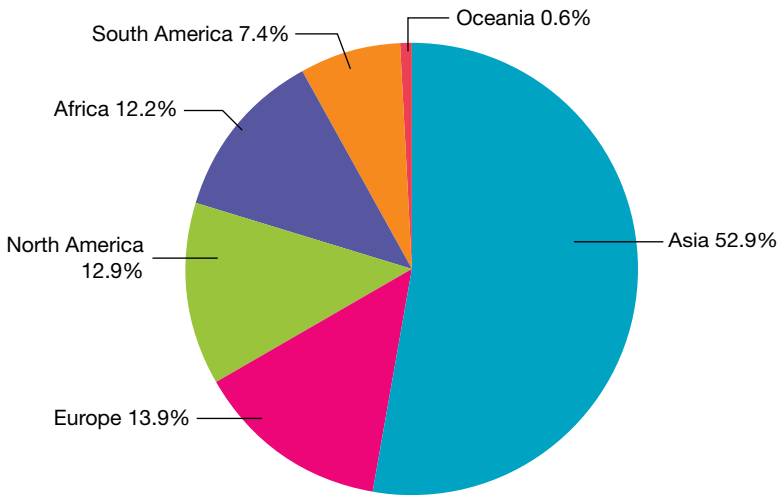
FIGURE 4 Urban areas with more than 16 million population, 2022



Source: Demographia World Urban Areas http://www.demographia.com/db-worldua.pdf

The United Nations estimates that a staggering 90 per cent of the world's population growth is taking place in the cities of developing nations. For many people in these countries, pressures such as extreme poverty, famine and civil unrest often 'push' them away from rural areas towards cities, to which they are 'pulled' by the promise of jobs, shelter and protection.

FIGURE 5 Proportion of global built-up urban area population, by region, 2022



***Source**:* Demographia World Urban Areas http://www.demographia.com/db-worldua.pdf

FIGURE 6 Contrasts in urban development in the capital of the Philippines, Manila



13.3 SKILL ACTIVITY: Interpreting and analysing geographical data and information

Find out more about the natural and human influences on the development of cities.

- Natural factors include climate, topography, and access to resources like water and land.
- Human factors that influence the development of cities include population growth, economic development, culture and religion, and technological advancements.

Examples for research could include: Canberra, Australia (a planned city); Cape Town, South Africa (a port city); Rothenburg, Germany (a walled city); Geneva, Switzerland (where a river meets a lake); Johannesburg, South Africa (near a mining site); Chicago, United States (where north-south and east-west railway routes cross); Jerusalem, Israel (an ancient religious city); Bath, England (located at the site of a natural supply of mineral waters).

1. **Identify** one city for further research.
2. **Select** pictures or videos of the city and **create** a presentation or a poster that shows the natural or human influence on the development of your chosen city.
3. **Explain,** in a presentation, the natural and human influences on the development of your city. Use examples and visuals from your poster or presentation as evidence.

13.3 Exercise

learnon

13.3 Exercise

Learning pathways

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

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Check your understanding

1. The first cities developed where? **Select** all options that apply.
   A. America **B.** Mesopotamia **C.** Egypt **D.** China
2. Which regions of the world are urbanising most quickly?
   A. Africa **B.** America **C.** Asia **D.** Europe
3. **Determine** whether the following statements are true or false.
   a. After the Industrial Revolution, cities experienced rapid decline.
   b. A conurbation is an urban area formed when two or more towns or cities spread into and merge with each other.
4. **Identify** the factors driving the process of urbanisation in the world.
5. **Discuss** some of the major economic and social issues facing rapidly developing cities in the world.

Apply your understanding

Questioning and researching using geographical methods

6. Refer to **FIGURE 2**. **Name** the world's two most populous nations.

Interpreting and analysing geographical data and information

7. Study **FIGURE 3**. **Identify** what proportion of the Australian population lives in urban areas. **Explain** why this is so, despite the fact that Australia has no megacities.
8. **Identify** what impact you think global warming and rising sea levels will have on coastal cities around the world.
9. **Determine** some other urban problems, besides those mentioned in this lesson, that arise as cities develop.

Communicating

10. **Discuss** what you think are some of the advantages of living (a) in a large city, (b) in a small town and (c) on a farm. Which would you prefer? Why?

LESSON
13.4 Case studies in urban growth: Melbourne and Mumbai

LEARNING INTENTION

By the end of this lesson you should be able to identify the issues associated with urban growth by looking at two case studies — one in Australia (a developed country) and the other in India (a rapidly developing country).

TUNE IN

High rise living is popular in the megacities of the world. Melbourne is a prime example of a megacity that relies heavily on high rise living to accommodate such a concentrated populated.

The apartments shown in **FIGURE 1** are an example of high-rise housing in a large-scale urban renewal project at Docklands in Melbourne.

1. What are the advantages and disadvantages of living in a high-rise building?
2. Would you like to live in a high-rise building? Give your reasons why or why not.

FIGURE 1 Apartments at Docklands in Melbourne



13.4.1 CASE STUDY: Ever-sprawling Melbourne

What does a city do when it runs out of room? Across the world cities are expanding at a rapid rate, bringing unprecedented change to the built and natural environments. To accommodate growing populations, there is a need for more housing and the infrastructure to support so many people. How can this be done?

Today, the Melbourne metropolitan area sprawls over just under 10 000 square kilometres and has a population of over 5.1 million. It is one of the fastest growing Australian capital cities, increasing at a rate of 150 000 people per year or an average annual growth rate of 3 per cent. Although this was slowed by the impacts of the COVID-19 pandemic, in 2019–20, Melbourne still had the largest growth (80 100 people) of any Australian city, while Brisbane had the fastest growth rate that year of 1.9 per cent.

By the year 2050, Melbourne's population will increase to over 8 million, with a need for more than 500 000 additional households. To house this number, urban planners essentially have two choices. One option is the **urban infilling** of land in the inner and middle suburbs. This can be done by dividing older larger blocks into smaller new blocks, by the **urban renewal** of old industrial sites, or by building up

urban infilling the division of larger house sites into multiple sites for new homes

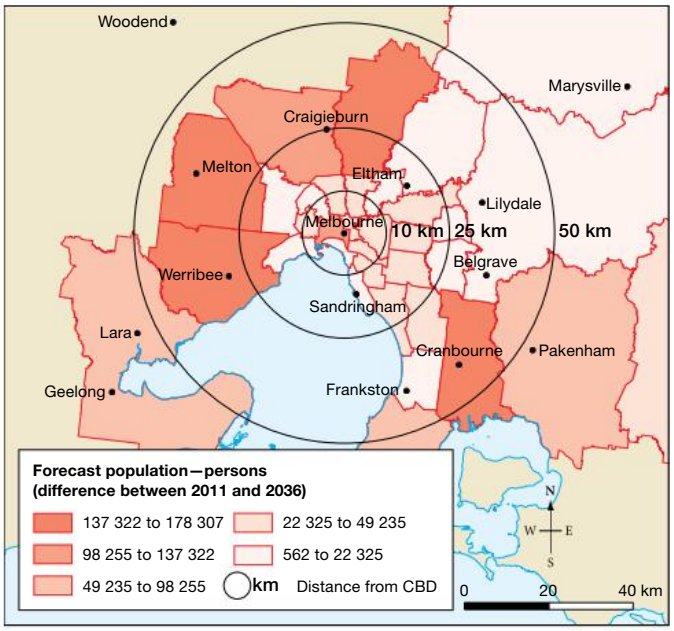
urban renewal redevelopment of old urban areas, including the modernisation of household interiors

and increasing population density with medium- or high-rise apartments, as seen in **FIGURE 1**.

The second option is to expand space by extending the city outwards into a zone known as the **rural–urban fringe**. **FIGURE 2** shows the predicted population growth for Melbourne. Note the location of those suburbs expected to have the greatest population increases.

int-9138

FIGURE 2 Future population growth for Melbourne



***Source**: © The State of Victoria, Department of Environment and Primary Industries 2013 © Commonwealth of Australia Geoscience Australia 2013.*

Increasing density in established suburbs

To increase the density of housing in older suburbs, one concept is to establish activity centres. These consist of higher density housing in specific locations, where people shop, work, meet, relax and live in the local environment. These centres are focused on existing infrastructure, transport networks, popular shopping centres, employment opportunities and community facilities. New housing tends to be medium-rise apartments (three to five storeys) built along main transport routes.

Impacts of changes on the rural–urban fringe

The rural–urban fringe is typically the urban zone that is undergoing the most rapid change. Former farmland, often market gardens and orchards, is sold off and new housing and industrial estates are built. These are usually low-density, planned estates sometimes built around a theme or geographical feature such as a built lake or wetland. Urban expansion into the rural–urban fringe brings environmental, economic and social impacts.

Cost of infrastructure

A major problem of urban sprawl is the cost to provide infrastructure (for example, roads and other transport systems and services such as water, gas and electricity) to new areas on the rural–urban fringe. In recent years, new suburbs planned for Melbourne have included Diggers Rest, near Sunbury; Lockerbie, near Greenvale; Manor Lakes, in Wyndham; Merrifield West, in the city of Hume; and Rockbank North, near Melton. In 2019, the Victorian government rezoned more land to enable 50 000 new homes to be built in new suburbs across Melbourne's north, north-west and south-east. These new suburbs require the development of infrastructure such as shopping complexes, medical centres, open spaces, schools and recreation facilities.

Loss of fertile farmlands

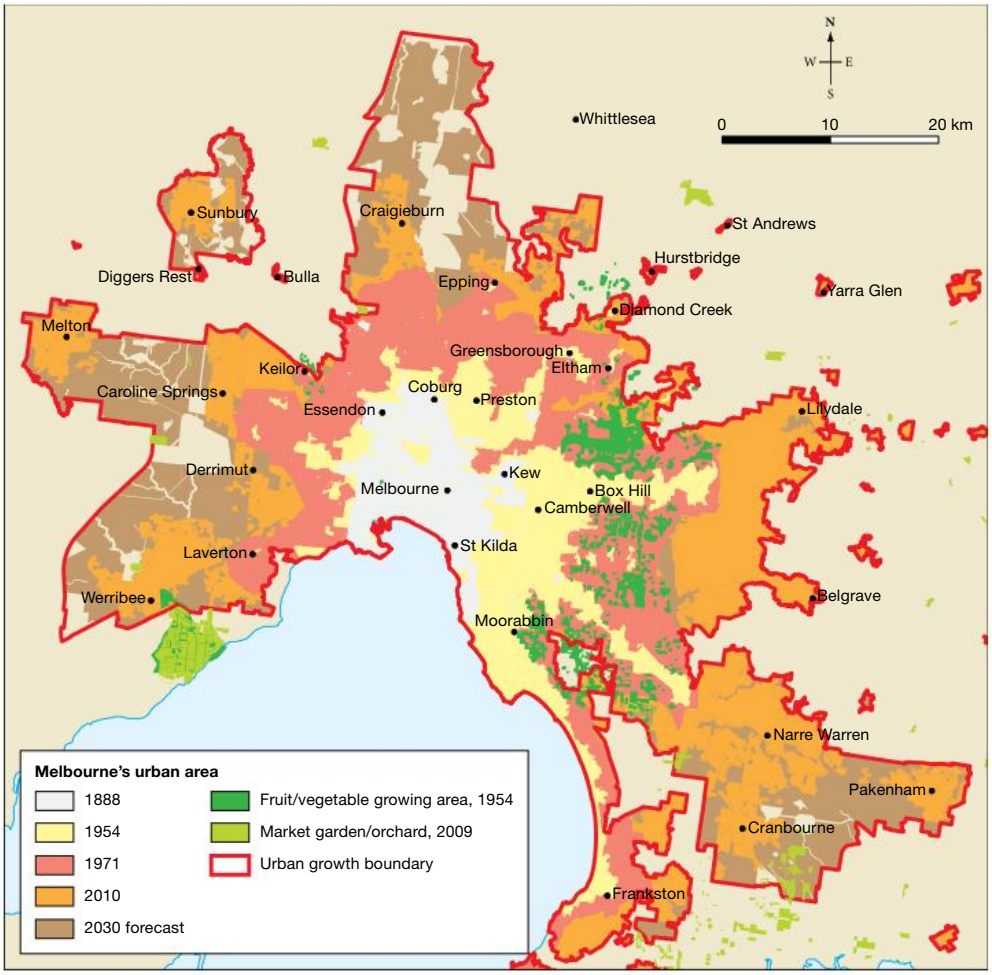
Arguably the largest issue associated with urban sprawl is the loss of fertile farmlands. The Casey Council, 48 kilometres south-east of Melbourne's city centre, initially resisted moves for subdivision of farmlands at Clyde, arguing that the sandy loam soils that produce most of Melbourne's fruit and vegetables should be set aside for growing food, not houses (see **FIGURE 3**).

As one newspaper article put it: 'We've already built over the best soils in this state — the soils around Melbourne. Why would you keep building over it and subdividing it when in the next 50 years we're facing an era of incredible uncertainty and major changes to climate, to fuel supplies and to energy markets?'

rural–urban fringe the transition zone where rural (country) and urban (city) areas meet

int-9139

FIGURE 3 Growing over our food



Source: © The State of Victoria, Department of Environment and Primary Industries 2013.

Some local farmers had different viewpoints on this matter because rezoning their properties into the urban boundary immediately boosted the value of their land. These farmers preferred to relocate further out and reap the financial gains from the sale of the land for housing.

Inevitably, the pressure of population and the expansion of nearby suburban development has meant that many of the farms are now gone.

Loss of green spaces

The expansion of urban areas can significantly alter the natural environment. Clearing of vegetation can reduce habitat and biodiversity. Natural drainage and topography can be altered, with streams redirected or even converted to pipes. Today there is a growing awareness of the need to preserve environments for the important functions they provide for wildlife and people. As such, planners now try to incorporate and retain as much of the natural environment as possible when developing housing estates. 'Green zones' are open landscapes set aside to conserve and protect significant natural features as well as resources such as farms, bushland and parks. They ensure habitats for native flora and fauna are preserved. The construction or expansion of wetlands in the rural–urban fringe can have many benefits.

The benefits of wetlands include:

- acting as flood retention basins and receiving and purifying stormwater run-off from residential areas
- providing habitats that can increase plant and animal biodiversity
- providing recreational opportunities.

A recent development in the city of Casey is the establishment of a green zone at the Royal Botanic Gardens, Cranbourne which features plants and ecosystems of south-eastern Australia. Certain ideas for these gardens were inspired by the Royal Botanic Gardens Melbourne Aboriginal Heritage Walk. This walk displays traditional plant uses, customs and ongoing connection to Country of the Kulin Nation and is escorted by First Nations guides.

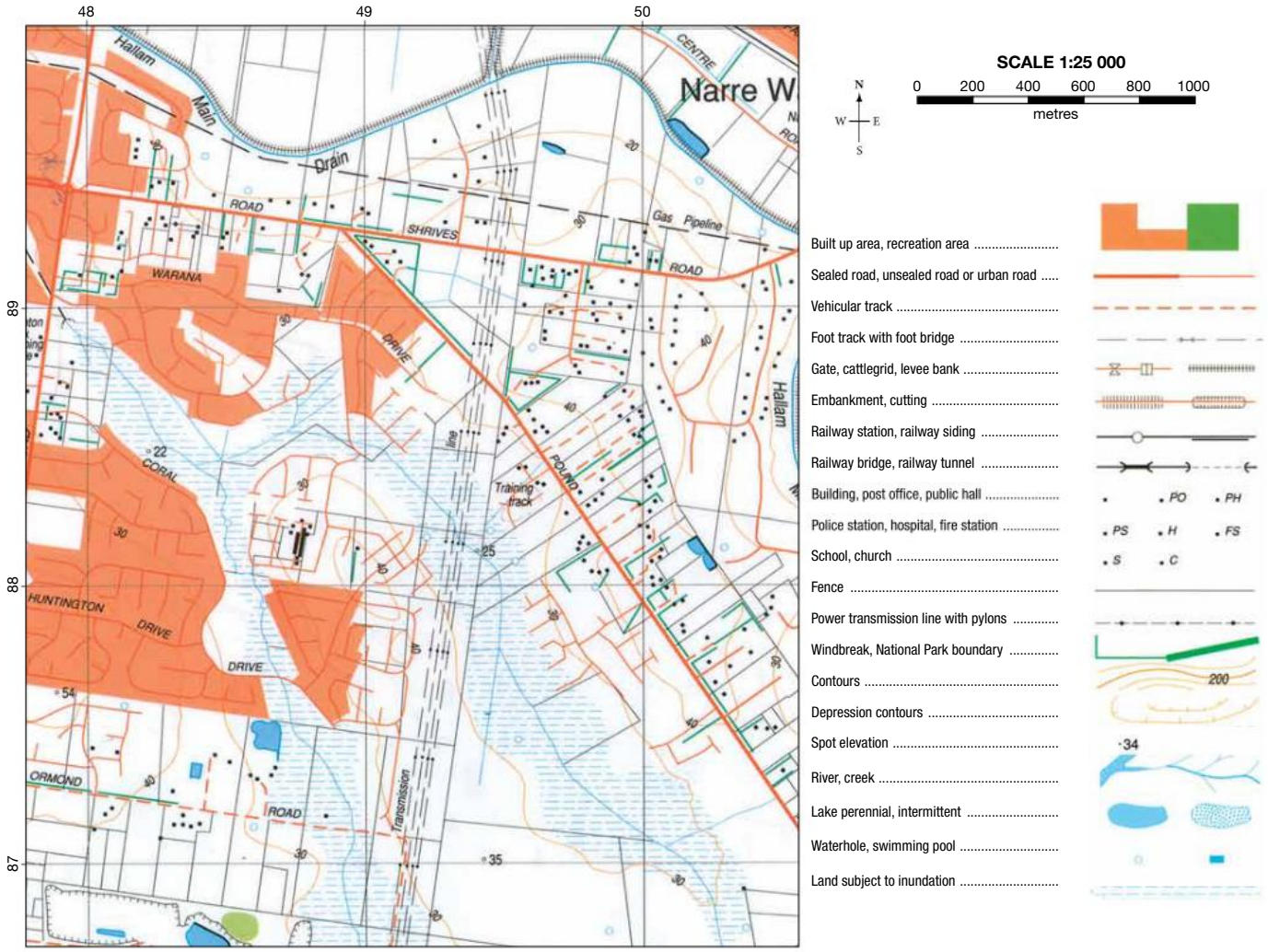
FIGURE 4 Royal Botanic Gardens, Cranbourne



Rural–urban fringe change: Narre Warren

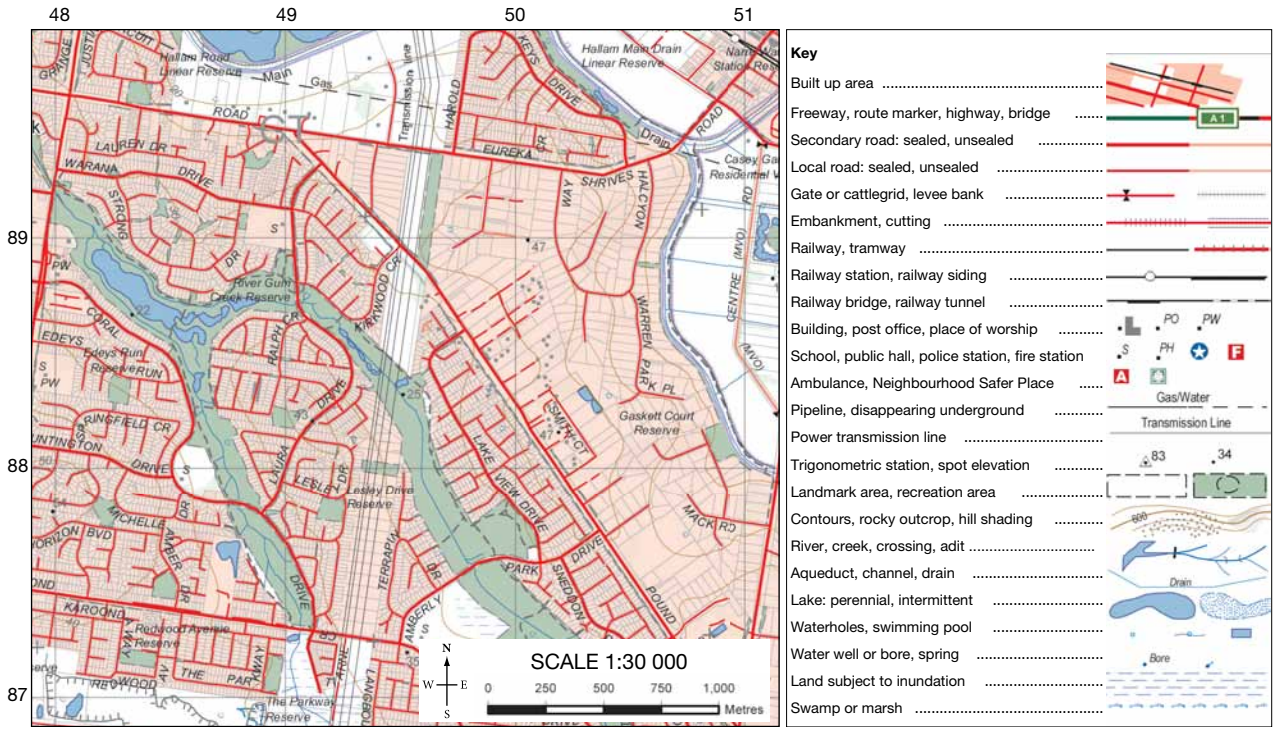
Narre Warren is a Melbourne suburb located some 40 kilometres south-east of the city centre (shown in **FIGURE 5**).

FIGURE 5(a) Topographic map extract of Narre Warren, 1966



Source: © Vicmap Topographic Mapping Program / Department of Environment and Primary Industries.

FIGURE 5(b) Topographic map extract of Narre Warren, 2020



Source: © Vicmap Topographic Mapping Program / Department of Environment and Primary Industries. © The State of Victoria Department of Environment, Land, Water and Planning 2016: This publication may be of assistance to you, but the state of Victoria and its employees do not guarantee that the publication is without flaw of any kind or is wholly appropriate for your particular purposes and therefore disclaims all liability for any error, loss or other consequence which may arise from you relying on any information in this publication.

The suburb is an example of urban-fringe development, where blocks vary in size and are more affordable for first-home buyers and young families. This area has seen what was a semi-rural town become part of a major growth corridor to the south-east of Melbourne. The development of this suburb, along with other nearby urban developments, led to the loss of farmlands over the years. This loss has been counteracted to an extent by the 'Green Zone' of the Cranbourne Botanic Gardens.

Narre Warren has a population of around 27 750, with an average age of 35 years. According to 2021 Census data, there are over 7400 families and 9500 private dwellings in the suburb. Narre Warren sits within the local government area of the City of Casey. This growing municipality was home to around 358 000 people in 2021, but this figure is expected to grow to more than 549 000 by the year 2041. **FIGURES 5(a)** and **(b)** show the changes to the Narre Warren environment between 1966 and 2020.

13.4.2 CASE STUDY: The growth of Mumbai

Located in the western Indian state of Maharashtra, Mumbai is the most populous city in India and the seventh-most populous city in the world, with a metropolitan population of over 20 million in 2023. Although the richest city in India, with the highest **gross domestic product** (GDP) of any city in south, west or central Asia, it also has much substandard housing and many of its residents live in squalor.

gross domestic product (GDP) the value of all goods and services produced within a country in a given period, usually discussed in terms of GDP per capita (total GDP divided by the population of the country)

The large numbers of people and rapid population growth have contributed to serious social, economic and environmental problems for Mumbai. Mumbai's business opportunities, and its potential to offer a higher standard of living, attract migrants from all over India seeking employment and a better way of life. In turn, this has made the city a melting pot of many communities and cultures. In 2020,

the metropolitan density was estimated to be around 5603 persons per square kilometre, and the living space just 10 square metres per person.

Despite government attempts to discourage the influx of people, the city's population grew by more than 13 per cent between 2001 and 2011, and by 12 per cent between 2011 and 2021 (see **TABLE 1**). The number of migrants to Mumbai from outside Maharashtra during the ten-year period from 2001 to 2011 was over 1 million, which amounted to 54.8 per cent of the net addition to the population of Mumbai.

TABLE 1 Population growth in Mumbai

Census	Population	% change
1971	6 655 771	–
1981	9 513 848	40
1991	12 708 725	32
2001	16 496 409	29
2011	18 464 334	13
2021	20 667 656	12

Source: Based on Government of India Census, conducted every 10 years.

Many newcomers end up in abject poverty, often living in **slums** or sleeping in the streets. As of 2017, an estimated 62 per cent of the city's inhabitants lived in slum conditions. Some areas of Mumbai city have population densities of around 46 000 per square kilometre — among the highest in the world.

slum rundown area of a city with substandard housing

Challenges

Mumbai suffers from the same major urbanisation problems that are seen in many fast-growing cities in developing countries: widespread poverty and unemployment, urban sprawl, traffic congestion, inadequate sanitation, poor public health, poor civic and educational standards, and pollution. These pose serious threats to the quality of life in the city for a large section of the population. Automobile exhausts and industrial emissions, for example, contribute to serious air pollution, which is reflected in a high incidence of chronic respiratory problems. With available land at a premium, Mumbai residents often reside in cramped, relatively expensive housing, usually far from workplaces and therefore requiring long commutes on crowded public transport or clogged roadways (see **FIGURE 6**). Although many live in close proximity to bus or train stations, suburban residents spend a significant amount of time travelling southwards to the main commercial district.

FIGURE 6 Mumbai train rush hour



The Dharavi slum

Dharavi, Asia's second-largest slum, is located in central Mumbai. Stretching across 2.2 square kilometres of land, it is home to more than 1 million people (see **FIGURE 7**). In Dharavi, it is estimated that there is only one toilet for every 200 people. This results in floods of human excrement during the monsoon season. Much of the water becomes contaminated because of this, and death rates tend to be significantly higher in Mumbai's slums than in upper- and middle-class areas.

FIGURE 7 Dharavi in central Mumbai



Dharavi's recycling entrepreneurs

Hidden amid Dharavi's labyrinth of ramshackle huts and squalid open sewers are an estimated 20 000 single-room factories, employing around a quarter of a million people and turning over a staggering US$1 billion each year through recycling and other trades, such as the production of pottery, textiles and leather goods.

In developed countries, communities recycle because there is the understanding that it contributes to sustaining the planet's resources. However, for some of the poorest people in the developing world, recycling often isn't a choice, but rather a necessity of life.

FIGURE 8 Ragpickers in Dharavi, Mumbai



In India, it is estimated that anywhere between 1.5 million and 4 million people make their living by recycling waste. At least 300 000 of these live and work in Mumbai. These people are known as 'ragpickers' and are made up of India's poorest and most marginalised groups (see **FIGURE 8**). The ragpickers wade through piles of unwanted goods to salvage easily recyclable materials such as glass, metal and plastic, which are then sold to scrap dealers who process the waste and sell it on either to be recycled or to be used directly by the industry.

Due to the lack of formal systems of waste collection, it falls to Mumbai's ragpickers to provide this basic service for fellow citizens. Without them, solid waste and domestic garbage would not even be collected, let alone sorted or recycled. Despite many of the social and ethical controversies surrounding the recycling industry in India, Dharavi is seen as the 'ecological heart of Mumbai', recycling up to 85 per cent of all waste material produced by the city, an excellent example of human–environment systems thinking in action.

An uncertain future

There are plans to demolish and redevelop Dharavi, as Mumbai is working on a facelift in order to become a world city. This redevelopment would transform the slum into a series of high-rise housing facilities, and each of Dharavi's 57 000 registered families would get 21 square metres of living space.

However, many Dharavi residents do not support this plan, as they are content with their current lifestyle. Most residents of the slum do not mind squatting near Mahim Creek, and prefer not to have their own flush toilets. Most are working and making a living, and many have lived their entire lives in Dharavi and do not want to trade their culture for a redeveloped life.

DISCUSS

Most Australians would probably perceive slums negatively. Comment on whether the role of ragpickers and the recycling that takes place in Dharavi support a more positive perception of slums.

on Resources

Interactivity Changes on the rural–urban fringe (int-3302)

13.4 SKILL ACTIVITY: Questioning and researching using geographical methods, Communicating

Search for and watch some of the YouTube videos about Dharavi. **Create** a one-page infographic detailing life in the slum. **Consider** questions such as:

- How many people live here and what are living conditions like?
- What work is done here?
- What are the risks to health and what could be done to improve the situation?

13.4 Exercise

learnon

13.4 Exercises

Learning pathways

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

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Check your understanding

1. **Identify** the two main ways that additional housing can be established in an expanding city.
   - A. Urban infilling
   - B. Urban renewal
   - C. Urban planning
   - D. Urban sprawl
2. **Classify** each of the following impacts of expansion into the rural–urban fringe as either environmental, social or economic factors.
   - Ensuring access to recreation facilities such as playgrounds, parks and gardens.
   - Providing green zones such as parks and gardens for native wildlife and recreation purposes.
   - Providing housing assistance schemes for young families to encourage building and make housing more affordable.
   - Encouraging a feeling of community by developing schools, community and service centres.
   - Developing rapid and inexpensive public transport systems and roadways to avoid congestion during peak transport times.
   - Developing wetlands to manage stormwater run-off and provide aquatic environments for native water birds, fish and crustaceans.
3. **Analyse FIGURE 3**.
   - a. **Clarify** what has happened to the areas of market gardening (fruit and vegetable farming) between 1954 and 2009? Use distances and directions in your answer.
   - b. **Identify** what would be the advantage of market gardens being located close to urban areas.
   - c. **Predict** the future location of this land use in Melbourne in 2030.
4. Study **FIGURE 2. Describe** the location of the suburbs of Melbourne that are expected to show the greatest increase. What is the average distance of these suburbs from Melbourne's CBD?
5. **Study FIGURE 5(a)**. There is evidence to suggest that this area is part of the urban–rural fringe. True or false?
6. **Identify** the various challenges that Mumbai faces.

Apply your understanding

Interpreting and analysing geographical data and information

7. **Create** a table to compare the social, environmental and economic impacts of urban sprawl with those of urban infilling and increased high-density living.
8. **Examine FIGURE 5(b)**.
   - a. The area at GR485880 is subject to flooding (inundation). **Suggest** two pieces of evidence from the map that explain why this is the case.
   - b. **Identify** how planners have used the flood-prone land when designing the housing estate.
9. Study **FIGURE 5(b).** List and give any new forms of infrastructure established. **Consider** schools, shopping centres, parks and transport.

Concluding and decision-making

10. **Suggest** one human and one environmental factor that would make Narre Warren suitable for a housing estate.
11. **State** what you believe are the economic, social and environmental benefits of ragpickers.

Communicating

12. **Discuss** the advantages and disadvantages of replacing slums with high-rise low-income housing.

LESSON
13.5 What factors contribute to urban decline?

LEARNING INTENTION

By the end of this lesson you should be able to explain the environmental and human factors that can lead to the decline of urban environments.

TUNE IN

Gary, Indiana was established in 1907 by US Steel and once had a population of close to 200 000. The population in 2014 had declined to 78 000 and 13 000 properties were said to suffer 'urban blight' as they were abandoned.

1. Would it be possible to renovate this cathedral? How much money do you think you would need and where would you get it from?
2. Do you know of any towns that have suffered decline or are being abandoned?
3. What reasons could explain the decline of a city or town?

FIGURE 1 The abandoned remains of the once majestic Gary Cathedral, Indiana, USA



13.5.1 Environmental factors

Over time, all forms of urban environments will deteriorate with age and require renovation or renewal. Extreme atmospheric events such as cyclones, hurricanes and tornadoes, which exhibit strong winds and flooding rains, can have devastating short-term impacts on urban environments. Some cities such as Gary, which was a major steel-producing city in the United States, have gone into decline due to changes in economic circumstances. Gary, the hometown of Michael Jackson, has been referred to as being in the 'rust belt' of the USA (see **FIGURE 1**). Longer-term events, such as **desertification** and climate change, can also have negative impacts.

Movements of the Earth, such as those due to earthquakes and volcanic eruptions, can also destroy urban environments. One well-documented example is the eruption of Mt Vesuvius in Italy in 79 CE, which completely buried the cities of Pompeii and Herculaneum under volcanic ash.

Tsunamis are also a significant hazard that can lead to the destruction of settlements. On 22 December 2018, for example, the coastline regions of Banten

desertification the transformation of land once suitable for agriculture into desert by processes such as climate change or human practices such as deforestation and overgrazing

and Lampung in Indonesia were devastated by a 3-metre tsunami triggered by an underwater landslide following the volcanic eruption of Anak Krakatau.

Hundreds of lives were lost and many villages were destroyed. Residents were forced to relocate until restoration works could be completed. Similarly, as a result of a massive earthquake and resultant tsunami in Japan in 2011, towns such as Otsuchi underwent significant change. Thousands of people simply left the region — the lack of employment opportunities and the risk associated with living in a disaster-prone region combining to drive people to move elsewhere.

13.5.2 Human factors

Human factors, which include changes in the social, economic and political elements of a region, can also be a cause of the decline of cities and their urban environment. The destructive effects of war on the social fabric and economy of a nation, which have significant impacts on urban environments, are one example.

Angkor, the capital of the Khmer Empire in Cambodia, and thought to be the largest city in the world at the time, was abandoned in the fifteenth century due to a combination of wars and a series of droughts. The destruction of its economy, which was based on management of water and rice production, meant the city was no longer viable. The elaborate Khmer temples constructed in the twelfth century (see **FIGURE 2**) have now become popular tourist attractions; more than 2 million people visit these sites each year.

In modern times, there are many examples of towns and cities with extensive urban environments that have declined. Some reasons for change include depletion of mineral supplies and mining operations, changes in demand for industrial production and manufactured goods, and **economic downturn**. An example of an urban project that failed due a downturn in the Turkish economy is that of Burg Al Babas. The residential housing project started in 2014 but halted when the developers went into bankruptcy in 2018; the chateau-style houses remained unoccupied in 2023 (see **FIGURE 3**).

economic downturn a recession or downturn in economic activity that includes increased unemployment and decreased consumer spending

Other examples of urban environments that have declined due to human-induced factors can be seen in **FIGURE 4**.

FIGURE 2 Main temple complex, Angkor Wat, Cambodia



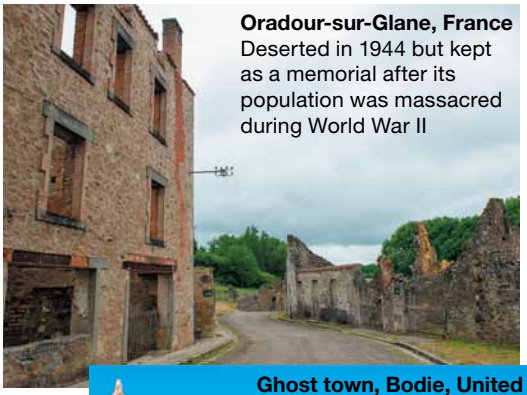
FIGURE 3 Burj Al Babas, Türkiye, is a ghost town due to a downturn in the economy.



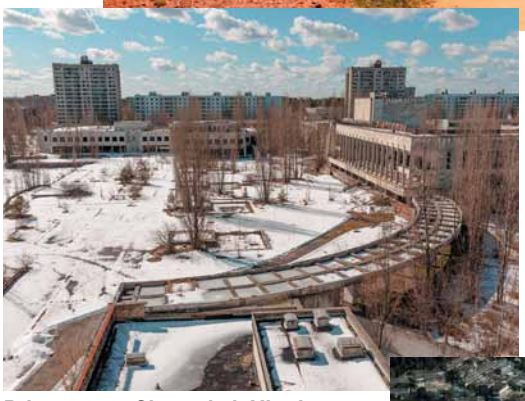
FIGURE 4 Cities abandoned due to changing human and physical factors



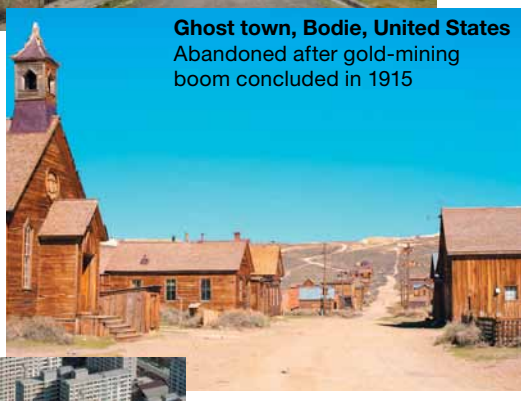
Wittenoom, Australia
Abandoned in 2006 after asbestos in the area caused major human health issues



Oradour-sur-Glane, France
Deserted in 1944 but kept as a memorial after its population was massacred during World War II



Pripyat near Chernobyl, Ukraine
Abandoned in 1986 after nuclear accident and radiation contamination



Ghost town, Bodie, United States
Abandoned after gold-mining boom concluded in 1915



Kowloon (shanty town), Hong Kong
Abandoned and then demolished by government order in 1993 to 'clean up the city, reduce squalor and crime'

Note: This photograph was taken prior to the demolition of Kowloon.

13.5.3 CASE STUDY: Venice, a sinking city

Urban centres that are built on low-lying coastal plains, where features such as **river deltas**, wetlands, lagoons, sand dunes, bars and barriers are found, are susceptible to the environmental impacts of the sea.

river delta a landform composed of deposited sediments at the mouth of a river where it flows into the sea

lagoon a shallow body of water separated from the sea by a sand barrier or coral reef

historical architecture urban environment that has significant value due to its unique form and history of development

Storms and high tides, when combined, can lead to destructive surges that cause erosion and damage to cities. The prospect of rising sea levels as a result of global warming-induced ice cap melting will require specialised management techniques such as the construction of coastal defence works to protect property and life.

Venice, Italy, is a city built on mud islands in a coastal **lagoon** at the head of the Adriatic Sea (see **FIGURES 5** and **6**). Although Venice has a population of only around 270 000, its **historical architecture**, life on the canals and cultural events such as Carnevale attract around 20 million tourists per year. Not surprisingly, the Venetians are keen to protect their heritage and manage the impacts of erosion and rising sea levels into the future.

Why is Venice sinking?

When Venice was established almost 2000 years ago, the sea level was 2 metres lower than current levels and buildings seemed secure from the impacts of the sea. Over time the sea level has risen and in more recent times this rate of increase has accelerated due to global warming. Also affecting the stability of buildings was the removal of fresh water from artesian wells near Venice in the 1950s. This practice, which fortunately has stopped, led to building subsidence.

Floods or *aqua alta*

Venetians refer to floods as *aqua alta* or 'high water'. Flooding events occur each year, usually between autumn and spring, and their intensity varies. In October 2018, high sea waters with a depth of 1.56 metres above average sea levels submerged nearly two-thirds of the city. A combination of high tides and winds forced waters over the canal banks and into buildings and public areas (see **FIGURE 7**). These types of flooding events

FIGURE 5 Venice and surrounding areas



Source: © OpenStreetMap contributors.

FIGURE 6 Aerial view of Venice showing the built area in the lagoons and the canals



make life difficult for locals and tourists as buildings and public areas are flooded and transport is restricted, with some boats unable to fit under bridges. The actual number of tourists is another significant problem for Venice — in the busy season, tourist numbers can reach 60 000 per day. Management plans and limits to tourist numbers are now under consideration.

FIGURE 7 Flooding in Venice



Reducing the impact of floods

Completed in 2018, the MOSE (MOdulo Sperimentale Elettromeccanico) or Experimental Electromechanical Module Project aims to reduce the impact of floods on Venice. It consists of rows of mobile gates that are able to isolate the lagoon and canals from high tides above 110 centimetres (to a maximum of 3 metres). The project has been criticised by some who say that flushing of the canals would be reduced and the huge cost of the project cannot be justified as it may only be effective for a few years if sea levels continue to rise.

13.5 SKILL ACTIVITY: Questioning and researching using geographical methods, Communicating

Use the internet to **research** and learn more about the MOSE project in Venice. **Create** a labelled diagram to show how it will work.

13.5 Exercise

learnon

13.5 Exercise

Learning pathways

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

These questions are even better in jacPLUS!



- Receive immediate feedback
- Access sample responses
- Track results and progress

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Check your understanding

1. What environmental hazards can lead to destruction or damage of urban environments? **Select** all options that apply.
   - A. Cyclones
   - B. Hurricanes
   - C. Downturn in the economy
   - D. Climate change
2. Water was essential to the survival of the city of Angkor because it:
   - A. was good to drink.
   - B. helped with the building of the city.
   - C. supported the agriculture and fishing practices of the city.
   - D. All of the above
3. **Determine** whether the following statements are true or false.
   - a. Venice is located in the Adriatic Sea.
   - b. Longer-term events, such as desertification and climate change, can have negative impacts on urban environments.
   - c. Kowloon was a 'shanty town' in Hong Kong that was abandoned and then demolished in 1993.
4. **State** why the town of Pripyat near Chernobyl in the Ukraine was abandoned.
5. **Identify** aspects of its landscape that make the city of Venice vulnerable to flooding.

Apply your understanding

Questioning and researching using geographical methods

6. **Reflect on** how you would employ human–environment systems thinking to solve the flooding of Venice. (Hint: Make a list of environmental impacts and human management responses.)
7. **Identify** what impact a rise in the sea level might have on a city such as Venice.
8. **Consider** if ore bodies are depleted in the mining town of Broken Hill, how might the town sustain its existence into the future?

Concluding and decision-making

9. **Judge** if there is a future for ghost towns. Explain your view.
10. **Outline** the MOSE Project in Venice and **predict** how it is expected to work in holding back the sea.
11. **Evaluate** the MOSE Project in terms of its:
    - a. environmental impact
    - b. social impact (i.e. its value in preserving a unique city with a long history).

LESSON
13.6 What are the future challenges of sustainable urban environments?

LEARNING INTENTION

By the end of this lesson you should be able to describe the projected urban growth of the future, explain the challenges that this growth presents and recommend sustainable approaches to development that aim to tackle these challenges.

TUNE IN

A sustainable city might include parks, high-rise green zones and waterways.

1. What would be your plans for a model new city of the future? What three things would you include?
2. What changes could you make to your city or town to make it more sustainable?

FIGURE 1 A high-rise building covered in plants



13.6.1 The influence of technology

Throughout human history, cities have changed as new forms of technology have developed. For instance, high-rise buildings such as skyscrapers could not exist without the modern cement-and-steel methods of construction and development of high-speed lifts. What will be the nature of cities as technology progresses, and how can the social, economic and environmental elements of cities develop and be managed in a fair and sustainable manner?

13.6.2 Managing urbanisation

The United Nations (UN) Sustainable Development Goals (SDGs) have been developed as a set of ambitious aims to achieving an improved and sustainable future for everyone on the planet. The SDGs inform bodies that have an interest in urban development, including UN-Habitat, ComHabitat (Commonwealth Habitat), the Cities Alliance and the World Bank. These agencies aim to address the urban challenges of the twenty-first century with a focus on social and economic management criteria. The SDGs are shown in **FIGURE 2**. (These are explored in more detail in section 15.2.2.)

It has been estimated by UN studies that the global urban population, which is currently around 55 per cent (4.2 billion), will increase to about 5.1 billion in 2030, meaning that over 60 per cent of the world's total population will be living in cities. This increase means that another billion people will need new housing, basic urban infrastructure and services. To achieve this, the equivalent of seven new megacities will need to be created annually (see **FIGURE 3**).

FIGURE 2 The 17 Sustainable Development Goals



13.6.3 What are the challenges for cities?

Many cities in the world face environmental, social and economic challenges. Issues such as extensive areas of slum housing and a general lack of infrastructure to support what may be called a socially and economically just lifestyle undermine the sustainability of these environments. Particularly in the poorest or least developed countries, there are significant environmental management issues associated with large cities. Some of these are detailed in **TABLE 1**. Note that there are issues even in cities that could be called wealthy or most developed.

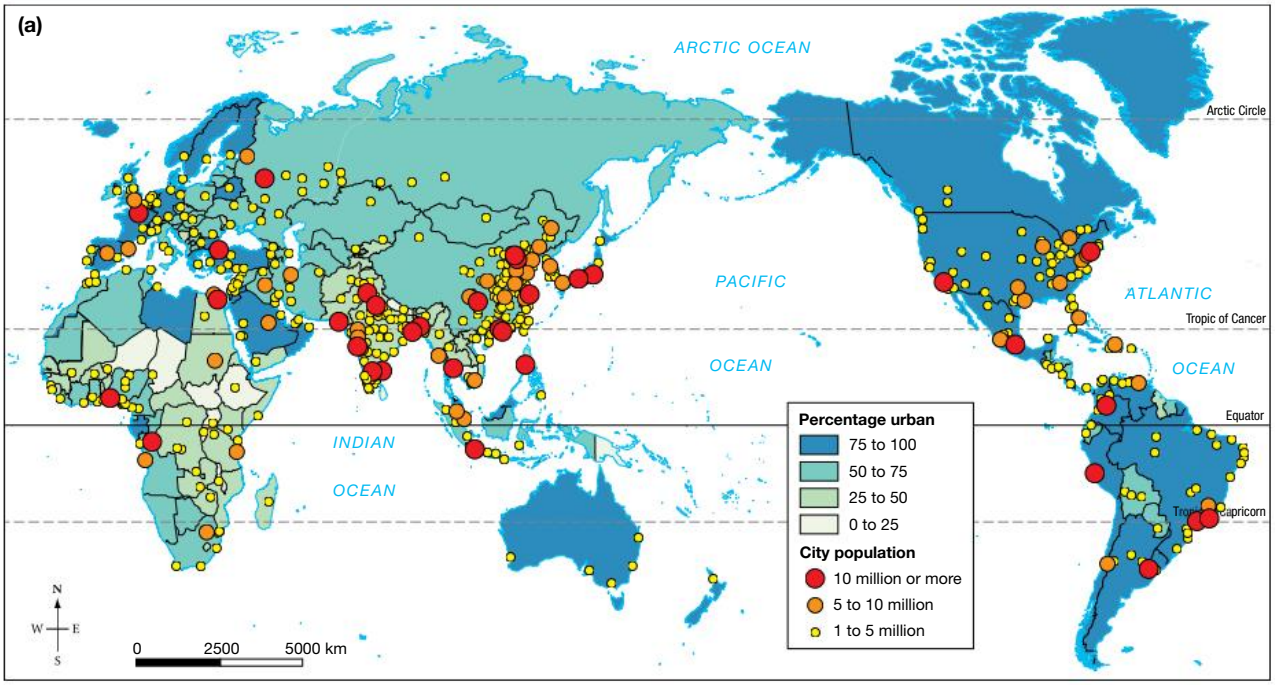
TABLE 1 Urban challenges

Level	Challenges to be addressed to ensure a sustainable urban environment
Less economically developed countries	• Poverty and inequality • Rapid and chaotic development of slum housing • Increasing demand for housing, urban infrastructure, services and employment • Education and employment needs of the majority population of young people • Shortage of skills in the urban environment sector
Transition countries	• Slow (or even negative) population growth and ageing • Shrinking cities and deteriorating buildings and infrastructure • Urban sprawl and preservation of inner-city heritage buildings • Growing demand for housing and facilities by an emerging wealthy class • Severe environmental pollution from old industries • Rapid growth of vehicle ownership • Financing of local authorities to meet additional responsibilities
More economically developed countries	• Recent mortgage and housing markets crises • Unemployment and impoverishment due to changing availability of jobs • Large energy use of cities caused by car dependence, huge waste production and urban sprawl • Slow population growth, ageing and shrinking of some cities

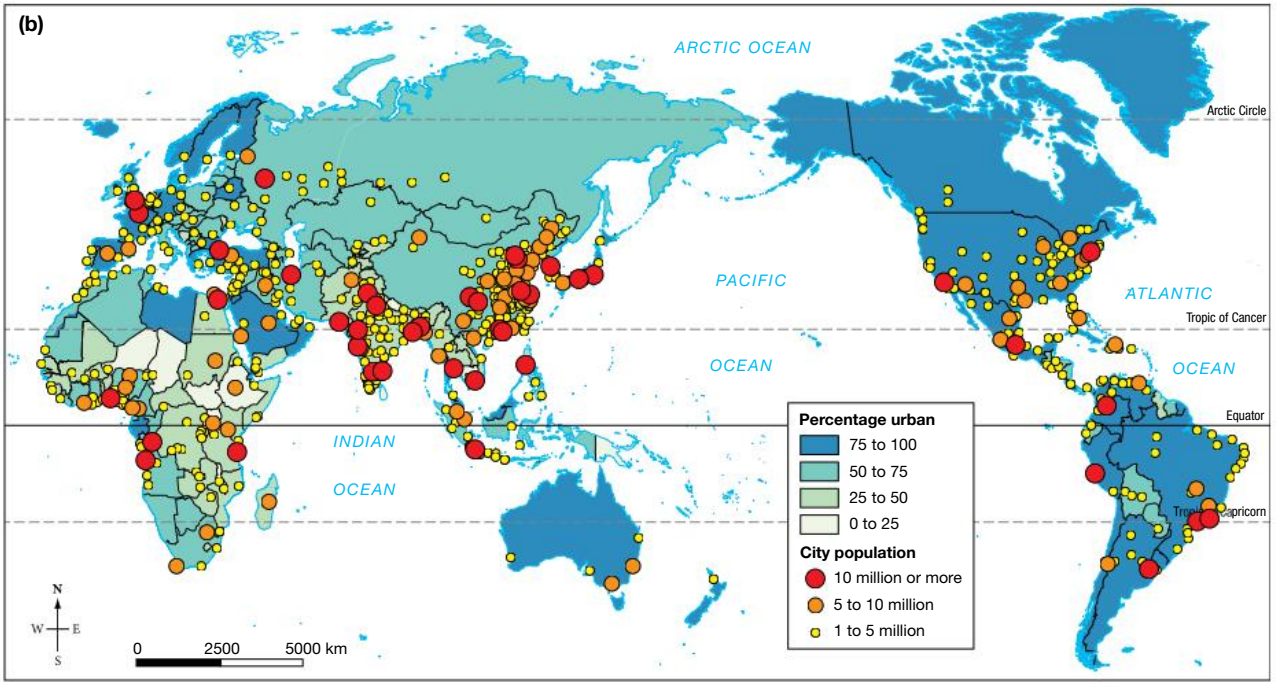
int-7670

tlvd-10783

FIGURE 3 Urban population (a) 2018 and (b) projected for 2030



int-7671



Source: United Nations, Department of Economic and Social Affairs, Population Division 2018. World Urbanization Prospects: The 2018 Revision.

13.6.4 How can we plan for the future?

By promoting sustainable urban environments at all levels of scale (local, regional, national and global), problems can be overcome.

Some management strategies that will foster socially, economically and environmentally sustainable urban environments include:

- building energy-efficient houses using energy sources that reduce the **ecological footprint** of cities
- reducing waste by recycling and reusing materials
- improving public transport systems to reduce reliance on cars
- redeveloping to include **medium-density housing** to reduce urban sprawl
- exchanging ideas between governments about planning and building policies and best and successful practice in design.

ecological footprint a measure of human demand on the Earth's natural systems in general and ecosystems in particular; the amount of productive land required by each person in the world for food, water, transport, housing, waste management and other purposes

medium-density housing a form of residential development such as detached, semi-attached and multi-unit housing that can range from about 25 to 80 dwellings per hectare

FIGURE 4 Vertical gardens can be used to add green spaces to medium- and high-density housing developments.



SkillBuilders to support skill development

- 7.17 SkillBuilder: Building a map with geographic information systems (GIS)

13.6 SKILL ACTIVITY: Questioning and researching using geographical methods, Communicating

Use the internet to **research** the decline of the cities of Gary and Detroit in the United States. Write a list of reasons why these cities have declined. Make conclusions to **suggest** how they might be reinvigorated. **Identify** any efforts to revive the local economy, attract new residents and businesses, or improve public services.

on Resources

Interactivity Where am I? (int-3303)

13.6 Exercise

learnon

13.6 Exercise

Learning pathways

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

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- Access sample responses
- Track results and progress

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Check your understanding

1. How many people in the world will need new housing in 2030, based on current predictions of urbanisation?
   - A. 2000
   - B. 200 000
   - C. 2 million
   - D. 2 billion
2. **Determine** whether the following statements are true or false.
   - a. Refer to **FIGURE 2**. The SDGs aim to achieve an improved and sustainable future for everyone on the planet.
   - b. The United Nations (UN) Sustainable Development Goals (SDGs) aim to achieve an improved and sustainable future for everyone on the planet, including addressing urban challenges.
   - c. A major challenge faced by cities around the world is slum housing and a lack of infrastructure.
3. The SDGs were developed to:
   - A. inform bodies that have an interest in urban development.
   - B. address the urban challenges of the twenty-first century.
   - C. focus on social and economic management criteria.
   - D. All of the above
4. Refer to **FIGURE 2**. Which of the SDGs do you think relate to the issue of sustainable urbanisation? **Explain** your view.
5. **Identify** three management strategies for sustaining urban environments and **outline** the contribution that each of these would make.

Apply your understanding

Questioning and researching using geographical methods

6. **Discuss** how migration would help solve the problems of ageing populations in developed Western cities.
7. Using **TABLE 1**, **explain** why the urban challenges are different for least developed, transition and developed countries.

Concluding and decision-making

8. It has been said that if all nations had the same ecological footprint as the developed countries (e.g. the United States, Australia and most European nations), we would need four new worlds the size of planet Earth to accommodate the growth in resource consumption. **Propose** ways we can achieve energy, food and water security with an aim of sustainability into the future.
9. **Identify** which of the SDGs will directly improve social conditions in urban environments. Give reasons for your answer.
10. **Identify** which of the SDGs will directly improve environmental conditions in urban environments. Give reasons for your answer.

LESSON
13.7 Investigating topographic maps: Examining the city of São Paulo

LEARNING INTENTION

By the end of this lesson you should be able to identify key features and landforms in the São Paulo area from a topographic map, and suggest how these features affect the liveability and sustainability of the city.

13.7.1 The biggest city in the southern hemisphere

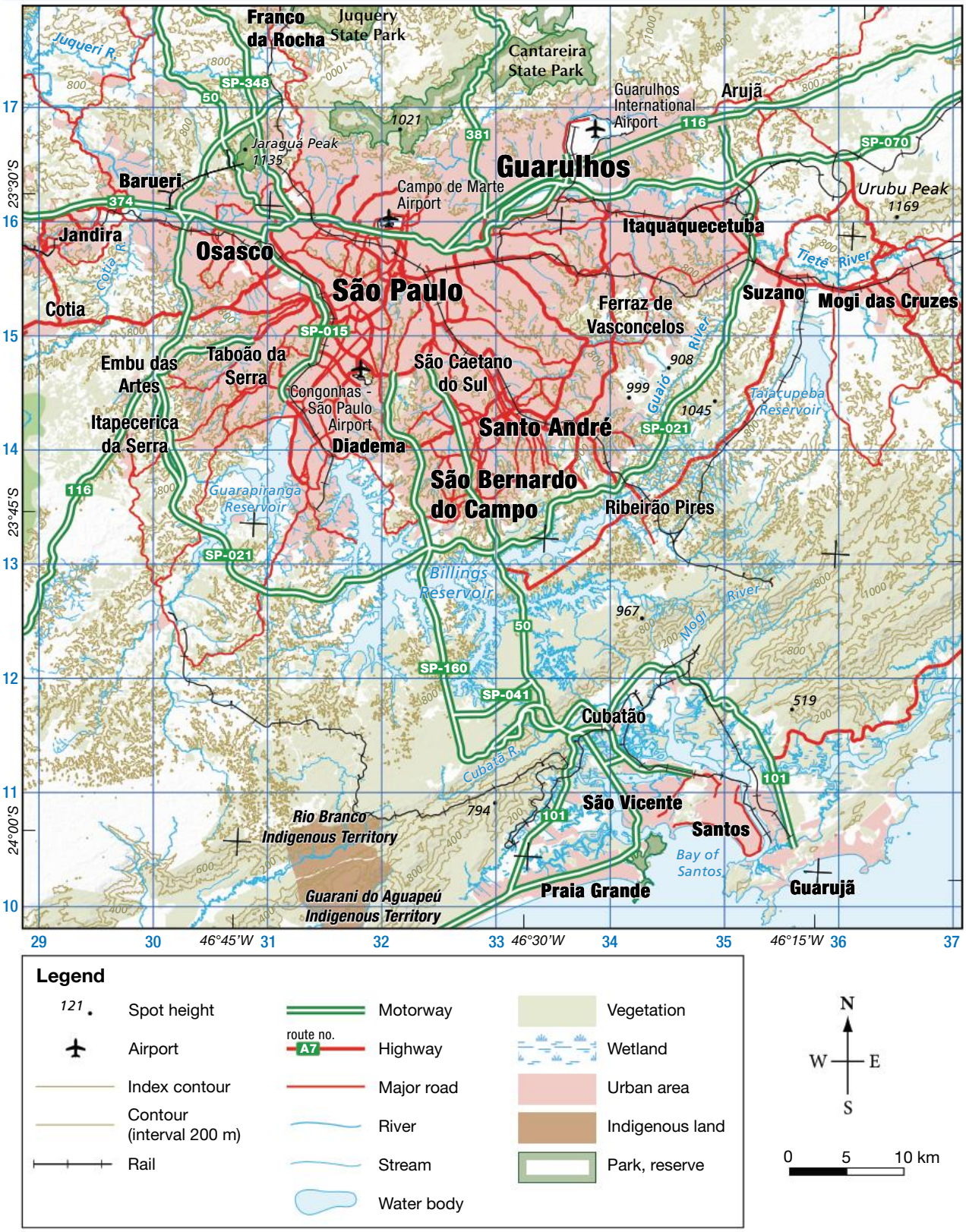
São Paulo is a large, vibrant urban centre located in the South American country of Brazil. It is considered to be the most populated city in the southern hemisphere and the wealthiest state of Brazil. São Paulo is very multicultural, and many parts of the city reflect the rich cultural heritage of Italian, Portuguese, Spanish and Japanese influences. Japan Town is a popular tourist destination offering traditional Japanese food and markets in streets decorated with distinctive architecture.

São Paulo is located in the south-east of Brazil on elevated land more than 800 metres in altitude. **FIGURE 1** shows the sprawling urban spread of São Paulo and nearby Santos, South America's largest port area. Despite the extensive growth of the city, the last area of coastal rainforest has been preserved in the Parque Trianon.

FIGURE 1 The built-up area can clearly be seen in this satellite image of São Paulo.



FIGURE 2 A topographic map of São Paulo, Brazil



Source: Map data © OpenStreetMap contributors, https://openstreetmap.org. Data is available under the Open Database Licence, https://opendatacommons.org/licenses/odbl/; elevation data sourced from USGS.

Resources

eWorkbook	Investigating topographic maps — Examining the city of São Paulo (ewbk-9927)
Digital document	Topographic map of São Paulo (doc-36320)
Video eLesson	Investigating topographic maps — Examining the city of São Paulo — Key concepts (eles-5231)
Interactivity	Investigating topographic maps — Examining the city of São Paulo (int-8659)
Google Earth	São Paulo (gogl-0139)

13.7 Exercise

learnon

13.7 Exercise

Learning pathways

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

These questions are even better in jacPLUS!



- Receive immediate feedback
- Access sample responses
- Track results and progress

Find all this and MORE in jacPLUS

Check your understanding

1. Give the area reference for Guarulhos International Airport.
   - **A.** AR 1934
   - **B.** AR 3316
   - **C.** AR 1935
   - **D.** AR 3417
2. **Match** the relevant area references to each of the four following locations on the map.
   - **a.** AR3013
   - **b.** AR3616
   - **c.** AR3117
   - **d.** AR3317

   Cantareira State Park, Guarapiranga Reservoir Urubu Peak Juquery State Park
3. **Record** the highest and lowest elevations shown.

Apply your understanding

Interpreting and analysing geographical data and information

4. **Describe** where the steepest land is located on this map.
5. **Describe** the rail and road routes from the coast to São Paulo. How can you explain the pattern shown?
6. Based on the topography and features of São Paulo shown in **FIGURE 2**, **suggest** where you expect the poorest neighbourhoods of the city would be located. Provide grid or area references to support your answer.

LESSON
13.8 INQUIRY: Life in a Mumbai slum

LEARNING INTENTION

By the end of this lesson you should be able to describe why slums exist and outline elements of daily life.

Background

In this inquiry you will investigate why slums exist and what life would be like living in a slum. Begin by examining the images supplied in **FIGURE 1** and then endeavour to find further images to support your findings.

FIGURE 1 Life in a Mumbai slum



Before you begin

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

Inquiry steps

Step 1: Questioning and researching using geographical methods

Discuss the following:

a. What do you know about life in a slum and how do the images in **FIGURE 1** help you understand the conditions in a Mumbai slum?
b. How could life be improved for these people living in the slums in Mumbai?

1. Write down your selected **inquiry question**, based on the focus of this topic.
2. **Research** your inquiry question
   - **Conduct research** into living conditions in the Mumbai slums.
   - Provide relevant data in table or graph form.
   - Provide annotated images where appropriate to illustrate areas of concern.

Step 2: Interpreting and analysing geographical data and information

- **Create** a **summary** table outlining the social, economic and environmental issues that are matters of concern in the Mumbai slums.
- Study the SDGs and identify the three (minimum) goals that you will focus on in tackling these concerns.
- **Identify** a range of strategies to overcome slum life problems.

Step 3: Concluding and decision-making

- **Evaluate** which of your suggested strategies would be most effective based on:
  - economic viability (affordability)
  - social justice (fairness for all people)
  - environmental benefit (minimal negative environmental impact and with future sustainability).

Step 4: Communicating

- **Decide** how you will **communicate** your findings, whether it be in the form of a written report, multimedia presentation, poster or PowerPoint presentation.

Complete your self-assessment using the **Inquiry rubric** or access the 13.8 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-40159)

FIGURE 2 Children living in a Mumbai slum



LESSON
13.9 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

Find all this and MORE in jacPLUS



13.9.1 Key knowledge summary

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

13.2 How do cities impact the environment?

- Urbanisation has led to significant changes to the natural environment, including changes to the atmosphere, hydrosphere and lithosphere.

13.3 How do urban environments develop?

- Large urban complexes are a recent phenomenon in the world's history.
- The modern trend is for people to move to urban complexes seeking improvement in lifestyle, but this means having to cope with socioeconomic and environmental challenges in the urban environment, such as congestion, crime, pollution and social isolation.
- Megacities, while offering opportunities for work and access to multiple services, can have issues such as slums and poor waste management.
- Dealing with the impacts of cities on air and water quality is a major issue.
- Urban sprawl in large urban complexes is a major problem for city planners.

13.4 Case studies in urban growth: Melbourne and Mumbai

- Urban infilling and increasing density are two methods of creating more living space in existing urban areas.
- Expansion into the rural–urban fringe leads to urban sprawl, which has economic and environmental impacts.
- Rapid urban growth in Mumbai has created challenges relating to human wellbeing, urban sprawl, traffic congestion and infrastructure needs.

13.5 What factors contribute to urban decline?

- Natural and human-induced changes can lead to processes that build up and lead to the decline of urban complexes.
- Events such as natural and human-induced disasters have large impacts on urban complexes.
- The depletion of resources can lead to urban decline.
- Low-lying coastal cities can be subject to the destructive forces of storms, and this can affect tourism if the city is a popular holiday destination.
- Rising sea levels caused by global warming are an additional problem requiring new directions in management and urban planning.

13.6 What are the future challenges of sustainable urban environments?

- Urban populations are predicted to continue to grow, with megacities being a magnet for rural dwellers.
- Careful management of urban complexes is required so that they may be sustained and offer a good quality of life for their inhabitants.
- The management of sustainable cities must draw inspiration from the Sustainable Development Goals established by the United Nations.

13.7 Investigating topographic maps: Examining the city of São Paulo

- Key features and landforms in the São Paulo area affect the liveability and sustainability of the city.

13.8 INQUIRY: Life in a Mumbai slum

- Investigate how and why slums exist in urban areas.

13.9.2 Key terms

biophysical environment all elements or features of the natural or physical and the human or urban environment, including the interaction of these elements

conurbation an urban area formed when two or more towns or cities (e.g. Tokyo and Yokohama) spread into and merge with each other

desertification the transformation of land once suitable for agriculture into desert by processes such as climate change or human practices such as deforestation and overgrazing

developing nation a country whose economy is not well developed or diversified, although it may be showing growth in key areas such as agriculture, industries, tourism or telecommunications

economic downturn a recession or downturn in economic activity that includes increased unemployment and decreased consumer spending

ecological footprint a measure of human demand on the Earth's natural systems in general and ecosystems in particular; the amount of productive land required by each person in the world for food, water, transport, housing, waste management and other purposes

gross domestic product (GDP) the value of all goods and services produced within a country in a given period, usually discussed in terms of GDP per capita (total GDP divided by the population of the country)

historical architecture urban environment that has significant value due to its unique form and history of development

human–environment systems thinking using thinking skills such as analysis and evaluation to understand the interaction of the human and biophysical or natural parts of the Earth's environment

Industrial Revolution the period from the mid 1700s into the 1800s that saw major technological changes in agriculture, manufacturing, mining and transportation, with far-reaching social and economic impacts

infrastructure the basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society

lagoon a shallow body of water separated from the sea by a sand barrier or coral reef

medium-density housing a form of residential development such as detached, semi-attached and multi-unit housing that can range from about 25 to 80 dwellings per hectare

megacity a settlement with 10 million or more inhabitants

river delta a landform composed of deposited sediments at the mouth of a river where it flows into the sea

rural–urban fringe the transition zone where rural (country) and urban (city) areas meet

slum rundown area of a city with substandard housing

urban environment the human-made or built structures and spaces in which people live, work and recreate on a day-to-day basis

urban infilling the division of larger house sites into multiple sites for new homes

urban renewal redevelopment of old urban areas, including the modernisation of household interiors

urban sprawl the spreading of urban developments into areas on the city boundary

water rights refers to the right to use water from a water source such as a river, stream, pond or groundwater source

water security the reliable availability of acceptable quality water to sustain a population

13.9.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How far can our urban environments spread before they become unsustainable?

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

Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11508)
Reflection (ewbk-12527)
Crossword (ewbk-12528)

Interactivity Urban change and management crossword (int-7674)

13.9 Review exercise

Students, these questions are even better in jacPLUS

- **Receive immediate feedback and access sample responses**
- **Access additional questions**
- **Track your results and progress**

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Multiple choice

1. The biophysical environment consists of which four elements?
   - A. Atmosphere, hydrosphere, lithosphere, biosphere
   - B. Earth, wind, fire, water
   - C. Atmosphere, aquasphere, lithosphere, biosphere
   - D. Atmosphere, hydrosphere, lithosphere, earthsphere
2. How many inhabitants does a city need to be classified as a megacity?
   - A. At least 20 million
   - B. At least 10 million
   - C. At least 5 million
   - D. At least 12 million
3. Which region has the highest proportion of global built-up urban area population?
   - A. North America
   - B. Asia
   - C. Europe
   - D. Africa
4. Which is Australia's fastest growing capital city?
   - A. Melbourne
   - B. Sydney
   - C. Gold Coast
   - D. Perth
5. What practice does 'urban infilling' refer to?
   - A. The infilling of former waste sites into parklands
   - B. The infilling of former industrial areas into small sites for new homes
   - C. The division of larger house sites into multiple sites for new homes
   - D. The division of larger house sites into new schools
6. Which organisation is responsible for the Sustainable Development Goals?
   - A. United Nations
   - B. UNICEF
   - C. World Bank
   - D. World Trade Organization

7. By promoting sustainable urban environments at all levels of scale, problems can be overcome. Which options describe the levels of scale?
   - **A.** Large scale and local scale
   - **B.** Local, regional, national and global
   - **C.** National and global
   - **D.** Local and regional
8. Strategies for sustainable urban environment include which options?
   - **A.** Building energy-efficient houses
   - **B.** Increasing waste by expanding landfill
   - **C.** Improving public transport systems to reduce reliance on cars
   - **D.** Redeveloping to include medium-density housing to reduce urban sprawl

Refer to TABLE 1 to answer questions 9 and 10.

TABLE 1 Population of the 10 largest cities, 1950 to 2025

Rank	1950 population	2015 population	2025 population
1	New York (12.3)	Tokyo (37.8)	Tokyo (35.2)
2	London (8.7)	Jakarta (30.5)	Mumbai (26.4)
3	Tokyo (6.9)	Delhi (24.9)	Delhi (22.5)
4	Paris (5.4)	Manila (24.0)	Dhaka (22.0)
5	Moscow (5.4)	Seoul (23.4)	Sao Paulo (21.4)
6	Shanghai (5.3)	Shanghai (23.4)	Mexico City (21.0)
7	Essen (5.3)	Karachi (22.1)	New York (20.6)
8	Buenos Aires (5.0)	Beijing (21.0)	Kolkata (20.6)
9	Chicago (4.9)	New York (20.6)	Shanghai (19.4)
10	Kolkata (4.4)	Guangzhou (20.6)	Karachi (19.1)

Note: All population figures are in millions.
Source: United Nations (1950 & 2025); Demographia (2015).

9. Which city has the same population in the 2015 and 2025 figures?
   - **A.** Tokyo
   - **B.** Delhi
   - **C.** Shanghai
   - **D.** New York
10. Which city, not seen in either the 1950 or 2015 figures, is expected to jump to within the top three highest populations in 2025?
   - **A.** Mumbai
   - **B.** New York
   - **C.** Tokyo
   - **D.** Dhaka

Short answer

Questioning and researching using geographical methods

11. Desalination plants have been built in a number of Australia's main cities to solve water resource problems.
   - **a.** **Investigate** how a desalination plants operates.
   - **b.** **Explain** how desalination plants may solve the problem of water supply to capital cities.

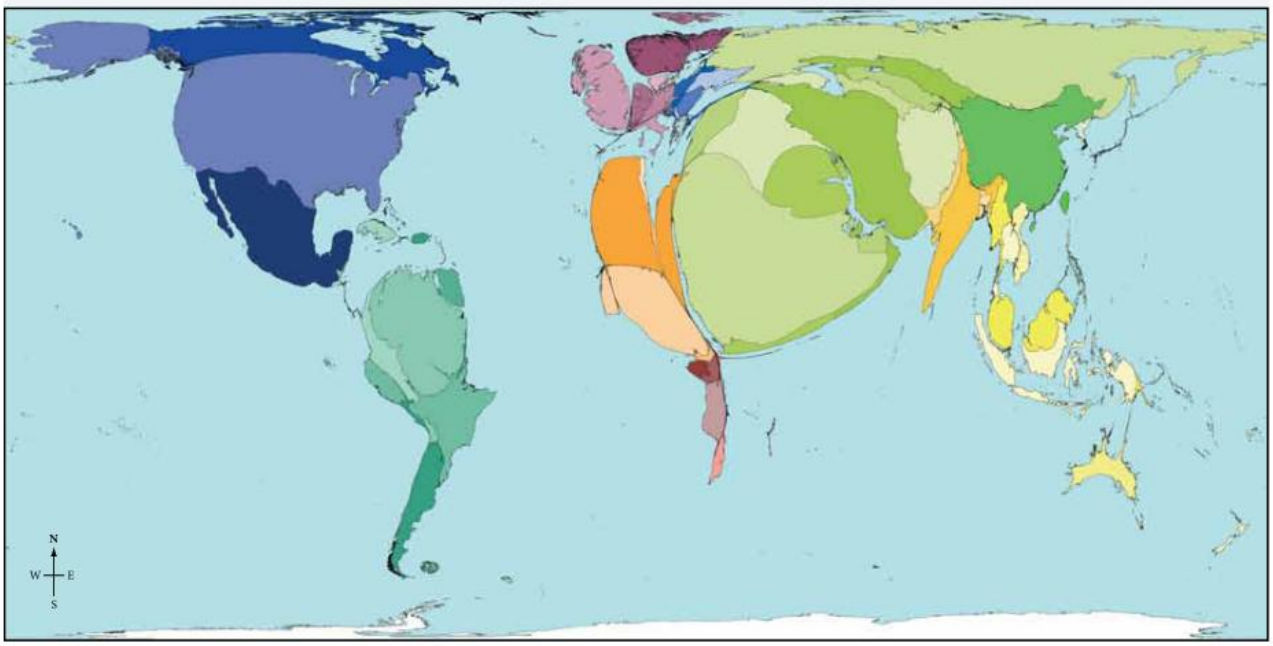
12. Most Australians would perceive slums negatively. Refer to the case study of Dharavi, India, in lesson 13.4. **Investigate** how each of the following supports a more positive perception of slums.
    - The role of ragpickers
    - Recycling

Communicating

13. 'Let it sink. Venice is not worth saving.' **Develop** an argument that supports and then an argument that would challenge this viewpoint.
14. It is hoped that modern technology will transform energy use in urban complexes to more environmentally friendly and sustainable formats.
    a. Study **FIGURE 1** and make summary comments on the use of energy in various high and low energy use nations of the world.
    b. **Identify** what aspects of urban environments and their infrastructure can be used to encourage sustainable energy use in various nations.
    c. **Identify** what different types of energy use could make consumption more environmentally friendly and sustainable.



FIGURE 1 World energy use cartogram. The size of a country is proportional to the percentage of world energy usage.



Source: www.worldmapper.org.

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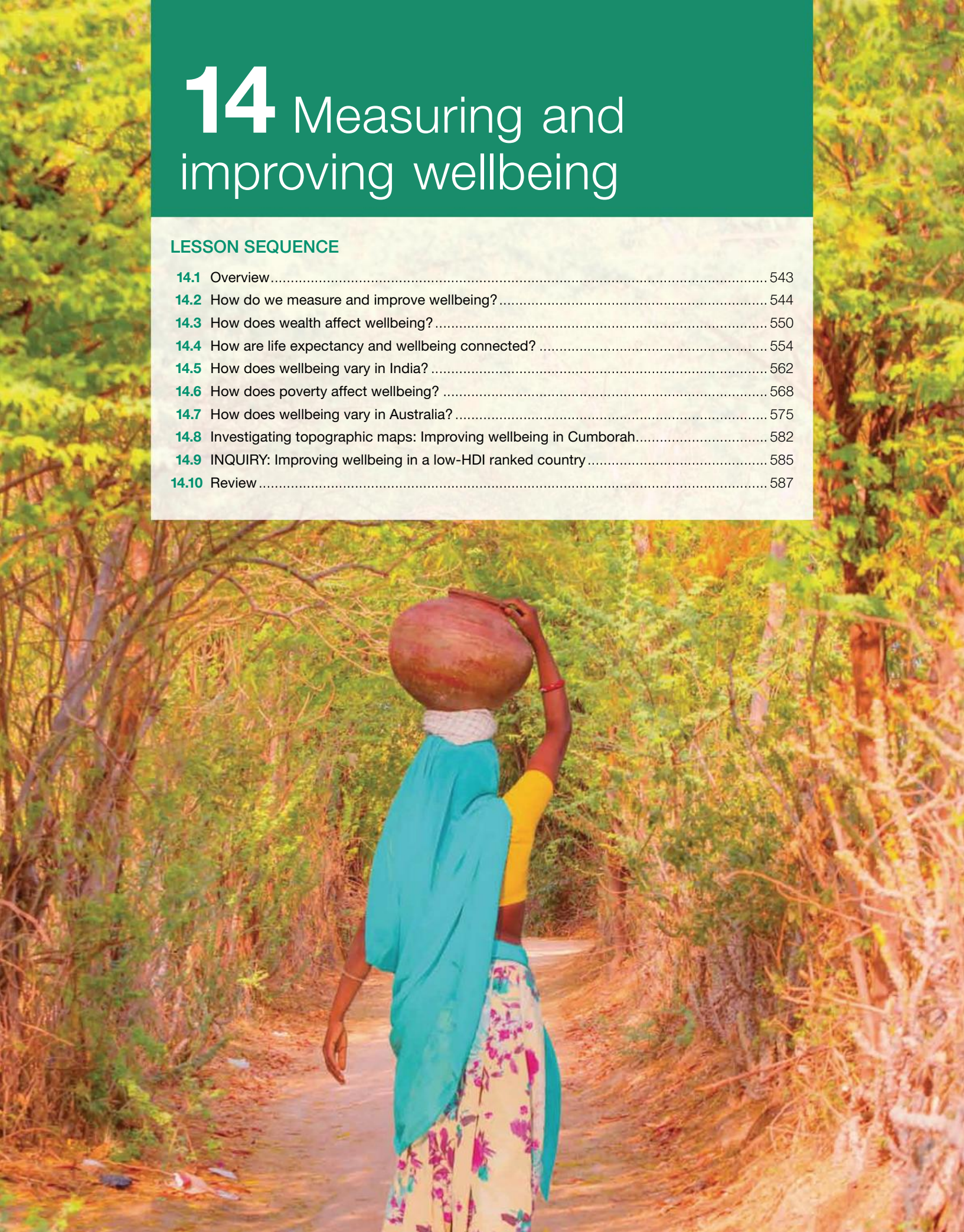
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14 Measuring and improving wellbeing

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LESSON
14.1 Overview

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Everyone wants a good life, but what does that mean for different people? Can wellbeing actually be measured and how can we improve it if it's not measuring up?

14.1.1 Introduction

We all want a better life for ourselves, our families and our children, no matter where we live. We care about the wellbeing and progress of our communities, our country and our world. But how can we measure these things? What does wellbeing really mean, and what do we count when we measure progress? How do we know if we are succeeding in our efforts to create a better life for everyone?

FIGURE 1 Our wellbeing and the wellbeing of our community, country and world are all linked.



on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11510)

Video eLesson The good life? (eles-1713)

LESSON
14.2 How do we measure and improve wellbeing?

LEARNING INTENTION

By the end of this lesson you should be able to describe the tools, known as indicators, that allow us to gauge what makes a good life and measure wellbeing, and explain the ways of describing levels of development and how we define poverty.

TUNE IN

Wellbeing means different things to different people. But in a changing world where modern technology is readily available, people around the world are seeing the lifestyle of wealthy nations and want to participate in that lifestyle.

FIGURE 1 Wellbeing is more than being physically healthy; wellbeing includes health, happiness, prosperity and welfare.



Look at **FIGURE 1**.

1. What do you see in this image about the physical condition and dress of these children that suggests that they have a lifestyle where wellbeing is important?
2. How does the type of housing seen in the background compare to the place where you live and how does your housing support you in achieving a sense of wellbeing?

14.2.1 A good life

A county's progress can no longer be accurately measured by income. The concept of **wellbeing** offers us a new perspective on what matters in our lives.

Wellbeing is the experience of having what you need for life to be good. But how do we measure a good life? We can use a variety of **quantitative indicators** and **qualitative indicators** to help us (see **FIGURE 2**). **Indicators** are important and useful tools for monitoring and evaluating progress, or lack of it.

FIGURE 2 Examples of quantitative and qualitative wellbeing data

Quantitative indicators	Qualitative indicators
• Gross national income (GNI)	• Happy Planet Index
• Gross domestic product (GDP)	• Freedom of speech
• Literacy and numeracy rates	• Safety
• Human Development Index (HDI)	• Sustainability
• Life expectancy	

Traditionally, **development** has been viewed as changing one's environment in order to enhance economic gain. Today, the concept of development is not only concerned with economic growth, but includes other aspects such as providing for people's basic needs, equity and social justice, sustainability, freedom and safety. We have built on this traditional concept for measuring progress by considering wellbeing, which emphasises what is positive and desirable rather than what is lacking. The most successful development programs address all areas of wellbeing, rather than simply focusing on economic, health or education statistics. There is a growing awareness that human beings and their happiness cannot simply be reduced to a number or percentage. We can measure development in a variety of ways, but the most common method remains to use economic indicators that measure economic progress using data such as **gross domestic product (GDP)**.

Using indicators

A wellbeing-centred approach to development takes into account a variety of quantitative and qualitative indicators. Quantitative indicators, based on numerical values, are commonly used because it is easy to compare changes over time and between places. Qualitative indicators, which measure quality of life, are harder to quantify and compare as the data collection can be subjective and time consuming. Indicators can be classified into a range of broad categories (see **FIGURE 3**). Economic indicators measure aspects of the economy and allow us to analyse its performance. Social indicators include demographic, social and health measures. Environmental indicators assess resources that provide us with the means for social and economic development, and gauge the health of the environment in which we live. Political indicators look at how effective governments are in helping to improve people's **standard of living** by ensuring access to essential services. Wellbeing can also be influenced by technological indicators in fields such as transport, industry, agriculture, mining and communications.

Geographers use data from various indicators to identify the spatial distribution patterns and explain why these patterns exist. Data may be used to look at the spatial distribution of wellbeing at a local, national or global scale.

wellbeing a good or satisfactory condition of existence; a state characterised by health, happiness, prosperity and welfare

quantitative indicators objective indices that are easily measured and can be stated numerically, such as annual income or the number of doctors in a country

qualitative indicators subjective measures that cannot easily be calculated or measured; e.g. indices that measure a particular aspect of quality of life or that describe living conditions, such as freedom or security

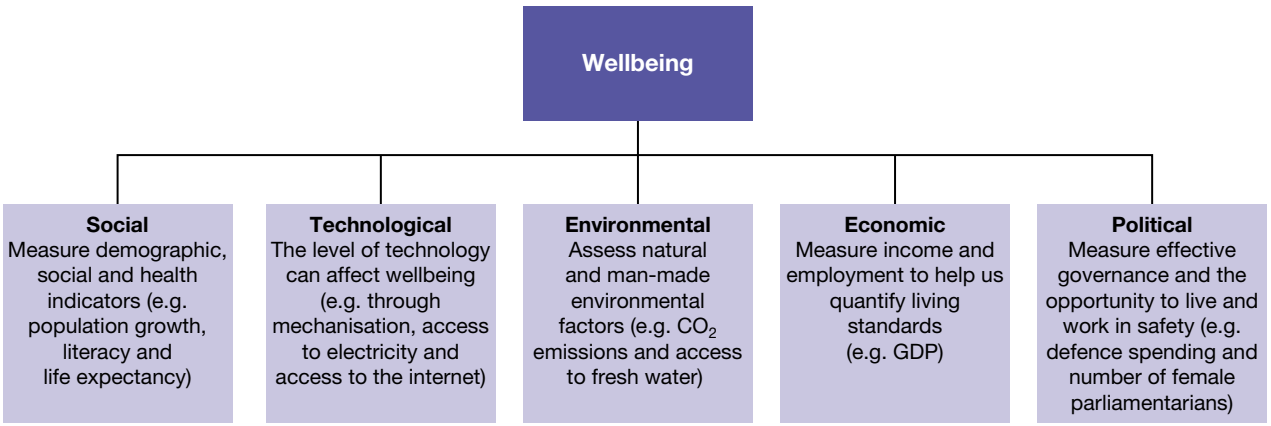
indicator a value that informs us of a condition or progress. It can be defined as something that helps us to understand where we are, where we are going and how far we are from the goal.

development defined as 'to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community' according to the United Nations

gross domestic product (GDP) the value of all goods and services produced within a country in a given period, usually discussed in terms of GDP per capita (total GDP divided by the population of the country)

standard of living a level of material comfort in terms of goods and services available. This is often measured on a continuum; for example, a 'high' or 'excellent' standard of living compared to a 'low' or 'poor' standard of living.

FIGURE 3 Categories of wellbeing indicators



14.2.2 Describing development

DEVELOPED OR DEVELOPING?

One of the most common ways of talking about the level of development in various places is to label them as 'developed' or 'developing' (previously often referred to as 'undeveloped'). These terms assume that development is a linear process of growth, so each country can be placed on a continuum of development. Countries that are developing are still working towards achieving a higher level of living standard or economic growth, implying that the country could ultimately become 'developed'.

NORTH OR SOUTH?

In 1980, the Chancellor of West Germany, Willy Brandt, chaired a study into the inequality of living conditions across the world. The imaginary Brandt Line divided the rich and poor countries, roughly following the line of the equator. The developed North included the United States, Canada, Europe, the USSR, Australia and Japan. The undeveloped South represented the rest of Asia, Central and South America, and all of Africa. Once again, these terms have become obsolete as countries have developed differently and ignored these imaginary boundaries.

FIRST WORLD OR THIRD WORLD?

The terminology First, Second and Third Worlds was a product of the Cold War. The Western, industrialised nations and their former colonies (North America, western Europe, Japan and Australasia) were the First World. The Soviet Union and its allies of the Communist bloc (the former USSR, eastern Europe and China) were the Second World.

The Third World referred to all of the other countries. However, over time this term became more commonly used to describe the category of poorer countries that generally had lower standards of living.

The Second World ceased to exist when the Soviet Union collapsed in 1991.

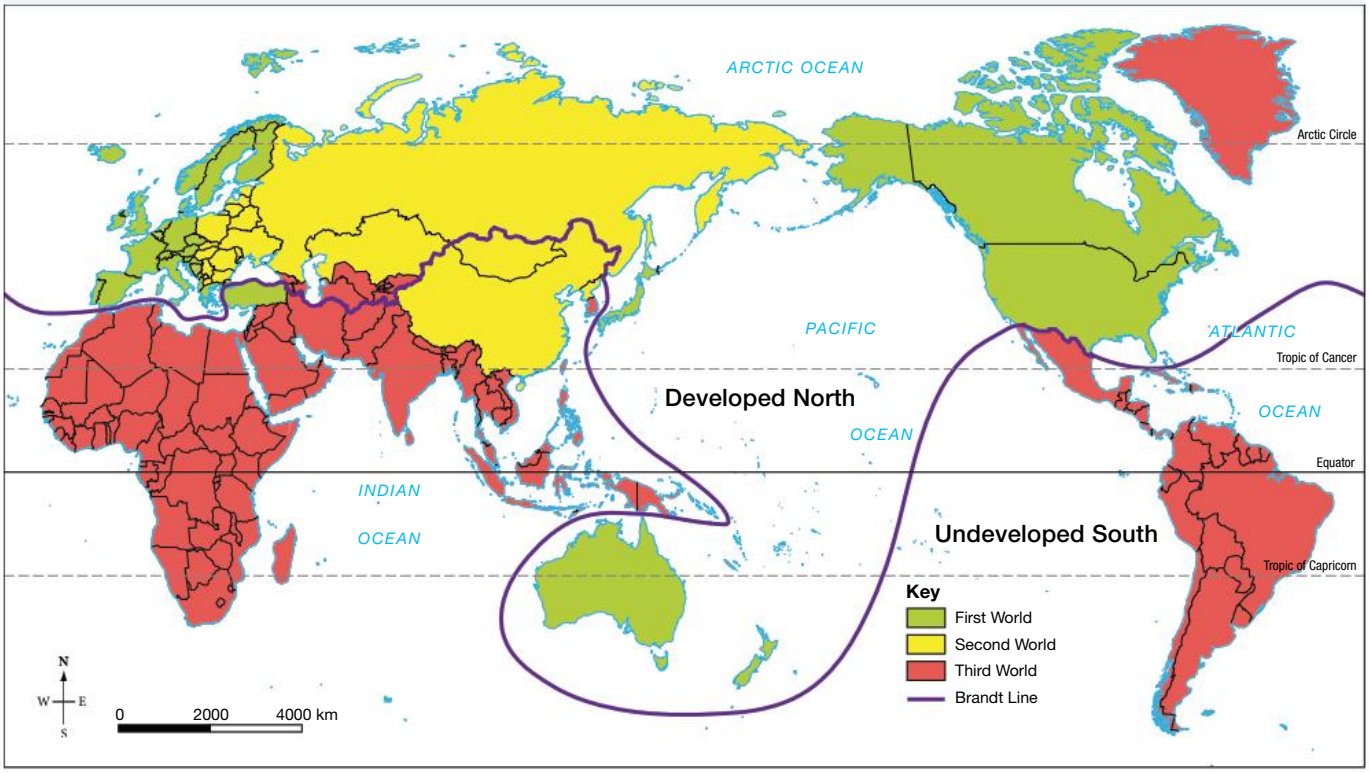
Whichever method of measuring development or wellbeing we choose, it is important to understand the terms that have been used, the values that underpin it, and what perspective (often Western) we take. With an overwhelming amount of data available to us, the world is often divided simplistically into extremes such as 'rich' or 'poor'. Is this the best way? The annotated classifications in **FIGURE 4** have been used in the past century, but they are very general and as such have been questioned by geographers for their accuracy (and sometimes offensiveness).

Today, we use terminology such as 'more economically developed country' (MEDC) and 'less economically developed country' (LEDC) to describe levels of development — in the economic, social, environmental and political spheres. A newly **industrialised** country (NIC) is one that is modernising and changing quickly, undergoing rapid economic growth. Emerging economies (EEs) are places also experiencing rapid economic growth, but these are somewhat volatile in that there are significant political, monetary or social challenges.

industrialised having developed a wide range of industries or having highly developed industries

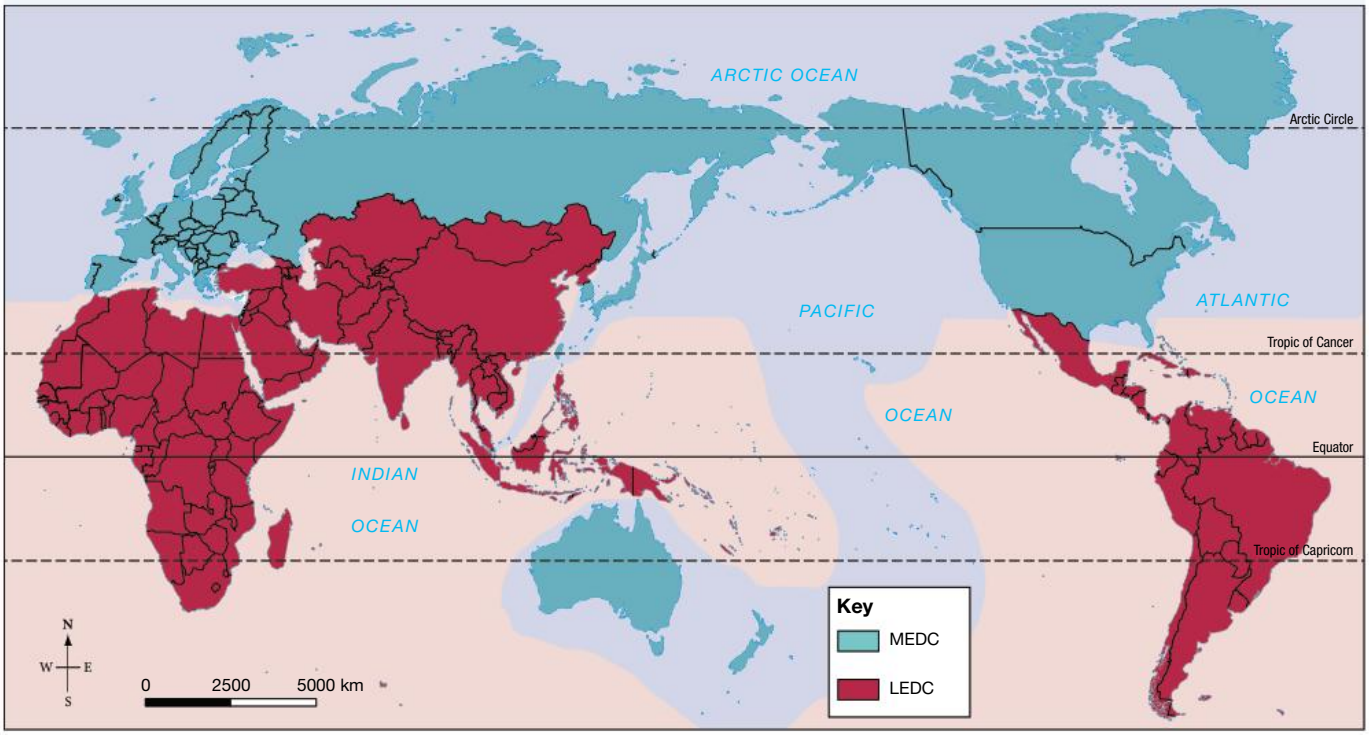
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FIGURE 4 World map showing various definitions of development



Source: United Nations Development Report.

FIGURE 5 World map showing MEDCs and LEDCs



Source: CantGeoBlog.

14.2 SKILL ACTIVITY: Concluding and decision-making

1. **Select** one of the indicator categories: social, economic or environmental.
2. In pairs or small groups, brainstorm the various indicators that you think might be used to measure the category.
3. **Create** a short list of at least five before checking the World Statistics section of your atlas to see which indicators are commonly used.

14.2 Exercise

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14.2 Exercise

Learning pathways

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

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Check your understanding

1. **Identify** from the list examples of nations that are classified as 'developed North'.
   - **A.** Japan
   - **B.** Singapore
   - **C.** Rwanda
   - **D.** Australia
2. Australia is always labelled as a part of the 'developed North'. True or false?
3. Although indicators measure different aspects of quality of life, they are also interconnected. For example, if a country goes through an economic recession, other indicators will be affected. **Discuss** this matter using examples (a flow chart may be useful to step out your thinking).
4. Complete **TABLE 1** to **compare** the differences between MEDCs and LEDCs (try to include your own explanations where possible).

TABLE 1 Comparison of MEDCs and LEDCs

	MEDC	LEDC
Birth rate		High — many children die so the birth rate increases to counteract fatalities
Death rate	Low — good medical care available	
Life expectancy	High — good medical care and quality of life	
Infant mortality rate		High — poor medical care and nutrition
Literacy rate	High — access to schooling, often free	
Housing type		Poor — often no access to fresh water, no sanitation, infrequent or no electricity

Apply your understanding

Communicating

5. Refer to **FIGURE 2**.
   a. Using the figure as a guide, **create** a table to **classify** each of the following as either a quantitative or qualitative indicator.
      - Motor vehicle ownership rates
      - Unemployment
      - Forest area
      - Incidence of obesity
      - Freedom of speech
      - Proportion of seats held by women in national parliaments
      - Electric power consumption
      - Quality of teaching at your school
      - How safe you feel walking in the city at night
      - How much you trust your neighbours
      - Access to public transport
   b. Qualitative indicators are the only ones that need be taken into account to define wellbeing. True or false?

Interpreting and analysing geographical data and information

6. Refer back to the indicators in **FIGURE 2**. Indicators can also suggest further information about a country's progress, rate of change or development. **Consider** whether these indicators are clues to the factors affecting the development of a country. If so, what else do they tell you?
7. Does your pet dog or cat have a good life? What indicators would you use to measure this? Write a **summary** selection of five quantitative and five qualitative indicators to help **determine** the wellbeing of your pet.
8. The concept of wellbeing is relative to who you are and the place where you live. **Discuss** the following statements. Does the term 'wellbeing' have any relevance to these people? Does wellbeing hold any relevance for people in the direst poverty? Write a paragraph to **explain** your view.
   - Person A: 'We live in constant fear, starvation; there is a lack of government. Personal safety is crucial, so wellbeing is not there yet. Things are very difficult as people are living in despair.'
   - Person B: 'Before, we always talked of improving living standards, which mostly meant material needs. Now we talk of the importance of relationships among people and between people and the environment.'
   - Person C: 'The land looks after us. We have plenty to eat, but things are changing. There are no fish now, not like when my father was a boy.'
9. How do you compare? As a teenager in Australia, you might think you have it tough. But, when we look at the indicators, is that really the case? **Decide** whether you are better off or worse off for each indicator in **TABLE 2** by evaluating the data. What reasons could account for these differences?

TABLE 2 Australia versus the world — a selection of quantitative indicators, 2018

Life expectancy (years)	Australia	83.64	Sierra Leone (Africa)	55.18
Mobile phones (subscriptions per 100 people)	Australia	126	Eritrea (Africa)	21
Adolescent fertility rate (births per 1000 women 15–19 years of age)	Australia	10.50	Denmark (Europe)	4
Proportion of seats held by women in national parliament (%)	Australia	31.10	Rwanda (Africa)	61.25
Gross National Income per capita (US$)	Australia	56 100	Qatar (West Asia)	61 940
Literacy rate (% of youth aged 15–24)	Australia	99.00	Mozambique (Africa)	60.00

LESSON
14.3 How does wealth affect wellbeing?

LEARNING INTENTION

By the end of this lesson you should be able to explain some of the different ways of discussing and measuring wellbeing.

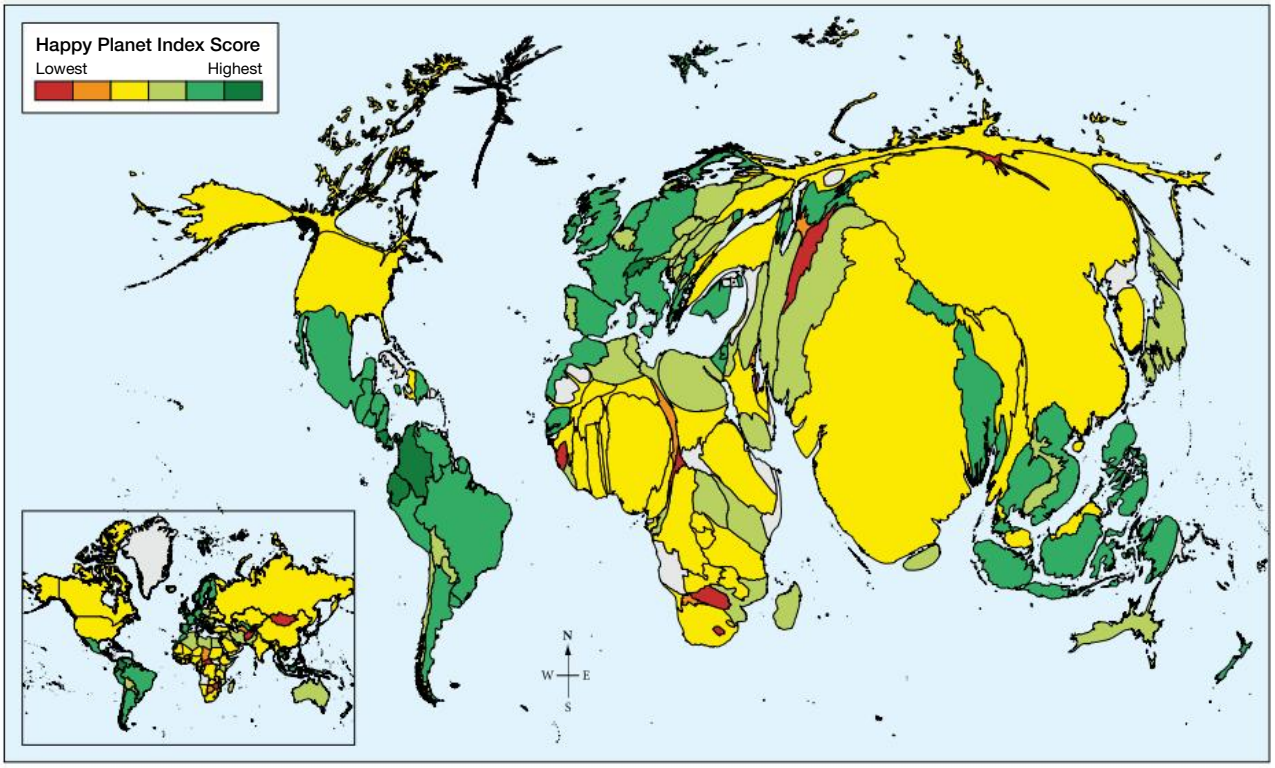
TUNE IN

Wellbeing and happiness are closely related concepts. You may be surprised to note that Australia does not rate highly in terms of the Happy Planet Index!

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FIGURE 1 Cartogram showing relative global populations and Happy Planet Index scores, 2021



Source: Map drawn by Spatial Vision based on the information from Wellbeing Economy Alliance (WEALL) www.happyplanetindex.org.

1. Are you happy with your lifestyle? What do you think are the social and economic elements of your lifestyle that make you happy?
2. How might this contrast with a person in a nation with a very low Happiness Index?

14.3.1 The multiple component index

A wellbeing approach to development takes into account a variety of quantitative and qualitative indicators. Some of these are a little more difficult to measure, such as the idea of happiness. Before you read on, make a list of 10 indicators that you think would give an accurate measure of a teenager's happiness in their country of residence.

A single indicator gives us only a narrow picture of the development of a country. A country may have a very high GDP but, if we dig a little deeper and look at each individual's share in that country's income or their **life expectancy**, we may not find what we expected. Inequalities may be revealed.

GLOBAL WEALTH

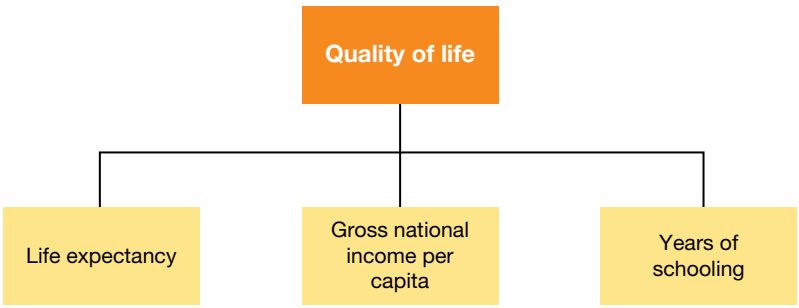
The richest one per cent of adults worldwide owned 47 per cent of global assets in the year 2018, and the richest 10 per cent of adults accounted for 85 per cent of the world total. In contrast, the bottom half of the world adult population owned less than one per cent of global wealth. These figures have remained much the same for the last 20 years and will be as such into the foreseeable future.

Wealth is heavily concentrated in North America, western Europe and high-income Asia–Pacific countries (excluding China). People in these countries collectively hold 78 per cent of total world wealth.

Source: Credit Suisse Wealth Report, 2018.

A combination of many indicators will create a more accurate picture of the level of wellbeing in a particular place. Much like using our five senses to try a new cuisine, a combination of indicators will give us better insight into a country's wellbeing. The **Human Development Index** (HDI) is one such index. It was developed in 1990 and measures wellbeing according to three key indicators (see **FIGURE 2**).

FIGURE 2 The HDI measures quality of life according to three key factors.



14.3.2 Other measures of wellbeing

Over thousands of years, different societies have measured progress in different ways. A GDP-led development model focuses solely on boundless economic growth on a planet with limited resources — and this is not a balanced equation. The HDI has become one of the most common ways to measure wellbeing, but it has also attracted criticism for its narrow approach. These measures do not recognise some of the greatest environmental, social and humanitarian challenges of the twenty-first century, such as pollution or stress levels.

life expectancy the number of years a person can expect to live, based on the average living conditions within a country

Human Development Index (HDI) measures the standard of living and wellbeing by measuring life expectancy, education and income

Measuring twenty-first century wellbeing

The new Happy Planet Index (HPI) results map the extent to which 151 countries across the globe produce long, happy and sustainable lives for the people that live in them. The coloured shading in the **FIGURE 1** cartogram represents each country's HPI score, while the relative sizes and shapes of countries are determined by their population size (see 7.10 SkillBuilder — Interpreting a cartogram).

Each of the three component measures — life expectancy, **experienced wellbeing** and **ecological footprint** — is given a traffic-light score based on thresholds for good (green), middling (amber) and bad (red) performance. These scores are combined to an expanded six-colour traffic light for the overall HPI score. To achieve bright green (the best of the six colours), a country would have to perform well on all three individual components.

$$\text{Happy Planet Index} = \frac{\text{experienced wellbeing} \times \text{life expectancy}}{\text{ecological footprint}}$$

Gross National Happiness

In 2011, the Prime Minister of Bhutan (Central Asia) demonstrated his country's commitment to its wellbeing by developing the world's first measure of national happiness, and he encouraged world nations to do the same. Former UN Secretary-General Ban Ki-moon supported this innovation: 'Gross national product (GNP) … fails to take into account the social and environmental costs of so-called progress … Social, economic and environmental wellbeing are indivisible. Together they define gross global happiness.'

According to the last GNH Survey conducted by the Centre for Bhutan Studies and Gross National Happiness in 2015, on a scale of zero to one, the happiness of the Bhutanese has increased from 0.743 in 2010 to 0.756 in 2015. This translates into an overall increase of 1.8 per cent.

Australia currently stands at number 10, just achieving a position in the top 10 countries with a score of 7.227 out of 10. The top country is Finland with 7.632, followed by Norway, Denmark, Iceland, Switzerland, the Netherlands, Canada, New Zealand and Sweden (based on 2015–17 data).

Australia's assessment of wellbeing

The Australian National Development Index (ANDI), which was approved in 2015, incorporates 12 indicators measuring elements of progress including health, education, justice and First Nations Australians' wellbeing. Measures such as this demonstrate a new direction in articulating wellbeing, recognising that happiness is not directly proportional to our bank balance or how long we expect to live. This new measure of wellbeing will reflect what is important to Australians to feel happy as individuals, as well as the happiness of our communities. It will allow Australians to measure the future we want.

experienced wellbeing an individual's subjective perception of personal wellbeing

ecological footprint a measure of human demand on the Earth's natural systems in general and ecosystems in particular; the amount of productive land required by each person for food, water, transport, housing, waste management and other purposes

14.3 SKILL ACTIVITY: Interpreting and analysing geographical data and information

1. Use the **HPI** weblink in your online Resources to learn more about the HPI and explore the results.
2. List three results that surprised you.
3. **Explain** why those results surprised you.
4. **Compare** your list with that of a partner.
5. What similarities or differences did you find?

on Resources

Weblink HPI

14.3 Exercise

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14.3 Exercise

Learning pathways

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

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Check your understanding

1. Complete the following definition of the wellbeing approach using the terms provided.

multiple	indicators	income	quantitative

A wellbeing approach takes into account a variety of _____ and qualitative _____ — that is, '_____ components' of what comprises wellbeing, such as life expectancy, education and _____.

2. **Determine** whether the following statements are true or false.
   a. A multiple component index is the only determinant of wellbeing.
   b. The measurement of happiness has become important in the twenty-first century.
3. **Analyse** each of the indicators used to calculate the HDI. Is the HDI the best indicator of a country's development? Give reasons for your answer.
4. Without referring to **FIGURE 1**, **identify** from the options the three places you would expect to have a high Happy Planet Index score. Check your predictions on the map. Were you correct?
   a. Mexico
   b. Japan
   c. Australia
   d. Iraq

Apply your understanding

Interpreting and analysing geographical data and information

6. **State** what the Credit Suisse Wealth Report of 2018 says about the inequality of wealth across the world.
7. Using the Happy Planet Index and **FIGURE 1**, **discuss** what wellbeing conditions you might find in:
   a. South Africa
   b. France
   c. the United States.
8. **Decide** why a range of indices are being developed in the twenty-first century to measure wellbeing.
9. **Identify** two indicators that might be used in the ANDI.
10. **Evaluate** the distribution of the happiest and unhappiest countries across the world according to the data in **FIGURE 1**. What do you think would make a country unhappy?

LESSON
14.4 How are life expectancy and wellbeing connected?

LEARNING INTENTION

By the end of this lesson you should be able to explain the reasons for variations in life expectancy across the world and make connections between life expectancy and child mortality. You should also be able to explain the interconnection between life expectancy and wellbeing, and define key terms such as 'fertility rate', 'natural increase', 'replacement rate' and 'child mortality'.

TUNE IN

Life expectancy varies greatly in different nations around the world due to social and economic factors.

FIGURE 1 A homeless Australian man



1. What reasons can you suggest as to why this man is in this situation?
2. How would the impact of social and economic factors affect the life expectancy of the homeless man?

14.4.1 Life expectancy

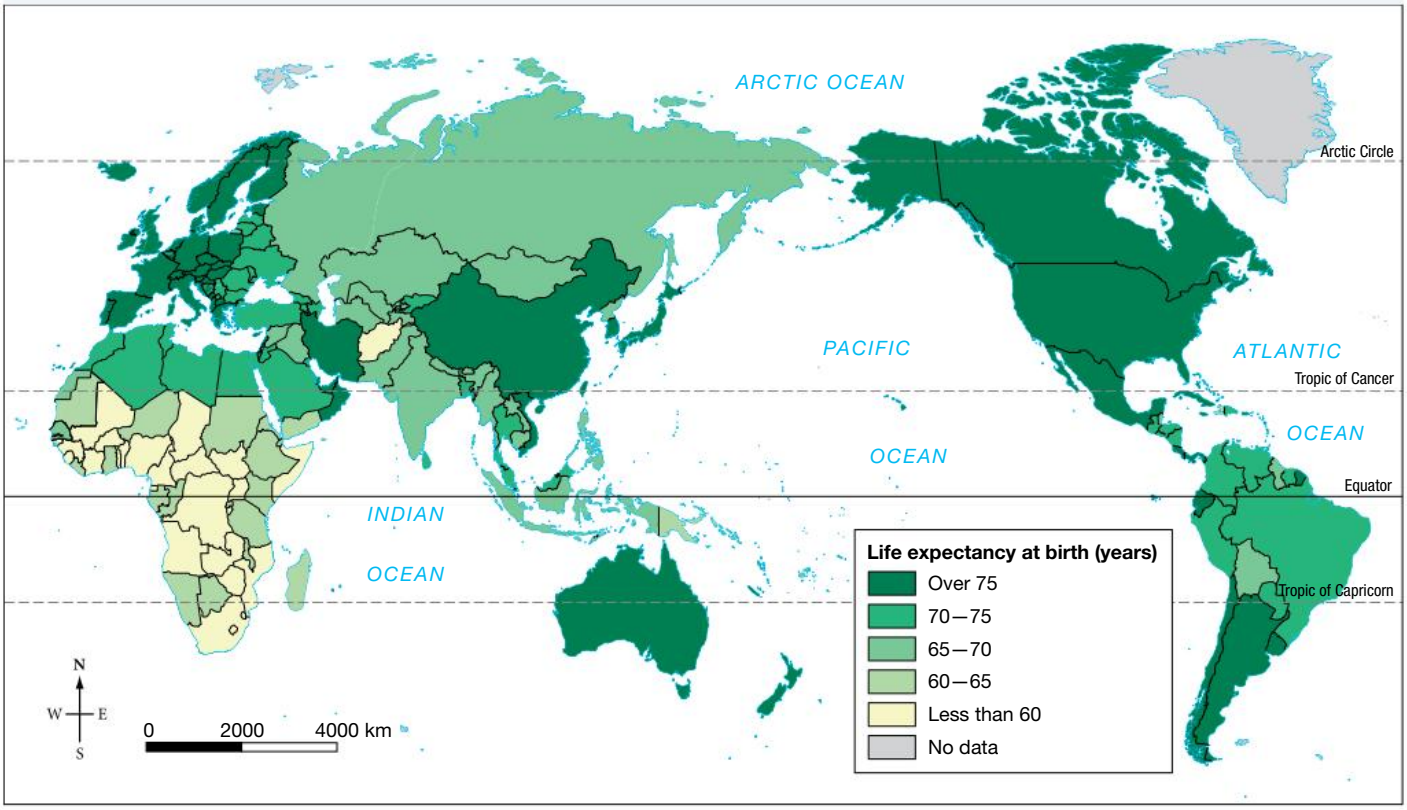
How long we can expect to live when we are born is referred to as our life expectancy and is calculated according to the conditions in a particular country in that year. Life expectancy is one of the major indicators of wellbeing. Globally, on average, people are expected to live longer than at any previous time in history. Sayings such as '60 is the new 50' reflect our changing expectations in Australia as to how long we expect to lead active lives. However, with the variation in living conditions around the world, the answer to the question 'how long can we expect to live?' also varies considerably.

Worldwide, a child born in 2022 can expect to live, on average, 73.20 years. If this child is born in Japan, they can expect to live 84 years, while one born in the African country of Somalia can expect to live only 58.34 years. **FIGURE 2** shows variations in life expectancy worldwide.

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FIGURE 2 Global life expectancy



Source: © United Nations Publications.

Life expectancy around the world started to increase in the mid 1700s due to improvements in farming techniques, working conditions, nutrition, medicine and hygiene. There is a clear interconnection between wealth and life expectancy: wealthier people in all countries can expect to live longer than poorer people. In general, women outlive men. A higher income enables people to have better access to education, food, clean water and health care.

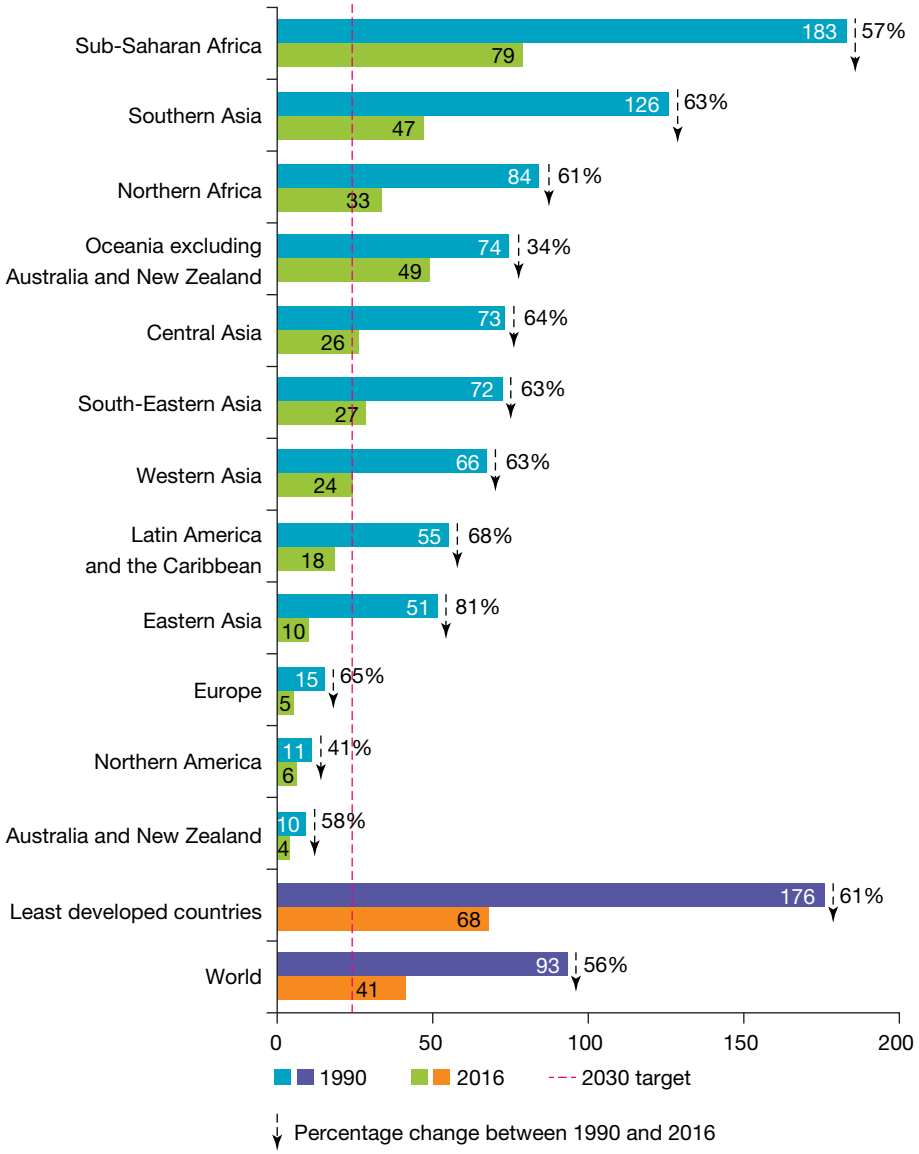
However, improvements that have led to increased life expectancy have not been uniform across the world. Regions where life expectancy continues to be low have a higher prevalence of infectious diseases. For example, 72 per cent of people worldwide living with HIV and AIDS are in sub-Saharan Africa, and the number of deaths in this region from AIDS is the highest in the world. In 2017, 25 per cent of new infections were in South Africa and Nigeria, with the latter also recording the highest rate of new infections among children under 14.

14.4.2 Child mortality

Life expectancy is closely interconnected with child mortality: countries with high death rates for children under five years of age have low life expectancy. The highest rates are recorded in countries in sub-Saharan Africa, with a rate of mortality of 74 deaths per 1000 live births. This is 14 times the rate expected for children in Europe and North America. These rates are well above the United Nations Sustainable Development Goal 3 target of 25 deaths per 1000 by 2030 (see **FIGURE 3**). Young children are particularly vulnerable to infectious diseases due to their lower levels of immunity. Major causes of death include pneumonia, diarrhoea, measles and malnutrition. In wealthier households, child deaths are lower as these children are more likely to have better nutrition and to be immunised, and parents are more likely to be educated and aware of how to prevent disease.

Under the United Nations' Millennium Development Goals program, which operated from 1990 to 2015, child mortality was reduced considerably. The number of deaths of children under the age of five declined from 12.7 million in 1990 to 6 million in 2015 — the equivalent of nearly 17 000 fewer children dying each day. The greatest success occurred in northern Africa and eastern Asia.

FIGURE 3 Under-five mortality rate (deaths per 1000 live births) and percentage change, 1990–2016

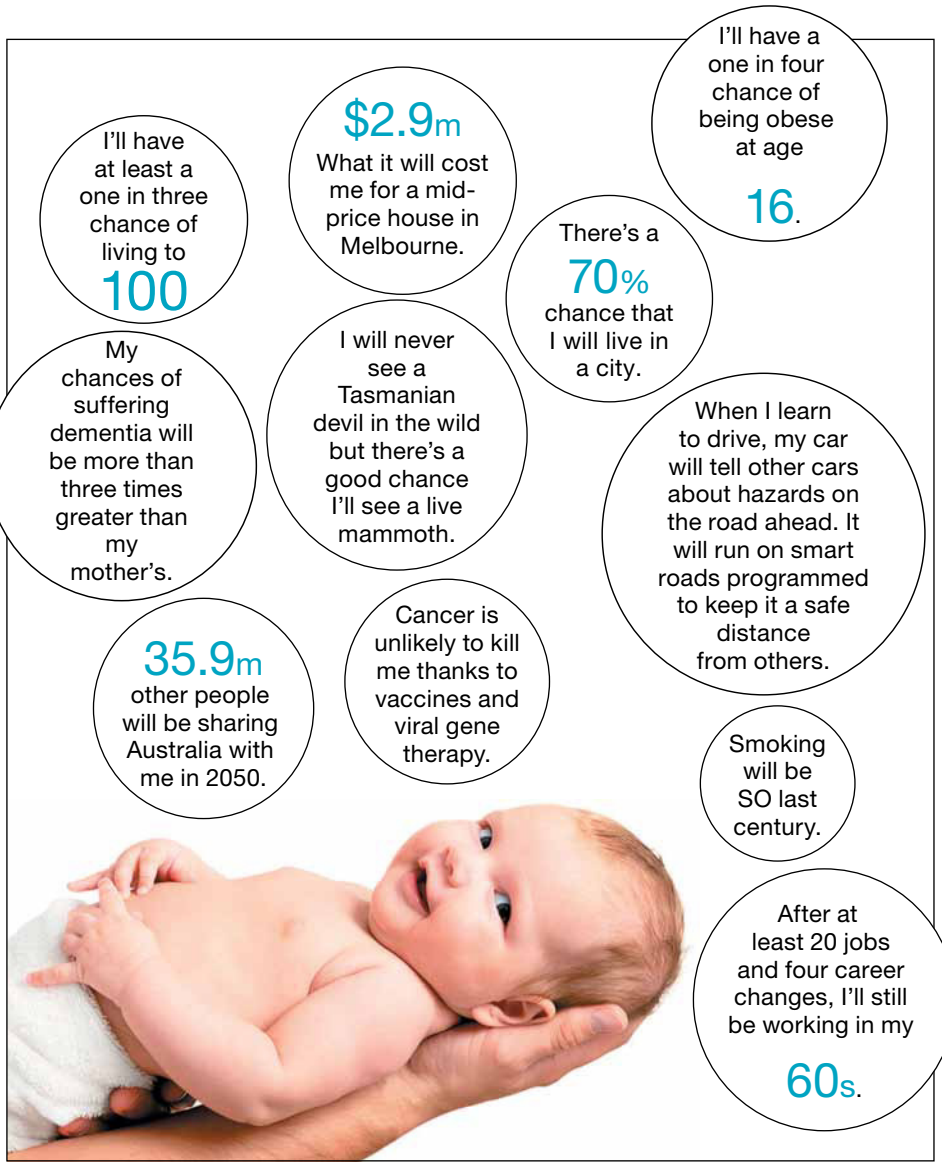


Note: Most recent data available at time of publication. Percentage change calculations are based on unrounded numbers.

Substantial improvements have been made in the area of preventable childhood diseases. For example, before the introduction of a measles vaccine in 1963, major epidemics occurred every two to three years, resulting in 2.6 million deaths each year. In 2020, 83 per cent of the world's children received the measles vaccine before their first birthday, up from 72 per cent in 2000. The World Health Organization reports an 80 per cent drop in measles-related childhood deaths, thus preventing 23.2 million deaths. Despite this reduction, in 2020 there were still 207 500 deaths globally due to measles. (The COVID-19 pandemic has set back vaccination efforts.)

Life expectancy and child mortality allow us to measure and compare human wellbeing in different places.

FIGURE 4 What will her future be like?



14.4.3 Births and deaths

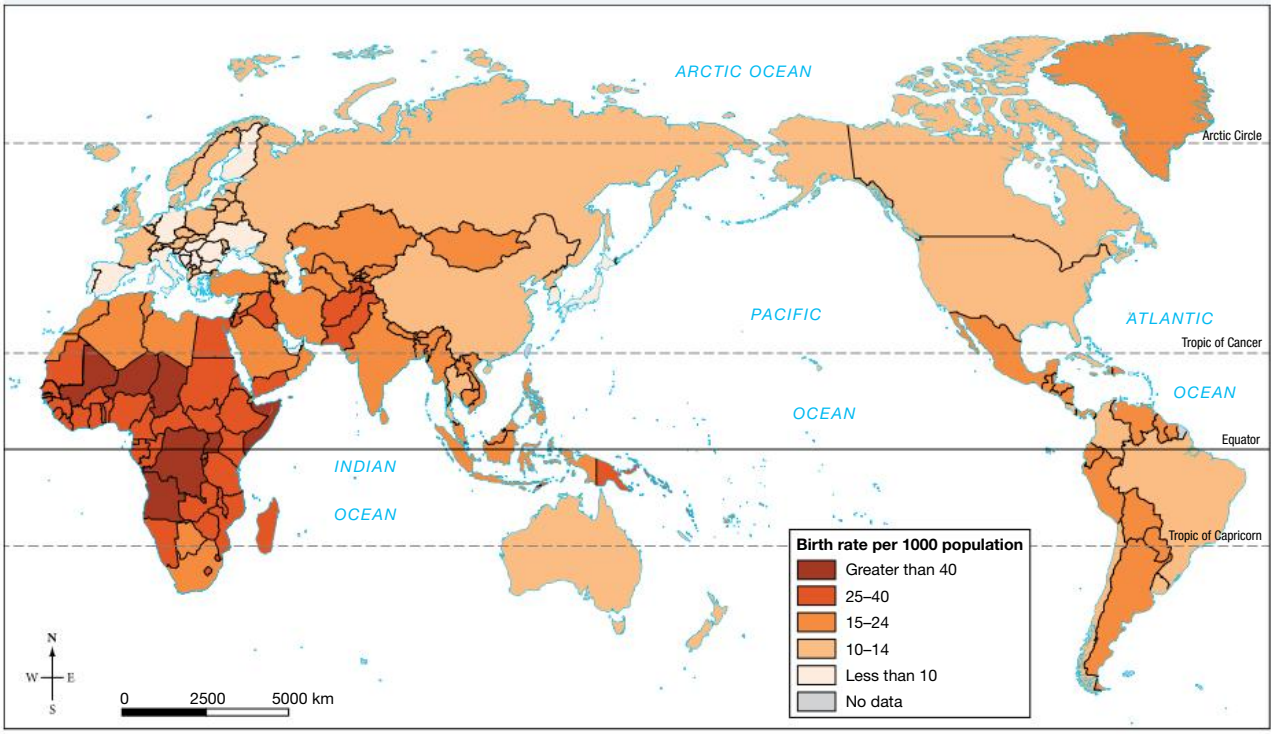
Every minute there are an estimated 250 births and 105 deaths worldwide. This natural increase equates to an extra 145 people at a global scale every minute. However, the rate of population change varies considerably across the world, with some places experiencing a decline rather than an increase in numbers of people. Rates of population change have an impact on wellbeing, both now and in the future.

FIGURE 5 shows the global distribution of birth rates. The continent of Africa clearly stands out here with the highest figures. In 2010, Africa had a population of one billion; the United Nations projects that by 2050 the African population will be 2.5 billion — three times that of Europe. The majority of this growth will occur in sub-Saharan Africa, where the average **fertility rate** in 2019 was five children per woman. Countries such as Niger and Somalia have fertility rates as high as 6.8 and 6 respectively, while Tunisia has the lowest fertility rate in Africa with 2.2 births per woman. Europe has very low birth rates with a fertility rate of 1.6. France is slightly higher than this average with fertility rates of 1.9. Taiwan recorded the lowest fertility rate in the world in 2020 with 1.2 births per woman. Australia's fertility rate is 1.6.

fertility rate the number of live births per 1000 women of childbearing age (usually 15–44) in a given year

int-7976

FIGURE 5 Global distribution of birth rates



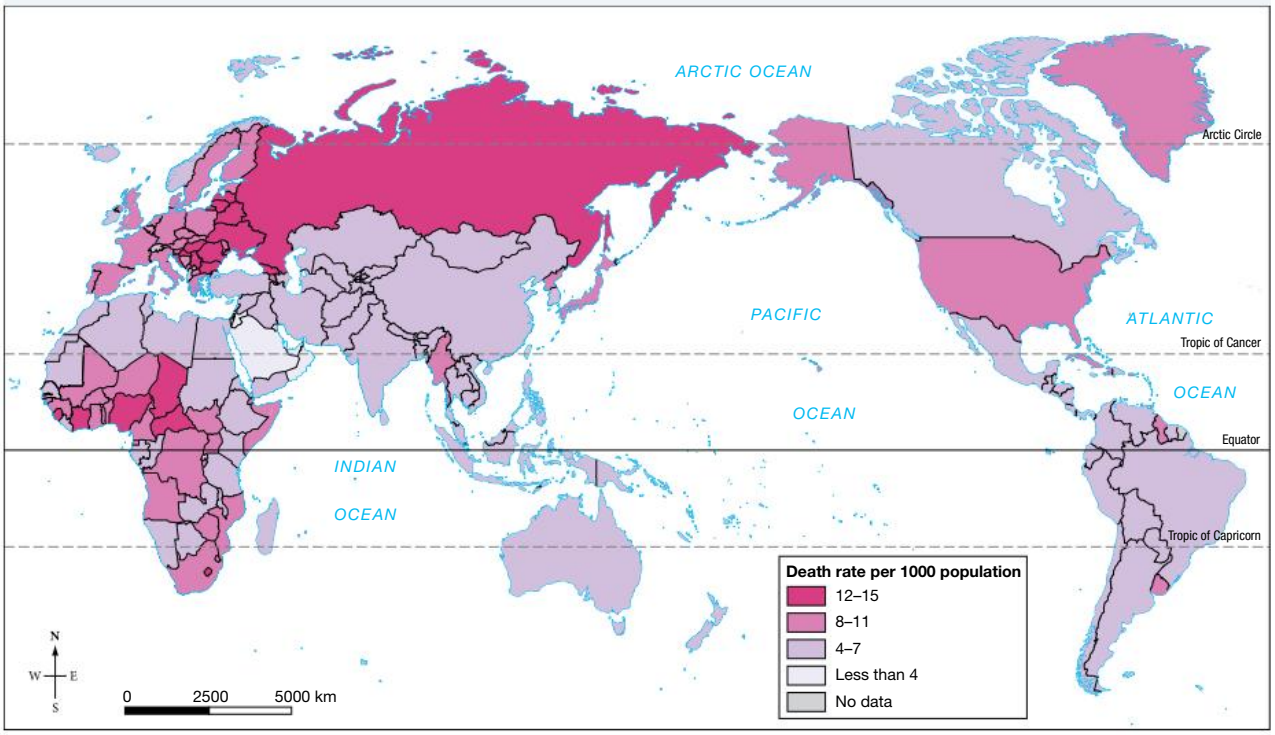
Source: © United Nations Publications; The World Bank.

For death rates, as **FIGURE 6** illustrates, sub-Saharan Africa is again at the high end of the spectrum, with many places in that region experiencing death rates above 10 per 1000. However, high death rates are more dispersed, with many European countries, such as Bulgaria and Ukraine, included. Low death rates are widely distributed across the regions of the Americas, much of Asia and Oceania.

int-7977

tlvd-10786

FIGURE 6 Global death rates

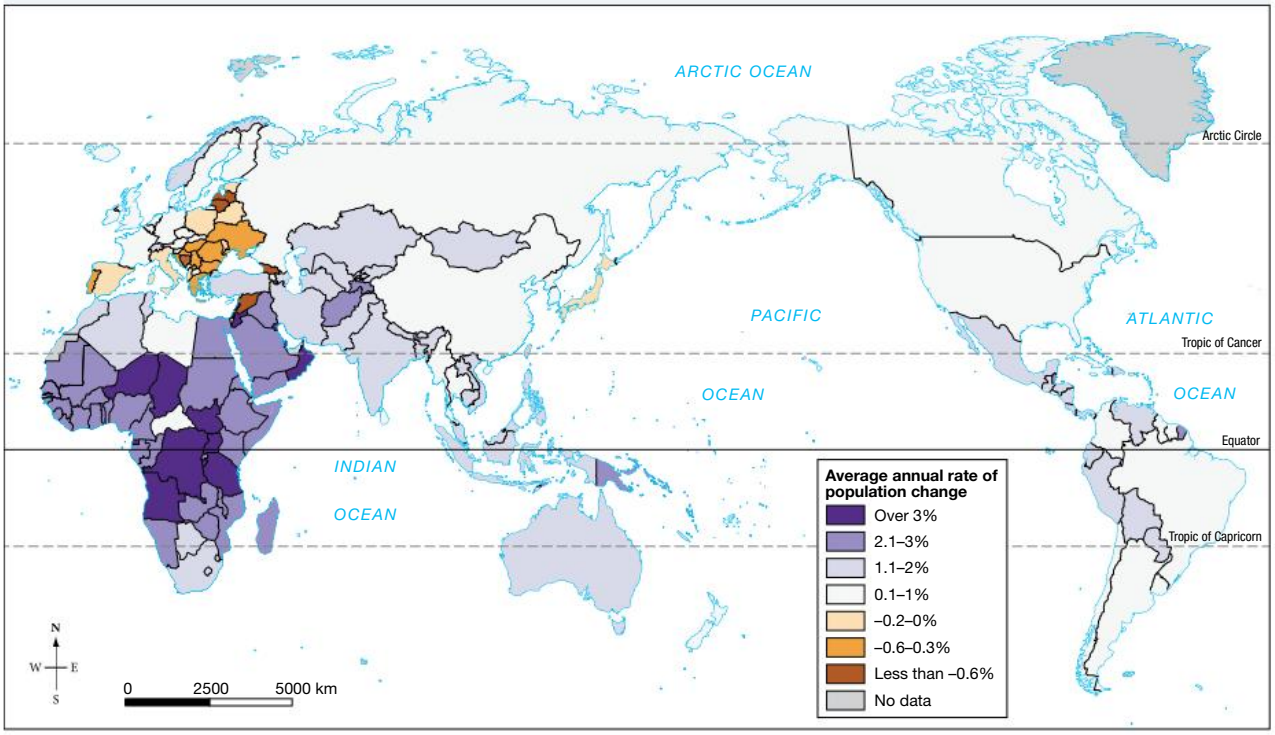


Source: © United Nations Publications; The World Bank.

Whether a population increases or decreases is largely dependent on variations in births and deaths producing a **natural increase.** Where a fertility level is well above the **replacement rate** of 2.1 children, population growth will occur. Conversely, fewer births over a period of time will ultimately result in a declining population. **FIGURE 7** indicates the rate of natural population change, which ranges from over 3 per cent growth primarily in African nations (this would result in a doubling of population in approximately 23 years) to negative growth primarily in Europe. It should be noted that on a national scale, population change is also affected by migration.

int-7978

FIGURE 7 Population change



Source: © United Nations Publications.

14.4.4 Maternal mortality

Rarely would women in Australia consider that pregnancy and giving birth could pose a risk of death. For most women in Australia and other developed countries, childbirth is something that occurs without significant health complications for either the mother or the baby. Unfortunately, for a huge number of women around the world this is not the case, and child-bearing can have a negative impact on their health and wellbeing.

Less economically developed countries (LEDCs) generally experience worse human wellbeing than more economically developed countries (MEDCs). For example, women in low-income countries have a 1 in 36 lifetime risk of **maternal mortality**, whereas this risk for women in high income countries is 1 in 3300. It is also true that within LEDCs, the health and wellbeing of women is generally worse than that of their male counterparts across most age groups. For this reason, ending gender discrimination, achieving gender equality and empowering women and girls are key elements of the United Nations' **Sustainable Development Goals** (SDGs). SDGs 3 and 5 clearly outline targets related to the health and wellbeing of women. Reducing maternal mortality rates is key among these aims. (See section 15.2.2 for the Sustainable Development Goals.)

Every day approximately 830 women die from complications related to pregnancy or childbirth. Most of these deaths are from preventable complications: severe bleeding,

natural increase the difference between the birth rate (births per thousand) and the death rate (deaths per thousand). This does not include changes due to migration.

replacement rate the number of children each woman would need to have in order to ensure a stable population level — that is, to 'replace' the children's parents. This fertility rate is 2.1 children.

maternal mortality the death of a woman while pregnant or within 42 days of termination of pregnancy

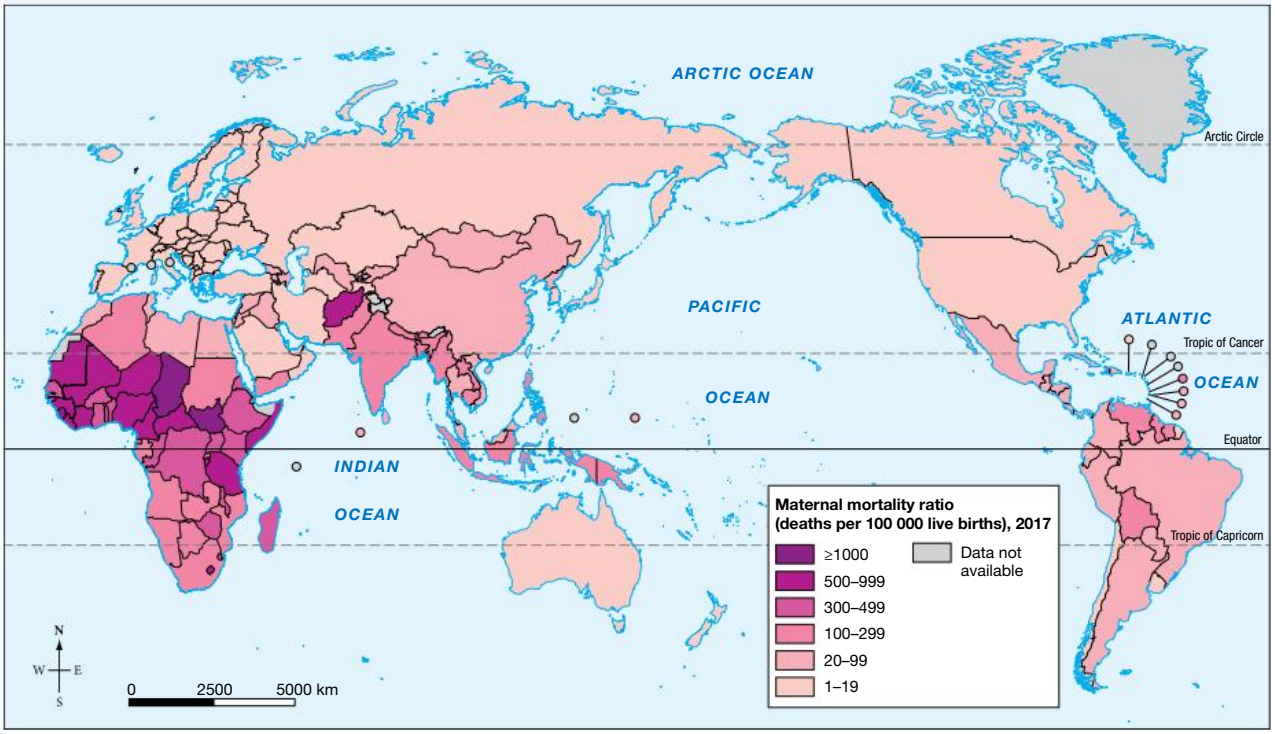
Sustainable Development Goals (SDGs) a set of 17 goals established by the United Nations Development Programme, which aim to end poverty, protect the Earth and promote peace, equality and prosperity

infections and complications from unsafe abortions. The incidence of maternal mortality and related illness is interconnected with poverty and lack of accessible, affordable quality health care.

The spatial distribution of maternal mortality (see **FIGURE 8**) shows that LEDCs have higher rates of maternal mortality, with the regions of sub-Saharan Africa and southern Asia accounting for the majority.

tlvd-10787

FIGURE 8 Global scale distribution of maternal mortality

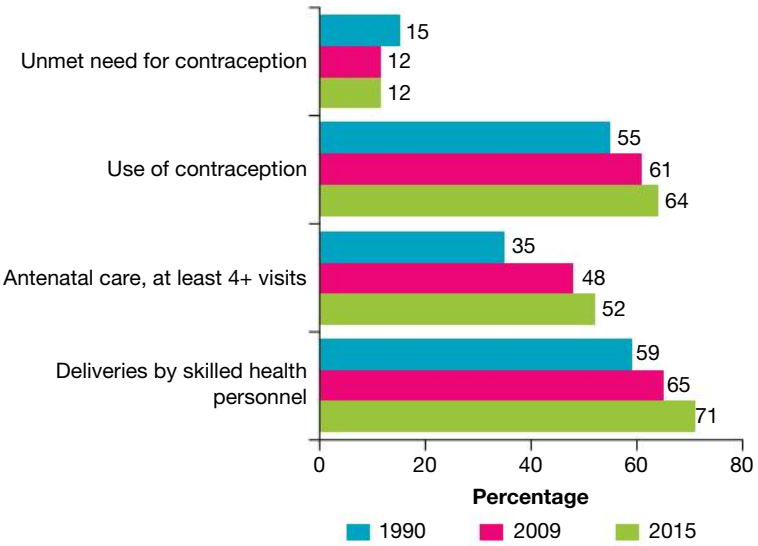


Source: World Health Organization, UNICEF, United Nations Population Fund and The World Bank, Trends in Maternal Mortality: 2000 to 2017 WHO, Geneva, 2019.

Eighty-six per cent of maternal deaths are in sub-Saharan Africa and southern Asia; sub-Saharan Africa accounts for two-thirds of all these deaths. Highest maternal mortality rates are recorded in Sierra Leone and Chad, where mothers have a 1 in 17 and 1 in 18 risk of dying, respectively. Two countries account for one-third of total global maternal deaths: Nigeria at 19 per cent (58 000), followed by India at 15 per cent (45 000).

The Millennium Development Goals (MDGs) — the forerunner to the SDGs — set a target of reducing the maternal mortality rate between 1990 and 2015 by three-quarters, and the achievement of universal access to reproductive health by 2015. While maternal mortality fell by 45 per cent during the MDG period, globally the 75 per cent target was not met, particularly in countries in sub-Saharan Africa.

FIGURE 9 Global reproductive health indicators, 1990–2015



Source: Data from *The Millennium Development Goals Report 2015*, United Nations, pp. 39, 41.

FIGURE 9 indicates progress in terms of access to reproductive health. Most indicators fell well short of universal access (considered to be 80 per cent). While use of contraception has increased, wealthier women continue to have the best access to contraception. The unmet need for contraception among poorer women remains at levels similar to 1990. In sub-Saharan Africa, for example, this figure was 28 per cent in 1990; in 2015 it remained high, at 24 per cent. Providing access to contraception is a means of empowering women to make choices about family size.

The SDGs have set a target of a maternal mortality rate below 70 per 100 000 by 2030. This will require an annual drop of 7.5 per cent — more than three times the reduction that occurred under the MDGs. However, Cambodia, Rwanda and Timor-Leste all achieved this type of reduction rate in the 15 years from 2000 to 2015, proving that this goal is achievable.

14.4 SKILL ACTIVITY: Communicating

Study **FIGURE 4**. **Create** your own version of this figure, depicting what you imagine your life will be like when you are 35 years old. Consider your daily life, the environment and social norms.

14.4 Exercise

learnon

14.4 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. **FIGURE 2** shows sub-Saharan Africa as having the lowest life expectancy.
   b. By 2020, over 80 per cent of the world's children were vaccinated against measles before their first birthday.
   c. Women in wealthier countries have the highest level of access to contraception.
2. LEDCs generally experience lower levels of human wellbeing than MEDCs due to:
   A. poor farming techniques and working conditions.
   B. lack of medicine.
   C. poor nutrition and hygiene.
   D. All of the above.
3. **Identify** the major contributors to population change at a national scale.
4. **Elaborate** on how a lack of education might contribute to increased rates of maternal mortality.
5. Using **FIGURES 5** and **6** and an atlas, **identify** countries that are exceptions to these patterns:
   a. high birth rates in Africa
   b. low birth rates in Europe
   c. low death rates in Asia
   d. low death rates in Europe.

Apply your understanding

Interpreting and analysing geographical data and information

6. **Predict** how life expectancies in sub-Saharan Africa may change if a cure for HIV/AIDS is discovered.
7. Will increased incomes always lead to increased life expectancy? **Justify** your answer.
8. **Discuss** what implications an increase in life expectancy will have on the provision of health care.

LESSON
14.5 How does wellbeing vary in India?

LEARNING INTENTION

By the end of this lesson you should be able to describe India's changing population and explain the variation that exists in various measures of wellbeing across different regions of the country.

TUNE IN

In India and many Asian countries, child labour is an important part of a family's labour force.

FIGURE 1 Indian children assisting with rice planting



1. Consider why these children are working in the fields and see whether you can justify an argument as to why they should or should not be employed in this manner. How would this type of employment affect their wellbeing?
2. How does the situation for children in Australia differ from those shown in **FIGURE 1**?

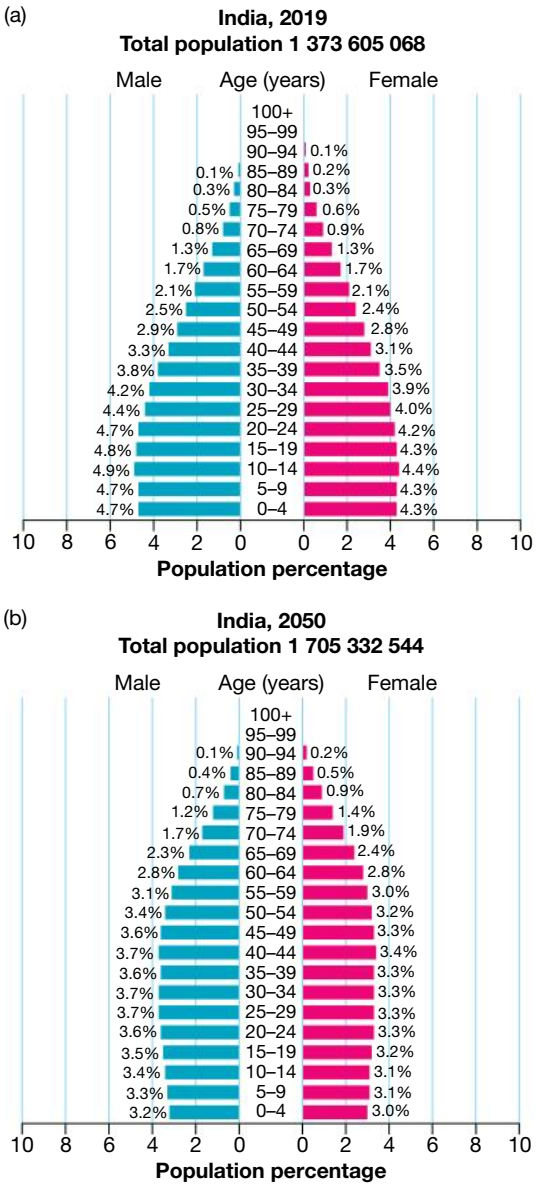
14.5.1 How and why is India's population changing?

China has the biggest population in the world, with a population of 1.4 billion in 2022; however, its population is expected to drop to 1.35 billion by 2050. The population of India, on the other hand, is expected to surpass that of China by 2025, rising from its current level of 1.37 to 1.46 billion. With a predicted population of 1.7 billion by 2050, what happens to India's population will have major implications in terms of the wellbeing of the people of that country.

Although the number of children per woman in India has declined substantially from 5 in the 1970s to 2.3 in 2018, there is considerable regional variation in this rate. Overall, India's population is growing at a rate of 1.1 per cent per year. Improvements in water supply, a decrease in infectious diseases and an increase in education levels have resulted in a reduced death rate since the 1950s, while the birth rate has not declined to the same extent. Infant mortality remains high as over two-thirds of the population are rural dwellers who may not have ready access to health and reproductive services. Children remain a vital part of the family's labour force both on farms (as shown in **FIGURE 1**) and for old age support, so it is essential for families to have more children to improve the chance of them surviving to adulthood. Of the entire population, 27 per cent is under 15 years of age, creating huge momentum for future growth (see **FIGURE 2**).

int-7991

FIGURE 2 Population pyramid for India (a) 2019 and (b) 2050



14.5.2 Regional variation in wellbeing

In addition to variations in population structure, the states of India show differences in other important wellbeing-related demographics. The levels of literacy and poverty shown in **FIGURES 5** and **6** reflect a varying distribution of wellbeing in India.

FIGURE 3 Proportion of children 0–6 years to total population, India, 2011



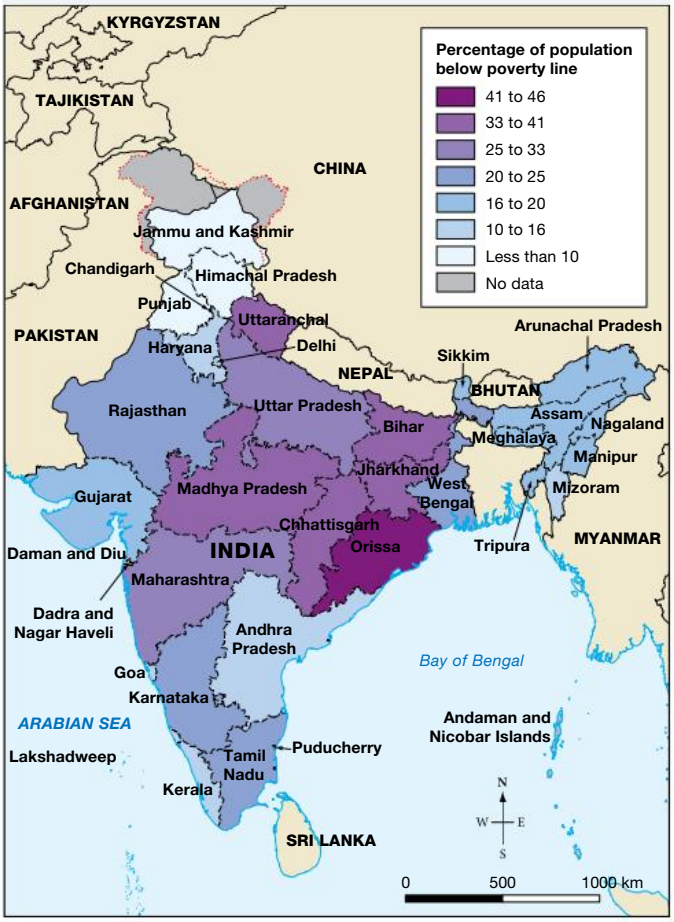
Note: Data drawn from 2011 census; next census due in 2023.
Source: Spatial Vision.

FIGURE 4 Poverty and literacy levels vary throughout India. States with both high levels of literacy and lower levels of poverty, such as Kerala and Mizoram, are rare.



int-7992

FIGURE 5 Poverty levels in India



Note: Data drawn from 2011 census; next census due in 2023.
Source: Spatial Vision.

FIGURE 6 Literacy rates (percentage) in India, 2011

int-7993



Note: Data drawn from 2011 census; next census due in 2023.
Source: Spatial Vision.

14.5.3 Maternal mortality in India

There is also a substantial variation of maternal mortality within India (see **FIGURE 7**). Maternal mortality is strongly interconnected with poverty in both rural areas and urban slums: places with poor **sanitation** and a lack of affordable health services are associated with high levels of maternal mortality. In addition, women are likely to be less well-nourished and less literate than males in a household, so they are less likely to be able to access information on health and contraception.

The government of India launched the National Rural Health Mission in 2005, with a specific focus on maternal health. This was reinforced in their 2013 Call to Action. Efforts have been focused on those districts that account for 70 per cent of all infant and maternal deaths. Under this program, community workers have been trained to deliver babies, and 10 million women have been provided with a cash incentive to enable them to give birth in clinics rather than at home. Maternal mortality has fallen, but Human Rights Watch reports that many women are being charged for services as they are unaware of these entitlements.

A related issue for pregnant women in India is the pressure to produce a son. Census data in 2011 revealed the number of female children (0–6 years) has decreased from 927 to 914 girls per 1000 boys in the past decade, despite some overall improvement in the **sex ratio** across all age groups (see **FIGURE 8**). By comparison, the natural human sex ratio at birth would see around 952 girls born per every 1000 boys.

sanitation facilities that safely dispose of human waste (urine, faeces and menstrual waste)
sex ratio the number of females per 1000 males

int-9141

FIGURE 7 Maternal mortality rates in India



Note: Data drawn from 2011 census; next census due in 2023
Source: Published and issued by Office of the Registrar General, India, Ministry of Home Affairs, www.censusindia.gov.in/vital_statistics/SRS_Bulletins/MMR_Bulletin-2010-12.pdf.

FIGURE 8 Variation in sex ratio within India

int-9142



Note: Data drawn from 2011 census; next census due in 2023
Source: Government of India, Ministry of Home Affairs, Office of the Registrar General. Map by Spatial Vision.

FIGURE 9 Son preference has resulted in an imbalance in India's sex ratio.



Males are traditionally preferred over female children: sons are seen as the breadwinners who carry the family name, while daughters are often perceived as an economic burden. Although **female infanticide** is illegal, use of ultrasound for sex-determination tests has led to sex-selective abortions, with an estimated 500 000 girls aborted each year (although sex-selective abortion is also illegal). The pressure to produce a son means that many Indian women have multiple pregnancies, thereby increasing their risk of maternal mortality over their reproductive years. **FIGURES 7** and **8** suggest an interconnection between the places of high maternal mortality and those with a large imbalance in the sex ratio.

female infanticide the killing of female babies, either via abortion or after birth

SkillBuilders to support skill development

- 7.11 SkillBuilder: Using multiple data formats

DISCUSS

How have cultural norms, religion and worldviews within Indian culture contributed to a lack of fairness and equality for females in Indian society?

14.5 SKILL ACTIVITY: Questioning and researching using geographical methods

A number of countries have already adopted a national measure of wellbeing. Either individually or in pairs, complete the following.

1. **Research** the history of one of the following indices:
   - Gross National Happiness (Bhutan)
   - Key National Indicator System (United States)
   - Canadian Index of Wellbeing (Canada).
2. **Identify** the indicators used to measure your chosen indicator of wellbeing.
3. **Evaluate** the success of your chosen measure of wellbeing.

14.5 Exercise

learnon

14.5 Exercise

Learning pathways

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

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Check your understanding

1. With reference to the **FIGURE 2** population pyramids, complete the sentence below to **summarise** India's changing population growth, using the words provided.

high	increase	increased
low	reduction	decreased

India's population growth remains _____ as the death rate has decreased due to improvements in water supply and a _____ in the rate of infectious diseases, while the birth rate has _____ to a lesser extent.

2. From **FIGURE 3**, **identify** the three regions of India that have the lowest proportion of children aged 0–6 years.
   - **A.** Bihar
   - **B.** Tamil Nadu
   - **C.** Meghalaya
   - **D.** Andhra Pradesh
   - **E.** Kerala
   - **F.** Goa
3. **Determine** whether the following statements are true or false.
   - **a.** Some people in India live below the poverty line (an official measure used by governments to define those living below this income level as living in poverty).
   - **b.** In India, males are often the desired gender of children as they are seen as the breadwinners and daughters are seen as an economic burden.
   - **c.** Poor sanitation is associated with high levels of maternal mortality.
4. Study **FIGURE 5**. **Describe** the distribution of the states with the highest percentage of the population living below the poverty line. (*Note:* Currently the World Bank's global poverty line indicator is less than US$1.90 per day.)
5. Look at **FIGURE 6**. **Identify** five Indian states that have a literacy rate above the national average.
   - **A.** Tripura
   - **B.** Jammu and Kashmir
   - **C.** Puducherry
   - **D.** Daman and Diu
   - **E.** Assam
   - **F.** Gujarat
   - **G.** Orissa
   - **H.** Delhi

Apply your understanding

Interpreting and analysing geographical data and information

6. Use **FIGURES 3, 5, 6, 7** and **8** to **identify** the average characteristics of the population in Uttar Pradesh.
7. **Describe** the characteristics of the state of Orissa in India.
8. Using the data provided throughout this lesson, **describe** and account for the variation in wellbeing in India.
9. In which state (or states) of India do you think wellbeing would be highest? **Explain** your response.
10. **Predict** the shape of India's population pyramid if the trends in India's sex ratio continue.
11. **Examine FIGURE 5** showing the distribution of poverty in India. To what extent is the interconnection between poverty and maternal mortality (as shown in **FIGURE 7**) evident?

LESSON
14.6 How does poverty affect wellbeing?

LEARNING INTENTION

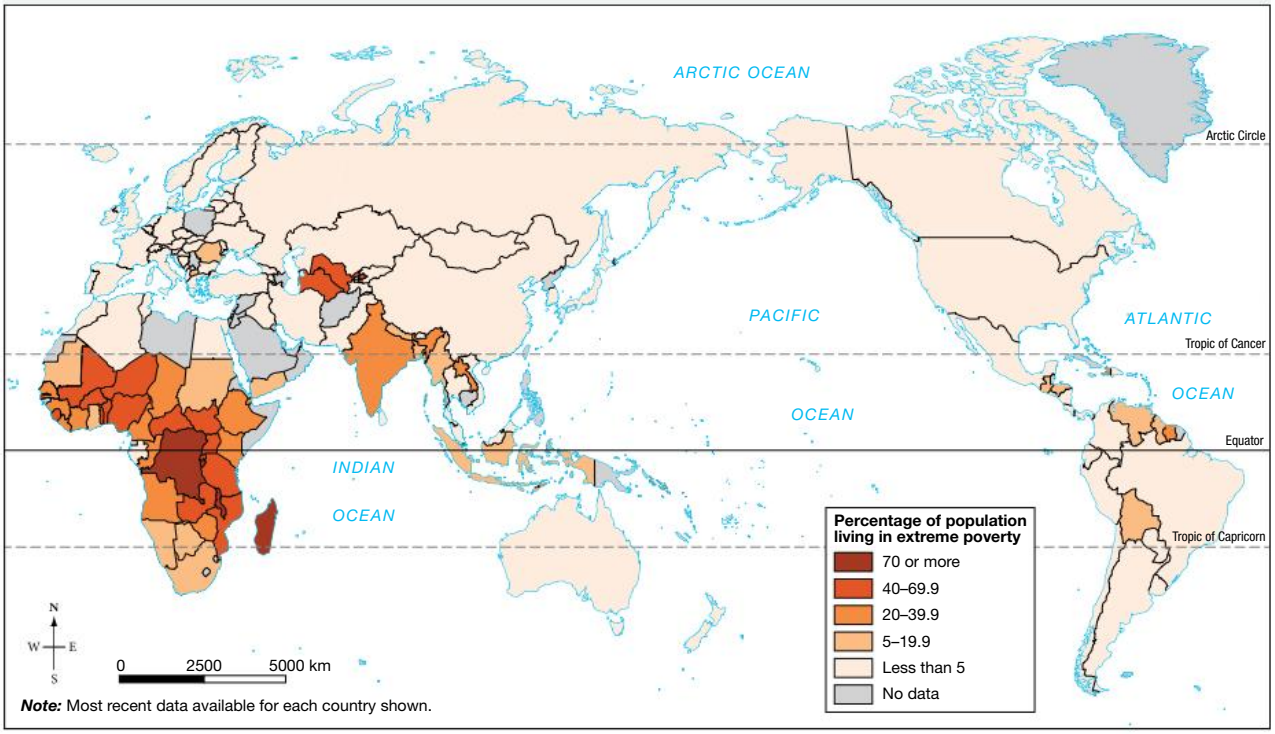
By the end of this lesson you should be able to explain the concept of economic inequality and describe how this affects individuals' wellbeing.

TUNE IN

Many people in the world have to live on less than $2.00 per day and this can have a great impact on their access to health and education services that many in Australia recognise as essential services for wellbeing and a high standard of living.

int-7972

FIGURE 1 The proportion of the world's population living on less than US$1.90 per day, the World Bank's global poverty line indicator



Source: World Bank – World Development Indicators.

1. Suggest reasons as to why much of Africa is living in extreme poverty.
2. What elements in your life, both social and economic, contribute to the high level of wellbeing seen in Australia?

14.6.1 Defining poverty

There is a strong interconnection between development and poverty. The United Nations defines poverty as:

A denial of choices and opportunities, a violation of human dignity. It means not having enough to feed and clothe a family, not having a school or clinic to go to, not having the land on which to grow one's food or a job to earn one's living. It means susceptibility to violence, and it often implies living in marginal or fragile environments, without access to clean water or sanitation.

However, poverty is most often measured using solely economic indicators. More than one billion people live in **extreme poverty**, as represented in **FIGURE 1**.

14.6.2 The haves and have-nots of Rio

How would you like to live with spectacular views over one of the world's most beautiful coastlines? The only problem is that you could be living in a slum without running water and your only access in or out is via hundreds of stairs and laneways. This is what life is like in a typical **favela** in Rio de Janeiro.

According to World Bank statistics, Brazil is the eighth-largest economy in the world. This ranking places Brazil ahead of Russia, South Korea and Australia. Yet, despite the strength of Brazil's economy, the benefits of economic growth have not trickled down to the poor, resulting in large differences in wellbeing across the nation.

In Brazil, some of the most overt inequality of wealth distribution in the world is evident. Almost 55 million Brazilians — a quarter of the population — live in poverty. Incredibly, the wealthiest 5 per cent of Brazil's population earns the same income as the remaining 95 per cent.

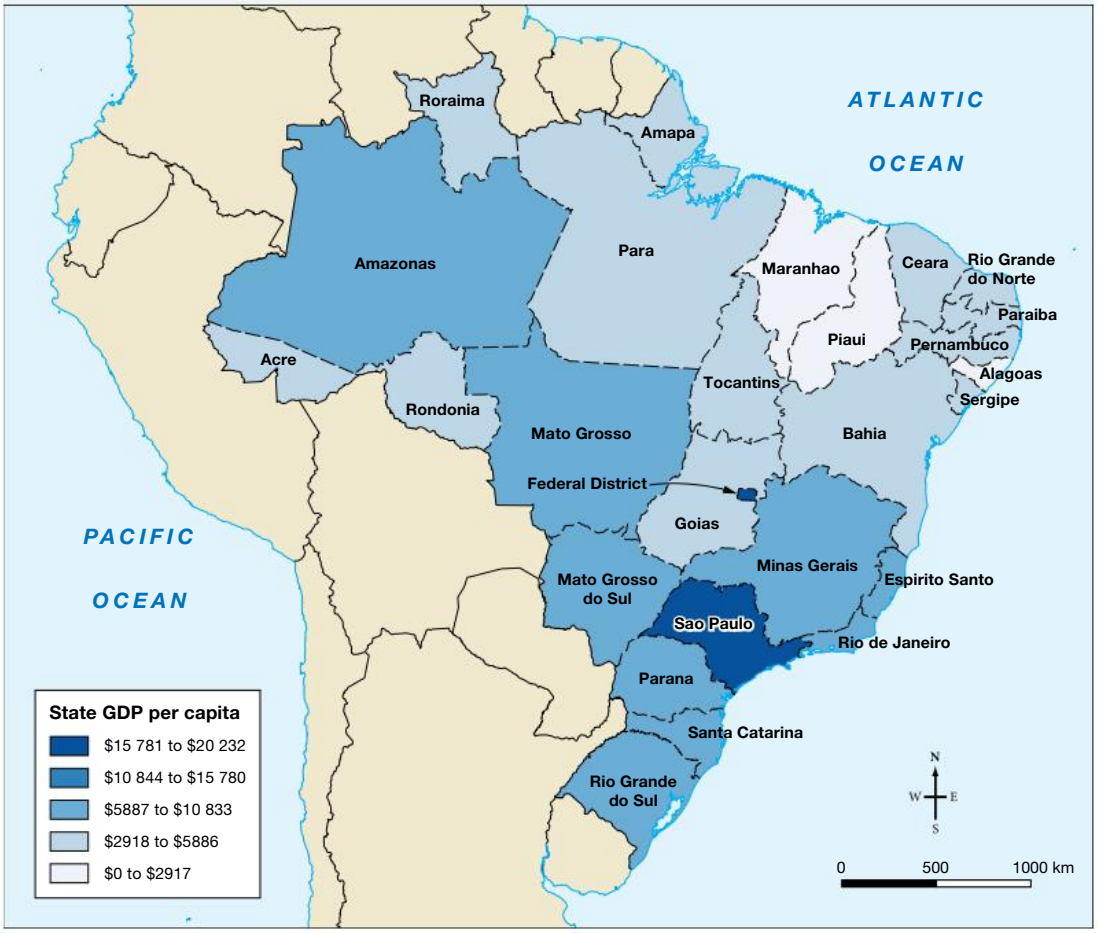
FIGURE 2 shows the variation in wealth experienced across Brazil's different regions, as measured by gross domestic product (GDP).

extreme poverty a state of living below the poverty line (US$1.90 per day), and lacking resources to meet basic life necessities (also known as absolute poverty)

favela an area of informal housing usually located on the edge of many Brazilian cities. Residents occupy the land illegally and build their own housing. Dwellers often live without basic infrastructure such as running water, sewerage or garbage collection.

int-9143

FIGURE 2 Distribution of wealth per state of Brazil



Source: Instituto Brasileiro de Geografia e Estatística. Made with Natural Earth. Map by Spatial Vision.

There is considerable **spatial variation** in wellbeing between regions in Brazil. The majority of industrial development has occurred in the south and south-east regions, generating more wealth there. This contrasts markedly with the agriculturally based north-east region, which has higher rates of poverty and infant mortality and lower rates of nutrition.

Impacts of Rio de Janeiro's development on wellbeing

Rio de Janeiro is a well-known tourist destination in Brazil, famous for its beautiful beaches, spectacular scenery and carnivals. However, for many local people, these elements are far removed from their daily lives. Even within one of the wealthiest cities in the wealthiest region in Brazil, there is considerable variation in wellbeing and living conditions.

The city has experienced rapid growth, starting in the eighteenth century when freed slaves who had worked on plantations came into the city in search of employment. This rural–urban migration still exists today, with thousands flocking to the city in search of opportunity and a new life. New settlers faced the dual problems of low wages and high housing costs, thus forcing them to construct illegal shanties on wasteland or vacant land. Over time, these have developed into entire suburbs, known as favelas. Typically, these slums are located on steep slopes on the edges of the city, although, as the city has expanded, it has wrapped itself around the favelas.

Ironically, the poorest citizens live on unstable slopes with spectacular million-dollar views (see **FIGURE 3**), while the wealthier tend to live on the more stable flatter land closer to the city centre.

Brazil conducts its census every ten years, although the latest has been delayed due to COVID-19. According to the census in 2010, 22 per cent of Rio de Janeiro's population of over 6.35 million people lived across some 763 favelas. Rocinha (shown in **FIGURE 4**) is considered Rio's largest favela, with its population estimated at between 150 000 and 300 000 people. It is located in the southern zone of the city, in close proximity to the famous beaches of Rio's Ipanema and Copacabana districts.

FIGURE 3 A favela located on a steep slope in Rio de Janeiro

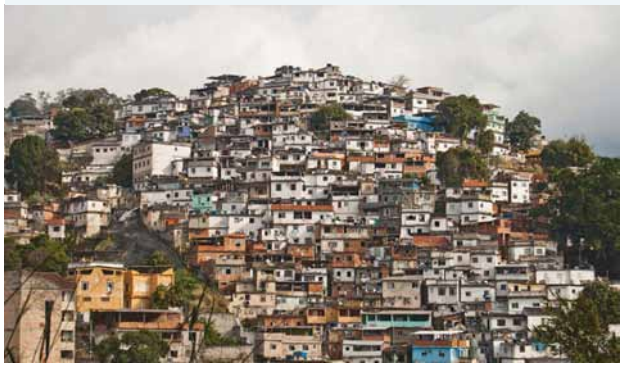


FIGURE 4 Street view of Rocinha favela, Rio de Janeiro



The effect of favela-living on wellbeing

Living conditions in the favelas are extremely difficult as these areas have developed without any type of planning or government regulation and the housing is generally substandard. The resulting issues have an impact on the ongoing development of the city as well as the wellbeing of its citizens.

Issues affecting wellbeing include:

- *lack of infrastructure such as sanitation and piped water*. For example, almost one-third of favela households lack sanitation, leading to higher rates of disease. Garbage has to be put in sectioned-off dumping sites.
- *vulnerability to weather extremes*. For example, heavy rainfall creates landslides and floods on steep slopes. Timber shacks are more vulnerable to collapse than houses built of concrete bricks.
- *lack of access*. There is often only one main road, so movement around the favelas is via narrow lanes and steep staircases (see **FIGURE 4**).

spatial variation difference observed (in a particular measure) over an area of the Earth's surface

- *long commuting times*. The average time to travel into the city centre of Rio is 1.5 hours by bus. The cost of public transport also takes a sizeable proportion of the average worker's salary. This in turn limits both educational and employment opportunities.
- *lower household income*. The average household income for people living in the favelas is approximately half that of those people living in the inner suburbs.
- *high crime rates*. The incidence of homicide and other crimes is high. This is linked to the influence of drug trafficking and criminal gangs who have established themselves within the relative safety of the favelas.
- *a sense of insecurity felt by residents*. Most people do not have legal title to their land or dwellings and can be moved by the government at any time.

Improvements to wellbeing in the favelas

In order to reduce crime and drug traffickers' control over the favelas, and to improve safety, in 2008 the government introduced Pacifying Police Units (known in Portuguese as the *Unidade de Polícia Pacificadora*, or UPP). By 2014, 37 UPPs were in place. These have had mixed success, with ongoing violence still very much an issue in many areas.

To help improve access for favela residents, the government has installed cable cars to transport people up and down the steep hillsides quickly and effectively, with local residents entitled to one free round trip per day. It is also hoped that the cable cars will allow for expansion of tourism. However, one favela community criticised the government's priorities, maintaining that locals were not properly consulted and that basic services such as sewerage and education should have come first.

As Brazil hosted the 2014 World Cup soccer tournament and the 2016 Olympic Games, the city expanded infrastructure and built new facilities. **FIGURE 5** highlights the major issue that many of the planned Olympic

FIGURE 5 Location of Rio's favelas and Olympic venues



Source: UNEP-WCMC 2012. Made with Natural Earth.

Zones were located on existing favela sites. Many residents were very unhappy at the prospect of being relocated to make way for new sporting venues. Over 3000 families were forcibly relocated. Favela residents claimed that the financial compensation offered was insufficient for a new home and that communities that had existed for generations were being destroyed.

Unfortunately, Brazil's ambitious plan to improve the wellbeing and living conditions of the favelas has been limited by recent economic uncertainty. After the hope provided by the Olympic Games upgrades, the futures of people living in the favelas are much more uncertain.

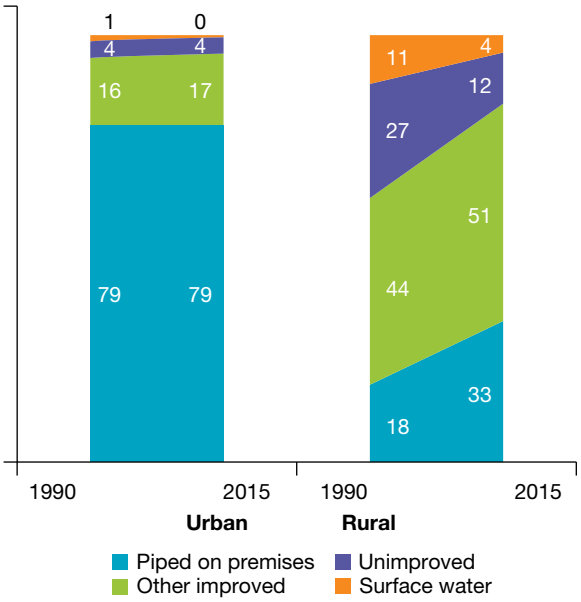
Preventing the continued growth of favelas by providing adequate low-income housing is the most cost-effective means of improving wellbeing. The cost of upgrading a favela with basic infrastructure is estimated to be two to three times as much as the cost of providing new high-rise housing estates. However, with 65 per cent of Rio's population growth coming from rural–urban migration, it is difficult for authorities to keep up with demand for housing and space.

Nationally, the government aimed to eliminate extreme poverty by 2014 with its Brazil Without Misery Plan. It involved the expansion of cash transfer payments to low-income families in exchange for them keeping their children in school and following a health and vaccination program. Improved infrastructure, vocational training and **micro-credit** were also part of this plan. Although the plan reduced the numbers of those living in extreme poverty from 10 per cent in 2004 to 4 per cent by 2012, it ultimately fell well short of its goal; extreme poverty remains, with rates back up to 4.8 per cent in 2017. The challenge of improving the lives of Rio's poor continues.

14.6.3 The interconnection between poverty, water supply, sanitation and wellbeing

For many people around the world, lack of access to clean water and lack of adequate sanitation has had a major impact on their health and therefore their wellbeing. Approximately 840 million people do not have access to clean, safe drinking water, and at least two billion people use a drinking water source contaminated with faeces. Over two billion lack basic sanitation. Safe drinking water and basic sanitation are of crucial importance to human health, especially for children. Water-related diseases are the most common cause of death among the poor in less developed countries — they kill an estimated 842 000 people each year, nearly half of whom are children under the age of five. Diseases such as cholera, typhoid, dysentery and worm infestations are directly attributable to contaminated water supplies.

FIGURE 6 Trends in drinking water coverage (%), by rural and urban residency



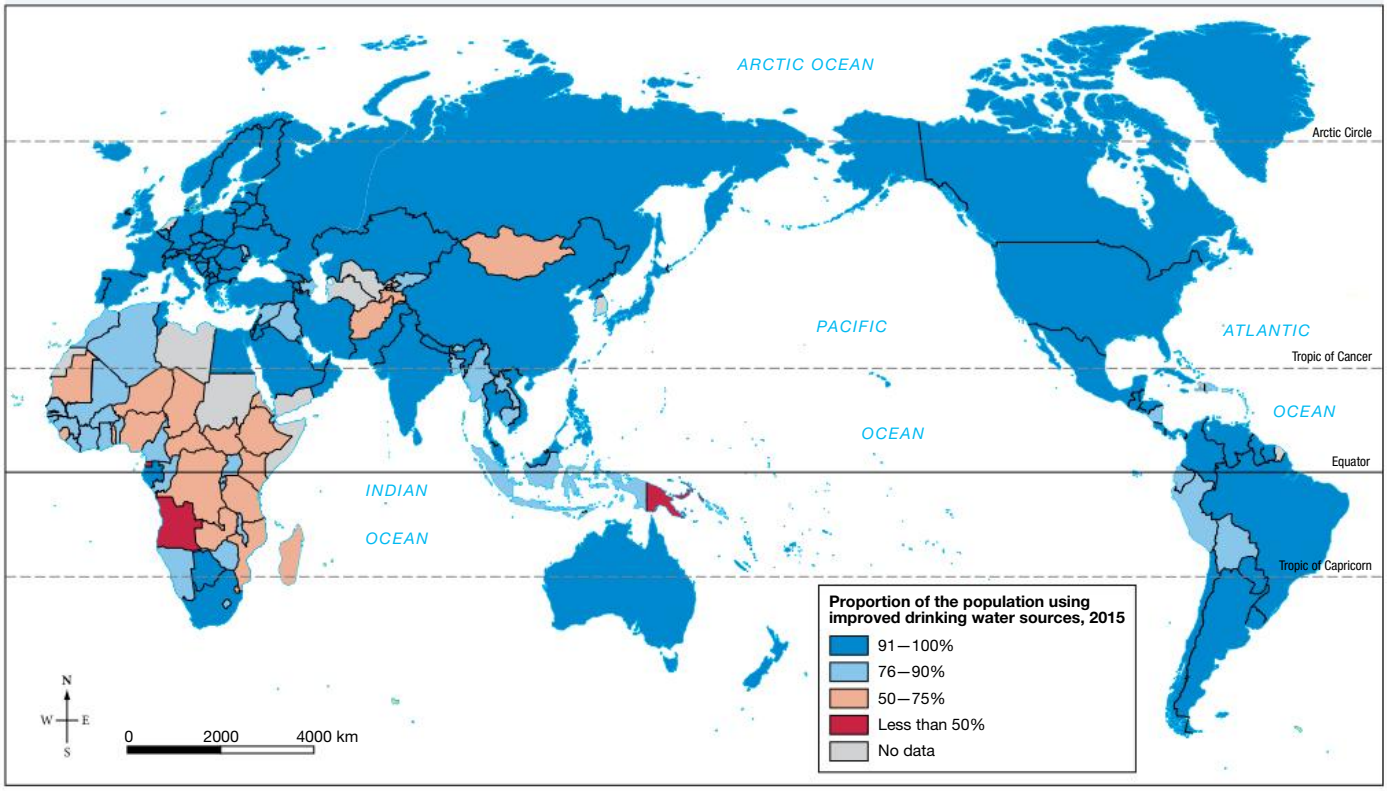
Global progress

Remarkable progress was made under Millennium Development Goal 7 — to halve the proportion of people without access to safe drinking water by 2015. The target was met more than five years ahead of schedule, with 91 per cent of the global population using an improved drinking water source in 2015 compared with 76 per cent in 1990. Fifty-eight per cent of the world's people now have access to piped drinking water. Rural and urban coverage does vary, however, as shown in **FIGURES 6** and **7**.

micro-credit the provision of small loans to borrowers who usually would not be eligible to obtain loans due to having few assets and/or irregular employment

int-7984

FIGURE 7 Proportion of the population using improved drinking water sources, 2015



Source: © UNICEF.

Progress towards the MDG sanitation target of 75 per cent was much slower and was not met overall, although 95 countries did succeed. Only 68 per cent of the world's population has access to improved sanitation. New targets for improved access to clean water and sanitation have been set for 2030 under Sustainable Development Goal 6.

There are huge regional variations across the globe as well as within countries. For example, 90 per cent or more of people in Latin America, Northern Africa and much of Asia have improved water supply, in contrast to only 68 per cent in sub-Saharan Africa. In terms of sanitation, most people who lack access are again rural dwellers, even within locations where water supply has improved.

DISCUSS

'Access to adequate sanitation is increasingly a problem in urban places in the developing world.' Evaluate this statement in small groups.

Success stories

Many **non-government organisations (NGOs)** have been involved in successful projects to improve access to water supply and sanitation. The success of these projects hinges not just on provision of clean water and toilets, but also on community involvement and education. Agencies such as Oxfam and World Vision work within communities to provide access to water filters, safe and clean toilets, water pumps and rainwater harvesting systems for collecting and storing water. In addition to the health benefits that they provide, these facilities also free up women and girls from hours of work spent carrying water or finding additional firewood in order to boil unsafe drinking water. Mothers now have more time to work on their farms, potentially improving food availability and income, and girls have more time free from essential chores, so they can instead attend school.

non-government organisation (NGO) an organisation that operates independently of government, usually to deliver resources or serve some social or political purpose

14.6 SKILL ACTIVITY: Concluding and decision-making

Undertake **research** on one of the following to **determine** the role unclean water plays in its spread:

a. cholera
b. typhoid
c. dysentery
d. schistosomiasis
e. worm infestation.

Start by finding out how it spreads, how it affects people and where in the world it is most common.

on Resources

Weblink Favelas

14.6 Exercise

learnon

14.6 Exercise

Learning pathways

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

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Check your understanding

1. **Select** any answers that could be used to **describe** a typical favela.
   A. Formal housing
   B. Standard infrastructure
   C. Built by the residents
   D. Informal housing
   E. Occupied legally
   F. Rubbish disposal systems
2. Poor sanitation leads to higher rates of disease. True or false?
3. The development of Rio de Janeiro's favelas has had an impact on people's wellbeing through:
   A. lack of access and infrastructure.
   B. long commuting times and high crime rates.
   C. vulnerability to weather extremes.
   D. lower household incomes and a sense of insecurity.
   E. All of the above.
4. With reference to **FIGURE 5**, **describe** the spatial distribution of favelas in Brazil.
5. Refer to **FIGURE 2**.
   a. The average GDP for the state of Rio de Janeiro is $5887 to $10 833. True or false?
   b. **Describe** the distribution of Brazilian states with an average GDP per capita of more than $12 000.
   c. **Explain** your reasoning for this pattern.

Apply your understanding

Interpreting and analysing geographical data and information

6. **Elaborate** on the interconnection between the development of favelas and movement of people from rural areas into Rio de Janeiro.
7. Visiting favelas is increasingly popular among tourists. **Identify** some positive and negative impacts of tourist tours of favelas. Formulate your own opinion: is such tourism exploiting or helping locals?
8. **Explain** the impact poor sanitation has on the natural environment.
9. Which countries and regions do you expect to make greatest progress in terms of improving access to clean water and sanitation? **Justify** your answer.
10. What is the likely impact of improved water provision on literacy for girls? **Discuss**.

LESSON
14.7 How does wellbeing vary in Australia?

LEARNING INTENTION

By the end of this lesson you should be able to describe the changing nature of Australia's population, identify factors that influence Australia's population profile and be able to make and justify predictions about Australia's changing population profile. You should also be able to describe the wellbeing of First Nations Australian communities and explain variations between the wellbeing of Australians.

TUNE IN

Health and education services and access to good chances of employment are crucial factors in the level of wellbeing of a nation. These factors vary greatly in Australia, with capital cities and regional centres generally doing well.

1. Why would remote outback settlements, particularly for First Nations Australians, be considered as having a lower level of wellbeing?
2. Do you have any suggestions of how wellbeing in these remote centres could be improved? Put forward some of your ideas.

FIGURE 1 Innamincka: an outback town



14.7.1 Australia's population

According to the Australian Bureau of Statistics, Australia's population reached 25.9 million in September 2020. Statistically speaking, a typical Australian in that year would be female, born in Australia, aged 37 years and living in a household consisting of a couple and children (although the average household size was only 2.6 people). Of course, Australia's demographic characteristics are much more diverse than this. To what extent do you fit the 'typical' profile?

Most of Australia's population is concentrated in coastal regions in the south-east and east and, to a lesser extent, in the south-west. The population within these regions is concentrated in urban centres, particularly the capital cities (see **FIGURE 2**). Seventy-one per cent of Australians live in major cities with a population of over 100 000; 29 per cent live in rural and remote areas, of whom around 2 per cent live in small towns with a population of less than 1000 people.

On average, Australians living in rural and remote areas have shorter lives, higher levels of disease and injury, and poorer access to and use of health services compared with people living in metropolitan areas. Poorer health outcomes in rural and remote areas may be due to multiple factors including lifestyle differences and a level of disadvantage related to education and employment opportunities, as well as access to health services.

These health inequalities may be due to factors including:

- challenges in accessing health care or health professionals, such as specialists
- social determinants such as income, education and employment opportunities
- higher rates of risky behaviours such as tobacco smoking and alcohol use
- higher rates of occupational and physical risk, for example from farming or mining work and transport-related accidents.

However, despite poorer health outcomes for some, the Household, Income and Labour Dynamics in Australia (HILDA) survey found that Australians living in small towns (fewer than 1000 people) and in non-urban areas

FIGURE 2 Australia's population distribution

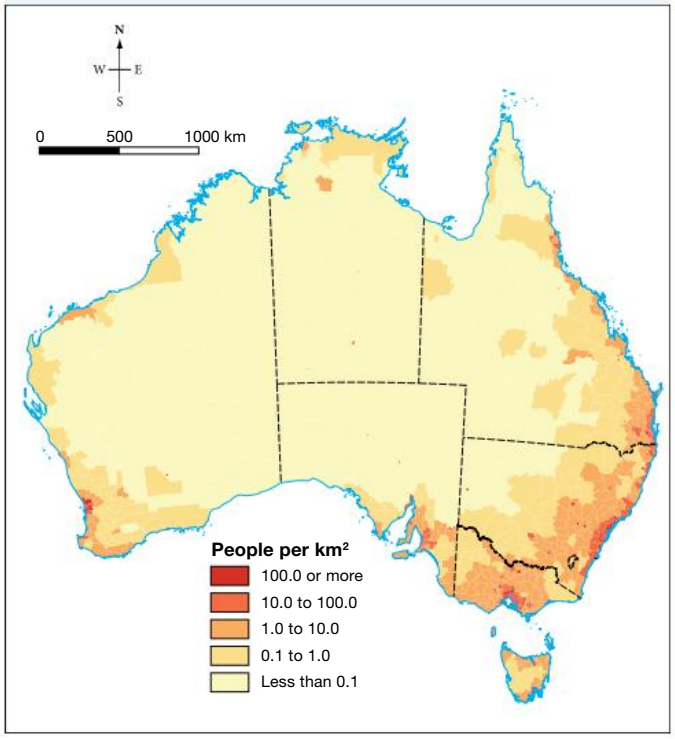


FIGURE 3 Brisbane is a typical urban environment



Source: Spatial Vision.

generally experienced higher levels of life satisfaction than those in urban areas. Rural and remote Australians also reported increased community interconnectedness and social cohesion, as well as higher levels of community participation, volunteering and informal support from their communities.

14.7.2 Are all Australians equal?

First Nations Peoples of Australia make up 3.3 per cent of the Australian population, with a median age of 23 years. With 65 per cent of the First Nations Australian population under 30 and only 3.4 per cent over the age of 65, they are a young population. The rest of the Australian population is ageing, with a median age of 37 years; 39 per cent of the population is under 13 and 14.1 per cent is over the age of 65.

In a just society like Australia, we would expect that everyone is able to experience a similar standard of living. It would be unfair for one sector of a community to experience significant disadvantage when the rest of the community enjoys the privileges of a 'good life'. However, many First Nations Australians consistently experience lower levels of health, education, employment and economic independence than those experienced by other Australians. These **socioeconomic** factors inhibit the ability of First Nations Australians to contribute to and benefit from all that Australia has to offer.

socioeconomic of, relating to or involving a combination of social and economic factors

Why does disadvantage exist?

The inequalities may be attributed to the following main causes:

- the dispossession of land
- the displacement of people
- discrimination
- remoteness and isolation.

Many generations of First Nations Australians have experienced difficulties in accessing the same services and opportunities as other Australians. Disadvantage in one area (for example, poor access to health services) may affect a student's ability to attend school, which may in turn alter their employment prospects. Compared with other Australians, First Nations Australians (as a group) remain disadvantaged (see **FIGURE 4**).

14.7.3 Improving wellbeing — closing the gap

In 2008, the Close the Gap program was launched with the aim of eliminating health and wellbeing differences between First Nations Australians and non-First Nations Australians. It set out six key targets:

1. to close the life expectancy gap within a generation
2. to halve the gap in mortality rates for First Nations Australian children under five within a decade
3. to ensure access to early childhood education for all First Nations Australian four-year-olds in remote communities within five years
4. to halve the gap in reading, writing and numeracy achievements for children within a decade
5. to halve the gap for First Nations Australian students in Year 12 attainment rates by 2020
6. to halve the gap in employment outcomes between First Nations Australians and other Australians within a decade.

FIGURE 4 Indicators of First Nations Australians wellbeing

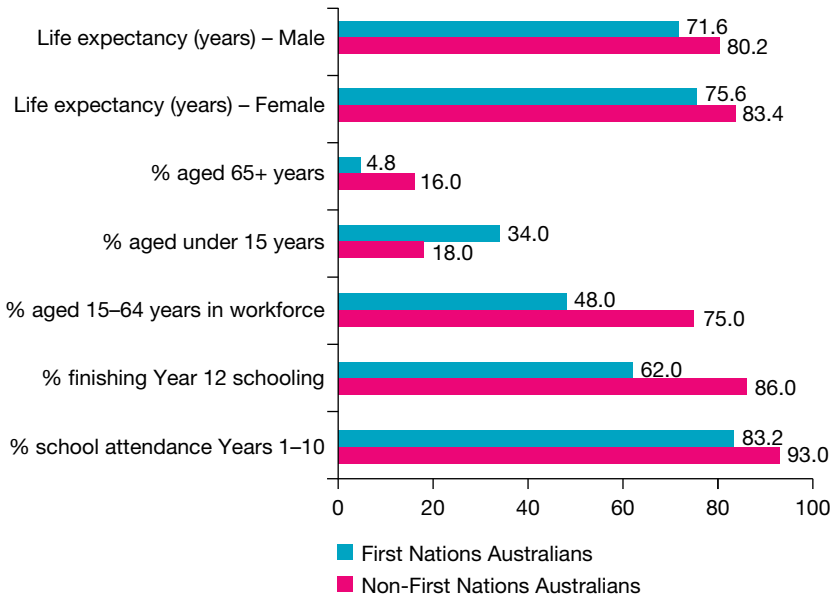


FIGURE 5 Closing the gap will take generations of commitment.



In the ten-year review of the program in 2018, it was noted that only two of the targets — early childhood education and Year 12 attainment — were on track to be met. The remaining target areas, although showing some improvements, were falling short of the desired levels. In the Closing the Gap Reset program outlined in 2020, targets were completely reset in all areas and a greater involvement of First Nations Australians in leading and measuring its progress was announced. Key areas of focus include:

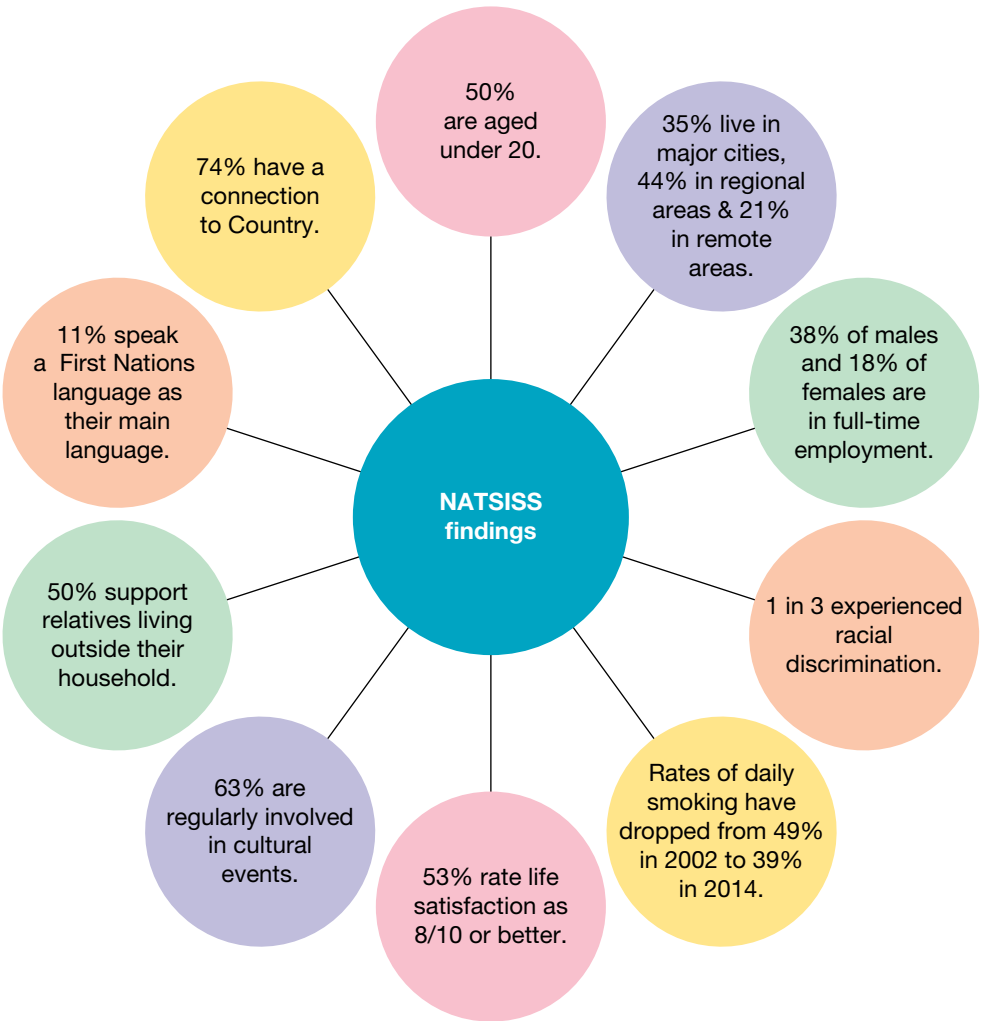
- families, children and youth
- housing and a reduction of children in out-of-home care
- justice, including youth justice
- health
- suicide prevention
- culture and language
- education
- land and sea rights
- eliminating racism and systemic discrimination.

How can we measure First Nations Australians' wellbeing?

First Nations Australians are culturally and linguistically diverse, but their cultures differ markedly from other Australian cultures. Traditions of family structure and community obligation, language, obligations to Country and the passing down of culture and knowledge are all viewed and practised very differently in comparison to non-Indigenous cultures. These are important factors that contribute to both identity and wellbeing, yet as indicators, they may be difficult to measure by standards devised by other cultural traditions.

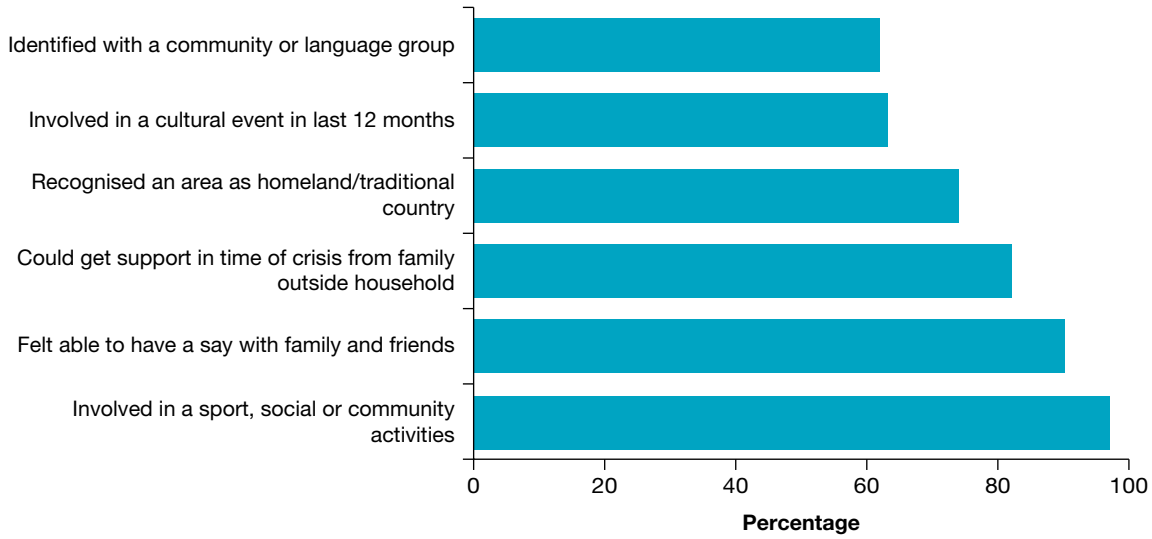
The National Aboriginal and Torres Strait Islander Social Survey (NATSISS) is a six-yearly survey conducted by the federal government. It aims to measure the health and wellbeing of First Nations Australian communities. Some of the data gathered from the survey are highlighted in **FIGURE 6**.

FIGURE 6 Some findings from the latest National Aboriginal and Torres Strait Islander Social Survey (NATSISS) 2014–15



The latest data reveals some of the key wellbeing issues facing First Nations Australians, but also highlights the cultural and community connections and the importance of these connections in relation to overall sense of life satisfaction and wellbeing. **FIGURE 7** summarises the extent of this participation in family and community life.

FIGURE 7 First Nations Australians' participation in aspects of family, community and cultural life



Programs to close the gap

Recognising the divides that exist at home, Australian governments and other agencies such as Oxfam are continuing to push initiatives aimed at tackling some of the problems that many First Nations Australian communities face. Ultimately, all Australians benefit from a united effort to address this disadvantage. When disadvantage is overcome, the need for government expenditure is decreased. At the same time, First Nations Australians will be better placed to fulfil their cultural, social and economic aspirations.

The following initiatives are examples of how both government and non-government agencies are working to improve the wellbeing of First Nations Australians.

- *The National Partnership Agreement on Closing the Gap in Indigenous Health Outcomes*. For example, the Many Rivers Aboriginal Medical Service Alliance in northern New South Wales brings together ten Aboriginal-controlled health organisations that share resources and programs servicing 35 000 people.
- *The Australian government licensing scheme for community stores in the Northern Territory*. This scheme requires store managers to offer a range of healthy food and drinks and to make these attractive to customers. Prior to this, people in remote communities often had little choice. Goods and food were of poor quality and basic consumer protection was lacking. More than 90 Northern Territory stores, such as the one pictured in **FIGURE 8**, are now licensed, with reported improvements in management, hygiene and employment of local staff.
- The *Wylak Project* builds the leadership capacity of First Nations Australian youth by offering grants in three key areas — cultural projects, advocacy/campaigning and learning events.

FIGURE 8 New food store at Ngukurr, Northern Territory



Lombadina Aboriginal community program

First Nations Australians are also working hard to improve their wellbeing. The Bardi people, who live in Lombadina, a community on the north-western coast of Western Australia (see **FIGURE 9**), are one example of this. Lombadina and the neighbouring Djarindjin community are home to approximately 200 Bardi people.

The Lombadina community is working towards self-sufficiency through ventures that include tourism operations, a general store, an artefact and craft shop, a bakery and a garage. The tourist ventures centre on sharing knowledge of the Bardi people's lifestyle.

In addition to providing serviced accommodation, many tours are offered, including cultural tours, fishing charters, kayaking and bushwalking. Lombadina has received a number of tourism awards. The considerable success of these businesses has contributed substantially to the wellbeing of this community.

FIGURE 9 Location of Lombadina, Western Australia



Lombadina is also involved in the EON Thriving Communities Project. EON is a non-government organisation operating by invitation in First Nations Australian communities in Western Australia. It aims to close the gap in terms of health; for example, via the provision of practical knowledge about growing and preparing healthy food in schools and communities. The project has community ownership and is designed to be sustainable, thus improving wellbeing in the long term.

14.7 SKILL ACTIVITY: Communicating

1. **Conduct** internet research into the Closing the Gap Reset.
   Consider the following:
   - What is it? What are the main focus areas?
   - When did it start?
   - Why did it happen?
   - Who are the main stakeholders involved?
2. **Create** an infographic poster outlining the new targets relating to each of the key focus areas.

Resources

Weblink Lombadina

14.7 Exercise

learnon

14.7 Exercise

Learning pathways

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

These questions are even better in jacPLUS!



- Receive immediate feedback
- Access sample responses
- Track results and progress

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Check your understanding

1. Refer to **FIGURE 4**.
   a. The average life expectancy for First Nations Australians is:
      A. 75.6 years.
      B. 71.6 years.
      C. 73.6 years.
   b. The average life expectancy for non-First Nations Australians is:
      A. 80.2 years.
      B. 81.8 years.
      C. 83.4 years.
   c. What is the difference (in years) between the average life expectancies in parts a and b?
      A. 2 years
      B. 8.2 years
      C. 3.2 years
2. **Name** the areas that are being addressed by the federal government's Close the Gap program.
3. **Identify** how the National Aboriginal and Torres Strait Islander Social Survey might give us more insight into the wellbeing of First Nations Australians.
4. **Explain** some of the causes of disadvantages that exist for First Nations Australian Peoples.
5. **Identify** why the Close the Gap program is necessary.

Apply your understanding

Communicating

6. Did any of the statistics about First Nations Australians surprise you? **Reflect on** your reaction to them, and how they may have either changed or reinforced your own opinions or beliefs.
7. 'Social justice' means fair and equitable access to a community's resources. Do you think First Nations Australians experience social justice in Australia? **Discuss** your answer.
8. **Consider** how the First Nations Australian tourism initiatives such as those run by the Lombadina community can improve the wellbeing of people beyond that community.

Concluding and decision-making

9. a. **Decide** what you consider to be the most significant wellbeing issue facing First Nations Australians today. Use data from this lesson to support your view.
   b. **Propose** a way to address the issue you identified. How could wellbeing in this area be improved?

LESSON
14.8 Investigating topographic maps: Improving wellbeing in Cumborah

LEARNING INTENTION

By the end of this lesson you should be able to outline key wellbeing challenges associated with living in remote and regional areas in New South Wales through the analysis of topographic maps.

14.8.1 Cumborah, New South Wales

Cumborah is located in northern New South Wales, approximately 50 kilometres north-west of Walgett and 50 kilometres south-west of Lightning Ridge. The town is situated in Walgett Shire, on the Country of the Kamilaroi/Gamilaraay people.

At the time of the 2016 Australian Census, there were 249 people living in Cumborah. The town recorded a median age of 55, higher than the New South Wales state and Australian medians of 38. The gender distribution was 58 per cent male and 42 per cent female, a contrast with the New South Wales and Australian distributions of 49.3 per cent male and 50.7 per cent female.

For such a small population, it is interesting to consider whether the measures of wellbeing — such as income, employment, secure housing and access to services such as healthcare — paint an accurate picture of the wellbeing of people in the community.

The median incomes for households are well below state and national medians: Cumborah ($491), New South Wales ($1486) and Australia ($1436); however, 64.8 per cent of residents own their own homes outright, compared with only 32.2 per cent of people across New South Wales and 31 per cent nationwide. Other signs of a strong community and wellbeing are evident in the data comparing Cumborah with the rest of Australia. For example, in the two weeks before the census, 14 per cent of Cumborah residents provided unpaid help to someone with a disability, compared with 11.6 per cent across New South Wales. Similarly, in the 12 months leading up to the census, 28.9 per cent of Cumborah residents did volunteer work through a local group or organisation, compared with only 18.1 per cent of New South Wales residents as a whole.

Explore the ABS census data for Cumborah using the **Cumborah Census Quickstats** weblink in your online Resources.

on Resources

eWorkbook	Investigating topographic maps — Improving wellbeing in Cumborah (ewbk-10375)
Digital document	Topographic map of Cumborah (doc-36375)
Video eLesson	Investigating topographic maps — Improving wellbeing in Cumborah — Key concepts (eles-5333)
Interactivity	Investigating topographic maps — Improving wellbeing in Cumborah (int-8762)
Weblink	Cumborah Census Quickstats
Google Earth	Cumborah (gogl-0146)

FIGURE 1 Topographic map extract of Cumborah, New South Wales



Source: Data based on Spatial Services 2019.

14.8 Exercise

learnon

14.8 Exercise

Learning pathways

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

These questions are even better in jacPLUS!



- Receive immediate feedback
- Access sample responses
- Track results and progress

Find all this and MORE in jacPLUS

Check your understanding

1. **Identify** the location of the following using grid references.
   a. Wyoona
   b. Three opal fields
   c. The highest point shown
2. What is the shortest distance by sealed road between:
   a. Gingie and Wilke
   b. Cumborah and Morella
   c. Morella and Gurley
3. How long is the section of the Big Warrambool River shown in **FIGURE 1**?

Apply your understanding

Interpreting and analysing geographical data and information

4. What features of the landscape might contribute to AR5595 being prone to inundation?
5. What services and facilities are not shown on this map that are generally considered to contribute to wellbeing? **Identify** two and **explain** what impact the absence of these services and facilities might have on residents' wellbeing.
6. **Predict** what the landscape might be like in AR5580. Provide reasons for your answer based on the features shown in **FIGURE 1**.

LESSON
14.9 INQUIRY: Improving wellbeing in a low-HDI ranked country

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of how human wellbeing varies with respect to life expectancy and child mortality and how it has changed over time.

Background

You may have been in the job for only a week, but you already have your first major assignment! Your boss, Australia's representative to the United Nations, has asked for a report on countries with the lowest HDI rankings. As part of the team working on this project, you will choose one country to **investigate** and report on, and make suggestions as to what the Australian government can do to help alleviate the situation there.





Before you begin

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

Inquiry steps

Working in small groups, **discuss** the following:

a. What do you each know about the HDI?
b. How does a lower or higher HDI affect the lives of people in different ways?

Write down your selected **inquiry question** based on the focus of this topic.

Step 1: Questioning and researching using geographical methods

- **Conduct research** into the current issues surrounding the HDI of your chosen country.
- Provide relevant information about your chosen country.
- Provide annotated images and maps to **illustrate** different aspects of the country.

Step 2: Interpreting and analysing geographical data and information

- **Create** a table that **summarises** the effects of your country's HDI score.
- Give details and **explain** three pressing problems for your country.

Step 3: Concluding and decision-making

- **Conclude** your inquiry with potential strategies to help raise the HDI of your country.

Step 4: Communicating

- Prepare a short **summary** of your findings that you could deliver to the class.

Global rank	Country	HDI score	Global rank	Country	HDI score
189	Niger	0.354	170	Côte d'Ivoire	0.492
188	Central African Republic	0.367	168	Haiti	0.498
187	South Sudan	0.388	168	Afghanistan	0.498
186	Chad	0.404	167	Sudan	0.502
185	Burundi	0.417	165	Togo	0.503
184	Sierra Leone	0.419	165	Comoros	0.503
183	Burkina Faso	0.423	164	Senegal	0.505
182	Mali	0.427	163	Benin	0.515
181	Liberia	0.435	162	Uganda	0.516
180	Mozambique	0.437	161	Madagascar	0.519
179	Eritrea	0.440	159	Mauritania	0.520
178	Yemen	0.452	159	Lesotho	0.520
177	Guinea-Bissau	0.455	158	Rwanda	0.524
176	Congo	0.457	157	Nigeria	0.532
175	Guinea	0.459	156	Zimbabwe	0.535
174	Gambia	0.460	155	Syrian Arab Republic	0.536
173	Ethiopia	0.463	154	Tanzania	0.538
172	Djibouti	0.476	153	Papua New Guinea	0.544
171	Malawi	0.477	152	Solomon Islands	0.546

Complete your self-assessment using the **Inquiry rubric** or access the 14.9 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-40160)

LESSON
14.10 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

Find all this and MORE in jacPLUS



14.10.1 Key knowledge summary

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

14.2 How do we measure and improve wellbeing?

- Wellbeing may be defined as a good or satisfactory condition of existence; a state characterised by health, happiness, prosperity and welfare.
- We can use quantitative and qualitative indicators to measure wellbeing.
- Indicators include social, technological, environmental, economic and political measures.
- Old descriptions of different levels of development throughout the world used terms such as 'developed North' and 'undeveloped South' or 'First World' and 'Third World'.
- Today we use terminology such as 'more economically developed country' (MEDC) and 'less economically developed country' (LEDC) to describe levels of development.
- There is a strong interconnection between development and poverty.
- Poverty is most often measured using solely economic indicators, but it may be taken to encompass many other aspects of life.

14.3 How does wealth affect wellbeing?

- A wellbeing approach to development takes into account a variety of quantitative and qualitative indicators.
- The Human Development Index (HDI) is one such index. It measures wellbeing according to life expectancy, income and education.
- Other measures of wellbeing include the Happy Planet Index, Gross National Happiness and the Australian National Development Index (ANDI).

14.4 How are life expectancy and wellbeing connected?

- Life expectancy started to increase in the mid 1700s, due to improvements in agriculture, working conditions, nutrition, medicine and hygiene.
- Improvements in life expectancy have not been uniform because improvements in living conditions are connected to wealth. Therefore, life expectancy is lowest in developing nations.
- Child mortality rates are also linked to wealth. Those counties where life expectancy is low also have higher rates of child mortality than those where life expectancy is higher.
- The world's population increases by around 145 people every minute, but this is not uniform across the Earth. Sub-Saharan Africa has the highest birth rates, with an average fertility rate above 5 children per woman. This region also has a high mortality rate.

14.5 How does wellbeing vary in India?

- India has a rapidly expanding population and is currently the second most populous country in the world. It is predicted that its population will surpass that of China by the year 2025.
- Improvements in health, education and hygiene have significantly improved life expectancy and, although there has been a decrease in the fertility rate, children are an important part of family life.
- Children in India help boost the family budget through working, and later in life they support their ageing parents.

14.6 How does poverty affect wellbeing?

- Despite the strength of Brazil's economy, the benefits of economic growth have not trickled down to the poor, resulting in large differences in wellbeing across the nation.
- Almost a quarter of the Brazilian population lives in poverty.
- There is considerable spatial variation in wellbeing between regions in Brazil.
- Rio's favelas (slums) are home to millions of the city's poor. Living conditions are difficult and affect the wellbeing of the favela residents.
- Various measures have been undertaken in an attempt to improve life in the favelas.
- With the city's hosting of the 2016 Olympic Games, many favela residents were displaced to make way for Olympic-related venues and facilities.
- There is a strong interconnection between poverty, water supply, sanitation and wellbeing.
- Despite progress being made under the MDGs and now the SDGs, many millions still live without access to safe drinking water or adequate sanitation. This presents a significant risk to health and wellbeing.

14.7 How does wellbeing vary in Australia?

- First Nations Australians consistently experience lower levels of health, education, employment and economic independence than those experienced by most other Australians.
- The Close the Gap program set out key target areas for the improvement of First Nations Australians' wellbeing. Only two of these targets are currently on track, with others having seen only some improvement.
- The National Aboriginal and Torres Strait Islander Social Survey reveals some of the key wellbeing issues facing First Nations Australian Peoples, but also highlights the strong cultural and community connections and the importance of these connections in relation to overall sense of life satisfaction and wellbeing.
- There are numerous programs that aim to close the health and wellbeing gap between First Nations Australians and other Australians.

14.8 Investigating topographic maps: Improving wellbeing in Cumborah

- Key features and facilities in the Cumborah area in New South Wales can contribute to and impact the wellbeing of the small number of residents living there.

14.9 INQUIRY: Improving wellbeing in a low-HDI ranked country

- Investigate how human wellbeing varies with respect to life expectancy and child mortality, and how it has changed over time in countries with the lowest HDI rankings.

14.10.2 Key terms

development defined as 'to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community' according to the United Nations

ecological footprint a measure of human demand on the Earth's natural systems in general and ecosystems in particular; the amount of productive land required by each person for food, water, transport, housing, waste management and other purposes

experienced wellbeing an individual's subjective perception of personal wellbeing

extreme poverty a state of living below the poverty line (US$1.90 per day), and lacking resources to meet basic life necessities (also known as absolute poverty)

favela an area of informal housing usually located on the edge of many Brazilian cities. Residents occupy the land illegally and build their own housing. Dwellers often live without basic infrastructure such as running water, sewerage or garbage collection.

female infanticide the killing of female babies, either via abortion or after birth

fertility rate the number of live births per 1000 women of childbearing age (usually 15–44) in a given year

gross domestic product (GDP) the value of all goods and services produced within a country in a given period, usually discussed in terms of GDP per capita (total GDP divided by the population of the country)

Human Development Index (HDI) measures the standard of living and wellbeing by measuring life expectancy, education and income

indicator a value that informs us of a condition or progress. It can be defined as something that helps us to understand where we are, where we are going and how far we are from the goal.

industrialised having developed a wide range of industries or having highly developed industries

life expectancy the number of years a person can expect to live, based on the average living conditions within a country

maternal mortality the death of a woman while pregnant or within 42 days of termination of pregnancy

micro-credit the provision of small loans to borrowers who usually would not be eligible to obtain loans due to having few assets and/or irregular employment

natural increase the difference between the birth rate (births per thousand) and the death rate (deaths per thousand). This does not include changes due to migration.

non-government organisation (NGO) an organisation that operates independently of government, usually to deliver resources or serve some social or political purpose

qualitative indicators subjective measures that cannot easily be calculated or measured; e.g. indices that measure a particular aspect of quality of life or that describe living conditions, such as freedom or security

quantitative indicators objective indices that are easily measured and can be stated numerically, such as annual income or the number of doctors in a country

replacement rate the number of children each woman would need to have in order to ensure a stable population level — that is, to 'replace' the children's parents. This fertility rate is 2.1 children.

sanitation facilities that safely dispose of human waste (urine, faeces and menstrual waste)

sex ratio the number of females per 1000 males

socioeconomic of, relating to or involving a combination of social and economic factors

spatial variation difference observed (in a particular measure) over an area of the Earth's surface

standard of living a level of material comfort in terms of goods and services available. This is often measured on a continuum; for example, a 'high' or 'excellent' standard of living compared to a 'low' or 'poor' standard of living.

Sustainable Development Goals (SDGs) a set of 17 goals established by the United Nations Development Programme, which aim to end poverty, protect the Earth and promote peace, equality and prosperity

wellbeing a good or satisfactory condition of existence; a state characterised by health, happiness, prosperity and welfare

14.10.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

Everyone wants a good life, but what does that mean for different people? Can wellbeing actually be measured, and how can we improve it if it's not measuring up?

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

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11510)
Reflection (ewbk-12531)
Crossword (ewbk-12532)

Interactivity Measuring and improving wellbeing crossword (int-8243)

14.10 Review exercise

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Multiple choice

1. What is wellbeing?
   - A. A state of existence characterised by good health, happiness, prosperity and welfare
   - B. A state of existence characterised by good health, happiness, extreme wealth and welfare
   - C. A state of existence characterised by extreme wealth, happiness and a large family
   - D. A state of existence characterised by having enough money to live comfortably
2. Which of the following is *not* considered a qualitative indicator of wellbeing?
   - A. Facts and figures about how a country is performing
   - B. Details about how the people in a particular place feel
   - C. An opinion piece news article drawing on personal experiences
   - D. How people in a particular place think
3. What does HDI stand for?
   - A. Health Development Indicator
   - B. Health Developing Index
   - C. Human Development Indicator
   - D. Human Development Index
4. What replaced the Millennium Development Goals?
   - A. World Health Organization
   - B. Sustainable Development Goals
   - C. The United Nations
   - D. UNICEF
5. How did the MDGs change child mortality rates for children under the age of 5?
   - A. They rose from 6 million in 1990 to 6.5 million in 2015.
   - B. They remained the same.
   - C. They declined from 12.7 million in 1990 to 6 million in 2015.
   - D. They declined from 17 000 a day to 7000.
6. What is the name of the index used to measure wellbeing that is specific to Australia?
   - A. Australian Wellbeing Index (AWI)
   - B. Australian National Development Index (ANDI)
   - C. Australian Prosperity Index (API)
   - D. Australian Wellbeing Indicator (AWI)
7. Which statement accurately describes the life expectancy (at birth) for an average Australian?
   - A. More than someone born in Somalia, but less than someone born in India
   - B. The same as someone in Canada, but more than someone in the USA
   - C. The same as someone born in Japan, but more than someone born in Indonesia.
   - D. None of the above
8. What is meant by the term *favela*?
   - A. An area of informal housing usually located on the edge of many Brazilian cities
   - B. An area of formal housing usually located in the centre of large cities
   - C. The measure of human demand on the Earth's natural systems
   - D. Another term meaning 'poverty'

9. What is an NGO?
   - **A.** A government organisation
   - **B.** An organisation that measures the standard of living and wellbeing by measuring life expectancy
   - **C.** An organisation that operates independently of government, usually to deliver resources or serve some social or political purpose
   - **D.** The value of all goods and services produced within a country in a given period
10. What is maternal mortality?
   - **A.** The death of a woman while pregnant or within 42 days of termination of pregnancy
   - **B.** The death of a woman who has children
   - **C.** The killing of female babies, either via abortion or after birth
   - **D.** Murder of a woman

Short answer

Communicating

11. How have improvements in technology led to an increase in life expectancy?
12. What factors might cause some places to experience a decrease in life expectancy?

Concluding and decision-making

14. **Suggest** how the issue of gender imbalance in India could be solved.
15. How might levels of maternal mortality change in future as an increasing percentage of the world's population lives in cities?
16. 'Australia's population distribution is likely to remain concentrated in the south-east.' To what extent do you agree with this statement?

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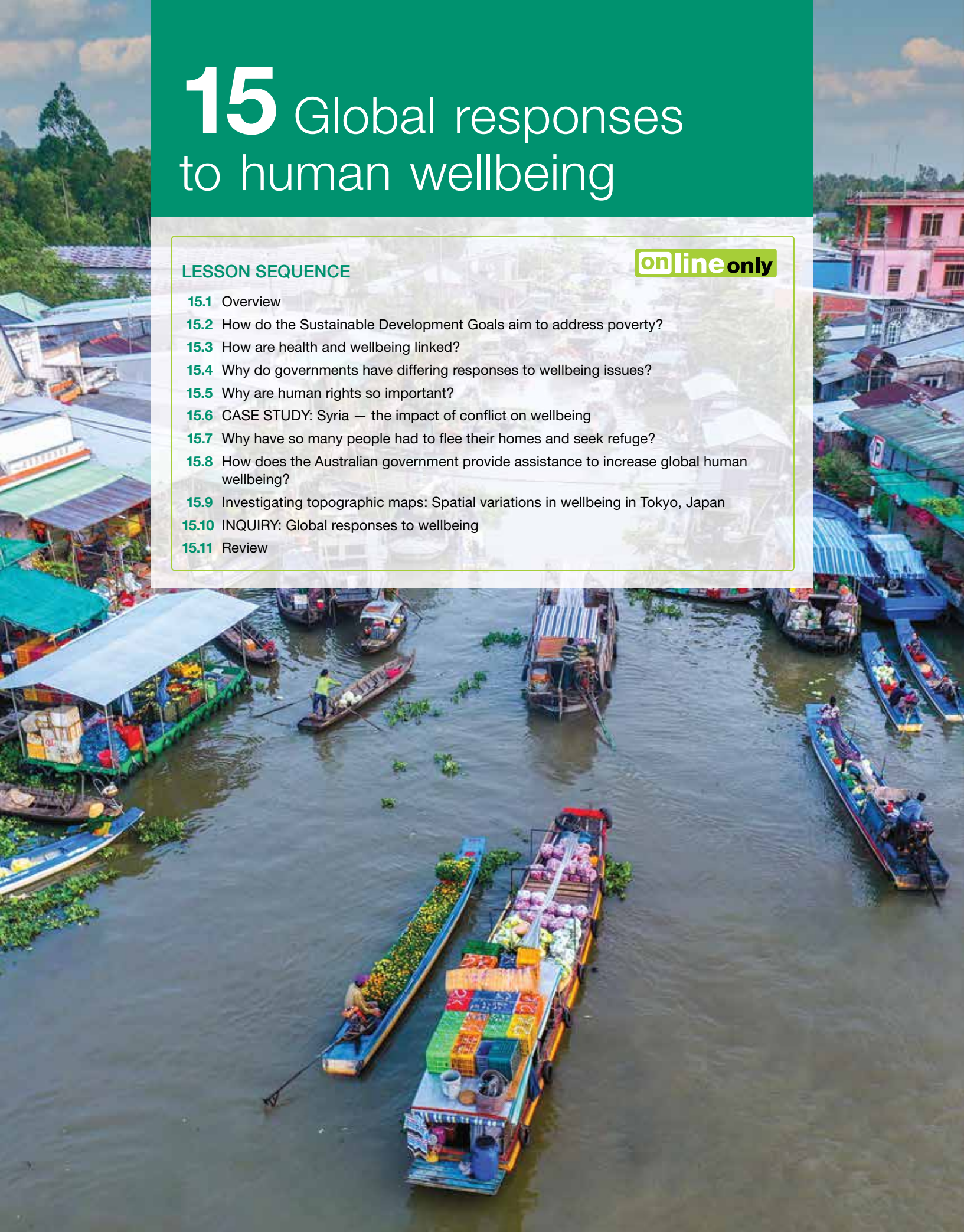
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15 Global responses to human wellbeing



LESSON SEQUENCE

online only

15.1 Overview
15.2 How do the Sustainable Development Goals aim to address poverty?
15.3 How are health and wellbeing linked?
15.4 Why do governments have differing responses to wellbeing issues?
15.5 Why are human rights so important?
15.6 CASE STUDY: Syria — the impact of conflict on wellbeing
15.7 Why have so many people had to flee their homes and seek refuge?
15.8 How does the Australian government provide assistance to increase global human wellbeing?
15.9 Investigating topographic maps: Spatial variations in wellbeing in Tokyo, Japan
15.10 INQUIRY: Global responses to wellbeing
15.11 Review

LESSON
15.1 Overview

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The world's population is constantly increasing. Can we fit so many people in the space we have without affecting our quality of life?

15.1.1 Introduction

As the world's living standards have improved, our population has also grown. In November 2022 the world's population reached 8 billion. It is expected that the number of people on the planet will continue to grow, with experts estimating a population of 9.8 billion in 2050 and 11.2 billion by 2100. It is not just a matter of how many people we can fit in a particular place, but also the manner in which we live (our ecological footprint) that affects our wellbeing. Our wellbeing is clearly interconnected with our population characteristics and our geographic location on the planet.

FIGURE 1 As the world's population grows, it is crucial to prioritise the quality of life and wellbeing of individuals.



on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11512)

Video eLesson A long life (eles-1714)

LESSON
15.2 How do the Sustainable Development Goals aim to address poverty?

LEARNING INTENTION

By the end of this lesson you should be able to identify the imbalance in wellbeing that exists throughout the world, and describe how the Sustainable Development Goals seek to address this.

TUNE IN

Levels of wellbeing vary greatly across the planet. To address this variation, which is often expressed in terms of levels of poverty, the United Nations has developed a way forward to improve human wellbeing: the Sustainable Development Goals (SDGs).

Refer to **FIGURE 1.**

1. The image shows the world covered with people, but as you know there is a whole biophysical world out there. What other images would help us gain an understanding of the variations in levels of poverty around the planet?
2. In Australia there are levels of poverty but, by and large, Australia is a wealthy, highly developed country. What elements of your lifestyle contribute to your level of wellbeing?

FIGURE 1 The world's population affects our global wellbeing.



15.2.1 Defining poverty

Poverty is a living condition that is hard to measure and difficult to define. For example, people living in poverty in sub-Saharan Africa may struggle to find a daily meal or access to safe drinking water. This standard of living is known as **absolute poverty** and approximately 1.3 billion people experience this daily. In more developed countries, we may refer to **relative poverty**. In Australia, for example, we compare living standards to a benchmark called the **poverty line**. The majority of the population lives above the poverty line, but those who fall below it struggle to meet their day-to-day needs of adequate shelter, food and education.

Sub-Saharan Africa — the poorest region in the world

Sub-Saharan Africa (see **FIGURE 2**) is affected by many different forms of poverty. Human Development Index (HDI) scores in most countries of sub-Saharan Africa have worsened since 1990, making this region the poorest in the world. Poverty is more common in young families, who often have fewer assets and higher dependency ratios (people who are too young or too old to work). For others, the poverty is chronic rather than temporary. This means poverty is experienced for most of one's life and is often passed on to one's children, creating a generational cycle that is hard to break. The chronically poor experience hunger, undernutrition, illiteracy, lack of access to safe drinking water and basic health services, social discrimination, physical insecurity and political exclusion. Many will die prematurely of easily preventable deaths. With appropriate support and resources, people living in chronic poverty have the ability to

absolute poverty where income levels are inadequate to enjoy a minimum standard of living (also known as extreme poverty)

relative poverty where income levels are relatively too low to enjoy a reasonable standard of living in that society

poverty line an official measure used by governments to define those living below this income level as living in poverty

overcome the obstacles that trap them in poverty, and can create a better future for themselves and their children. There are numerous organisations and agencies that work with such communities to help them break the poverty cycle.

World hunger

One of the most pressing issues of poverty is hunger, a situation where people experience scarcity of food. Malnutrition is a general term that indicates a lack of some or all nutritional elements necessary for human health. There are two basic types of malnutrition. When we refer to world hunger, we are talking about a lack of food that provides energy (measured in calories), obtained from all the basic food groups, and a lack of protein (from meat and other sources) (see **FIGURE 3**). Another type of malnutrition is micronutrient (vitamin and mineral) deficiency, which may or may not occur with hunger. Recently there has also been a move to include obesity as a third form of malnutrition, expanding on the idea of poor nutrition.

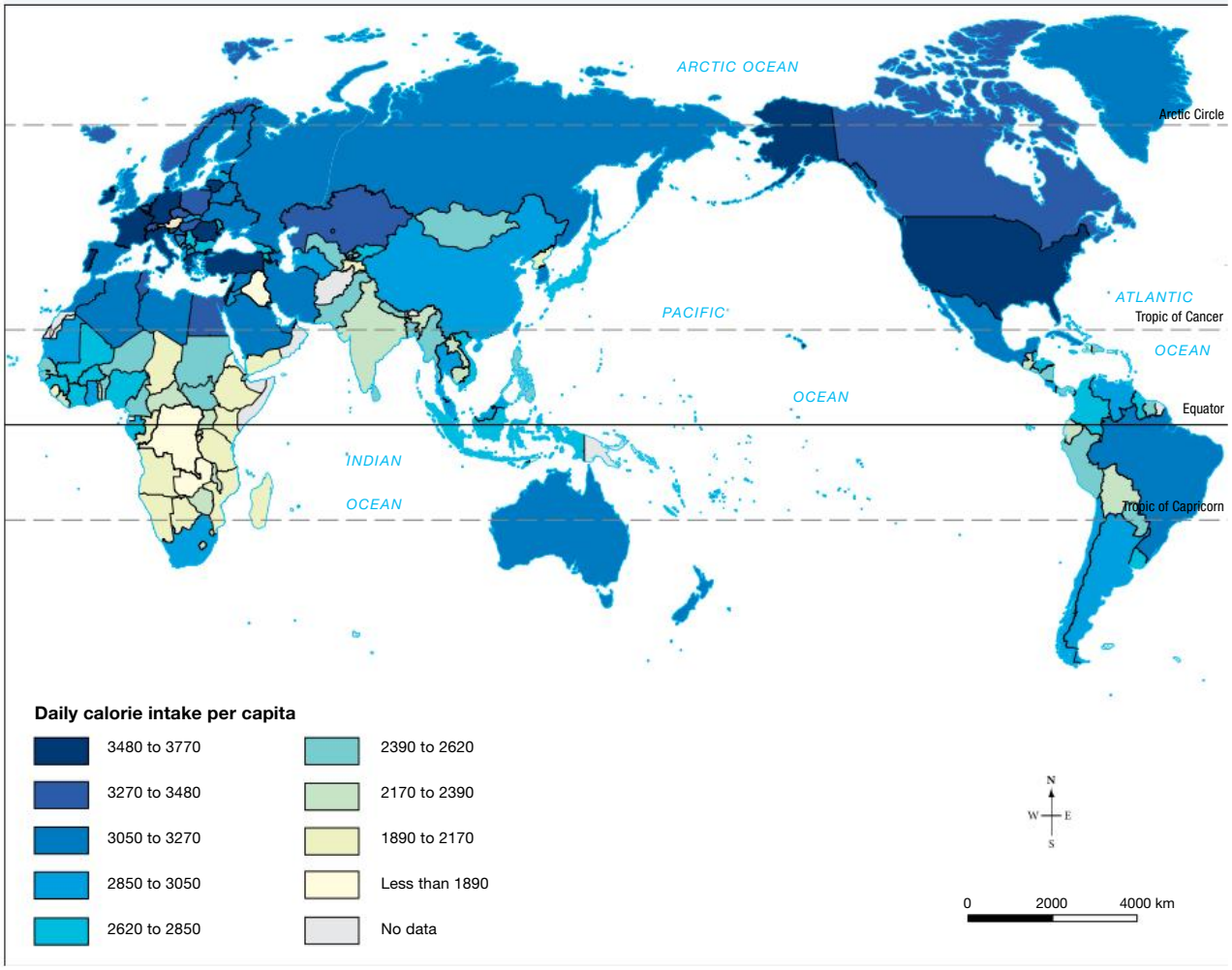
FIGURE 2 The countries of sub-Saharan Africa are affected by many forms of poverty.



Source: Worldmap.org.

int-7974

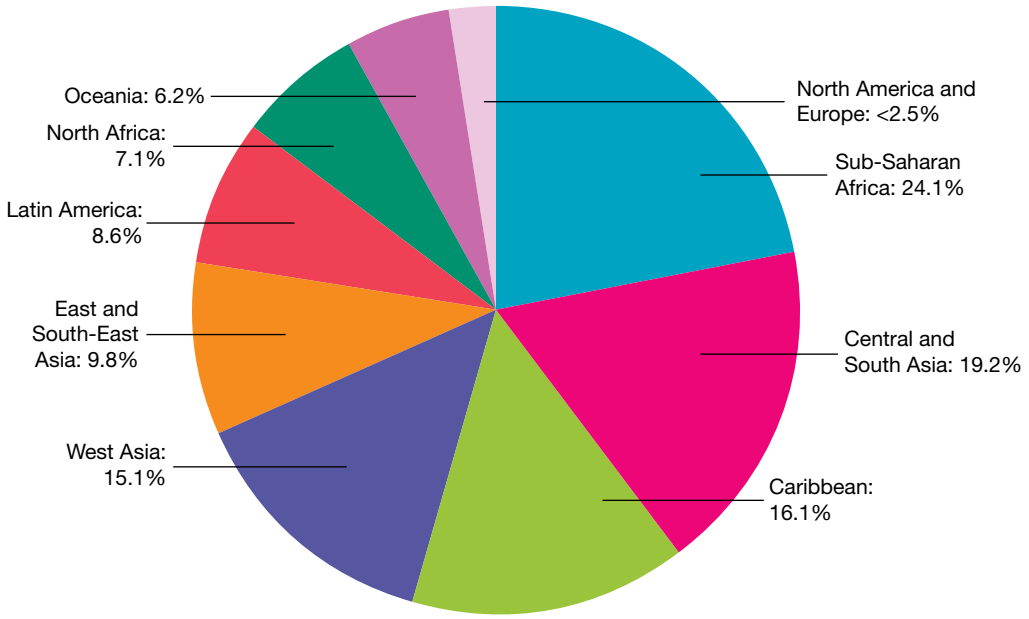
FIGURE 3 Daily calorie intake, per person



Note: Most recent data available

Source: FAO 2013. Made with Natural Earth. Map by Spatial Vision.

FIGURE 4 Prevalence of undernourishment in the world, 2021, by region



Source: Data from *The State of Food Security and Nutrition in the World 2021*, report jointly prepared by FAO, IFAD, UNICEF, WFP and WHO.

15.2.2 Sustainable Development Goals

The Sustainable Development Goals (SDGs) came into being on 25 September 2015 to replace the expired Millennium Development Goals (MDGs). The three overarching themes are to end poverty, protect the planet and ensure prosperity for everyone during the 15 years to 2030. Each of the 17 goals has a number of targets to be met. Indicators are used to assess each target. These SDGs apply to all countries. The United Nations provides an update on the progress towards 2030 in an annual report.

Former New Zealand prime minister and United Nations Development Programme Administrator Helen Clark commented, 'This agreement marks an important milestone in putting our world on an inclusive and sustainable course. If we all work together, we have a chance of meeting citizens' aspirations for peace, prosperity, and wellbeing and to preserve our planet'.

FIGURE 5 While obesity levels are increasing every year in populations of countries such as Australia, billions of people across the world still suffer from starvation.



Source: Global Food Consumption — Richard & Slavomir Svitalsky/Cartoon Movement.

tlvd-10788

TABLE 1 A brief outline of the Sustainable Development Goals

Sustainable development goal		Targets
	**Goal 1:** End poverty in all its forms everywhere	**Major target:** • By 2030 no-one should live on less than $1.25 per day.
	**Goal 2:** End hunger, achieve food security and improved nutrition and promote sustainable agriculture	**Significant targets include:** • By 2030 ensure access by all people to safe, nutritious and sufficient food all year round. • By 2030 end all forms of malnutrition.
	**Goal 3:** Ensure healthy lives and promote wellbeing for all at all ages	**Targets for 2030 include:** • Reduce the global maternity mortality ratio to less than 70 per 100 000 live births. • Attain an under-five mortality of, at most, 25 per 1000 live births. • End the epidemics of AIDS, tuberculosis and malaria.
	**Goal 4:** Ensure inclusive and quality education for all and promote lifelong learning	**Targets to achieve include:** • By 2030 all boys and girls can complete free, equitable and quality primary and secondary schooling with effective outcomes. • All women and men have equal access to affordable and quality ongoing educational opportunities.
	**Goal 5:** Achieve gender equality and empower all women and girls	**Targets include:** • End discrimination against all women and girls everywhere and eliminate violence towards them too.
	**Goal 6:** Ensure access to water and sanitation for all	**Targets by 2030 include:** • Achieve universal and equitable access to safe and affordable drinking water for all. • Achieve access to adequate and equitable sanitation and hygiene for all.
	**Goal 7:** Ensure access to affordable, reliable, sustainable and modern energy for all	**Targets for 2030 include:** • Provide access to affordable, reliable and modern energy services, especially renewable energies.
	**Goal 8:** Promote inclusive and sustainable economic growth, employment and decent work for all	**Major targets:** • Sustain economic growth and productivity aiming to achieve by 2030 full and productive employment and decent work for all. • By 2025 eliminate child labour in all its forms, including forced labour, modern slavery, human trafficking and child soldiers.
	**Goal 9:** Build resilient infrastructure, promote sustainable industrialisation and foster innovation	**General targets include:** • Develop quality, reliable, sustainable and resilient infrastructure to support economic development and human wellbeing. • Promote inclusive and sustainable industries that raise industries' share of employment and GDP. • Provide universal and affordable internet access to least developed countries by 2020.
	**Goal 10:** Reduce inequality within and among countries	**Key target:** • By 2030 achieve and sustain income growth of the bottom 40 per cent of the population.

(continued)

Sustainable development goal		Targets
	**Goal 11:** Make cities inclusive, safe, resilient and sustainable	**Targets include:** • By 2030 ensure adequate, safe, affordable and sustainable housing and transport for all. • Protect and safeguard the world's cultural and natural heritage.
	**Goal 12:** Ensure sustainable consumption and production patterns	**2030 targets include:** • Achieve the sustainable management and efficient use of natural resources. • Halve per capita global food waste by consumers and during production. • Ensure all people have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.
	**Goal 13:** Take urgent action to combat climate change and its impacts	**Targets include:** • Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries. • Integrate climate change measures into national policies, strategies and planning.
	**Goal 14:** Conserve and sustainably use oceans, seas and marine resources	**Significant targets:** • By 2025 prevent and reduce marine pollution of all kinds. • By 2020 sustainably manage and protect marine and coastal ecosystems. • By 2020 regulate and end overfishing.
	**Goal 15:** Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss	**Targets:** • By 2020 protect inland freshwater ecosystems and all types of forests. • By 2020 prevent the introduction of invasive alien species and prevent the extinction of threatened species. • By 2030 combat desertification and protect mountain ecosystems.
	**Goal 16:** Promote just, peaceful and inclusive societies	**Targets:** • End abuse, exploitation, trafficking and all forms of violence against children. • Reduce bribery and corruption in all forms. • By 2030 provide legal identity for all, including birth registration.
	**Goal 17:** Strengthen the means of implementation and revitalise the global partnership for sustainable development	**Targets:** • Address finance, technology, capacity building, trade and systemic issues to support sustainable development goals.

15.2.3 What can we do?

The fact that over a billion people experience severe hardship every day can appear extremely daunting. Compassion is the first step, but action is what is required. It is important to remember that those experiencing hardship do not live exclusively in less developed countries. Some of them live in more developed countries, like Australia. Many of them live in places where wellbeing for some is improving dramatically, but there are many who are being left behind.

International aid provides just one avenue for change. It is **grassroots movements** that will provide the greatest and most effective change for those who are most disadvantaged or without a voice. Education can provide a means for people to change their own destiny. Lowering population growth will reduce population pressures on a country's resources and government, and good governance can build a strong economy and provide opportunities for residents.

grassroots movements action by ordinary citizens, as compared with the government, aid or a social organisation

SkillBuilders to support skill development

- 7.11 SkillBuilder: Using multiple data formats

15.2 SKILL ACTIVITY: Questioning and researching using geographical methods, Interpreting and analysing geographical data and information

1. Divide your class into groups.
2. Each group is to be assigned an SDG.
3. Using the internet:
   a. **research** the targets of each goal
   b. provide a tick or a cross depending on whether you think the world will meet each target as set out. (A number of targets were to have been met by 2020 — have these been achieved?)
4. Be prepared to **justify** your point of view in a class debate.
5. **Decide:** Are there too many goals and targets to be met by all countries in the world?

15.2 Exercise

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15.2 Exercise

Learning pathways

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

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Check your understanding

1. **Identify** what is meant by the 'poverty line'.
   A. The minimum level of income required to provide an adequate living standard in a country
   B. The minimum level of education required to provide an adequate living standard in a country
   C. The minimum level of income required to receive an education
   D. The minimum level of income required to purchase a house
2. **Judge** what is the difference between 'absolute poverty' and 'relative poverty' and complete the sentences below.
   _____ poverty is when people find it difficult to get a daily meal and access safe drinking water (the minimum standard of living).
   _____ poverty is when the level of living standard is low compared to the benchmark poverty line for a country.
3. Which of the following SDGs **applies** only to women and girls?
   A. Goal 2
   B. Goal 3
   C. Goal 5
   D. Goal 6
4. **Determine** whether the following statements are true or false.
   a. The target date for the SDGs to be achieved is 2100.
   b. Approximately 1.3 billion people experience absolute poverty daily.

5. Refer to **FIGURE 3**.
   a. The two regions combined that make up nearly 40 per cent of the world's undernourished are:
      A. West Asia and North Africa.
      B. Oceania and North Africa.
      C. Sub-Saharan Africa and the Caribbean.
      D. West Africa and the Caribbean.
   b. Which two regions have the lowest prevalence of undernourishment?

Apply your understanding

Communicating

6. Using the three overarching themes of the SDGs, create a table to **state** how each of the 17 goals is aligned.

Interpreting and analysing geographical data and information

7. Refer to **FIGURE 3**. Identify the region of sub-Saharan Africa. If we **compare** the general results for this region with other regions across the world, how does it rate in terms of calorie intake? Give examples of specific places where appropriate.
8. Given sub-Saharan Africa's slow progress in improving the wellbeing of its people, choose three SDGs that are most likely to have an impact on improving the region. **Reflect on** and explain your answer.
9. **Analyse** the **FIGURE 5** cartoon from the perspective of each person.

Concluding and decision-making

10. How ambitious is Helen Clark's quote (in section 15.2.2)? Do you think this is achievable by 2030? Which aspects do you think may be more achievable than others? **Discuss**, providing reasons for your opinion.

LESSON
15.3 How are health and wellbeing linked?

LEARNING INTENTION

By the end of this lesson you should be able to explain how health is intrinsically linked to wellbeing, and identify why malaria and HIV/AIDS significantly affect wellbeing, particularly in developing countries.

TUNE IN

Good health is something we all hope to achieve; however, there are many diseases that are 'brewing' in the environment. The recent COVID-19 pandemic is just one example of how vulnerable human society is to disease.

FIGURE 1 Malaria-carrying mosquito



Consider **FIGURE 1** and answer the questions below.

1. How might we protect ourselves against mosquito-borne diseases?
2. How did COVID-19 impact on your family?

15.3.1 SDG targets for health and wellbeing

Health is a key indicator of wellbeing. Goal 3 of the SDGs is to 'ensure healthy lives and promote wellbeing for all at all ages'. Key among the 2030 targets for this goal is the eradication of tuberculosis, AIDS and malaria epidemics. Developing nations, where the standard of living and health care services are generally low, are more likely to be affected by such epidemics because they lack the resources to deal with these health issues. In this lesson, we explore the threats to wellbeing associated with malaria and HIV/AIDS and what is being done to combat them globally.

15.3.2 What is malaria?

Have you ever been kept awake on a warm summer's night by an annoying mosquito buzzing around your head? For us, such an occurrence is merely a nuisance. However, for many people, particularly children under five years of age in Africa, a bite from a malaria-carrying mosquito can be life threatening. Malaria therefore has a major impact on their wellbeing. Fortunately, we do not have that potentially deadly mosquito in Australia.

Malaria is a preventable and curable disease caused by plasmodium parasites transmitted by the female *Anopheles* mosquito. These parasites destroy red blood cells and initially cause headaches and fever but may also cause death if sufficient organs are affected. There are four species of these parasites, which are found in tropical and subtropical places of the world, with the species commonly found in Africa being particularly severe in its impact. There is therefore a significant interconnection between such tropical conditions and incidence of this disease.

15.3.3 Why should we worry about malaria?

According to the World Health Organization (WHO), in 2020 about 3.75 billion people (half the world's population) located in 87 countries were at risk of malaria (see **FIGURE 3**). There were around 241 million cases of malaria in these 87 countries; however, just over half of malaria cases occurred in just five countries, and four of these are located in sub-Saharan Africa — 95 per cent of recorded cases and 96 per cent of all deaths from malaria were in Africa. Approximately 627 000 people died as a result of contracting the disease.

The most at-risk group is children under the age of five; in 2021, for example, 80 per cent of malaria deaths in Africa were children in this age group. This is the equivalent of one child dying every two minutes. Pregnant women are also particularly vulnerable to malaria and the disease can cause complications such as still and premature births, and low birth weights. Twenty-five million pregnant women are at risk of malaria each year.

Malaria costs Africa approximately $12 billion per year. People affected are not able to work, so this affects both an individual's and a country's income. In addition, malaria accounts for 40 per cent of public health expenditure and between one-third and one-half of hospital admissions.

15.3.4 Malaria control and elimination

FIGURE 2 Malaria testing



To address the aims of malaria control and elimination, the WHO developed the Global Technical Strategy for Malaria 2016–2030, setting a target of reducing global malaria cases and mortality rates by at least 40 per cent by 2020 and 90 per cent by 2030. Before this, under the Millennium Development Goals action, both the number of cases of malaria and the number of deaths due to this disease declined as a result of increased prevention and control measures. Between 2000 and 2015, there was a 37 per cent reduction in global malaria incidence and a fall of 60 per cent in malaria mortality. Progress has not been uniform, however, and has stalled to some extent since 2015. Although 21 countries are set to be declared malaria-free, of the 11 countries that record the most cases of malaria, only India has recorded any significant progress, with a 24 per cent reduction in cases since 2016. Some countries in sub-Saharan Africa have actually recorded an increase in the number of cases of malaria.

Many government and non-government organisations have been involved in combating malaria — for example, the WHO Global Malaria Programme, Roll Back Malaria, the President's Malaria Initiative, Malaria No More and the Bill and Melinda Gates Foundation. Such organisations have focused on one or more of the following strategies:

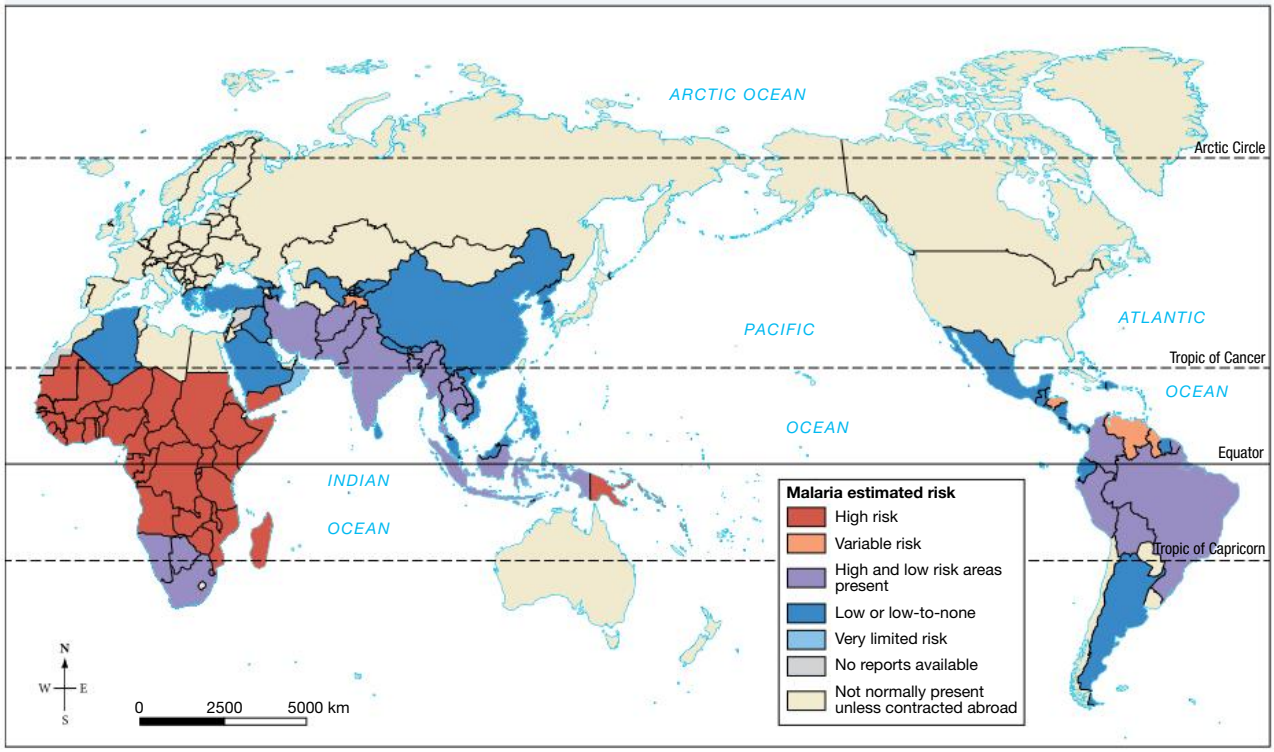
- provision of insecticide-treated nets to protect people at night, when mosquitoes most like to bite. More than half the households in sub-Saharan Africa now have at least one bed net (see **FIGURE 5**)
- use of insecticide sprays, both to treat inside houses and in mosquito habitat areas
- improved access to diagnostic testing and treatment.

In 2019, the world's first malaria vaccine pilot program began in Ghana, Kenya and Malawi. After four years, nearly 1.5 million children had received their first vaccine dose.

The success of the pilot led to the WHO recommending the vaccine to prevent malaria to children at risk. The four-dose vaccine represents a breakthrough in combating malaria. Several other malaria vaccines are under development.

int-9144

FIGURE 3 Distribution of malaria



Source: CDC, www.cdc.gov/malaria/travelers/country_table/a.html.

One problem for the continued fight against malaria is insufficient funding. Although US$3.5 billion was available in 2022, an estimated US$7.3 billion is needed annually to achieve global malaria targets by 2030. Another concern is drug resistance, particularly along the Cambodia–Thailand border. The WHO launched a global plan to address this issue in 2010. In 2022 a new program 'Strategy to respond to antimalarial drug resistance in Africa' was launched. This is approach targets those African countries where malaria rates are increasing.

FIGURE 4 Insecticide-treated nets, Kenya



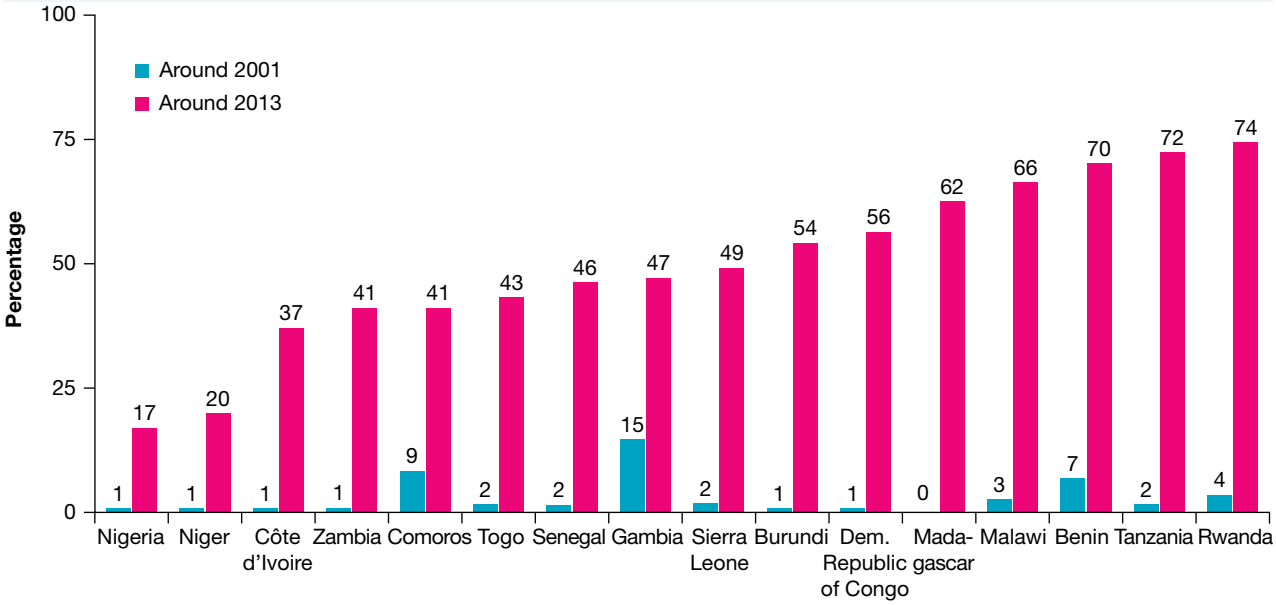
During the COVID-19 pandemic, restrictions caused major disruptions in essential malaria services. Early messaging aimed at reducing COVID transmission told the public to stay at home

if they had a fever, potentially disrupting treatment for malaria. At the same time, many countries with a high malaria burden had plans to implement large prevention campaigns before the peak malaria transmission season (which was likely to coincide with peak COVID-19 cases). These plans needed to be adapted to conform with COVID-19 restrictions. In March 2020, as the COVID-19 pandemic spread rapidly around the globe, the WHO organised a cross-partner effort to help combat the negative impact of COVID-19 in malaria-affected countries and contribute to the COVID-19 response.

15.3.5 HIV and AIDS

When HIV (Human Immunodeficiency Virus) was first identified in the early 1980s, it was seen as a death sentence. Those infected succumbed to Acquired Immune Deficiency Syndrome (AIDS) and there was little to be done but wait. However, advances in treatments and extensive use of drug combinations mean that today, depending on the infected person's location, having HIV no longer means AIDS is inevitable. Despite this, the disease has a major impact on wellbeing, not only on a local scale but also at a national and regional level.

FIGURE 5 Proportion of children under age five sleeping under insecticide-treated nets in sub-Saharan African countries, 2001 and 2013



Note: 'Around 2001' refers to a survey conducted during 1999–2003. 'Around 2013' refers to a survey conducted during 2012–2014. Most recent data available.

Source: © UNDP.

AIDS is caused by HIV. The virus reduces the body's ability to fight infections. According to the WHO, since 1981, more than 79 million people have been infected and approximately 36 million people have been killed by this pandemic. UNAIDS reported that at the end of 2021, 38.4 million people were living with HIV, of whom 1.7 million were children aged from 0 to 14 years. UNAIDS estimates that in 2021 there were 1.5 million new infections; of these, women and girls made up 50 per cent. It is estimated that in 2021, 650 000 people died of AIDS-related illnesses.

The virus is spread via infected bodily fluids entering a person's bloodstream. This may occur via unprotected sex, intravenous drug use, or from mother to child in the womb or through breastfeeding. Women and young people (aged 15–24 years) are disproportionately affected.

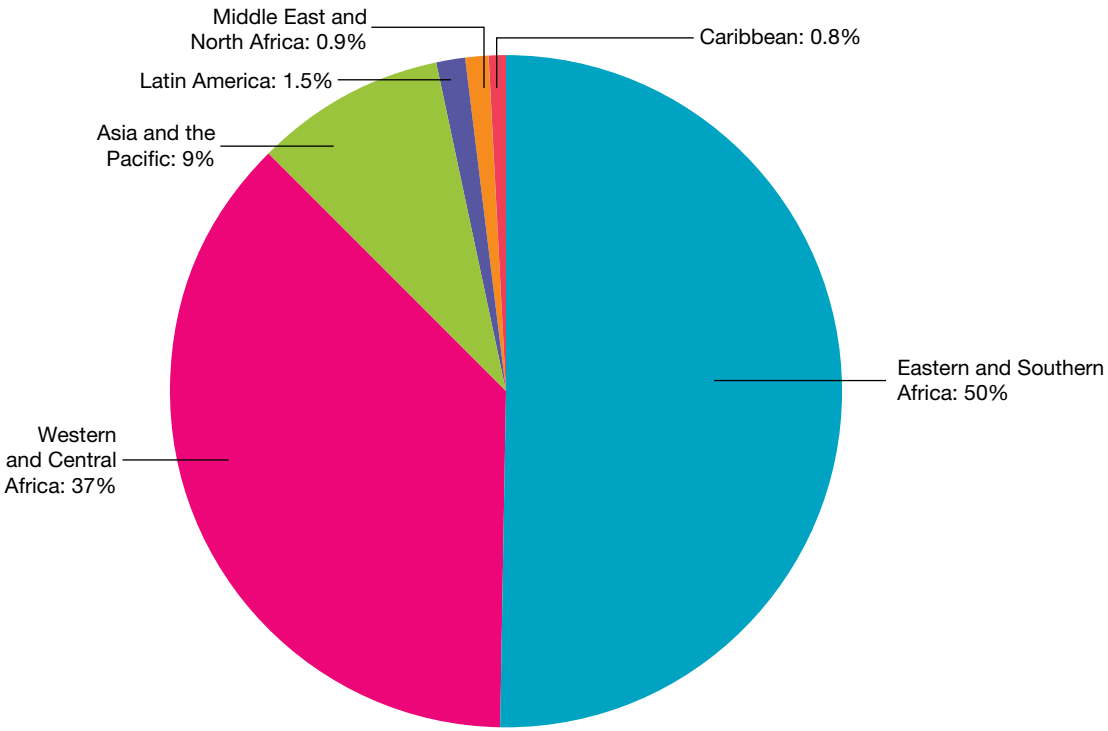
As **FIGURE 6** shows, the prevalence of HIV infections in children aged 0–14 years is concentrated in places that lie within sub-Saharan Africa, which, as a region, is home to nearly two-thirds of all people living with HIV. The countries most affected are Swaziland, Botswana and South Africa. New infections fell by 10 per cent in western and central Africa and 43 per cent in eastern and southern Africa between 2010 and 2020. Globally,

the incidence rate of new infections has fallen by 31 per cent and by 53 per cent for children since 2010. In 2021, 81 per cent of pregnant women had access to medications to prevent the transmission of HIV to their unborn babies. This is an increase over 2010 levels, where only 40 per cent of pregnant women had access to such medication. However, while 62 per cent of women take antiviral medication while pregnant, only 49 per cent continue to take this medication while breastfeeding. Globally, AIDS-related deaths have reduced by 64 per cent since the peak in 2004 and by 47 per cent since 2010.

HIV has major impacts across the communities affected, and is reversing decades of improvements in living conditions. The pressures of illness and caring for sick family members can result in loss of income, and children may be taken out of school. Those in poverty may feel they have no choice but to engage in high-risk behaviours to earn income, such as women taking up sex work. In addition, loss of adults to AIDS has had devastating effects on children: globally, an estimated 5.4 million children in 2020 had lost at least one parent to the disease (80 per cent of these live in sub-Saharan Africa), compounding the likelihood they will not attend school and maintaining the **poverty cycle**.

poverty cycle circumstances whereby poor families become trapped in poverty from one generation to the next

FIGURE 6 Distribution of children under 15 who are living with HIV, 2021



Note: Due to rounding, figures do not add to 100%.
Source: UNAIDS 2021 epidemiological estimates.

15.3.6 HIV and AIDS successes

There is currently no cure for HIV or AIDS or a vaccination to prevent people contracting the virus. However, since the mid 1990s, antiretroviral treatment (ART) has been available to persons with HIV. These drugs reduce the level of the virus in the infected person, not only extending their life but also reducing the risk of them transmitting the disease to an uninfected partner. In June 2021, around 28.2 million (73 per cent of people living with AIDS) had access to this treatment. The number of AIDS-related deaths is now declining, as is the rate of new infections. Approximately US$22–24 billion is needed annually to meet the UNAIDS vision; at the end of 2021 around US$21 billion in funding was available to fund the fight against AIDS in low-income

and middle-income countries. An estimated US$29.3 billion will be needed annually by 2030. **FIGURE 7** shows how some countries in southern Africa experienced a major decline in **life expectancy** with the onset of AIDS; however, with improvements in treatment, life expectancy is increasing again.

AusAID work in Papua New Guinea

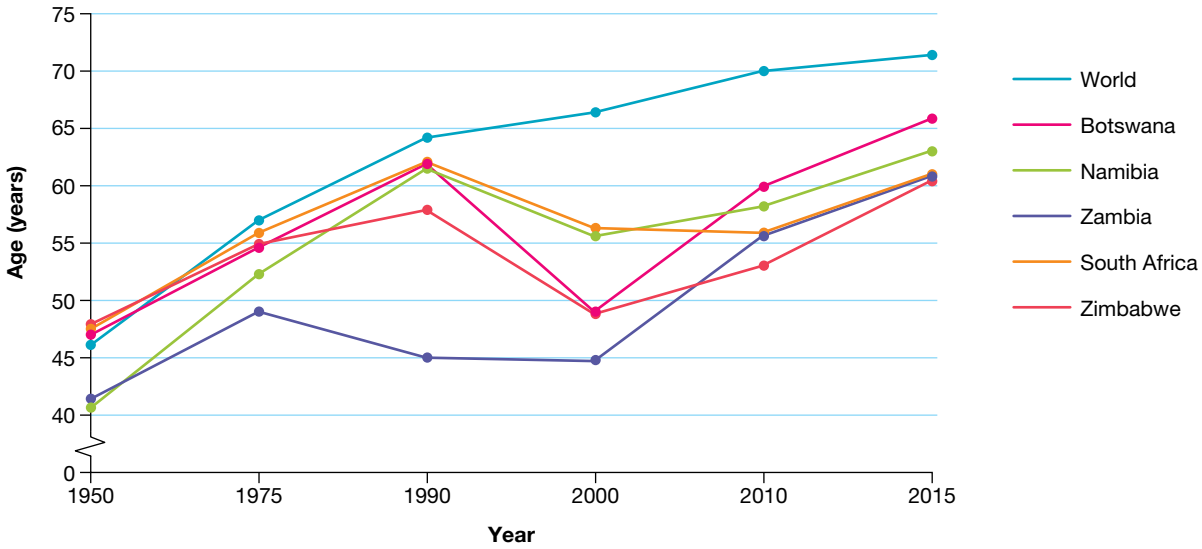
The Australian government, via the Department of Foreign Affairs and Trade, committed $588 million in the 2021–22 development aid budget to support Papua New Guinea. This includes money directly allocated to fund services linked to sexual and reproductive services. Papua New Guinea faces particular issues in dealing with HIV and AIDS because of its predominantly rural population and because access to many locations is difficult due to rugged topography. The main response activities include education, condom promotion and distribution, **STI** and HIV testing, and treatment delivered mostly through a variety of organisations such as the National Catholic AIDS Office, Save the Children Fund and UNICEF. As a result of this work, more than 2700 people with sexually transmitted diseases, such as AIDS, accessed antiretroviral medication.

life expectancy the number of years a person can expect to live, based on the average living conditions within a country

STI sexually transmitted infection

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FIGURE 7 Impact of AIDS on life expectancy, 1950 to 2015



Note: Data shows change in life expectancy at birth in selected countries in southern Africa

Source: Global Burden of Disease Collaborative Network. Global Burden of Disease Study 2016 Results. Seattle, United States: Institute for Health Metrics and Evaluation IHME, 2017

As with malaria, COVID-19 is threatening gains against the HIV epidemic, delaying the HIV epidemic goals. The combination of these two global pandemics will continue to need both study and interventions to lessen the effects of COVID-19 on HIV efforts worldwide.

15.3 SKILL ACTIVITY: Interpreting and analysing geographical data and information

Complete the **Malaria and HIV** worksheet to learn more about these diseases and efforts to combat them.

15.3 Exercise

learnon

15.3 Exercise

Learning pathways

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

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Check your understanding

1. **Discuss** the following statement, including an explanation of why. 'Tropical and sub-tropical locations are particularly vulnerable to malaria'.
2. HIV is *not* transmitted by:
   - **A.** having unprotected sex.
   - **B.** being in the same room as an infected person.
   - **C.** infected bodily fluids entering a person's bloodstream.
   - **D.** intravenous drug use.
3. Which area has the highest rate of HIV/AIDS?
   - **A.** Asia
   - **B.** Sub-Saharan Africa
   - **C.** Northern Africa
   - **D.** South America
4. **Identify** why children would be more likely to develop malaria than adults.
5. From **FIGURE 7**, **determine** during what period HIV/AIDS appears to have had the greatest impact on life expectancy.

Apply your understanding

Concluding and decision-making

6. **Explain** how the global distribution of malaria may change with an increase in temperatures due to global warming.
7. **Consider** how the distribution of malaria may change if the problem of drug resistance is not overcome.
8. **Discuss** in what way malaria is both a disease of poverty and a cause of poverty.

Communicating

9. **Consider** that there are only limited supplies of the malaria vaccine. Which countries and which groups of people would you target to receive this vaccination? **Justify** your answer.
10. **Discuss** how changing global economic conditions affect the response to HIV/AIDS by aid organisations or donor companies.
11. **Discuss** what could be done to help poor families affected by HIV/AIDS break the poverty cycle.

LESSON
15.4 Why do governments have differing responses to wellbeing issues?

LEARNING INTENTION

By the end of this lesson you should be able to explain why different factors in population statistics lead to different wellbeing issues for different nations.

TUNE IN

Governments are elected by the people to provided services such as health and education, funded by taxpayer funds. Different countries around the world have very different issues in terms of enhancing wellbeing for their people.

Examine **FIGURE 1** and answer the questions below.

1. What could be the wellbeing issues the children in the image may be experiencing?
2. As an Australian child, what wellbeing issues do you have, if any?

FIGURE 1 The Kenyan population has a high proportion of young people.



In most societies, major wellbeing concerns relate to social, economic and political factors. Human rights and sustainability issues are other matters of concern when trying to balance growing populations with increasing competition for limited resources.

The wellbeing of nations can be best understood by analysing demographic factors such as health, education and employment, and it is the responsibility of governments and NGOs to monitor these factors and provide programs to overcome identified issues. Three studies are detailed in this lesson on Kenya, Japan and Australia, looking at their current and future populations and wellbeing issues.

TABLE 1 Selected demographic characteristics for Japan and Kenya

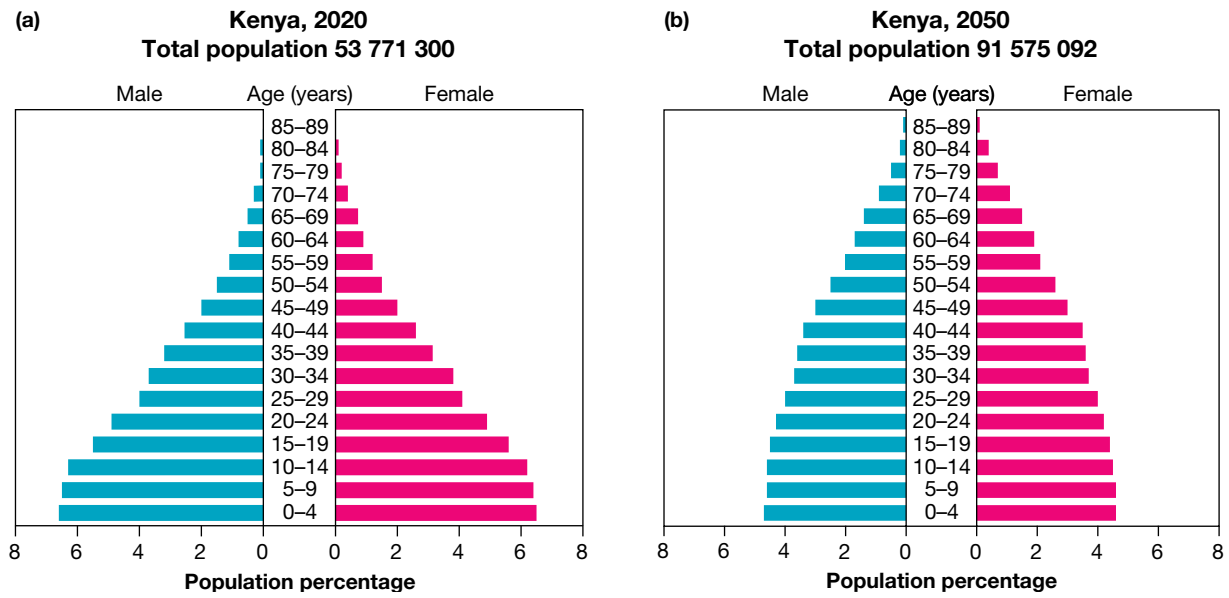
Demographic characteristic	Kenya	Japan
Population, 2020	53.8 million	126.5 million
Life expectancy at birth	67 years	84 years
Fertility rate	3.34	1.4
Natural increase	2.3%	–0.3%
Infant mortality	36 per 1000	2 per 1000
Projected population, 2050	91.6 million	105.8 million
Population under 15 years	38.5%	12%
Population 60+ years	4%	34.4%
Percentage urban	32%	92%
Gross national income per capita (US$)	1878	40193

Source: World Bank.

15.4.1 Kenya: response to a youthful population

Although Kenya's **fertility rate** has fallen substantially (from a high of 8.1 children per woman in 1967, down to 3.3 children per woman in 2021), the country still has a relatively high rate of population growth. Its **population structure** has a high proportion of young people (see **TABLE 1** and **FIGURE 2**), so by 2030 it is estimated that there will be over 65 million people, with further growth up to 91.6 million by 2050. This increase will put pressure on Kenya's resources in terms of providing food, services and employment. With a predominantly rural population, the amount of land per person available for crop-growing is falling.

FIGURE 2 Population pyramid for Kenya (a) 2020 and (b) 2050



Kenya's Vision 2030 is a national framework for development. Within this framework, population management is an essential component of achieving their wellbeing goals for health, poverty reduction, gender equality and environmental sustainability. The United Nations Population Fund (UNFPA) has been working with the Kenyan government since the 1970s to help improve wellbeing in the country. The UNFPA has provided financial aid to facilitate a range of services to promote wellbeing. These include family planning with free contraceptives provided, increased availability of maternal and newborn health services, services to prevent the contraction of HIV and STIs, advocacy for the education of girls and elimination of gender-based violence. Unfortunately, despite this work, there is still a huge unmet need for family planning in Kenya, particularly among the poorest women, where almost half report they have unplanned pregnancies.

15.4.2 Japan: response to an ageing population

Japan has one of the highest life expectancies in the world, and this, combined with a very low fertility rate, has led to an **ageing population**, with around one-third of Japan's population in the 60-plus age group (see **TABLE 1** and **FIGURE 4**). Fertility in Japan has been consistently below replacement level since the 1970s (1.3 in 2021). A high standard of living, increased participation of women in the workforce, high costs of raising children and lack of supporting childcare facilities have all contributed to this. Japan's total population is expected to decline from 126.5 million in 2020 to 120 million in 2030, 105.8 million in 2050 and 83 million by 2100.

The workforce is expected to fall 15 per cent over the next 20 years and halve in the next 50 years. This means that in 2025, three working people will have to support two retirees. The Japanese government also faces rising pension and

fertility rate the number of live births per 1000 women of childbearing age (usually 15–44) in a given year

population structure the number or percentage of males and females in a particular age group

ageing population an increase in the number and percentage of people in the older age groups (usually 60 years and over)

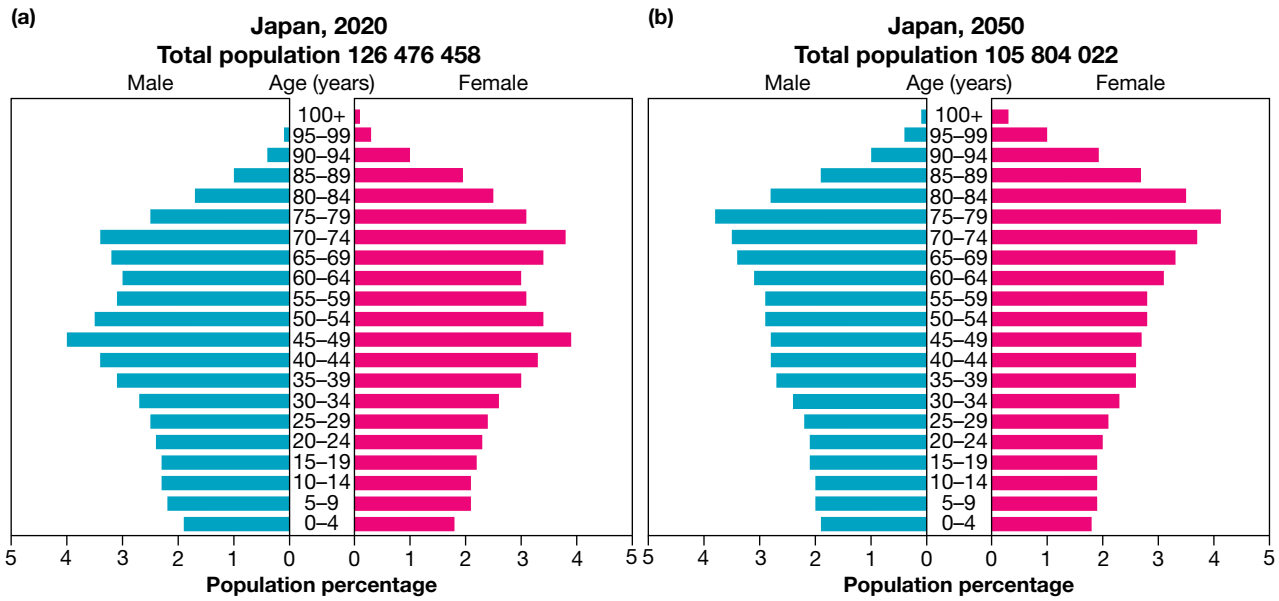
healthcare costs. These economic concerns led to the Japanese government implementing a number of measures in 1994 such as subsidised child care and bonus payments for childbirth via a policy known as the Angel Plan (revised in 1999). In 2009, the government introduced the 'plus one' policy, offering further incentives for families by offering free education, more childcare places and providing fathers with up to 12 months subsidised paternity leave. These policies have been largely ineffective: although the fertility rate rose slightly initially, it has remained well below replacement level.

FIGURE 3 High life expectancy and a low fertility rate have led to an ageing Japanese population.



The Japanese government has historically been reluctant to use immigration to fill labour shortages, and although this may change slowly, improving female workforce participation rates, particularly after marriage, may be a more viable option. In 2018 Japan recorded its highest level of natural decline, with the population falling by 449 000 (the difference between the 921 000 recorded births and 1.37 million deaths). Japan's population went down 640 000 in 2021, which is the biggest drop on record.

FIGURE 4 Population pyramid for Japan (a) 2020 and (b) 2050



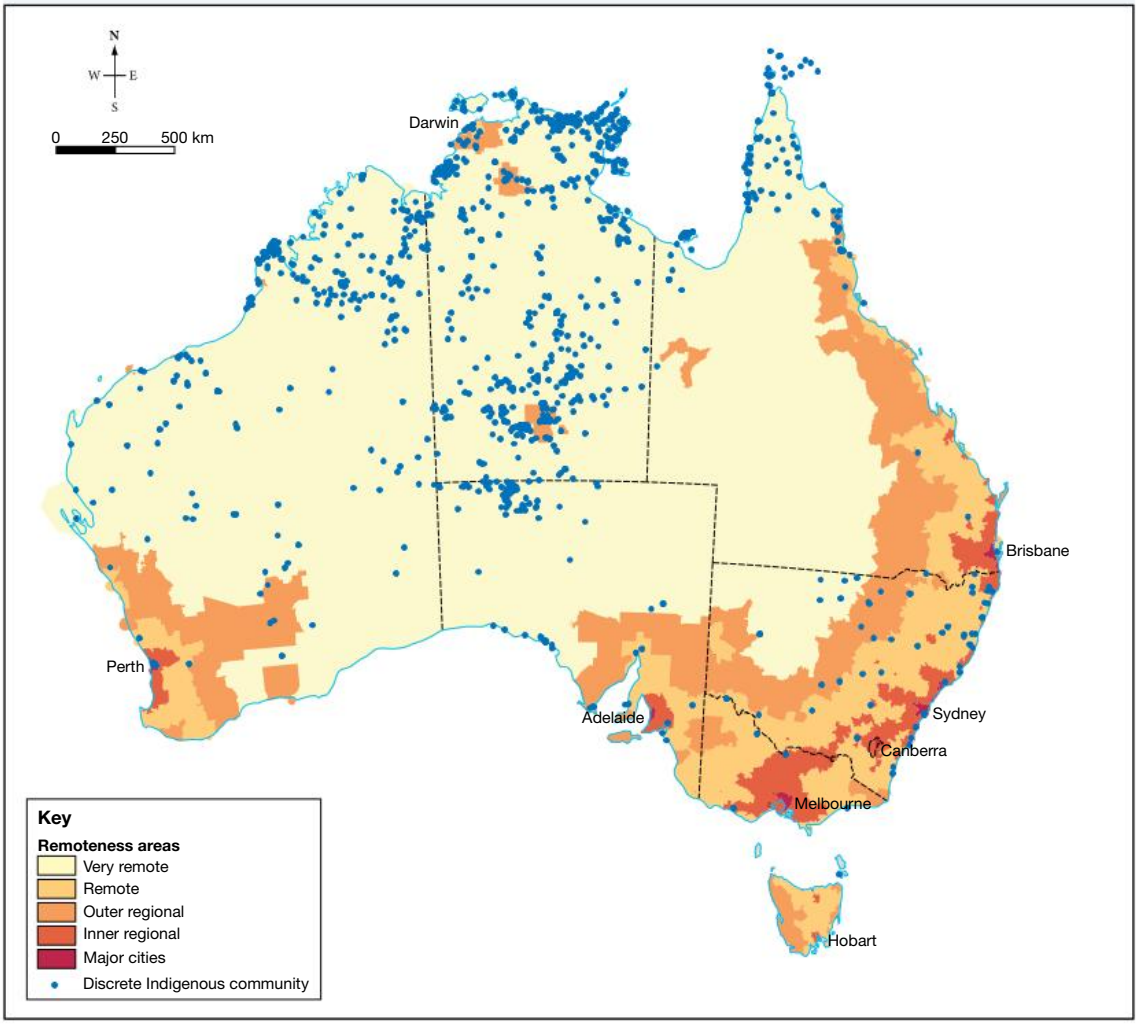
15.4.3 Improving wellbeing for First Nations Australians living in remote areas

Remote communities

Eighty per cent of First Nations Australians live in urban or regional centres and the remaining 20 per cent live in remote communities. While there are wellbeing issues for urban and regional First Nations Australians, remote communities have to contend with the highest levels of disadvantage (see **FIGURE 5**).

int-9145

FIGURE 5 Distribution of remote First Nations communities



Source: Australian Bureau of Statistics

The inequalities experienced by First Nations Australians can be linked to three main causes:

- the dispossession of land
- the displacement of people
- discrimination.

Throughout history, First Nations Australians have been denied or have been unable to access the same services and opportunities as other Australians, creating ongoing negative consequences — social, economic and health-related.

Remote communities, in particular, struggle to achieve wellbeing due to a host of issues but most relate to health education and employment. In general, they are not exposed to the same social and economic opportunities as other Australians. As well as the high cost of living, limited educational outcomes, insufficient social services and work opportunities, economic insecurity prevails. The economic insecurity includes a lack of access to infrastructure to support the development of business ventures that can provide financial and employment opportunities, without which welfare dependency often results.

What issues do demographic profiles show?

The following population pyramid shows us that there are many younger First Nations Australians, with the upper and middle age groups smaller. Hence, we can conclude that there is a considerably lower life expectancy for First Nations Australians in the middle and upper age groups compared with non-First Nations Australians (see **FIGURE 6)**. The reasons for this difference can be found in the next set of demographic statistics.

FIGURE 6 Population pyramid for First Nations and non-First Nations Australians

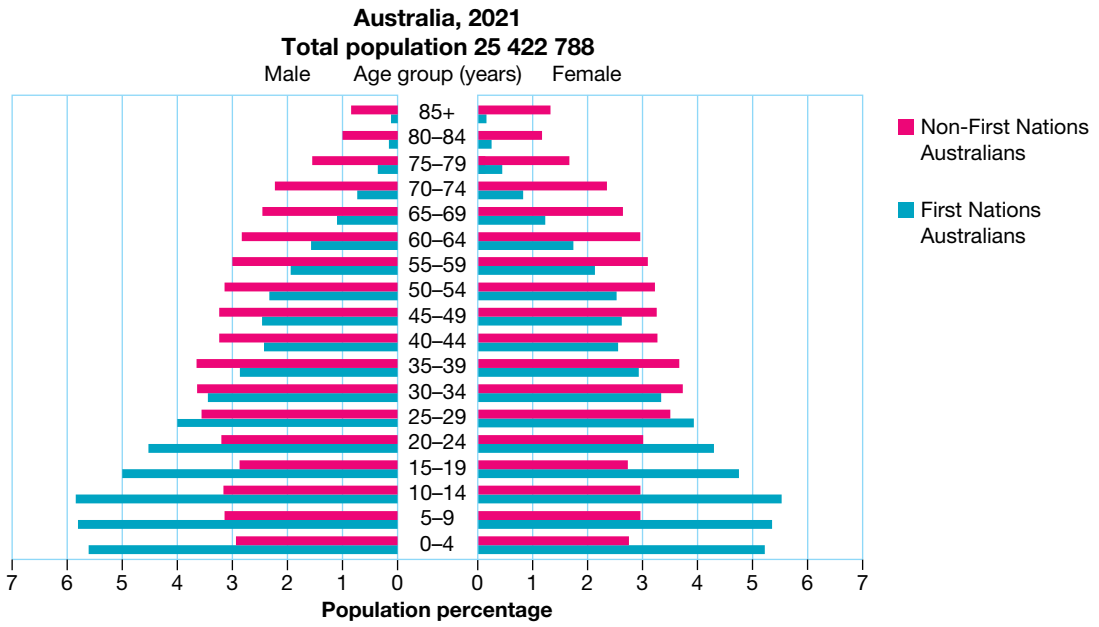
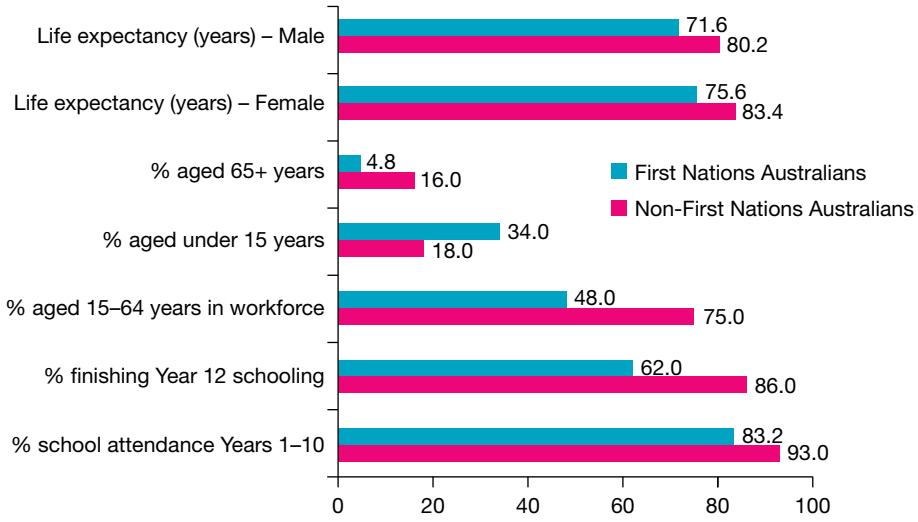


FIGURE 7 Indicators of First Nations Australians' wellbeing



Across all socioeconomic factors, First Nations Australians show lower levels for life expectancy related to health considerations, participation in the workforce related to unemployment, and achievement in education related to levels of education. This gives a formula for disadvantage and hence lower levels of wellbeing for people and their communities (see **FIGURE 7**).

Government programs

In an effort to address the issues impacting on First Nations Australians governments at federal and state levels have set up programs to improve wellbeing. Some of these programs are:

1. **National Agreement on Closing the Gap** (replacing the original Closing the Gap strategy)
   The current plan for this strategy identifies a range of socioeconomic outcomes that need to be met to improve wellbeing. Crucial to these goals is a partnership between First Nations Australians and governments to work together to overcome inequality. The views of Elders, communities and organisations are important and

ongoing. The Agreement established four priority reforms and 17 targets. These include improvements in education, employment, health and wellbeing, justice, safety, housing, land and waters, and languages.

2. **Remote Area Health Corps** — funds health professionals to work in remote communities for periods of 3 to 12 weeks
3. **2022 Indigenous Skills and Employment Program (ISEP)**
4. **2020 The Community Development Program (CDP)** — supports remote employment and community development service
5. **2022 Remote Jobs Program** (which will replace the CDP) — aims to foster self-employment and develop small businesses
6. **2018–2022 Indigenous Business Sector Strategy (IBSS)** — helps build sustainable businesses that will support families and their communities

15.4.4 CASE STUDY 1: Improving food security

Historically, First Nations Australians managed their food and water resources carefully to ensure wellbeing and sustainable living on their lands. However, after European occupation they were removed from and denied access to their lands and natural resources. Being denied access to food and water sources played a role in limiting access to nutritious and fresh sources of food, leading to food insecurity.

FIGURE 8 Outback Store, Papunya Community, situated 240 km northwest of Alice Springs in the Luritja Pintubi Ward of the MacDonnell Regional Council



The 2013–2021 National Food Plan addressed food security and the affordability and quality of food available to remote First Nations Australian communities. Some measures that were funded by governments include:

- improving the food supply chain to remote areas
- establishing community stores in remote areas, such as the Outback Stores program
- education campaigns about nutrition guidelines and healthy food choices
- promoting 'healthy choices' on the basis of food or brand content, based on the Health Star Rating system

- small grants to support the establishment or improvement of community food initiatives, such as farmers' markets, food cooperatives, food hubs, community gardens and city farms
- food subsidy funds for the fruit and vegetable program to improve health and nutrition for First Nations Australian children
- funding for the Stephanie Alexander Kitchen Garden National Program to develop gardens in schools.

These initiatives help improve the skills of First Nations Australians to enable them to have a greater influence on food security and to address health promotion and nutrition at the local level.

15.4.5 CASE STUDY 2: Engagement with Country — The Fish River Station

The Fish River Station (1800000 hectares) in the Daly River region of the Northern Territory is an example of Park and Ranch management by First Nations Australians. It is owned and managed using traditional ecological knowledge applied to large-scale conservation and the protection of biodiversity. It is home to fresh and saltwater crocodiles, barramundi and freshwater turtles. The landscape is one of wetlands, with the river and its billabongs, rainforests and savanna woodland.

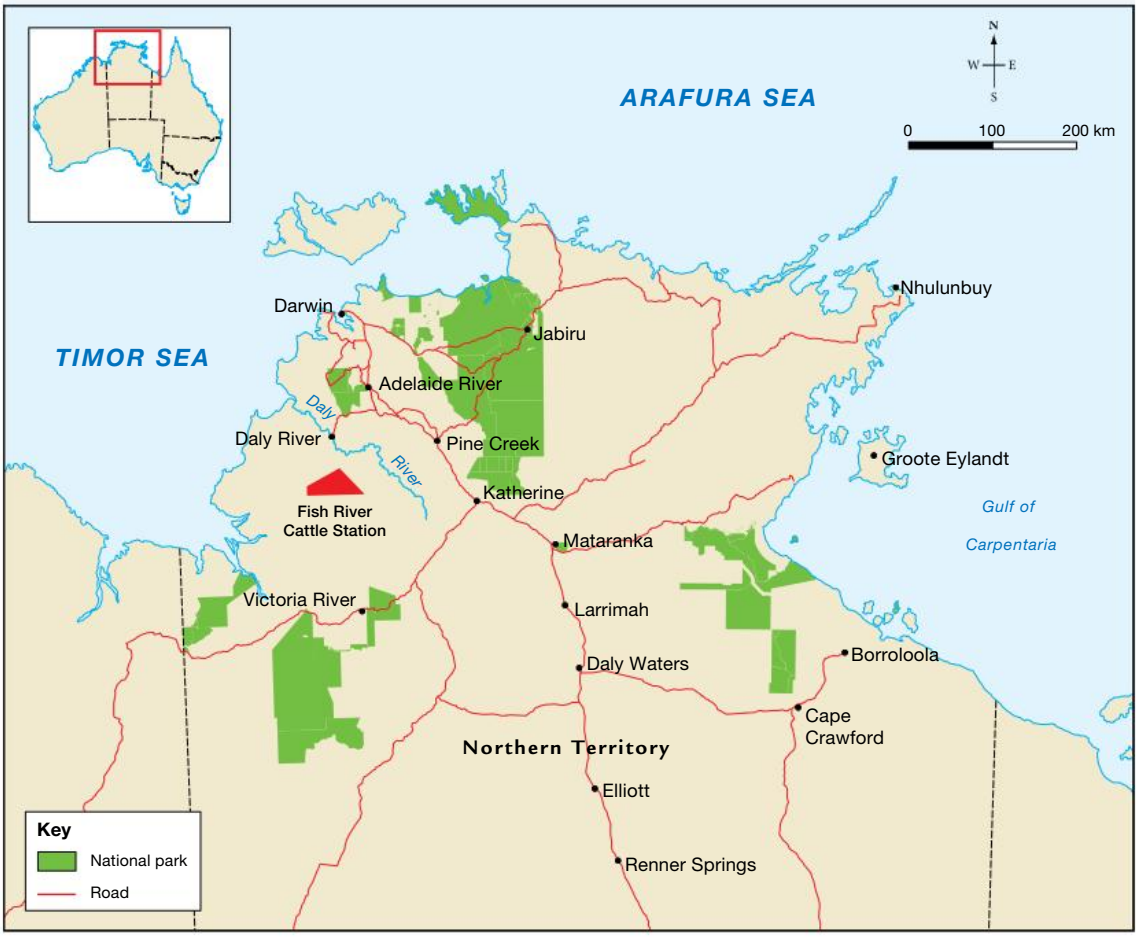
The tropical savanna environment was formerly run as a cattle property, but its original inhabitants were the Ngan'giwumirri (Labarganyin), Wagiman, Malak and Kamu Peoples. The land was purchased in 2011 with funding from the Indigenous Land Corporation, Caring for our Country, The Nature Conservancy and Pew Environment Group and is part of Australia's National Reserve System.

The 2019 Management Plan is to generate income through programs such as fencing, cultural site protection, weed eradication, plant and animal surveys, feral animal eradication, soil conservation, and regeneration of threatened flora and fauna species. The plan will combine science with traditional knowledge to encourage biodiversity and will find ways to pass this knowledge to future generations.

FIGURE 9 Daly River in the wet season



FIGURE 10 Daly River location map



Source: Spatial Vision

Its development as a conservation project has connections to the National Workforce Strategy Action Plan, the Community Development Program, the Remote Engagement Program and the Indigenous Business Sector Strategy to help build sustainable businesses that will support families and their communities and improve their wellbeing.

FIGURE 11 Fish River Station rangers Desmond Daly and Jeff Long patrol 178 000 hectares of land



15.4 SKILL ACTIVITY: Interpreting and analysing geographical data and information

1. **Research** the Japanese government's three plans (listed below) designed to help increase the country's falling birth rate.
   - **a.** Angel Plan
   - **b.** New Angel Plan
   - **c.** Plus One Policy

   Things to find out include:
   - What is the plan?
   - When did it start?
   - What was its aim?
   - Who were its targets?
   - Did it achieve its goal?
2. **Identify** what aspects of the government's beliefs and values led to the development of these plans.
3. **Describe** what aspects of Japanese culture, values and beliefs have prevented the plans from achieving success.

15.4 Exercise

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15.4 Exercise

Learning pathways

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

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Check your understanding

1. Complete the following sentence to explain how an improvement in living conditions can lead to a change in population structure.
   An improvement in living conditions has led to a _____ percentage of people in the under 15 years age group (_____ children being born) and _____ in the 60-plus age group (_____ life expectancy).
2. Kenya's population is expected to grow between 2030 and 2050 by:
   - **A.** 26.6 million.
   - **B.** 35.5 million.
   - **C.** 95.5 million.
   - **D.** 65 million.
3. The most important factors that have contributed to low fertility rates in Japan since the 1970s are:
   - **A.** a low standard of living.
   - **B.** increased participation of women in the workforce.
   - **C.** low costs of raising children.
   - **D.** lack of supporting childcare facilities.
4. **Determine** reasons for the variation in shape of the population pyramids for Japan and Kenya in 2020 and 2050.
5. Identify the difference in life expectancy between Kenya and Japan.

Apply your understanding

Interpreting and analysing geographical data and information

6. **Describe** the changing percentage of aged population between 2020 and 2050 in Kenya and Japan.
7. **Analyse** what problems the Kenyan government faces with a large proportion of the population being young.
8. **Consider** what problems Japan faces with a large proportion of the population being aged.
9. **Investigate** how population structure issues affect the wellbeing of people in those countries.
10. Of the problems you **identified** in questions 7 and 8, which do you **determine** is more serious?
11. **Explain** what is meant by a lack of infrastructure in remote communities.
12. **Discuss** why food security is a key element of a remote community's wellbeing.

LESSON
15.5 Why are human rights so important?

LEARNING INTENTION

By the end of this lesson you should be able to describe the basis of human rights, identify how these can vary between countries and be able to explain why children have special human rights because of their vulnerability to exploitation and abuse.

TUNE IN

The United Nations developed a Rights of the Child Charter in 1989 to which Australia is a signatory. The image of the child shown in **FIGURE 1** is taken from New Delhi, India. The child collecting rubbish to make money for his family is very different from what we would see in Australia.

1. What could be the wellbeing issues for this child?
2. Can you detail any human rights that you think might be abused by this form of labour?

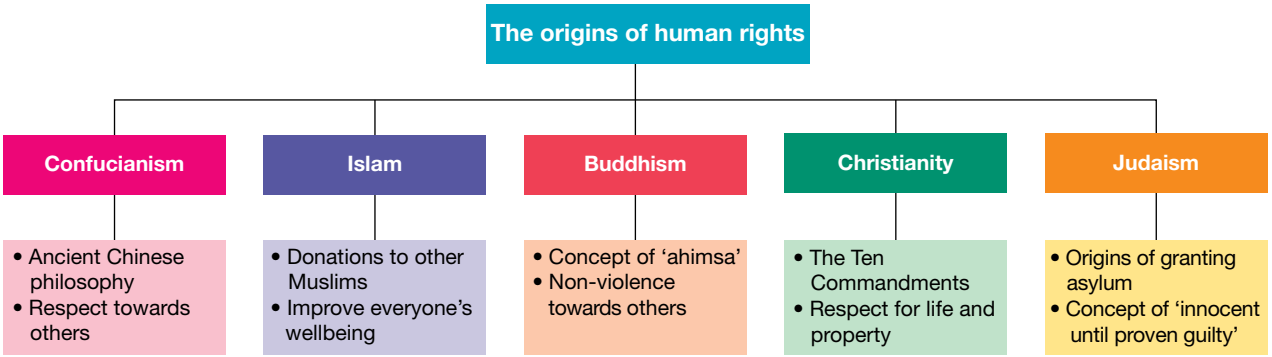
FIGURE 1 What is this child at risk of while collecting rubbish?



15.5.1 The basis of human rights

Global wellbeing is about more than just having enough to eat and being healthy; it extends to also having freedom to exercise your human rights. Human rights are so much a part of our daily lives here in Australia that we tend to take them for granted. Many principles that have been adopted in international human rights practices have their roots in traditions and religions that are thousands of years old. Different countries, societies and cultures have come up with their own definitions over time to suit their particular environment or context.

FIGURE 2 Origins of human rights



In some societies, human rights may be enshrined in law and legislation, whereas in others they may simply exist as guidelines that reflect the values of that particular community. In short, the concept of human rights stems from the belief that there is an instinctive human ability to distinguish right from wrong.

Human rights can be defined in different ways. The Australian Human Rights Commission notes that definitions may include:

- the recognition and respect of people's dignity
- a set of moral and legal guidelines that promote and protect a recognition of our values
- our identity and ability to ensure an adequate standard of living
- the basic standards by which we can identify and measure inequality and fairness
- those rights associated with the Universal Declaration of Human Rights.

15.5.2 The role of the United Nations

The UN was formed in the aftermath of World War II on 24 October 1945 by countries committed to preserving peace through international cooperation and security. Today, nearly every nation (currently 193 countries) in the world belongs to the UN. One of the main aims of the UN Charter is to promote respect for human rights. The **Universal Declaration of Human Rights**, proclaimed by the UN General Assembly in 1948, sets out basic rights and freedoms to which all women and men are entitled, including:

- the right to life, liberty and nationality
- the right to freedom of thought, conscience and religion
- the right to work and to be educated
- the right to food and housing
- the right to take part in government.

These rights are legally binding by virtue of two **International Covenants**, to which most states are parties. One covenant deals with economic, social and cultural rights, and the other deals with civil and political rights. Together with the Declaration, they constitute the **International Bill of Human Rights**. **FIGURE 3** shows where political rights exist or are lacking throughout the world.

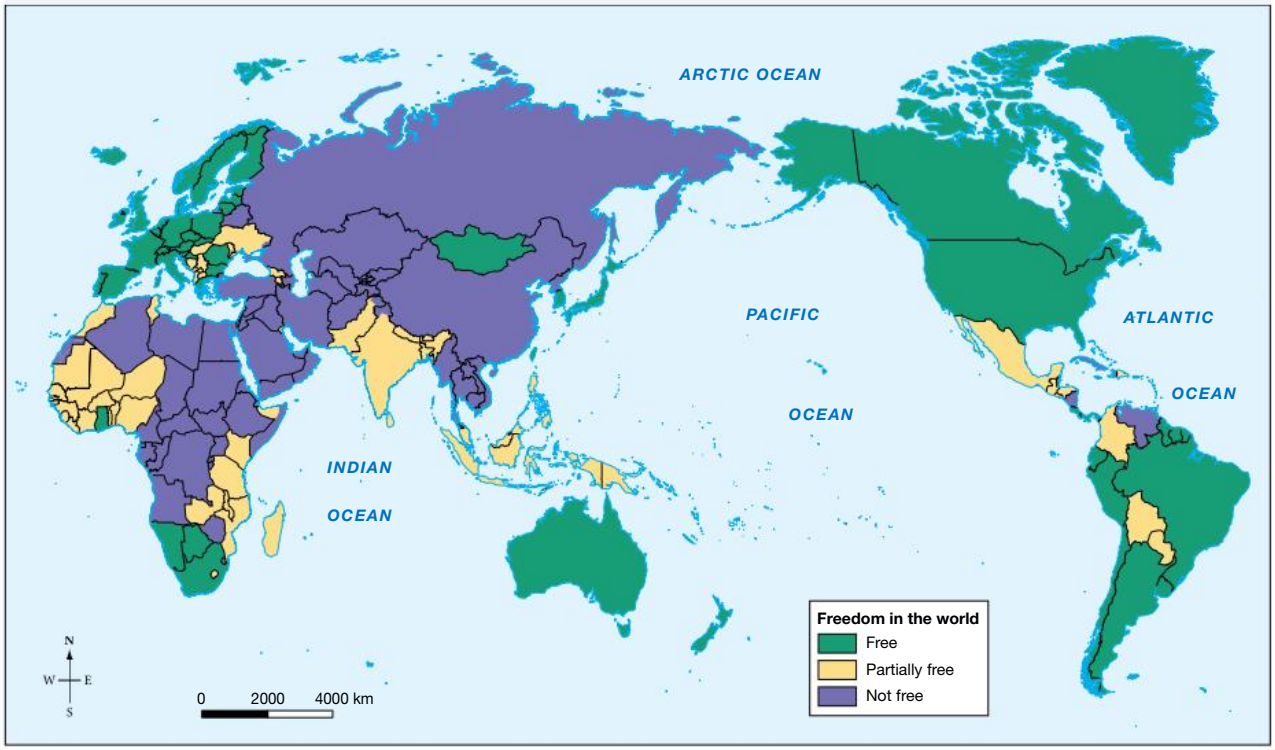
Universal Declaration of Human Rights the first specific global expression of rights to which all human beings are inherently entitled

International Covenants a multilateral treaty adopted by the United Nations General Assembly, in force from 1976; it commits those who have signed the Covenant to respect the civil and political rights of individuals and their economic, social and cultural rights

International Bill of Human Rights the informal name given to the Universal Declaration of Human Rights and the two International Covenants

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FIGURE 3 Political rights around the world, 2022. A free country is one where political rights are available and protected. A country that is not free is one where basic political rights are absent, and basic civil liberties are widely and systematically denied.



Source: Map redrawn by Spatial Vision based on information from The Global Expansion of Authoritarian Rule, 2022. Freedom House. Freedom in the World 2022 www.freedomhouse.org.

15.5.3 Who protects our human rights?

Although Australia has agreed to be bound by these major international human rights treaties, they do not form part of Australia's domestic law unless they have been specifically written into Australian law through legislation. The Australian Human Rights Commission is the national organisation that advocates for promotion and protection of human rights. In addition to monitoring economic, social, cultural, civil and political rights, other areas of human rights include peacekeeping, eradication of poverty and the humanitarian tribunals (for example, the International Criminal Court that deals with mass human rights violations, such as genocide). Amnesty International is a global organisation that works to uphold human rights. One area on which it focuses its human rights advocacy is the death penalty (capital punishment), a contentious issue on the global political stage (see **TABLE 1**).

TABLE 1 The death penalty, a violation of the right to life as proclaimed in the Universal Declaration of Human Rights

Countries with the most confirmed executions 2019		Countries with the most death sentences 2019	
China	1000s*	China	1000s*
Iran	251+	Pakistan	632+
Saudi Arabia	184	Egypt	435+
Iraq	100+	Bangladesh	220+
Egypt	32+	India	102+
United States	22	Zambia	101
Pakistan	14+		
Somalia	12+		

* Exact figures for China are unknown, but Amnesty International estimates executions to have been in the thousands.
Amnesty International reported that at least 26 604 people were known to be on death rows around the world at the end of 2019.
According to Amnesty International, of 142 countries worldwide, more than 70 per cent of all the world's countries are against capital punishment in law or practice.
Execution totals not known for Vietnam, North Korea and Syria.
Death sentencing totals unknown for Iran, Malaysia, Nigeria, North Korea, Sri Lanka and Syria.

Source: Data from Amnesty International.

DISCUSS

How are your rights protected? And what are some of the big issues for children's rights in Australia today? How might your perception of what is just and fair treatment be different to children living in other parts of the world?

15.5.4 Protecting the vulnerable

International human rights organisations recognise that children have special human rights because of their vulnerability to exploitation and abuse. The United Nations General Assembly adopted the Convention on the Rights of the Child (the CRC) in November 1989. How are your rights protected? And what are some of the big issues for children's rights today?

Some of the rights and protections that a **child** is entitled to according to the CRC include:

- the right to life
- the right to a name and a nationality
- the right to live with their parents

child any person below 18 years of age

- the right to freedom of thought, conscience and religion
- the right to privacy
- protection from abuse and neglect
- the right to education
- the right to participate in leisure, recreation and cultural activities
- protection from economic exploitation
- protection from or prevention of abduction, sale or trafficking.

Two key areas that are currently a focus for rights are the use of children in conflict and the use of children for labour.

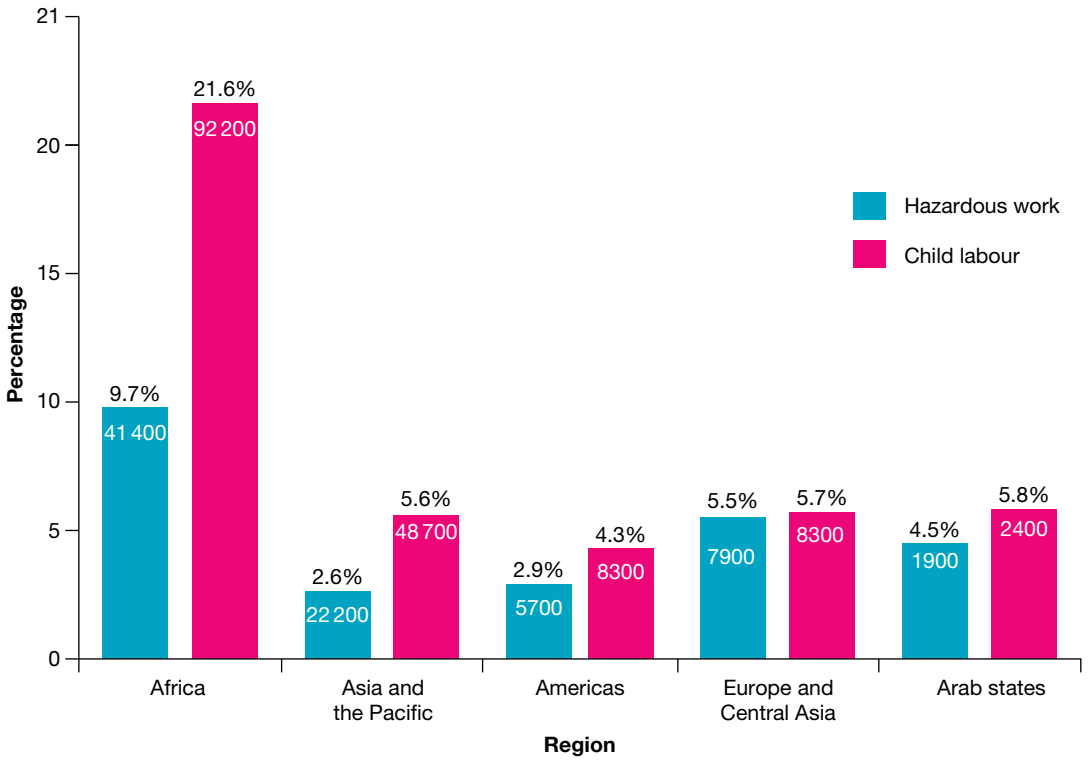
Child soldiers and child labour

The issue of children in armed conflict has become a pressing one over the past few decades because of the serious risks of involving children in war or conflict situations. Approximately 300 000 children are believed to be combatants in conflicts worldwide. **Child soldiers** have gone to battle in a range of countries, including Afghanistan, the Central African Republic, the Democratic Republic of the Congo, Myanmar, Somalia, South Sudan, Sudan, Syria and Yemen.

child soldier a child who is, or who has been, recruited or used by an armed force or armed group in any capacity, including but not limited to children, boys and girls, used as fighters, cooks, porters, messengers, spies or for sexual purposes. This term does not refer only to a child who is taking or has taken a direct part in hostilities.

Sustainable Development Goal 8 has a target specifically relating to child labour. From 2012 to 2016 child labour declined, but the rate of decline is slowing. Sub-Saharan Africa has seen an increase in child labour. Places in conflict, experiencing disasters and of low income have a heightened risk of child labour.

FIGURE 4 Children's involvement in child labour and hazardous work, by region, 2020



The latest global estimates indicate that:

- 160 million children (63 million girls and 97 million boys) were in child labour globally at the beginning of 2020, accounting for almost 1 in 10 of all children worldwide
- 79 million children — nearly half of all those in child labour — were in hazardous work
- the highest number of child labourers are in Africa; almost half the children in labour globally are found there (76 million, or one in five children)
- sub-Saharan Africa stands out as the region with the highest prevalence and largest number of children in child labour (23.9 per cent or 86.6 million)
- new analysis suggests a further 8.9 million children will be in child labour by the end of 2022 as a result of rising poverty driven by the pandemic.

In many countries, poor girls are put to work as domestic servants for richer families. In many places, children (especially girls) perform unpaid work for their families. In all cases, children are exploited, and in many cases, they are excluded from attending school (denying them their right to education).

DISCUSS

How might the values and beliefs differ between countries with a higher incidence of child labour and hazardous work compared to those countries with a lower incidence of these issues?

15.5 SKILL ACTIVITY: Questioning and researching using geographical methods, Interpreting and analysing geographical data and information

1. Refer to **FIGURE 3**.
2. **Identify** one of the countries that is not free.
3. Conduct additional research. Organise your research into a table and find out:
   - where the country is located
   - population profile
   - type of government
   - main religion.
4. **Identify** what violations of this area of human rights have contributed to this rating.
5. You may wish to use the **Human Rights Watch** weblink in your online Resources as one source of information.

on Resources

Weblink Human Rights Watch

15.5 Exercise

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15.5 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. The Universal Declaration of Human Rights sets out basic rights and freedoms to which all women and men are entitled.
   b. The International Bill of Human Rights consists of the Universal Declaration of Human Rights and the two International Covenants.
2. **Identify** the definition of 'human rights' from the options below.
   A. The voluntary transfer of resources from one country to another, given at least partly with the aim of benefiting the receiving country
   B. The basic principles that guide human behaviour and the attitudes and beliefs of communities
   C. Concern for the welfare of other human beings
3. **Determine** whether the following statements are true or false.
   a. The Convention on the Rights of the Child is the name of the document that sets out the rights of children.
   b. A 'child' is defined as any person below 18 years of age.
4. **Identify** who the Universal Declaration of Human Rights applies to.
5. **Elaborate** on why children need a separate declaration outlining their rights.

Apply your understanding

Interpreting and analysing geographical data and information

6. Study **FIGURE 2**. **Name** the philosophies that have influenced your understanding of human rights.
7. **Consider FIGURE 3**.
   a. What does this map illustrate?
   b. Which places around the world are 'free', and which are 'not free'?

Concluding and decision-making

8. Only a small selection of the rights outlined by the Convention on the Rights of the Child (CRC) is provided in this lesson.
   a. How would you rank the 10 rights listed in this section in order of importance (1 being the most important)? **Justify** your choices.
   b. Do you think someone in sub-Saharan Africa would agree with your choices? **Explain.**
9. If you had to stay home and babysit your younger siblings during the day, then your right to an education may be compromised. **Evaluate** how simple daily events might prevent you from achieving your rights or protections, as outlined by the CRC.

LESSON
15.6 CASE STUDY: Syria — the impact of conflict on wellbeing

LEARNING INTENTION

By the end of this lesson you should be able to evaluate how civil war in Syria has affected the wellbeing of the Syrian people since 2011.

TUNE IN

Warfare can have significant impacts on the wellbeing of a society. Think of the damage to property and the loss of lives. The current Civil War in Myanmar and the invasion of the Ukraine by Russia are just two examples of warfare and civil unrest in the world today.

FIGURE 1 A Syrian refugee makes a cooking fire.



FIGURE 2 The destruction of their homes is just one of the many significant effects the war has had on the children of Syria.



Examine **FIGURES 1** and **2** and answer the following questions.

1. What would life be like for the people in the images across all the elements of wellbeing with which you are familiar?
2. What places in the world do you know of that are in a state of warfare?

15.6.1 The impact on the Syrian people

The civil war in the Syrian Arab Republic has become a long-term event. It began in 2011 as part of the uprising of its people against the government in the Arab Awakening (also known as the Arab Spring). Civil war does not mean that everyone living in the country is involved in the war, but everyone living in the country is affected by the war. Life and wellbeing are changed.

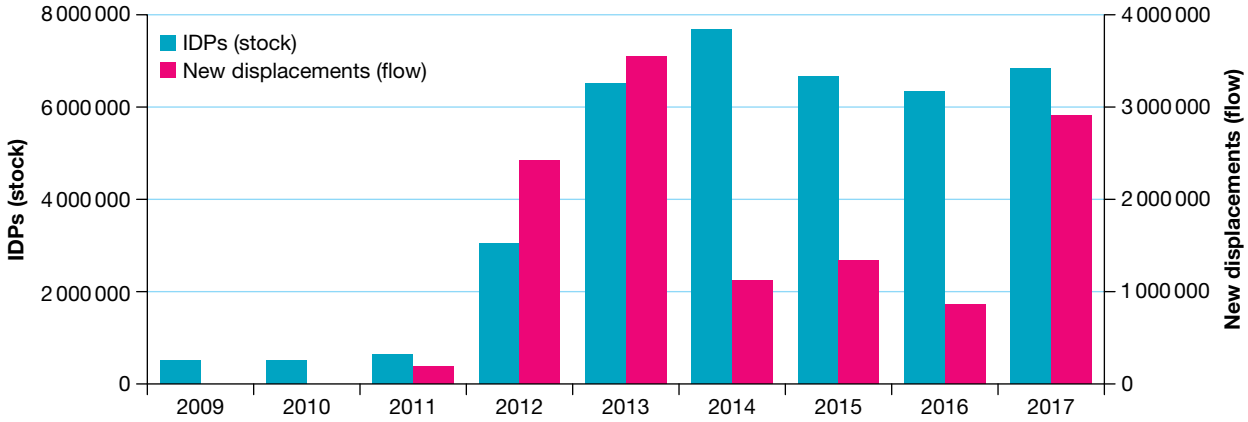
The Syrian people had four choices when government forces commenced hostilities against their protests in the Arab Awakening: join the Syrian Arab Republic's army, join the rebels, leave the fighting zones or stay in their homes.

By 2018, 7.8 million Syrian people — especially women, children and young men — had fled areas of conflict to somewhere else within the Syrian Arab Republic, becoming internally displaced persons (IDPs) in their own country (see **FIGURE 3**). These people make up one in five of all IDPs globally — this is the largest displaced population worldwide.

In 2013, the Assad-led government declared 'surrender or starve' to its people and began sieges on key cities, particularly the capital city, Damascus, and large populations to the north of the country. Sieges 'lock' people

within a city's boundaries, preventing easy movement out and denying entry to the city. In early 2016 it was estimated that between 390 000 and 1.9 million people were trapped in cities.

FIGURE 3 The number of IDPs in Syria 2011–17



Note: 'Stock' refers to people living in a region during a period of time; 'flow' refers to people entering or leaving a region during a period of time.

Source: © Internal Displacement Monitoring Centre.

Multiple opposition groups formed in a wider context throughout the region and began to have a presence in the Syrian Arab Republic. Some of these groups have a religious base and others are terrorist cells. Since then the pressures of conflict in different areas have seen many IDPs flee again, often at night to avoid detection. Some of these people have crossed the border into surrounding countries to become refugees, massing in 'tent cities' on the border with Turkey, with many ultimately moving on either to other neighbouring countries or even further, into Europe (see **FIGURE 4**). The level of liveability for the Syrian people has declined. (For help understanding **FIGURES 4** and **5** see 7.12 SkillBuilder: Constructing and describing complex choropleth maps in topic 7.)

15.6.2 The impact on housing

FIGURE 5 shows a significant change in liveability for Damascus from 2008 to 2018. Living conditions have changed: safety in homes is at risk, there is food insecurity and children are traumatised. Global relief organisations estimate that more than 13 million people in Syria need humanitarian aid.

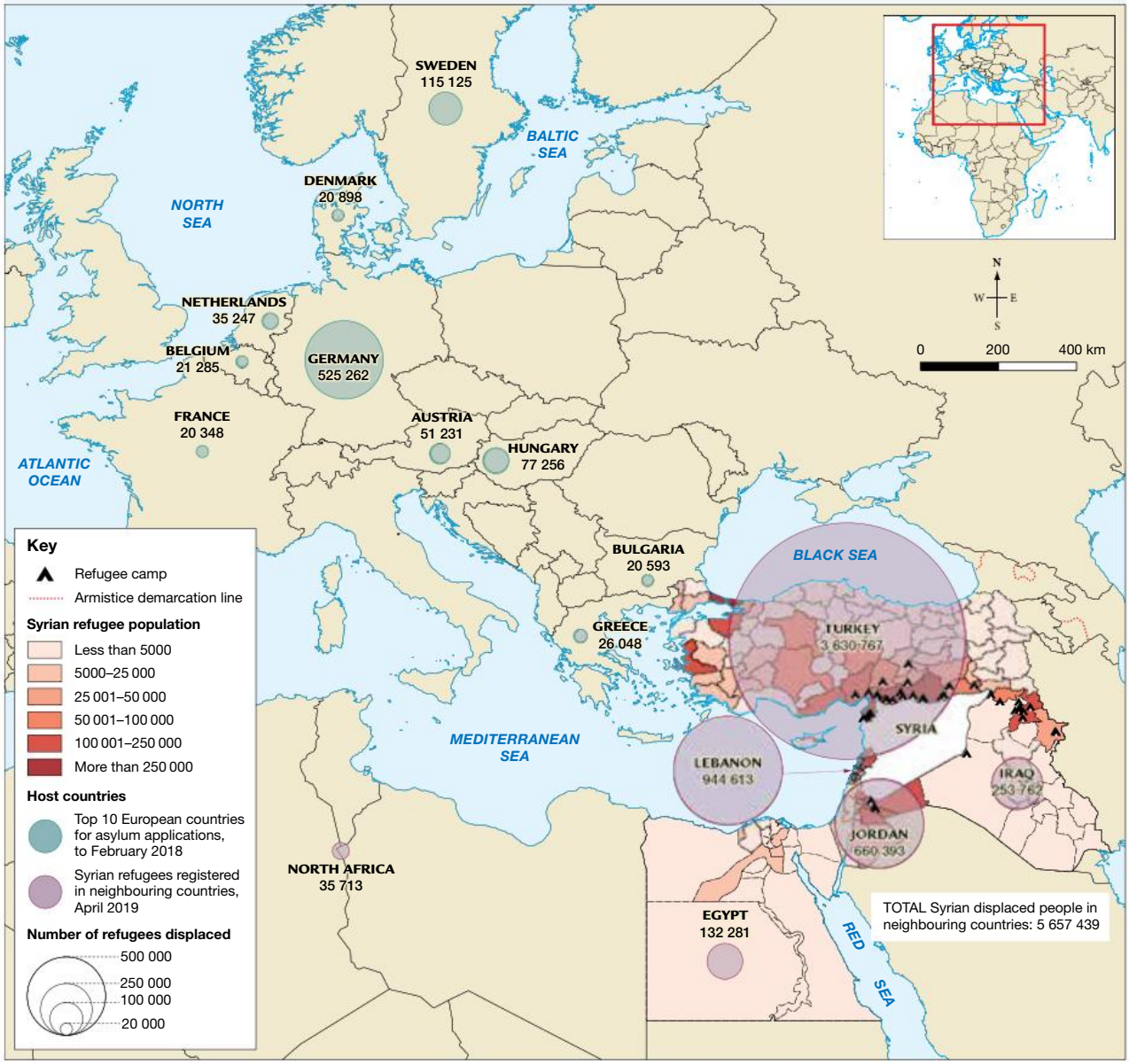
The street-to-street fighting that is a key element of civil war has destroyed buildings, including houses, in major cities such as Aleppo and Homs. Public services such as electricity, running water and gas supplies no longer operate. There is no transport system. Without oil, people rely on wood fires for heating and cooking, but this has brought about local deforestation. War continues to injure and kill local people who have remained in their homes. In late 2014 the United States, the United Kingdom and France began airborne bombing of cities to reduce the threat of rebel groups; Russia began air strikes in late 2015. Ongoing bombing strikes by the Syrian regime have further destroyed buildings.

15.6.3 Feeding the Syrian people

Food insecurity is a daily issue for the war-torn areas of the Syrian Arab Republic. It is not safe to be outside for too long tending plants. Food transport cannot reach the besieged cities. Reports of malnourishment surfaced in 2016 at besieged Madaya (where 40 000 people were trapped) when social media reported that families were stripping the trees of leaves and boiling them to provide one meal a day. Aid organisations negotiated with the Assad government to be allowed to enter the city (free from attack) with a convoy of trucks bringing food, but this was only a short-term solution. As the conflict continues, food remains a major issue for the people trapped in the conflict zones of Syria.

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FIGURE 4 The distribution of Syrian refugees



Source: Based on data from UNHCR, Government of Turkey.

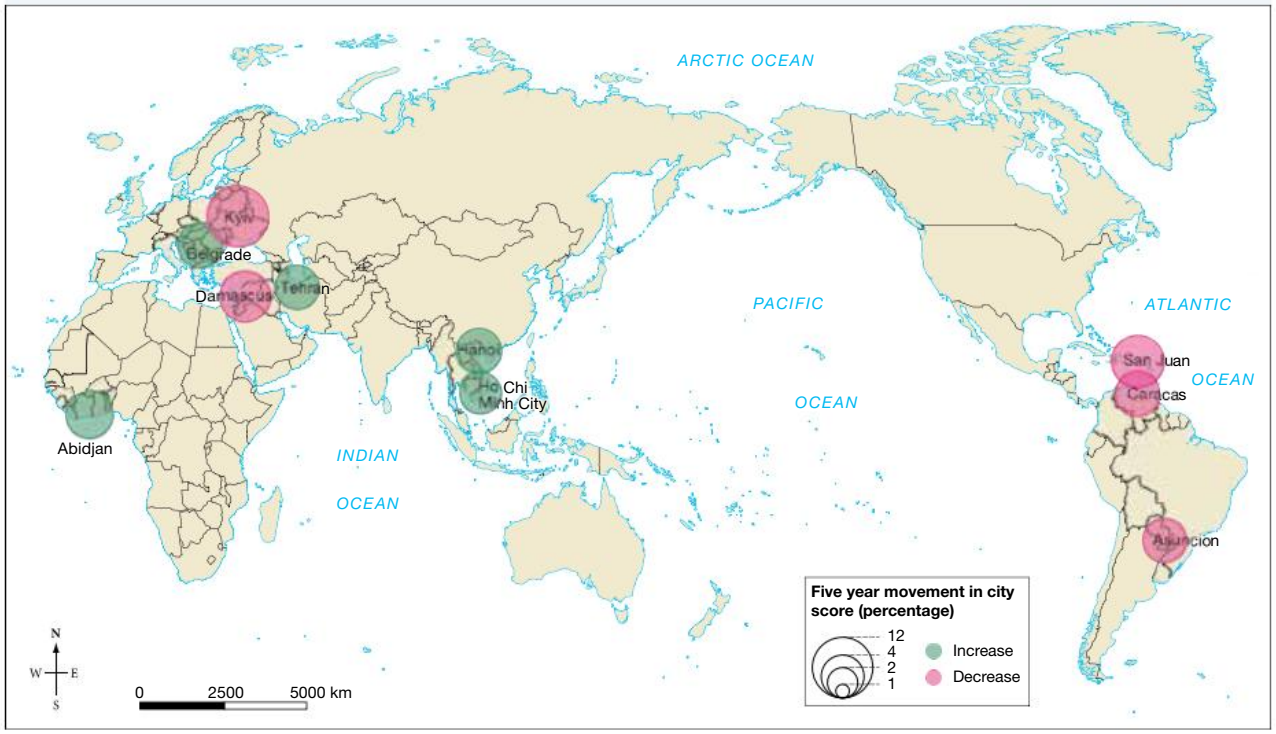
15.6.4 The impact on children

Children in any war-torn area have their lives dramatically changed. The streets are no longer playgrounds. Education is disrupted or abandoned for months or years. Fear enters their lives — the sounds of aircraft, bombing and shooting punctuate their days and nights. Deafness in children becomes a problem. Families are torn apart, with some people fleeing and others staying. Children miss their friends. Young men are recruited for the fight by both sides of the conflict with blackmail, threats, fear and propaganda. Life is insecure, confusing and scary; children grow old before their time.

15.6.5 Adapting to life in the besieged cities

The resilience of people is evident in the besieged cities as people become accustomed to a basic lifestyle. Innovation is required: static bicycles are pedalled to generate power for mobile phones, medicines are produced from home remedies, plastic is burned to extract oil derivatives and rooftop gardens produce small amounts of vegetables.

FIGURE 5 Change in liveability score 2008–18, showing the change in Syria in comparison to other areas of significant change



Source: Economist Intelligence Unit

15.6.6 What are the costs to the Syrian Arab Republic?

International peace talks have brought ceasefires in the fighting, but will peace ever be achieved? In 2018–19, the Syrian armed forces continued to retake cities and push terrorist cells out of the country. The costs to the Syrian Arab Republic are immense. So many of its people have fled — more than 5.6 million are refugees and 7 million are IDPs, of whom nearly 3 million are in besieged cities or hard-to-reach locations. Some of those who fled will return to the Syrian Arab Republic, but they too have changed as a result of the experiences they have been through. And how will those who remained perceive the returnees and those who stay away? Families have been changed forever. The cities will take years to rebuild; more than a quarter of all housing has been destroyed. Services and food supplies will need to be re-established. Children will have years of schooling to catch up on.

FIGURE 6 Residents of Homs go about daily life among the destruction.



15.6 SKILL ACTIVITY: Questioning and researching using geographical methods, Interpreting and analysing geographical data and information

1. **Conduct** an internet search to locate the latest Human Development Report.
2. Copy the following table and complete it using data from the report.
3. **Using** the indicators in the completed table, **describe** life in Syria.

4. From the table, **identify** if is there an indication of why refugees opt to go to Turkey and Lebanon in preference to other cross-border countries.
5. Support your answer using statistics.

Country indicator	Syrian Arab Republic	Turkey	Jordan	Lebanon	Iraq	Egypt
HDI ranking						
GNI per capita						
Public expenditure on education (% of GDP)						
Local labour market (% answering 'good')						
Public health expenditure (% GDP)						
Internet users (% of population)						

15.6 Exercise

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15.6 Exercise

Learning pathways

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Check your understanding

1. **Identify** the sides in the civil war in the Syrian Arab Republic.
   - A. The Syrian Arab Republic's Army
   - B. Syrian citizens
   - C. Government of Turkey
   - D. The rebels
2. Food security is one of the most significant issues for Syrian people who have remained in their homes. True or false?
3. Make a list of the things that Syrian refugees are seeking in order to improve their wellbeing by journeying so far into Europe.
4. What was the government policy that forced great hardship on the Syrians? **Explain** its implications.
5. **FIGURE 4** shows the cross-border movement of Syrian refugees.
   a. Rank the neighbouring countries from highest to lowest in relation to the number of Syrian refugees registered in each country in April 2019.

Country	Rank
Iraq	
Turkey	
Egypt	
Lebanon	
Jordan	

b. Is the distribution of Syrian refugees even across the neighbouring countries? In particular, refer to the situation in Turkey.
c. **Summarise** why the refugee camps are found along the borders.

Apply your understanding

Concluding and decision-making

6. Using **FIGURE 5**, **describe** how Syria's capital, Damascus, has faired in terms of liveability as a city.
7. Is the wellbeing of the Syrian refugees likely to improve in a cross-border country? **Justify** your answer.

Interpreting and analysing geographical data and information

8. **Interpret** the distribution of Syrian refugees across Europe in 2018.

Communicating

9. **Explain** what you might do to make your life as 'normal' as possible and ensure your wellbeing if you found your neighbourhood in a situation similar to the embattled regions of Syria.

LESSON
15.7 Why have so many people had to flee their homes and seek refuge?

LEARNING INTENTION

By the end of this lesson you should be able to describe why people fleeing from countries involved in conflict in northern Africa and Western Asia have crossed the Mediterranean Sea to find new homes in Europe, and explain the different responses of European countries to this movement of people.

TUNE IN

Around the world there are people fleeing war zones in an effort to protect their wellbeing and hopefully find refuge in a new land. Some countries welcome refugees but others try to prevent these people crossing their borders. In the first 50 days of the Russian invasion of Ukraine, nearly 5 million Ukrainian refugees fled their homes in what may be the largest movement of people in Europe since World War II.

FIGURE 1 Refugees board a dinghy with all their possessions to make the short crossing from Turkey to Greece.



FIGURE 2 Tents of migrants and refugees in the port of Piraeus, Athens, Greece



Examine **FIGURES 1** and **2** and answer the following questions.

1. What do these images show about the struggle for life of these refugees?
2. Have you met a refugee? If so, what did they tell you about their struggle to survive?

15.7.1 Refugees and asylum seekers

As shown in the case study on Syria, refugees flee conflict and cross a border into another country to seek relief from the trauma of war and make a home elsewhere. All refugees (those who cannot return home due to a fear of persecution because of race, religion, nationality or membership of a social group) have been **asylum seekers**, but not all asylum seekers are found to be refugees. Asylum seekers who are not found to be refugees have either not satisfied the UNHCR criteria to be deemed a refugee or have gone outside of the formal process to seek a place to live.

15.7.2 The movement of people to Europe

Most of those arriving in Europe are fleeing the civil war in the Syrian Arab Republic, with other significant numbers arriving from the ongoing conflict in northern Africa since

asylum seekers people entering another country asking to be assessed and classified as refugees

the Arab Awakening. Syrians have fled through Turkey to reach the shores of the Aegean Sea, from which on a clear day the Greek islands of Lesbos and Kos can be seen a mere four kilometres away (**FIGURE 1**). People from northern Africa come across the Mediterranean Sea, particularly from Libya. However, movement across these waters is treacherous in small boats and dinghies, and the rate of loss of life by drowning is high (see **FIGURE 3**).

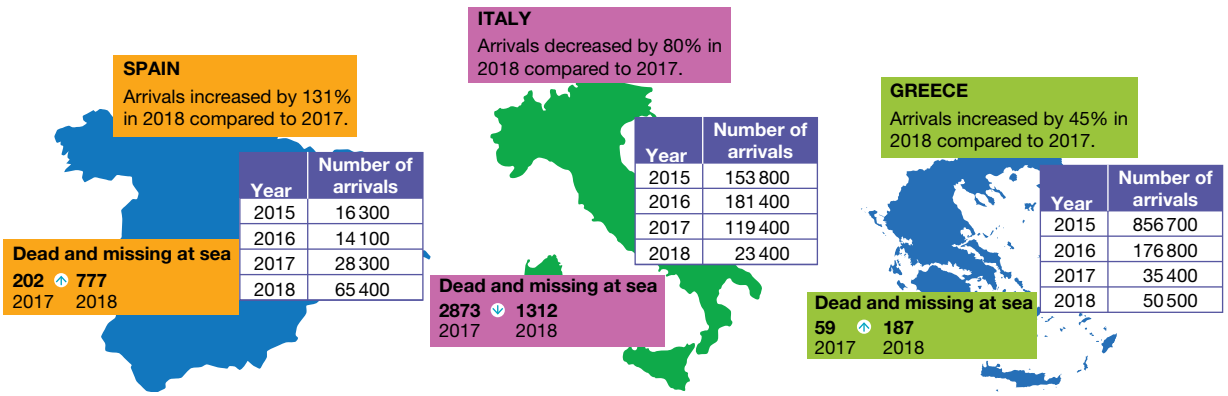
On the eastern route, Greece's islands are the first point of arrival, where the refugees are fingerprinted, photographed and given a document allowing legal residency for 30 days in Greece. Greece does not accommodate the mass of people arriving on its shores. It is costly for the already poor country to rescue people from the seas and process their movement.

People crossing from Africa reach Italy or Spain as the closest landfall places, or are picked up by the rescue ships in the middle of the Mediterranean Sea and taken either back to Africa or to a European country that will accept them.

15.7.3 Arranging the journey

It is estimated that 90 per cent of refugees have their journeys organised by criminal gangs, including individual people smugglers and migrant-smuggling networks across Europe. Thousands of dollars are extorted for the risky sea crossings and for travel on trains within Europe. High prices are paid for accommodation and fake documents such as passports that allow refugees to apply for asylum elsewhere in Europe, especially in Germany and Sweden. People smugglers often instruct refugees that when a coastguard ship is in sight, the boat or dinghy should be destroyed to ensure the refugees' rescue, a meal and health checks before arriving on European soil. **FIGURE 3** shows the number of asylum seekers moving to Europe over a four-year period.

FIGURE 3 Crossings of the Mediterranean Sea, 2015–18



Source: Data from UNHCR, www.unhcr.org/desperatejourneys.

15.7.4 Syrian refugees across Europe

FIGURE 4 in lesson 15.6 shows the distribution of Syrian refugees throughout Syria's neighbouring countries and beyond, across Europe. After the sea crossing from Turkey, Syrians seeking asylum in Europe entered the region predominantly through Greece, although some entered via Bulgaria and then spread through neighbouring countries.

15.7.5 The European response that affects human wellbeing

In 2015, four times as many refugees arrived in Europe as in 2014. This was to be the peak in arrivals from the eastern Mediterranean route (see **FIGURE 3**). Germany, with its developed economy, high living standards and political compassion was targeted as a place to go. The German community initially showed open-minded goodwill and generosity (see **FIGURE 4a**), but in 2016 attitudes began to change; the numbers of migrants became overwhelming. By mid 2018, 1.4 million people had sought asylum in Germany. In 2018 the surge of

asylum seekers from the western Mediterranean route through Spain and onward to Germany raised further concerns about the impact on the German way of life, with issues raised such as housing availability and infrastructure pressure, as well as how people with different languages and cultures would live together.

Sweden had a very open approach to asylum seekers, providing safety for people in need of protection (see **FIGURE 4b**). Permanent residency permits were offered to those with appropriate documents. Accommodation, a small daily allowance, health care and schooling were provided. Early in 2016, Sweden announced tougher rules as it felt that it had reached its limit regarding the numbers of asylum seekers that it could take. Some scenes of violence and criminal activity had changed Swedish attitudes and expulsion of asylum seekers began.

Hungary saw itself as a stepping stone for those moving north, but the sheer number of people moving through the country along disused railway lines, on roads and across paddocks struck fear within the government. In late 2015, a 4-metre-high wire fence was erected along the border with Serbia and patrolled by police with tear gas and water cannons (see **FIGURE 4c**), but refugees found gaps and cut holes to continue their movement north-west, or changed their path to go through Croatia.

FIGURE 4 (a) Welcome to Germany (b) Volunteers providing supplies in Sweden (c) The Hungarian fence (d) Sleeping at an Italian shelter (e) The Calais tent city before it was dismantled in 2016



Italy, with its influx of refugees from northern Africa, has given the task of caring for the refugees to charities, companies, cooperatives and individuals. Shelters are often substandard and overcrowded (see **FIGURE 4d**). Italy hopes that the people will move on from the southern regions, through Milan and on to other European countries. In 2018 Italy banned the rescue ships operating in the Mediterranean Sea from disembarking asylum seekers at its ports.

France has settled many of the northern African refugees within its cities. Most of these refugees speak French because of France's colonial occupation of areas in northern Africa in the nineteenth century. Some refugees aimed to reach Britain by stowing away on ferries or on trucks travelling through the tunnel under the English Channel. Refugees established a tent camp city near Calais (see **FIGURE 4e**) while they waited to attempt a crossing. Authorities did not approve and in October 2016, amid protests and clashes, the camp was closed and dismantled. A program introduced in France in 2019 aims to assimilate the migrants via a volunteering scheme that will see people contribute to the public good, learn work skills, gain additional language lessons and receive a monthly payment.

DISCUSS

Using the criteria of fairness and two other criteria of your choice, evaluate the effectiveness of the responses of two European countries to the Syrian refugee crisis. When you have completed your evaluation, in small groups or as a class discuss the criteria you chose, and why you chose them. What are some of the difficulties involved in providing responses to the refugee crisis? Consider social, economic, political and environmental perspectives in your discussion.

15.7.6 A regional perspective on asylum seekers

The European countries tried to find a regional solution to the flood of migrants and found themselves bickering with each other over decisions made within one country that affected a neighbouring country — a domino effect. Greece, Italy and Spain, as major entry points, felt the pressure as other countries closed their borders and restricted the on-flow of migrants. Some countries felt they had taken their 'fair share' of the numbers of asylum seekers and began turning away those that couldn't prove their status.

By 2019 the European Union (EU) had taken some control of the situation. It claims there is no longer a crisis situation — arrivals in 2018 were at the lowest for five years. The EU works with countries of origin of asylum seekers, in particular Turkey, Syria and Libya, to provide financial assistance and assistance with processing arrivals at the EU borders. It also provides financial, operational and material support to its member states most affected by the arrivals — Greece, Italy and Spain. Since 2015 two EU programs have assisted in the resettlement of 50 000 people across Europe.

15.7 SKILL ACTIVITY: Concluding and decision-making

1. **Research** the members of the European Union and the Schengen Area.
   - **Identify** who the members are.
   - **Describe** the features of each group.
   - **Describe** how they operate.
2. **Explain** in what ways they may have contributed to the mass movement of people.

15.7 Exercise

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15.7 Exercise

Learning pathways

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

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Check your understanding

1. **Identify** the difference between a refugee and an asylum seeker.
   - A. They are the same.
   - B. A refugee is a person who flees their home through fear of persecution and crosses their country's borders. An asylum seeker is a person awaiting confirmation of their refugee status.
   - C. An asylum seeker is a person who flees their home through fear of persecution and crosses their country's borders. A refugee is a person awaiting confirmation of their asylum seeker status.
2. People smugglers encourage refugees to sink their boats. True or false?
3. Complete the following sentence to **explain** the role Greece plays in the movement of Syrian refugees.
   Greece is so close to _____ across the Aegean Sea. The Greek islands of Lesbos and Kos are _____ kilometres and in sight of the Turkish mainland. _____ see this as a means of escape and the beginning of getting papers to allow them to continue on their journey.
4. **Define** the role of people smugglers in the mass movement of people across Europe.
5. **Describe** the changing role of rescue ships in the Mediterranean Sea between Africa and Spain/Italy in the movement of refugees over time.

Apply your understanding

Interpreting and analysing geographical data and information

6. Use **FIGURE 3** to answer the following questions.
   - a. **Identify** in which year the greatest number of people arriving in Europe were asylum seekers.
   - b. How have the numbers of people arriving changed for each of Spain, Italy and Greece?
   - c. **Describe** the trend seen in the pattern of arrivals between 2015 and 2018.

Communicating

7. Western European countries have the greatest number of Syrians applying for asylum. What factors influence the Syrians' push to reach these countries?
8. **Discuss** how Europe, as a region, has dealt with the intake of refugees.

LESSON
15.8 How does the Australian government provide assistance to increase global human wellbeing?

LEARNING INTENTION

By the end of this lesson you should be able to describe how the Australian government works to promote peace, stability and wellbeing throughout our region and beyond, and identify some of the non-government organisations who work to promote human wellbeing throughout the world.

TUNE IN

The Australian government provides over $4 billion every year to nations that require help in their development and to improve wellbeing elements identified by the Sustainable Development Goals of the United Nations.

Examine **FIGURE 1** and answer the questions below.

1. Why is it in Australia's interests to provide peacekeeping forces around the world?
2. Have you heard of the non-government organisation (NGO) Médecins Sans Frontières? How does this aid organisation provide assistance in human wellbeing around the world?

FIGURE 1 It is in Australia's interests to promote peace and stability throughout the Indo-Pacific region. Australia has provided military personnel for numerous peacekeeping missions; our role in East Timor was of particular importance.



15.8.1 The Global Peace Index

The Global Peace Index (see **FIGURE 2**) uses 23 indicators and 30 other factors of wellbeing to assess a country's 'peacefulness'. Among the criteria used are elements of peace at home (government stability, democratic processes, community relations, security and trust between people) and peace in foreign relations (military spending levels, commitment to the United Nations and avoidance of war). Where countries experience low and very low states of peace, they are often greatly in need of assistance from other countries throughout the world in order to maintain their people's wellbeing.

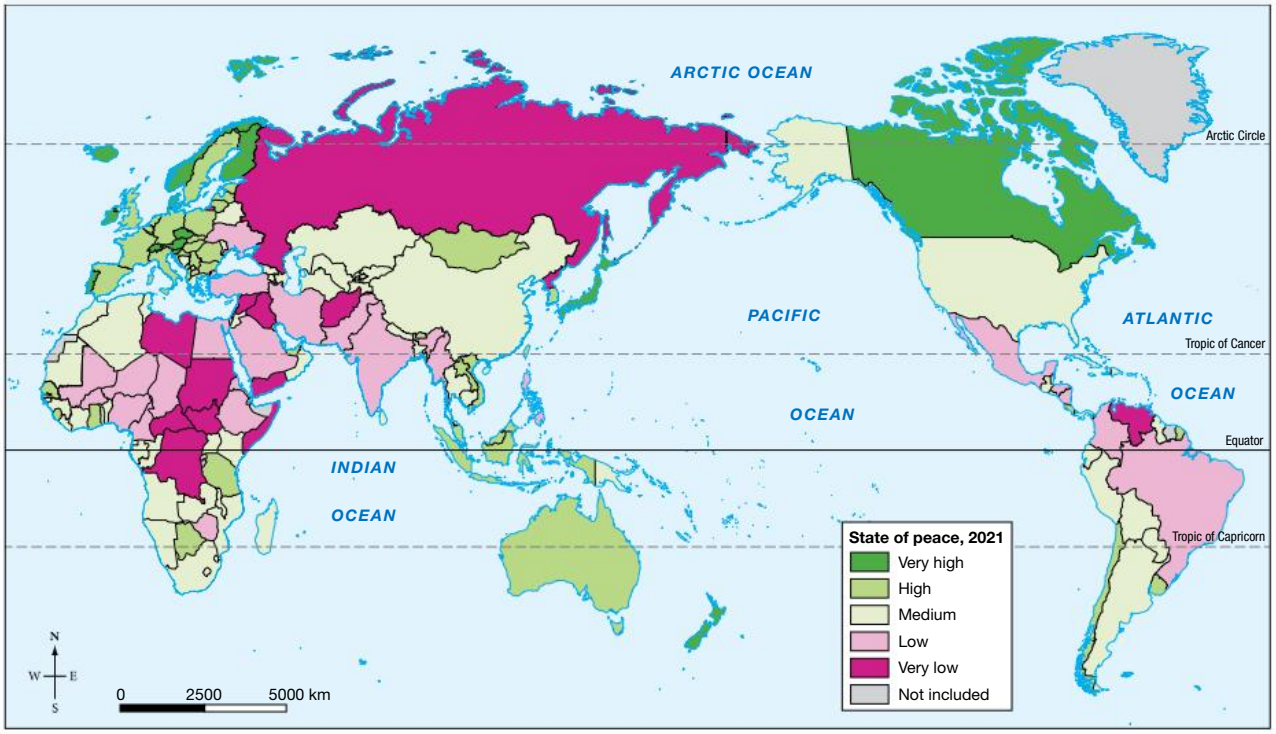
15.8.2 Caring for human wellbeing

Developed countries across the world provide financial and personnel assistance to those who have their wellbeing pressured by environmental, social, political or economic factors. This includes in countries where conflict disrupts lives and makes human wellbeing a struggle, such as Syria.

During the twentieth century, Australia accepted many people hoping to improve their wellbeing after conflict. Many thousands of migrants from Europe, in particular Italians and Greeks, arrived after World War II; the Vietnamese came as a result of the Vietnam War; and eastern Europeans came after the break-up of Yugoslavia. In the twenty-first century, conflict in the Middle East, western Asia and Africa has seen people of these cultures seek refuge in an ever-changing multicultural Australia.

int-7989

FIGURE 2 Global Peace Index, 2021



Source: Map drawn by Spatial Vision based on information from Institute for Economics & Peace. Global Peace Index 2021: Measuring Peace in a Complex World, Sydney, June 2021. Available from: http://visionofhumanity.org/reports

15.8.3 Giving aid to bridge the gap

Aid (also known as international aid, overseas aid or foreign aid) is the voluntary transfer of resources from one country to another, given at least partly with the aim of benefiting the receiving country.

Aid may be given by government, private organisations or individuals. **Humanitarianism** is still the most significant motivation for the giving of aid, but it may be motivated by other functions including:

- as a sign of friendship between two countries
- to strengthen a military ally
- to reward a government for actions approved by the donor
- to extend the donor's cultural influence
- to gain some kind of business or commercial access to a country.

15.8.4 What types of aid exist?

Bilateral aid is aid given by governments to donor countries. Multilateral aid is provided through international institutions such as UNICEF. **Non-government organisation** (NGO) or charity aid is voluntary, private, individual donations collected by organisations such as the Red Cross. Aid takes many forms: money, food, medicine, equipment, expertise, scholarships, training, clothing or military assistance (to name just a few). Large-scale aid (top-down aid) is usually given to the government of a developing country so that it can spend it on the projects that it needs. Small-scale aid projects (bottom-up aid) target the people most in need of the aid and help them directly, without any government interference. Aid from NGOs tends to be bottom-up aid.

aid (foreign or international) the voluntary transfer of resources from one country to another, given at least partly with the aim of benefiting the receiving country

humanitarianism concern for the welfare of other human beings

non-government organisation (NGO) an organisation that operates independently of government, usually to deliver resources or serve some social or political purpose

There are positive and negative impacts of aid (see **TABLE 1**). Aid can increase the dependency of recipient countries on donor countries. Sometimes aid is not a gift but a loan, and poor countries may struggle to repay the money. Aid may also be used to put political or economic pressure on a country, which may leave its people feeling like they owe their donors a favour. There is also the threat that corruption among politicians and officials will prevent aid from reaching the people who need it most. If aid does not provide for and empower citizens, then wellbeing will not improve.

FIGURE 3 The Friendship Bridge across the Mekong River, which connects Thailand with Laos, was built with Australian aid.



TABLE 1 Advantages and disadvantages of different types of aid

	Advantages	Disadvantages
Bilateral aid	• Helps expand infrastructure: roads, railways, ports, power generation. • Aid that directly supports economic, social or environmental policies can result in successful programs.	• 'Tied aid' obliges the country receiving aid to spend it on goods and services from the donor country (may be expensive). • Inappropriate technology may be given (e.g. tractors are of little use if there are no spare parts or fuel).
Multilateral aid	• The organisations have clear aims about what they are trying to achieve (e.g. WHO combats disease and promotes health). • Leading experts in their field work to achieve multilateral aid program objectives.	• Sometimes directed only towards specific areas or organisations, leaving many without benefit. • Many come with conditions to make big changes to structures, which can be difficult to manage once aid has 'finished'.
NGO/charity aid	• Usually targeted at long-term development within a country. • Raises awareness of specific situations in a country or region.	• The greatest source of need may not be prioritised (e.g. the 2006 tsunami devastation received many donations, but areas in sub-Saharan Africa were just as much in need daily). • Up to 30 per cent of donations may be 'eaten up' by administration costs.

15.8.5 The role of the Australian government today

The Australian government's official development assistance (ODA) is designed to promote prosperity, reduce poverty and enhance stability in developing countries. Special targets in recent years include $281 million for COVID-19 recovery programs in the Pacific and Timor-Leste; $98.3 million for vaccines in the Pacific and Southeast Asia; $61.5 million to support economic recovery in Southeast Asia; $13.6 million for Pacific Labour Mobility; and $5.7 million for ASEAN Comprehensive Strategic Partnership. In 2023–24, Australia provided $4.8 billion of ODA, 90 per cent of which was allocated to the Indo-Pacific region. Australia's ODA focuses on strengthening private sector development and enabling human development. In 2023–24 the ODA contributed to investment in trade, infrastructure, agriculture, humanitarian, water, health, education, and effective governance (see **FIGURE 4**).

Australian officials also sit on many international organisations providing a global perspective on issues, including events in conflict zones. For over 70 years, Australia has been a member of the many United Nations

peacekeeping and security groups providing support in conflict zones. In numerous other organisations, Australia is seen as a key driver of a change in attitude to ensuring civilians caught up in conflict are treated in a humane manner.

FIGURE 4 Distribution of Australia's ODA budget by investment priority, 2023–24

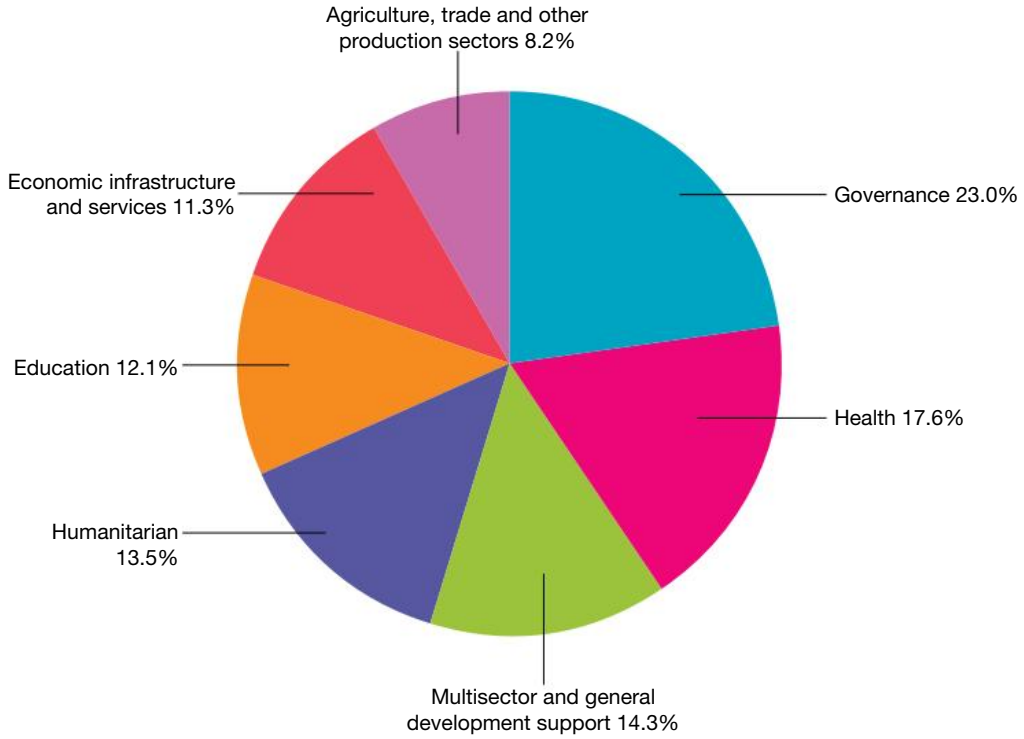
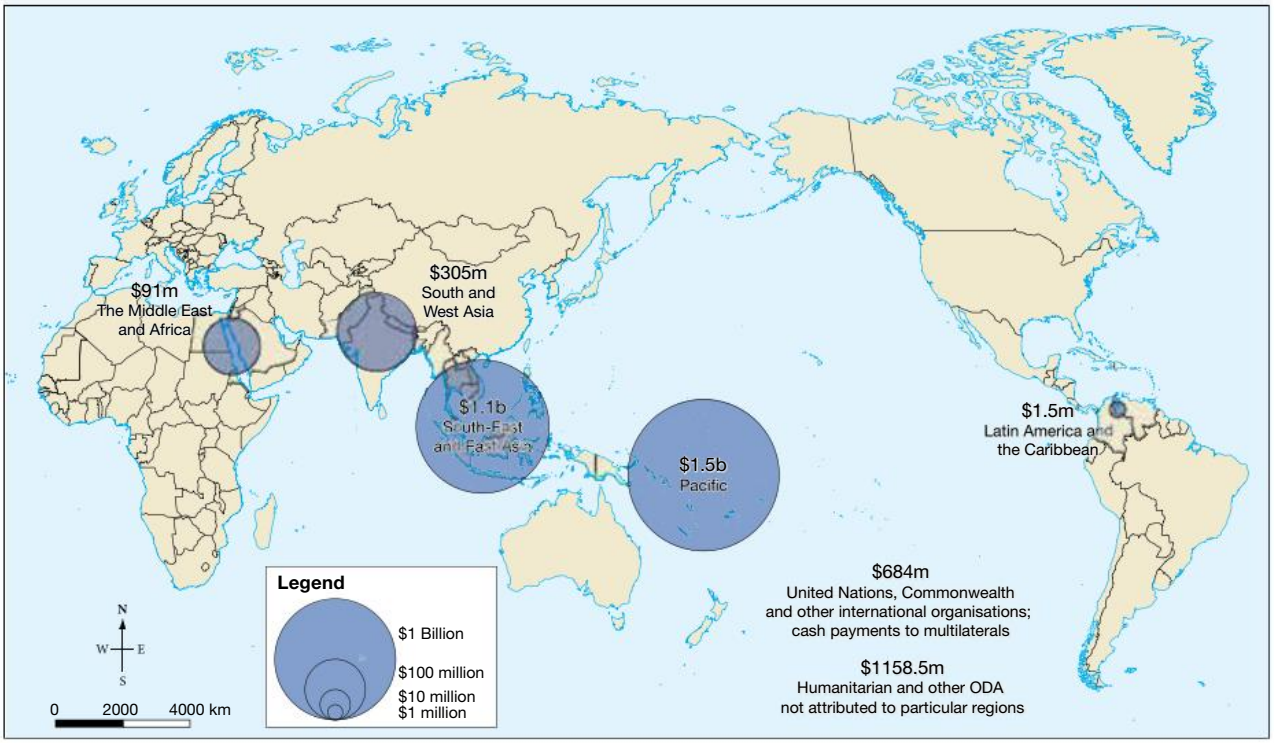


FIGURE 5 Australian ODA by region, 2022–23



Source: Map drawn by Spatial Vision based on the information taken from Australian Aid Budget Summary 2022-23 Department of Foreign Affairs and Trade website – www.dfat.gov.au.

In 2017 Australia was elected by the United Nations General Assembly to serve on the UN Human Rights Council from 2018 to 2020. This is the first time Australia had been chosen to serve on this council, and it is seen as a reflection of our commitment to the protection of human rights. In addition to this role, Australia is actively engaged with other entities that promote human rights, such as the Asia Pacific Forum of National Human Rights Institutions, of which the Australian Human Rights Commission was a founding member in 1996.

Among Australia's immigration statistics there is also a specified annual intake of humanitarian refugees. This was increased in 2015 to accept an additional 12 000 refugees from the Syrian crisis for the following five years. For the 2022–23 period, it was expected that Australia's humanitarian refugee intake would be just under 18 000 people.

15.8.6 International NGOs working for human wellbeing

International NGOs assist the wellbeing of civilians caught up in conflicts. Three significant organisations are Médecins Sans Frontières (also known as Doctors Without Borders), the International Red Cross and Red Crescent Movement, and the World Food Programme.

- Médecins Sans Frontières provides emergency medical care (see **FIGURE 6**). During conflict, local health systems often fail and hospitals close. In refugee camps, waterways may become contaminated, waste abounds and there is a lack of sanitation, all of which can lead to an outbreak of disease.
- The International Red Cross and Red Crescent Movement is the largest global humanitarian network. It aims to alleviate human suffering, protect life and health, and uphold human dignity.
- The World Food Programme (WFP) steps in when the distribution of food and other resources for the population is disrupted. The WFP saves lives and protects livelihoods, reduces chronic hunger, and restores and rebuilds lives, especially for women and children.

FIGURE 6 Médecins Sans Frontières personnel help children in South Sudan



DISCUSS

1. Hold a class debate on the contention 'Australia should do more to support global human wellbeing'. For help, see 7.21 SkillBuilder: Debating like a geographer in topic 7.
2. Is aid ever inappropriate? Discuss this in a small group.

15.8 SKILL ACTIVITY: Questioning and researching using geographical methods, Concluding and decision-making

1. Using the internet, **research** an international NGO. Consider the following:
   - **Identify** if they focus on a particular type of problem.
   - **Identify** if they operate globally or in certain areas.
   - **Describe** what type of work they do.

   This information could be placed in a table to help you organise it.
2. **Explain** how your chosen organisation is working towards peace in areas of very low peacefulness.
3. Focus on a country not studied in this topic.

Resources

Weblink Peacekeeping

Interactivity Helping others (int-3305)

15.8 Exercise

learnon

15.8 Exercise

Learning pathways

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

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- Access sample responses
- Track results and progress

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Check your understanding

1. There are three types of aid. **Identify** the correct definition of each type of aid below.
   _____ aid is aid given by governments to donor countries.
   _____ aid is provided through international institutions such as UNICEF.
   _____ aid is voluntary, private, individual donations collected by organisations such as the Red Cross.
2. NGOs play important roles in restoring wellbeing to countries. These roles include:
   A. alleviating human suffering, protecting life and health, upholding human dignity.
   B. emergency medical care.
   C. reducing chronic hunger, restoring and rebuilding lives, saving lives.
   D. All of the above.
3. **Determine** whether the following statements are true or false.
   a. The UN provides assistance for a country to move towards peace by working to prevent conflict, helping parties in conflict make peace, deploying peacekeepers, and creating the conditions to allow peace to hold and flourish.
   b. The UN is an example of an international NGO.
4. The Global Peace Index 2021 is mapped in **FIGURE 2**. **Identify** the places with a very low level of peacefulness and those with a high level of peacefulness.
5. **Consider** why criteria for assessing peace levels of a country use indicators at home and in foreign relations.
6. **Discuss** how Australia has become a multicultural country.

Apply your understanding

Interpreting and analysing geographical data and information

7. The amount and distribution of Australian development assistance is shown in **FIGURES 4** and **5**.
   a. **Identify** to which regions of the world Australia provides assistance.
   b. **Explain** why Australia provides assistance to these regions.
   c. More than half of the assistance is provided to improve governance, infrastructure, trade and education. **Explain** why each of these aspects is important to human wellbeing in the regions receiving assistance.
   d. **Suggest** any aspects in which you would like to see Australia's priority in assistance expanded. Justify your response.
8. From the conflicts discussed in this topic, **identify** which countries you would expect to be rated differently on the Global Peace Index in 2025.

Communicating

9. Australia took on a role in the UN Human Rights Council for 2018–20. **Consider** what you think this should have meant in terms of our understanding of the wellbeing of refugees. **Explain**.
10. Do you think Australia takes enough refugees? **Justify** your answer.
11. Do the positive impacts of resettling refugees outweigh the negatives for a country like Australia? **Justify** your view, citing at least one social and one economic reason.

LESSON

15.9 Investigating topographic maps: Spatial variations in wellbeing in Tokyo, Japan

LEARNING INTENTION

By the end of this lesson you should be able to discuss ways that densely populated urban areas might influence wellbeing levels.

15.9.1 Japan

Japan, as a developed nation with an ageing population, faces a very specific set of issues pertaining to development and wellbeing in both rural and urban areas. The greater Tokyo–Yokohama conurbation is the largest urban area in the world with a population of just under 38.2 million people in 2020.

FIGURE 1 Images of Tokyo (a) Aerial view of the famous Shibuya Crossing, one of the busiest crossings in the world (b) Shinjuku's Kabuki-cho district, known as Tokyo's 'nightlife' area (c) Meiji-Jingu Shinto Shrine and surrounding parkland in central Tokyo near Shinjuku business district (d) Residential streets, Daizawa, Setagaya-ku, Tokyo (e) Shimokitazawa district, Tokyo, known for its independent fashion and design stores, and cafés (f) Shinagawa station, Tokyo, during morning rush hour; just under 400 000 people pass through the station on an average working day.



FIGURE 2 Topographic map extract of Tokyo, 2021



Source: Map data © OpenStreetMap contributors, https://openstreetmap.org. Data is available under the Open Database Licence, https://opendatacommons.org/licenses/odbl/; urban area data sourced from Atlas of Human Expansion (2016); elevation data sourced from USGS.

Resources

eWorkbook	Investigating topographic maps — Spatial variations in wellbeing in Tokyo, Japan (ewbk-10333)
Digital document	Topographic map of Tokyo, Japan (doc-36373)
Video eLesson	Investigating topographic maps — Spatial variations in wellbeing in Tokyo, Japan — Key concepts (eles-5317)
Interactivity	Investigating topographic maps — Spatial variations in wellbeing in Tokyo, Japan (int-8747)
Google Earth	Tokyo, Japan (gogl-0063)

15.9 Exercise

learnon

15.9 Exercise

Learning pathways

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

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- Receive immediate feedback
- Access sample responses
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Check your understanding

1. On the map, **identify** the area references for these parts of Tokyo mentioned in **FIGURE 1**.
   a. Shibuya City
   b. Shinjuku City
   c. Setagaya City
   d. Shinagawa City
2. What is the bearing of Haneda Airport from Noda?
3. **Describe** the topography of the greater Tokyo area, providing specific examples from **FIGURE 2**.

Apply your understanding

Interpreting and analysing geographical data and information

4. **Select** one natural and one human feature shown in **FIGURES 1** and/or **2**. **Explain** how each of these features might impact on the wellbeing of people living in the surrounding areas.
5. What factors do you consider to be important for wellbeing? **Identify** whether there is evidence of these factors existing in Tokyo, based on the information provided in **FIGURES 1** and **2**.
6. **Identify** from **FIGURE 2** which areas of the city might be reclaimed land. **Explain** the reasons why you think that specific area is reclaimed based on evidence from **FIGURE 2**.

LESSON
15.10 INQUIRY: Global responses to wellbeing

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of how human wellbeing varies with respect to life expectancy and child mortality.

Background

The United Nations has asked you to report on changes and variations on human wellbeing found across one developed and one developing country. Life expectancy, child mortality and the prevalence of disease will all come under your microscope as you investigate and prepare your report.

Before you begin

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



Inquiry

Research and create a report focusing on how human wellbeing varies with respect to life expectancy and child mortality and how it has changed over time. You should look at one **developed** nation and one **developing** nation.

a. What do you know about human wellbeing?
b. How have life expectancy and child mortality, as indicators of wellbeing, changed over time?

Write your selected **inquiry question** down based on the focus of this topic.

Use the following inquiry questions as a guide to develop your own inquiry question:

- Why is human wellbeing so important to us?
- What changes in social and economic factors can cause an improvement in human wellbeing, particularly with respect to life expectancy and child mortality?

Step 1: Questioning and researching using geographical methods

- Conduct **research** into the current issues surrounding your inquiry question concerning human wellbeing.
- Provide relevant data in table or graph form associated with life expectancy and child mortality.
- Provide annotated images and maps to illustrate different aspects of human wellbeing.

Step 2: Interpreting and analysing geographical data and information

- **Identify** any issues related to the increase or decrease of human wellbeing.

Step 3: Concluding and decision-making

- **Conclude** your study with potential strategies to help raise human wellbeing in certain countries.

Step 4: Communicating

- Make sure you understand the report format and structure your inquiry appropriately.

Complete your self-assessment using the **Inquiry rubric** or access the 15.10 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39964)

LESSON
15.11 Review

Hey students! Now that it's time to revise this topic, go online to:

- **Review your results**
- **Watch teacher-led videos**
- **Practise questions with immediate feedback**

Find all this and MORE in jacPLUS



15.11.1 Key knowledge summary

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

15.2 How do the Sustainable Development Goals aim to address poverty?

- Absolute poverty is experienced when income levels are inadequate to sustain a minimum standard of living.
- The poverty line is an official measure used by governments to define those living below this income level as living in poverty.
- Relative poverty is a situation in which a person's income levels are too low to enjoy a reasonable standard of living within their society.
- Sub-Saharan Africa is the poorest region of the world.
- One of the most pressing issues of poverty is hunger, which affects over a billion people.
- The Sustainable Development Goals (SDGs) came into effect in September 2015, replacing the Millennium Development Goals.
- There are 17 goals, aimed at improving the wellbeing of the world's people and environment.

15.3 How are health and wellbeing linked?

- Health is a key factor in wellbeing. Sustainable Development Goal 3 aims to ensure healthy lives for all. It targets the eradication of tuberculosis, AIDS and malaria by 2030.
- Major health issues such as HIV/AIDS and malaria lead to a high mortality rate in developing nations, especially those in sub-Saharan Africa.
- The group within the population most at risk from health-related issues is children under the age of five.
- Although the incidence of both malaria and AIDS are decreasing at the global level, people living in sub-Saharan Africa are most at risk of contracting these diseases.

15.4 Why do governments have differing responses to wellbeing issues?

- Governments have had to respond to wellbeing issues related to the characteristics of their population.
- Kenya has a youthful population; the government, in conjunction with the United Nations has worked to bring down the country's unsustainably high birth rate, as well as improve health and education services.
- Japan has an ageing population and its population is predicted to fall through the remainder of this century due to a very low fertility rate of 1.4. Government incentives have been unsuccessful in reversing this trend.
- Australia has set up strategies to improve wellbeing for remote First Nations Australian communities.

15.5 Why are human rights so important?

- In some societies, human rights may be enshrined in law and legislation, whereas in others they may simply exist as guidelines that reflect the values of that particular community.
- Human rights can be defined in different ways, but definitions generally involve principles of respect, dignity and fairness.
- One of the main aims of the United Nations Charter is to promote respect for human rights. The Universal Declaration of Human Rights sets out basic rights and freedoms to which all people are entitled.

- The Australian Human Rights Commission is the national organisation that advocates for promotion and protection of human rights.
- The United Nations General Assembly adopted the Convention on the Rights of the Child (the CRC) in November 1989.
- Child labour is an ongoing issue, particularly prevalent in regions experiencing conflict and with low income.

15.6 CASE STUDY: Syria — the impact of conflict on wellbeing

- The wellbeing of people in Syria has been affected by the need to flee conflict.
- Many Syrians have been internally displaced; many others have fled to neighbouring countries or across the seas to new lands.
- Some Syrians remain in the towns experiencing conflict and are very resilient in an endeavour to maintain their wellbeing.

15.7 Why have so many people had to flee their homes and seek refuge?

- In 2015 the mass exodus of people from western Asia used the freedom of movement between European countries to reach countries with a high HDI ranking, especially Germany.
- By 2019 this exodus continued but in addition large numbers of people were crossing to Europe from Africa.
- European countries had various responses to this situation.

15.8 How does the Australian government provide assistance to increase global human wellbeing?

- Aid may be given by governments, private organisations or individuals.
- There are various reasons for giving aid assistance; humanitarianism is just one of these.
- Bilateral and multilateral aid may take many forms, such as money, food, medicine, equipment, expertise, scholarships, training, clothing or military assistance.
- There are positive and negative impacts of aid.
- The Australian government's official development assistance (ODA) is designed to promote prosperity, reduce poverty and enhance stability in developing countries, particularly those in the Indo-Pacific region.
- Non-government and charitable organisations work in conflict zones addressing the daily wellbeing of people caught up in conflict.

15.9 Investigating topographic maps: Spatial variations in wellbeing in Tokyo, Japan

- Topographic maps can help us discuss ways that densely populated urban areas might influence wellbeing levels.

15.10 INQUIRY: Global responses to wellbeing

- Human wellbeing varies with respect to life expectancy and child mortality.
- Changes in social and economic factors can cause an improvement in human wellbeing.

15.11.2 Key terms

absolute poverty where income levels are inadequate to enjoy a minimum standard of living (also known as extreme poverty)
ageing population an increase in the number and percentage of people in the older age groups (usually 60 years and over)
aid (foreign or international) the voluntary transfer of resources from one country to another, given at least partly with the aim of benefiting the receiving country
asylum seekers people entering another country asking to be assessed and classified as refugees
child any person below 18 years of age
child soldier a child who is, or who has been, recruited or used by an armed force or armed group in any capacity, including but not limited to children, boys and girls, used as fighters, cooks, porters, messengers, spies or for sexual purposes. This term does not refer only to a child who is taking or has taken a direct part in hostilities.
fertility rate the number of live births per 1000 women of childbearing age (usually 15–44) in a given year
grassroots movements action by ordinary citizens, as compared with the government, aid or a social organisation
humanitarianism concern for the welfare of other human beings

International Bill of Human Rights the informal name given to the Universal Declaration of Human Rights and the two International Covenants

International Covenants a multilateral treaty adopted by the United Nations General Assembly, in force from 1976; it commits those who have signed the Covenant to respect the civil and political rights of individuals and their economic, social and cultural rights

life expectancy the number of years a person can expect to live, based on the average living conditions within a country

non-government organisation (NGO) an organisation that operates independently of government, usually to deliver resources or serve some social or political purpose

population structure the number or percentage of males and females in a particular age group

poverty cycle circumstances whereby poor families become trapped in poverty from one generation to the next

poverty line an official measure used by governments to define those living below this income level as living in poverty

relative poverty where income levels are relatively too low to enjoy a reasonable standard of living in that society

STI sexually transmitted infection

Universal Declaration of Human Rights the first specific global expression of rights to which all human beings are inherently entitled

15.11.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

The world's population is constantly increasing. Can we fit so many people in the space we have without affecting our quality of life?

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

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11512)
Reflection (ewbk-11836)
Crossword (ewbk-11837)

Interactivity Global responses to human wellbeing crossword (int-8244)

15.11 Review exercise

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Multiple choice

1. Which of the following factors might *not* cause an area to experience a decrease in life expectancy?
   - A. Ageing population
   - B. Disease epidemic
   - C. Natural disaster
   - D. Ongoing conflict
2. Which commonly used method can be put in place to ensure people who contract HIV continue to live healthy productive lives?
   - A. Use of antibacterial drugs
   - B. Use of antiretroviral drugs
   - C. Immunotherapy
   - D. Use of needles
3. Which of the following is *not* one of the three overarching or core themes of the Sustainable Development Goals?
   - A. Ending poverty
   - B. Protecting the planet
   - C. Ensuring prosperity
   - D. Promoting multinational business development
4. What is the best definition of a grassroots movement?
   - A. Action by ordinary citizens to promote and create change
   - B. Action taken on environmental issues
   - C. Politicians making decisions based on their own local electorate's interests
   - D. Environmental damage that forces a wide-scale population shift
5. Which of the following are rights and protections afforded to children under the CRC?
   - A. The right to live with their parents
   - B. The right to privacy
   - C. Protection from abuse and neglect
   - D. All of the above
6. Approximately how many children between the ages of 5 and 17 are estimated to be working in hazardous conditions?
   - A. 7 million
   - B. 17 million
   - C. 57 million
   - D. 79 million
7. Which European country received the highest number of applications for asylum in 2018?
   - A. Sweden
   - B. Germany
   - C. Turkey
   - D. Lebanon

8. What does 'IDP' refer to in terms of refugee data?
   - **A.** Internally displaced persons
   - **B.** Internationally disputed population
   - **C.** Insecure demographic percentage
   - **D.** Identified data provider
9. Which European country had the largest increase of people arriving to seek asylum from 2017 to 2018?
   - **A.** Greece
   - **B.** Italy
   - **C.** France
   - **D.** Spain
10. Which of the following countries rated 'very high' on the Global Peace Index in 2021? Select all options that apply.
   - **A.** Russia
   - **B.** South Africa
   - **C.** Canada
   - **D.** United States

Short answer

Communicating

11. What are the long-term impacts of a low rate of natural increase in population?
12. Why is HIV/AIDS considered to be a pandemic?

Interpreting and analysing geographical data and information

13. Do you think Kenya or Japan has a more difficult fertility problem to deal with? Give reasons and examples to support your answer.
14. **Identify** the common wellbeing challenges experienced by First Nations Australians.
15. **Predict** whether human wellbeing, in general globally, will increase or decrease overall during your lifetime. Give reasons for your view that include references to three of the Sustainable Development Goals and whether or not you think these will be achieved in the next 70 years.

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Online Resources

on Resources

This is a summary of the digital resources you will find online for topic 15 to help support your learning and deepen your understanding. When you see these icons next to an image or paragraph, go to learnON to access video eLessons, interactivities, weblinks and other support material for this topic.

15.1 Overview

eWorkbook
- Customisable worksheets for this topic (ewbk-11512)

Video eLesson
- A long life (eles-1714)

15.2 How do the Sustainable Development Goals aim to address poverty?

Interactivity
- Daily calorie intake, per person (int-7974)

Teacher-led video
- A brief outline of the Sustainable Development Goals (tlvd -10788)

15.3 How are health and wellbeing linked?

Interactivities
- Distribution of malaria (int-9144)
- Impact of AIDS on life expectancy, 1950 to 2015 (int-7980)

15.4 Why do governments have differing responses to wellbeing issues?

Interactivity
- Distribution of remote First Nations communities (int-9145)

15.5 Why are human rights so important?

Weblink
- Human Rights Watch

Interactivity
- Political rights around the world, 2022 (int-9146)

15.6 CASE STUDY: Syria — the impact of conflict on wellbeing

Interactivity
- The distribution of Syrian refugees (int-7988)

15.8 How does the Australian government provide assistance to increase global human wellbeing?

Weblink
- Peacekeeping

Interactivities
- Helping others (int-3305)
- Global Peace Index, 2021 (int-7989)

15.9 Investigating topographic maps: Spatial variations in wellbeing in Tokyo, Japan

eWorkbook
- Investigating topographic maps — Spatial variations in wellbeing in Tokyo, Japan (ewbk-10333)

Digital document
- Topographic map of Tokyo, Japan (doc-36373)

Video eLesson
- Investigating topographic maps — Spatial variations in wellbeing in Tokyo, Japan — Key concepts (eles-5317)

Interactivity
- Investigating topographic maps — Spatial variations in wellbeing in Tokyo, Japan (int-8747)

Google Earth
- Tokyo, Japan (gogl-0063)

15.10 INQUIRY: Global responses to wellbeing

Digital document
- Inquiry rubric (doc-39964)

15.11 Review

eWorkbooks
- Customisable worksheets for this topic (ewbk-11512)
- Reflection (ewbk-11836)
- Crossword (ewbk-11837)

Interactivity
- Global responses to human wellbeing crossword (int-8244)

To access these online resources, log on to **www.jacplus.com.au**

CIVICS AND CITIZENSHIP

16 Civics and Citizenship concepts and skills 596

GOVERNMENT AND DEMOCRACY

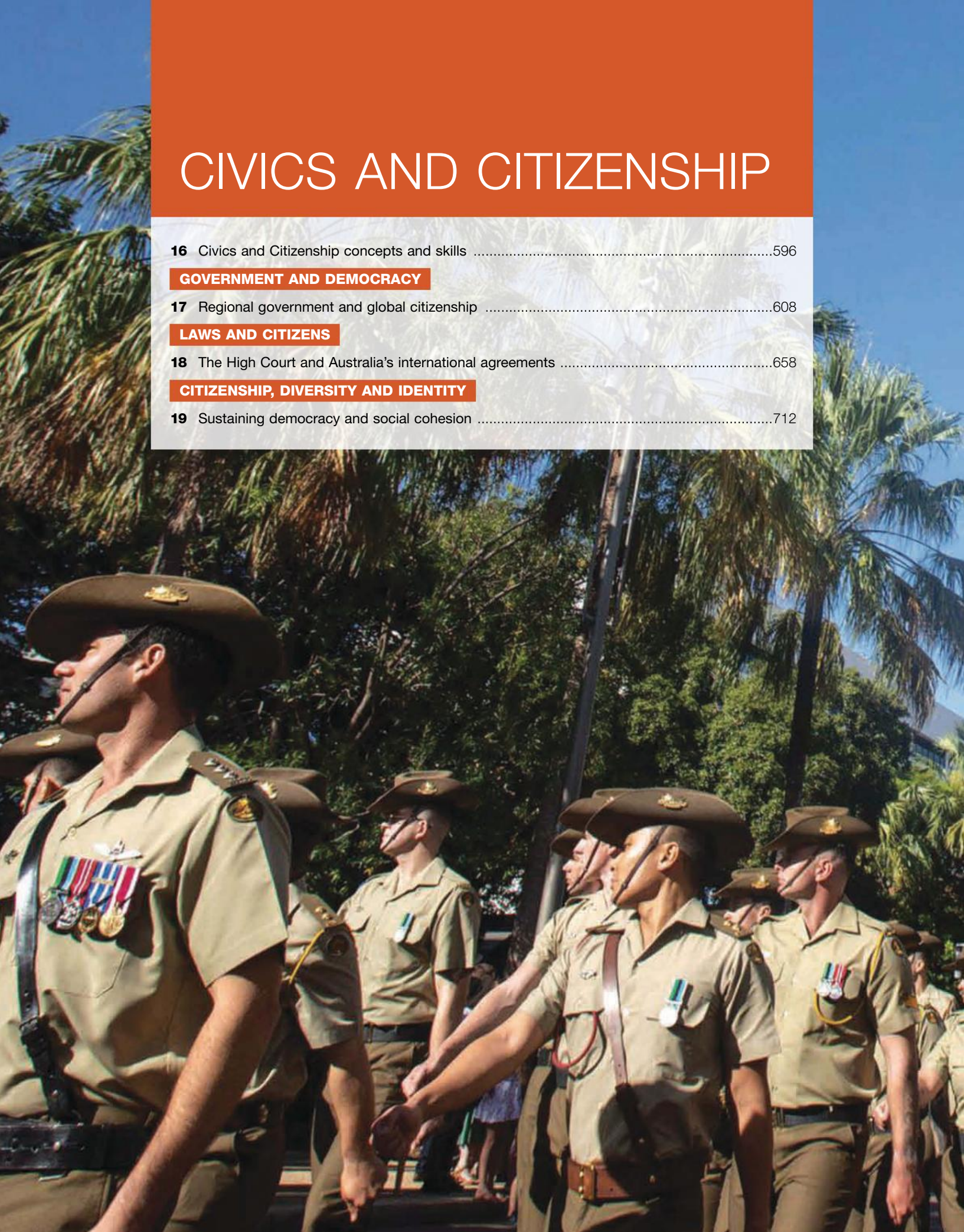
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16 Civics and Citizenship concepts and skills

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LESSON
16.1 Overview

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16.1.1 Introduction

As a student in Civics and Citizenship, you are developing the knowledge and skills that will be needed by you and society, now and in the future. In your study of Civics and Citizenship, you will cover topics about Australia's democratic systems of government and the justice system. Studying Civics and Citizenship may be necessary for your chosen career, or help indirectly by giving you broader knowledge and skills, especially in understanding government and legal systems.

FIGURE 1 Membership of the UN is part of Australia's global role and responsibilities.



on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11514)

Video eLesson Civics and Citizenship concepts and skills (eles-6134)

LESSON
16.2 Concepts in Civics and Citizenship

LEARNING INTENTION

By the end of this lesson you should be able to identify the five Civics and Citizenship concepts and explain why they are important.

Australia is a relatively safe society by global standards. We have laws enforced by police that apply to the whole community; public facilities are maintained by local councils and state governments; and many essential services are provided by government. Most of these factors are dependent on having a stable and secure government and parliamentary representatives, who are accountable to the people who elected them.

Government decisions and laws passed by parliament affect many areas of your life. The **political ideologies** or beliefs that influence government policies will continue to affect you, and the society in which you live, into the future. You have a responsibility to care about these issues and to engage with the society that your vote will help shape in the future.

16.2.1 What are the main concepts in Civics and Citizenship?

Active citizenship

People enjoy certain rights and freedoms from living in a **democratic society**. This includes the right to vote, freedom of speech and the right to practise their religion. However, with rights come responsibilities, such as informed voting, undertaking jury duty and advocating for our democratic values. Active citizens are informed and participate in civic and political processes at local, state, national, regional and global levels.

Democracy

Democracy is a political system in which power rests with the people. Rules govern the **electoral process** that is used to choose our government and the way our government operates. Regular elections that are free and fair enable us to remove and replace our political leaders if we believe they are no longer meeting our needs.

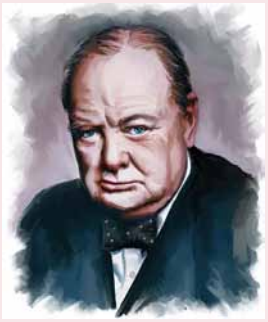
political ideologies sets of ideas and beliefs about how societies should be organised and governed, influencing people's views on issues like power, equality and the role of government

democratic society a system where people have the power to elect their leaders and participate in making decisions that affect them

electoral process the way in which people vote to choose their representatives and leaders in a fair and organised manner

Many forms of Government have been tried, and will be tried in this world of sin and woe. No one pretends that democracy is perfect or all-wise. Indeed it has been said that democracy is the worst form of Government except for all those other forms that have been tried from time to time. — Winston S Churchill, 11 November 1947

Do you agree with Winston Churchill (British Prime Minister during World War II) that democracy is the best form of government — even though it also has flaws? What alternatives exist? Should political leaders be allowed to express negative views about the fundamental basis and structure of our political systems?



Global citizenship

Australia is a part of a global community; our civic participation is not confined to within our national borders. On the world stage, we have an obligation to ensure that we **advocate** for the rights and freedoms of individuals, regardless of where they live. Australia enters into agreements to ensure that our own citizens enjoy those same rights and freedoms.

Legal systems

The **presumption of innocence**, **the rule of law** and **the right to a fair trial** underpin our legal system. The notion of **justice** means that people will be treated fairly in the eyes of the law, with equal access to what they need when they use the legal system. It does not mean that everyone who commits a crime will be punished in the same way, but rather that the punishment will be fair.

Identity and diversity

Australia is a culturally diverse society and our sense of belonging is a blend of our differences and shared experiences. Distinct communities are evident among First Nations Peoples, and those who have migrated to Australia in search of a new life. People are free to express their differences and culture. Shared experiences such as Anzac Day, Reconciliation Week and Mabo Day unite us and help to define our sense of community and belonging.

advocate to actively speak out and stand up for particular causes

presumption of innocence a person is considered innocent until proven guilty in a court of law, and they should be treated as such

the rule of law everyone is subject to the same laws and should be treated fairly and equally, regardless of their position or power

the right to a fair trial every person accused of a crime has the right to be heard in court and have their case decided impartially, with proper legal procedures in place

justice treating everyone fairly, holding people accountable for their actions, and making sure that everyone has equal opportunities and rights

FIGURE 1 Australia is a diverse society.



16.2.2 Your focus in Year 10

This year in Civics and Citizenship, you will be learning about the design of our political and legal system. In particular, you will learn about:

1. Australia's system of government and its key features, including democratic elections and the separation of power. You will also compare Australia's system of government with the government of a country in Asia.
2. how Australia has a global role and the responsibilities that come with this, including being a part of the UN, giving foreign aid and peacekeeping
3. the High Court and its role, which includes, importantly, interpreting the Constitution
4. how international agreements influence government policies in areas such as the environment, discrimination, children's rights and the rights of First Nations Australians
5. how Australia's democracy can be threatened by organised crime, corruption and vested interests
6. how the democratic system and our society are protected and strengthened by shared values and the right to dissent.

16.2.3 Where can Civics and Citizenship skills lead?

Careers that draw on Civics and Citizenship skills are many and varied. For some careers, these skills are essential, with further education and experience helping to develop these skills for work. These types of roles include:

- lawyer
- Member of Parliament
- ministerial adviser
- lobby groups
- public relations
- local government staff
- public service
- police
- marketing
- Electoral Commission
- human rights organisations
- foreign diplomat.



Civics and Citizenship skills are also *transferrable* skills that are helpful in a variety of workplaces and industries, in addition to industry-specialist skills. These types of roles include:

- management
- project management (architects, engineers, project managers)
- journalism
- dramatic arts
- military
- security services
- intelligence services
- import/export businesses
- emergency services
- disaster management
- environmental management.



LESSON
16.3 Skills in Civics and Citizenship

LEARNING INTENTION

By the end of this lesson you should be able to identify the key Civics and Citizenship skills and explain why they are important.

16.3.1 What skills will you build this year?

This year, you will continue to build your ability to use the four broad categories of skills in Civics and Citizenship. In particular this year you are expected to examine sources of information with a more critical eye. The following summaries are to remind you of these four key skills.

Questioning and researching

You will develop and refine questions to investigate Australia's political and legal systems, and contemporary civics issues facing Australia today. You will use these questions as the basis of your research into contemporary Australian society and its capacity to foster fairness, diversity and inclusiveness for different groups, such as First Nations Australians and refugees. They will help you locate, select and compare information, data and ideas from a range of appropriate sources.

In Year 10, you will consider the processes that are in place to ensure that our government remains representative of the people and accountable to them. You will also compare Australia to other places in the world.

Analysis, evaluation and interpretation

Analysis involves interpreting information to identify the main features or ideas, then examining the information closely to determine how the parts relate to the whole.

The skills you develop will help you determine what kinds of information you can rely on to be accurate and identify where bias might exist. You will refine your skills at finding current data and looking at data in different formats such as graphs, tables, media reports, charts of election results or opinion polls.

This year you will continue to expand your views as you consider a national, regional and global focus. As part of your evaluation, you will draw evidence-based conclusions and consider different perspectives and interpretations of data.

Civic participation and decision-making

Participating in the civic process involves identifying and evaluating the methods and strategies related to making decisions about the ways in which an active and informed citizen can participate within society.

At Year 10, you will look closely at factors that guide decision-making in relation to civic participation at the regional and global level.

Communicating

In Year 10 you will present and communicate ideas, perspectives and arguments based on evidence and research on contemporary civics and citizenship issues. Explanations will be clearly expressed and consider not just the issue, but also the outcome of civic action, participation and engagement.

In Year 10 there is a focus on the Asia–Pacific region and our role as part of a global community.

16.3.2 SkillBuilders in this topic

In addition to these broad skills, there is a range of essential practical skills that you will learn, practise and master as you study Civics and Citizenship. The SkillBuilder lessons in this topic will tell you about the skill, show you the skill and let you apply the skill to the topics covered.

The SkillBuilders you will use in Year 10 are as follows:

1. Using the inquiry approach for research
2. Using the deconstruct/reconstruct method
3. Conducting an interview
4. Using and referencing quotes
5. Analysing political cartoons
6. Writing essays
7. Writing a feature article (news story)
8. Debating an issue

FIGURE 1 Civic participation can take many forms. In this image, volunteers stand beside sandwich-board posters of candidates and wait to hand out how-to-vote pamphlets to people attending a polling station in Sydney, New South Wales.



LESSON
16.4 SkillBuilder: Using the inquiry approach for research

online only

What is the inquiry approach to research?

The inquiry approach is a process to help you research and answer questions or address issues in Civics and Citizenship. This skill will help you find relevant information and analyse and evaluate it.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
16.5 SkillBuilder: Using the deconstruct/reconstruct method

online only

What is the deconstruct/reconstruct method?

Copying another person's work without acknowledging the author is plagiarism, whether it is copied from the student sitting next to you in class or from an article you found on the internet. For many students, plagiarism occurs simply because they do not know how to read information and then use it appropriately in their own work. The deconstruct/reconstruct method teaches you how to use another person's work appropriately.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
16.6 SkillBuilder: Conducting an interview

online only

How do you conduct an interview?

Conducting interviews can help you understand an issue or problem from different perspectives, so that you can better understand which strategies or actions might provide the best outcome for everyone involved. Interviews can be conducted face-to-face between two people or in small groups, or by some form of communications technology such as the telephone or internet.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
16.7 SkillBuilder: Using and referencing quotes

online only

How do you use quotes?

Using and referencing quotes accurately is part of the Questioning and researching skill in Civics and Citizenship and is important for communicating your ideas effectively. When writing an essay, assignment or report, you need to include evidence to support your arguments. If this evidence takes the form of a quote or includes the use of statistics, then you must show the reader where this information came from.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
16.8 SkillBuilder: Analysing political cartoons

online only

How do you analyse political cartoons?

Analysing political cartoons is an important way of engaging with and examining current political issues. Political cartoons use caricatures, visual language and language tools such as exaggeration, irony and absurdity. This skill will show you how to analyse bias in cartoons, but the same process applies to any source of information.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
16.9 SkillBuilder: Writing essays

online only

How do you construct an effective extended response?

Writing extended responses and essays are an important part of the Communicating skill in Civics and Citizenship. This skill focuses on refining the structure of your essays, and ensuring you answer the question or topic that has been given.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
16.10 SkillBuilder: Writing a feature article

online only

How do you write a feature article?

A feature article is a news article that is written to present more in-depth information or analysis of an issue. Writing feature articles is part of the Communicating skill in Civics and Citizenship. In Year 10 you are expected to write a variety of extended pieces to present arguments and information, and tailor them specifically to suit an audience and purpose.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
16.11 SkillBuilder: Debating an issue

online only

How do you deliver arguments and information in a debate?

Debating turns arguing into a sport, complete with set positions, rules and a points system. Debating is part of the Civic participation and decision-making and Communicating skills in Civics and Citizenship.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
16.12 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

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16.12.1 Key knowledge summary

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

16.2 Concepts in Civics and Citizenship

- Active citizens are informed and participate in civic and political processes at local, state, national, regional and global levels.
- Democracy is a political system in which citizens choose the way in which they are governed.
- Democratic values are the standards or instructions that shape a democracy. In Australia these include free and fair elections, and a separation of powers.
- Global citizenship reflects the fact that Australia is a part of a global community; our civic participation is not confined to within our national borders.
- The presumption of innocence, the rule of law and the right to a fair trial underpin our legal system.
- Australia is a culturally diverse society and our sense of belonging is a blend of our differences and shared experiences.

16.3 Skills in Civics and Citizenship

- The skills you will develop across your study of Civics and Citizenship fall into four main groups.
  - Questioning and researching involves locating relevant and detailed information and/or data from a range of appropriate sources.
  - Analysis, evaluation and interpretation involves interpreting information to identify the main features or ideas, then examining the information closely to determine how the parts relate to the whole. You will learn to draw evidence-based conclusions by evaluating information and/or data.
  - Civic participation and decision-making in Year 10 involves looking closely at factors that guide decision-making in relation to civic participation at the regional and global level.
  - The ability to communicate and share your ideas with other people is also an important part of Civics and Citizenship.

16.12.2 Key terms

advocate to actively speak out and stand up for particular causes

democratic society a system where people have the power to elect their leaders and participate in making decisions that affect them

electoral process the way in which people vote to choose their representatives and leaders in a fair and organised manner

justice treating everyone fairly, holding people accountable for their actions, and making sure that everyone has equal opportunities and rights

political ideologies sets of ideas and beliefs about how societies should be organised and governed, influencing people's views on issues like power, equality and the role of government

presumption of innocence a person is considered innocent until proven guilty in a court of law, and they should be treated as such

the right to a fair trial every person accused of a crime has the right to be heard in court and have their case decided impartially, with proper legal procedures in place

the rule of law everyone is subject to the same laws and should be treated fairly and equally, regardless of their position or power

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11514)
Reflection (ewbk-11802)

Interactivity Civics and Citizenship concepts and skills crossword (int-9113)

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LESSON
16.4 SkillBuilder: Using the inquiry approach for research

LEARNING INTENTION

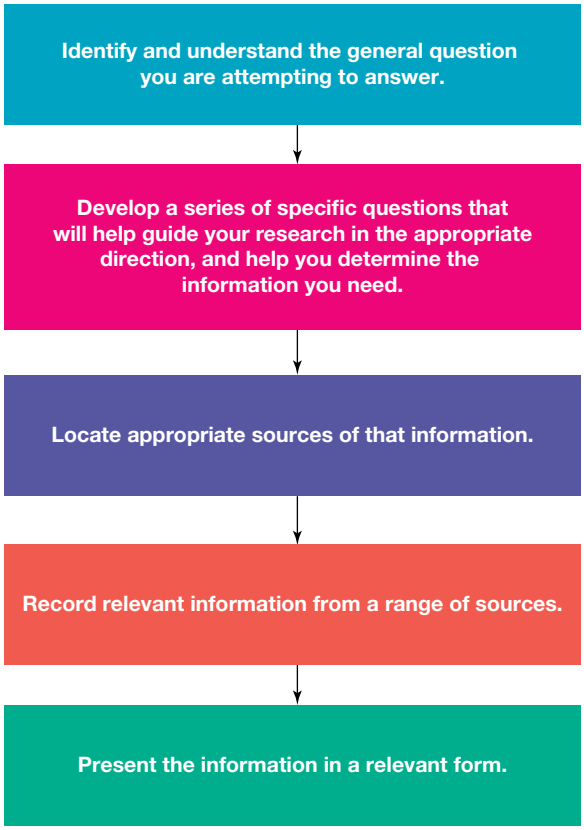
By the end of this lesson you should be able to use an inquiry approach for research.

The inquiry approach is the foundation of Questioning and researching in HASS. In years 7 to 9, you have learned each of the parts of this process in detail. At a Year 10 level, you should be able to locate relevant and detailed information and data from a range of appropriate sources. You should then be able to analyse and evaluate this information, to help you form an argument or hypothesis, and choose relevant information to support this hypothesis.

16.4.1 Tell me

The inquiry approach is a process to help you research and answer questions or address issues. When you are asked to 'do research' you need to investigate a particular topic or event. To do this investigation well it is important to have a series of questions to guide your investigation (inquiry). You already have skills in using this process; Year 10 is your chance to examine and refine those skills.

FIGURE 1 The steps in the inquiry process



16.4.2 Show me

Imagine you have been asked to investigate into the potential threats to Australia's democracy through either vested interests, organised crime or corruption.

You need to plan your investigation and break it into some clear steps. This process will be familiar from previous years of study.

Step 1

Your first step is to clearly identify the essential key question. For the topic organised crime, this could be expressed as:

What is the level of threat of organised crime in Australia?

Step 2

Break this down into a series of inquiry questions. These could include:

1. What is organised crime?
2. How much organised crime exists in Australia? In each of the states?
3. Has the level of organised crime changed? How?
4. Discuss the reasons for organised crime in the community?

Step 3

Locate appropriate sources. There is a wide variety of sources that can be used for research, including textbooks, websites and books written by experts in the subject.

You need to ensure that the sources of information you use are relevant to your topic, and reliable. To do this start with sources from trusted educational institutions or official organisations. For example, this textbook or the National Crime Authority or Institute of Criminology.

Internet searches can bring up a huge list of information sources, but not all are reliable. You need to carefully select a small number of sources that are reliable. Remember also that crowd-sourced or publicly edited information may not always be reliable.

Step 4

Record your information. A recommended way to record your research information is by using a formal note-taking method, such as Cornell Notes.

Another method is to select and print some text, and highlight those sentences or paragraphs that provide answers to your questions. Sometimes a complete answer to a question may be found in several places in a piece of text. Be sure to highlight all relevant text and indicate with a number which question the information answers. When you are satisfied that you have found the answers to all the questions, write the answers in order, making sure to use your own words or clearly mark quotations and include the full source details. (Doing this at the note-taking stage means you won't have to come back to the source to find the details later.)

16.4.3 Let me do it

Practise the skill of using inquiry questions for research by completing a step-by-step **worksheet** from the Resources panel.

LESSON
16.5 SkillBuilder: Using the deconstruct/reconstruct method

LEARNING INTENTION

By the end of this lesson you should be able to use an deconstruct/reconstruct method for research.

At a Year 10 level you should be able to accurately and effectively make notes from a source, without plagiarising. This includes knowing how to reference your sources.

16.5.1 Tell me

Copying another person's work without acknowledging the author is plagiarism, whether it is intentional or accidental. For many students, the act of plagiarism occurs simply because they do not know how to read information and then use it appropriately in their own work. The deconstruct/reconstruct method teaches you how to use another person's work appropriately.

16.5.2 Show me

The deconstruct/reconstruct method is a way to use existing information to create original work. This academic technique helps you better understand information and allows you to organise your thoughts more clearly. By implementing this strategy, you will create unique pieces of writing that still have the same meaning as the articles and books you have read in your research.

There are three steps to the deconstruct/reconstruct method.

Step 1
Read

Make sure you read the entire source from start to end. There is no need to highlight or take notes during this stage. You want to simply read and take in the meaning of the author's work.

When you finished your first read-through, think about the text. Note down any questions you have after your first read-through. In some circumstances, you might also decide after the first read that this text is not relevant to your task or research, or that it is clearly an unreliable or inaccurate source of information. In this case, do not proceed; find another source of information.

Step 2
Re-read

Remember: the more times you watch a movie, the better you can see the elements that the director wants you to see. Similarly, the more times you read a source, the better you can see the elements that the author wants you to see. A second reading is to help you extract and begin paraphrasing the information relevant to your task, and to identify quotes you might wish to use.

When re-reading a source, you should use a table like the following to help you collect information and organise your own thoughts.

Quotes/facts	Notes
• Factual information • Direct quotes from authors or other people • Statistics	• Ideas and questions you might think of while reading the source • Dot points and/or whole sentences

- In the 'Quotes/facts' column, write only factual or statistical information.
- The 'Notes' section is for any ideas and questions you might have after reading the quote. You can write this section in dot points or full sentences — whatever makes sense to you. You do not necessarily need to comment on each quote or fact you record; similarly, you may write notes that do not relate to a specific quote. Completing this section is crucial as these notes will form the basis of your writing.
- Instead of copying out the whole quote in the left column, you might also note the quote's location in the text and highlight it in your text or article. (You may not be able to do this if you are working with online resources, so having this column is useful.)

Let us use text from topic 3 of this textbook to practise the deconstruct/reconstruct method.

The system of government in the Empire of Japan was a military and absolute monarchy. This changed at the end of World War II, when the Constitution of Japan was drawn up and the post-war country ceased to be an empire and became modern Japan. Enacted on 3 May 1947, Japan's Constitution is based on three principles: sovereignty of the people, respect for fundamental human rights and renunciation of war.

Japan's system of government is based on the idea of democracy. Japan is an independent country governed by a constitutional monarchy, with a parliamentary system of government. Japan's Constitution has remained unchanged since it came into force in 1947. The emperor is the head of state but only has a symbolic role.

FIGURE 1 The National Diet Building in Tokyo, the home of Japan's national parliament



The people of Japan choose the members of the Diet, and the members of the Diet elect the Japanese prime minister from among themselves.

Notice in the following table example:

- Quotes are formatted to show omissions (with an ellipsis …) and additions (with square [brackets] around the added words).
- Quotes listed in the table are highlighted in the text for future checking/reference.
- Notes are not in full sentences and use abbreviations.

Quotes/facts	Notes
• 'The Empire of Japan was based on a military and absolute monarchy.' • Constitution drawn-up after WWII, during Allied occupation • '[The] Constitution … based on three principles: sovereignty of the people, respect for fundamental human rights and renunciation of war.' • Const. enacted: 3 May 1947 • Govt based on democracy • Constitutional monarchy • Parliamentary govt. • Parliament called 'Diet' • Emperor head of state, only symbolic • Political system based on Westminster system. • Bicameral parliament • Japanese people elect Diet members, who then elect prime minister.	• Who had more power, the military or emperor? • Was this forced or welcome? • Which human rights are clearly specified, what else is in the constitution? • Who was involved in writing it? • How many members are there in the Diet? • What powers does the Emperor have now? • Are the powers of each house equivalent? • How many political parties are there in Japanese politics?

Step 3
Re-write

Put away the book, close the website page and rewrite what you have just read. The best way to do this is by using only the table that you created in step 2. The notes column should contain your own interpretation of what the author has said, and the quotes/facts column will provide the evidence you need to support your arguments and assumptions.

Once you have completed the table, you can use the information to create your original piece of writing. The following paragraph has been written using the information summarised in the practice table. Extra research has also been completed to answer some of the questions written in the notes column.

SAMPLE STUDENT ANSWER

Japan has a democratic system of government that is based on the British Westminster system. The Japanese emperor is technically the head of state, but this is largely a symbolic position. Japan has a parliamentary style of government, which means that the people elect representatives to the national parliament, called the *Diet*, and these Members of the Diet then elect the prime minister, who heads up the government. Like British Parliament, this Diet is divided into two houses, making Japan's Diet a bicameral parliament.

Japan is a constitutional monarchy, with a written constitution outlining the form and powers of the government. This constitution was drawn up during the Allied occupation of Japan after World War II, and enacted on 3 May 1947. Prior to this, Japan's system of government was based on a powerful military and absolute monarchy. The current constitution instead has three key principles: sovereignty of the people, respect for fundamental human rights and renunciation of war.

As you can see, the meaning of the paragraph created by the deconstruct/reconstruct method and the one upon which it is based is exactly the same. Both paragraphs discuss the system of government in Japan, and both paragraphs use similar information in this discussion. However, because the deconstruct/reconstruct method has been used, the written text itself is completely different. The author has synthesised information and created an original piece of writing.

16.5.3 Let me do it

Complete the following activity to practise this skill.

16.5 ACTIVITY

Practise the skill of using the deconstruct/reconstruct method by choosing any paragraph from this resource and applying the three steps of the process. To do this complete the step-by-step **worksheet** from the Resources panel.

LESSON
16.6 SkillBuilder: Conducting an interview

LEARNING INTENTION

By the end of this lesson you should be able to conduct an interview.

In Year 10 conducting interviews can help you understand an issue or problem from different perspectives, so that you can better understand which strategies or actions might provide the best outcome for everyone involved.

16.6.1 Tell me

An interview is a conversation with some sort of purpose between two or more people. Questions will be asked by the interviewer(s) to obtain information, facts or statements from the person(s) being interviewed. Interviews can be conducted face-to-face between two people or in small groups, or by some form of communications technology such as the telephone or internet.

Why is conducting an interview useful?

An interview is important because it allows the interviewer to gather a wide range of views and facts. Interviews can reveal information about people's values, motivations, attitudes and feelings.

FIGURE 1 Interviewing a person allows the interviewer to gather a wide range of views and facts.



16.6.2 Show me

Step 1
Establish your goal

What do you want to find out from the person?

If you are interviewing someone well-known, do some preliminary research so that your questions are well targeted. Learn the basic facts about the topic you're interviewing the person about; try to discover a topic that you either can't find any information about or that might have been reported in slightly different ways. These areas of ambiguity or differing perspective about a person might provide interesting directions for questioning.

If you are interviewing someone who is not well known, you may need to ask more questions in the interview to get this basic information.

Step 2
Plan your line of questioning

Plan the questions you will need to ask the person at an interview. You could use the 5W and 1H approach to help formulate your questions. Often, people who have a public profile will want to see the questions you plan to ask in advance, sometimes before they agree to the interview.

Step 3

Schedule your interview

If you are interviewing a specific person, organise a time in advance for the interview. Be prepared to negotiate the time and place. When you ask them if they will agree to be interviewed, let them know what you are interviewing them for: the final product you will produce and who will read or view it.

Before your interview day and time, send a confirmation to the person you are interviewing. Include the day, time and place you are meeting. Thank them for agreeing to the interview.

Generally, it is best to interview people in person, but you can also conduct phone or video-chat interviews. If you are interviewing a person that you do not know well, and you want to interview them in person, organise to meet in a public location, like a café or public library.

Step 4

Conducting your interview

A good interview is more like a conversation than a series of questions and answers. Always use your questions to keep the conversation on track, but don't be afraid to ask follow-up questions or ask for more information if your subject tells you something interesting and relevant that you don't anticipate.

Make eye contact as your subject answers your questions. Use positive and friendly body language.

There are a few ways that you can record the details of your interview, each has benefits and drawbacks. If you are required to submit a transcript, you will need to either audio or video record it.

Method	Positives	Negatives
Writing notes	Quick to review	Potential to misquote Hard to record a lot of information and talk at the same time
Audio recording	Easier to record Can review and replay to get quotes exact	Slower to review and find specific information May have technical issues (power, sound quality)
Video recording	Easier to record Can review and replay to get quotes exact	Can be intimidating or off-putting for some people Slower to review and find specific information May have technical issues (power, quality, etc.)

Etiquette for interviews

- Be polite.
- Be on time.
- Dress appropriately for the situation. If you are meeting someone in their office, you should be dressed neatly (if in doubt, wear your school uniform).
- Before you ask any questions, remind them why you are doing the interview and what will happen to their responses (how you will be using the information).
- Always thank the person for their time.

Step 4

If you have recorded the interview and need to submit a transcript, write out the interview (word for word) using proper sentences and headings. Present the transcript so that it is easy to read.

16.6.3 Let me do it

Complete the following activities to practise this skill.

16.6 ACTIVITIES

You can also complete a step-by-step **worksheet** from the Resources panel.

1. **Conduct** an interview with a person with connections to a country in the Asia region. Use the following questions to guide your interview. You should add more to enhance the information you collect in the interview:
   a. What country in the Asia region do you have connections to?
   b. In what country do you currently live?
   c. What values do you associate with Australia's system of government?
   d. What values do you associate with the country in the Asia region that you have connections to?
   e. Can you see any similarities or differences between the values of Australia's system of government and those of the country in the Asia region that you have connections to?
   f. How much do you think Australia should spend on foreign aid?
2. After completing your interview, write a transcript of it. **Decide** whether your transcript will follow a simple question-and-answer format, or be written like a narrative (a written account of the interview). **Create** a heading for the transcript, then write a short introductory paragraph preceding the transcript **outlining** who you interviewed, when the interview took place and what the interview was about (a **summary** of your main questions).

FIGURE 2 Make sure you take notes in the interview and then transcribe them afterwards.



LESSON
16.7 SkillBuilder: Using and referencing quotes

LEARNING INTENTION

By the end of this lesson you should be able to use and reference quotes.

Using and referencing quotes accurately is important for communicating your ideas effectively. At a Year 10 level you are expected to know and use appropriate ethical protocols, including specific formats for acknowledging other people's information, and understand that these formats vary between organisations.

16.7.1 Tell me

Why is it important to reference quotes?

When writing an essay, assignment or report, you need to include evidence to support your arguments. If this evidence takes the form of a quote or includes the use of statistics, then you must show the reader where this information came from. This can be done through the use of a referencing system.

There are many different referencing systems used throughout the academic world. Some systems were developed at the world's leading universities and so bear their names. The Harvard and Oxford systems are examples of these, and they happen to be the two most widely used referencing systems.

- The Harvard system uses in-text references in the form of parentheses, or brackets, containing the author's name and the year of publication, like this: (Smith, 2014).
- The Oxford referencing system uses numbered footnotes. A footnote lists bibliographical information at the foot (bottom) of a page and the number corresponding to that footnote at the end of the relevant section of text, usually a sentence, like this.[1] (*Note:* The footnote here does not actually reference anything but is just used as an example of what a footnote number looks like.)

The Harvard referencing system has its origins in the scientific field. A simple and direct system, it was later adopted by the wider academic community. Due to its simplicity and ease of use, the Harvard system has become more widely used than its Oxford counterpart.

The HASS skills chapters of this series teach you how to use the Harvard system to create lists of references for your research. In this lesson you will learn the next part of the system: how to incorporate quotes into your written work.

16.7.2 Show me

Step 1

There are four techniques for incorporating other people's ideas and information into your work, and you should choose the one that works best for a particular information and the way you are communicating your ideas. News articles may rely more on direct quotes, an essay may include more paraphrased ideas.

	Definition	Example	Ethical protocols
Direct quote	A direct quote is an exact copy of the words and structure of the author shown in quotation marks.	'The Harvard system is far better than its Oxford counterpart.' (Smith, 2020, p. 12)	Always ensure you quote exactly, word-for-word
Edited quote	A slightly edited version of what the author has written, either taking words out or adding them in.	Smith (2014, p. 12) claims that '… Harvard is [a] far better [system] than its Oxford counterpart.'	Use only to make the quote fit the grammar of a sentence. Ensure that the original idea or message of the author is reflected in your quote; twisting their words to change the meaning is unethical Always show where you have made edits. Three dots show you have taken words out. Square brackets show you have added words.
Paraphrased information	A paraphrased idea has been rewritten in completely new words and structure.	It has been suggested that Oxford referencing is inferior to the Harvard style (Smith, 2014, p. 12).	Do not use their words or structure. The meaning of the information must be the same.

Does it count if I replace a few words with the thesaurus?

Using someone else's words and writing structure, but swapping in a few synonyms here and there, is still plagiarising even though the text is not exactly the same. You are using another writer's basic structure and most of their words without acknowledging it. Many teachers and publications use software or web services to detect exactly this kind of plagiarism. Do the right thing: cite your sources.

Step 2

Each of the different types of reference requires different types of in-text referencing. Understanding the different types and the rules for citation will help you to include the information correctly.

Methods of in-text referencing for each type of quote:

Type of citation	How to reference it	Example
Paraphrase (simple)	Include the author's surname and the year the source text was published in parentheses at the end of a sentence.	The information was easy to find; social media sites were publishing it (Smith, 2019).
Paraphrase (using the author's name in your sentence)	Include the year of publication in parenthesis directly after your rewriting of the information.	The information was easy to find, as Smith (2019) demonstrated, many social media sites were publishing it.
Direct quotes (less than three lines of your writing)	• Add the author's surname and the year the source was published in parentheses at the end of a sentence *and* page number of the reference. • Write the whole quote in quotation marks.	'Social media sites published this information' (Smith, 2019, p. 12).

Type of citation	How to reference it	Example
Direct quotes (more than three lines of your writing)	• Add the author's surname and the year the source was published in parentheses at the end of a sentence *and* page number of the reference. • Include substantial quotes as a separate paragraph. To differentiate the quote from the regular text, this paragraph is usually indented from the left and right and written with a slightly smaller font or different line spacing.	The information that influenced voters was easy to find. Social media sites published this information widely in a number of countries. The course of the original posts, however, were impossible for us to trace. (Smith, 2019, p. 12)
Using the author's name in your sentence	Include the year of publication directly after this, again in parentheses.	The information was easy to find, as Smith (2019) demonstrated, many social media sites were publishing it.

16.7.3 Let me do it

Complete the following activity to practise this skill.

16.7 ACTIVITY

You can complete a step-by-step **worksheet** from the Resources panel.

a. **Select** three separate sources of information about an issue in federal politics this week. (Try to use different kinds of sources.)
b. Write your own point of view about this issue, incorporating four references to your sources — one using each of the techniques shown above (direct quote, edited quote, substantial quote and paraphrased quote).

LESSON
16.8 SkillBuilder: Analysing political cartoons

LEARNING INTENTION

By the end of this lesson you should be able to analyse a political cartoon.

Analysing political cartoons is an important way of engaging with and examining current political issues. In Year 10 you should be able to identify, explain and provide a contrary perspective to those presented in texts.

16.8.1 Tell me

Political cartoons are created to critique and sometimes ridicule political decisions, views and politicians themselves using caricature (pictures of people that have had some of their features or mannerisms purposely distorted or exaggerated for comic effect). They also use visual and language tools such as exaggeration, irony and absurdity.

Bias is where a person presents information based on their own views, rather than facts. It may be done on purpose as the author is trying to persuade the reader, but it could be unconscious — the author presents information according to their views but they are not doing it on purpose. This is not always an issue but it is necessary to be able to identify when this happens as it could have serious consequences particularly in the application of the law and the potential to undermine justice. Identifying bias occurs through examining the language that the author uses as well as the data they present to support their views. The data could be based on flawed surveys or have been manipulated to support a particular viewpoint.

The examples in this subtopic relate to analysing bias in cartoons, but the same process applies to any source of information.

16.8.2 Show me

Step 1

Look closely at the visuals. The colours, facial expressions of the people, symbols and style will give clues about the message and help you to interpret the point of view perspective. Drawing up a table to collect your observations will help with the next stage of the process.

For example, some of the notes you might make about the cartoon in **FIGURE 1** are included in the left column.

Feature	Description	Possible interpretations
Rubbish on the ground	Seems to be how to vote cards — shown as litter.	
Brown 'fumes' coming from political party booths	Political parties all have the same bad smell.	
Voter holding his nose	Political parties all have the same bad smell.	

FIGURE 1 2019 Australian federal election cartoon



Source: https://saltbushclub.com/2019/04/28/how-to-vote.

Step 2

Then look at the language used in the image or the caption, if there is one. This will give another clue about the reaction the author is trying to illicit in the reader. For example, is it designed to make the reader feel angry, sad, victimised or to take a certain viewpoint? The language used by an author can be very subtle — it may not be obvious what the author wants the reader to feel as some terminology is not as emotive as others.

Add your observations to your table of notes. At this stage, you might also add questions to consider as well as observations.

Feature	Description	Possible interpretations
Rubbish on the ground	Seems to be how to vote cards — shown as litter.	
Brown 'fumes' coming from political party booths	Political parties all have the same bad smell.	
Voter holding his nose	Political parties all have the same bad smell.	
Text on how to vote cards	Writing is indistinguishable.	
Party booths all labelled with their name and party colour	All lettering and booths are the same, only the colours are different.	

Step 3

Cartoons will generally represent one main viewpoint of an issue rather than show the broad range of points of view. Connect what you see with the overall perspective of the cartoon. **FIGURE 1** is suggesting that none of the four political parties represented in the cartoon are worth the voter's consideration — they all 'stink'.

Complete your table by explaining how what you see helps to support the message of the cartoon. This might help you to answer some questions, but will probably raise many others. Try to think of as many possible, plausible interpretations of what you see. This is a good way of practising thinking how different images or words can mean a variety of different things, and reveal a range of perspectives if used in a slightly different context.

Political cartoons also often operate on multiple levels (different layers of meaning) so don't feel that you have to come up with one, definitive 'correct' interpretation. There is often more than one message that can be taken from a political cartoon. For example, some of the possible interpretations you could make based on **FIGURE 1** include the following.

Feature	Description	Possible interpretations
Rubbish on the ground	Seems to be how to vote cards — shown as litter.	• The advice about voting given by parties is rubbish. • They are polluting the streets with their ideas.
Brown 'fumes' coming from political party booths	Political parties all have the same bad smell.	• The four main political parties are rotting. • They smell like sewerage (the booths look like old outdoor toilets).
Voter holding his nose	Political parties all have the same bad smell.	• Reinforces the politicians are 'on the nose'. • Voter is not interested in their ideas.
Text on how to vote cards	Writing is indistinguishable.	• Their messages might as well all be the same.
Party booths all labelled with their name and party colour	All lettering and booths are the same, only the colours are different.	• Reinforces the parties are all different variations of the same thing.

DISCUSS

- Are the people in this cartoon caricatures?
- Or are they symbols representing a type of person?
- Is there a difference?
- How might the cartoon be changed to show the opposite perspective?

Step 4

You may be asked to write an extended response analysing a political cartoon. In this case, use your table to structure your response paragraphs. For example:

- Identify a feature (visual or text).
  This cartoon shows the ground outside a polling booth covered in discarded how-to-vote cards.
- Give a description.
  The cards are indistinguishable from each other and are spread across the ground in front of all of the candidates.
- Provide an interpretation.
  This suggests that the election materials might as well all contain the same 'rubbish' or pointless, wasted message. It might also be hinting that the messages and ideas of political parties — as explained in their election materials — are polluting the streets, that is, making the country messier and uglier.
- Conclude by stating how these observations support your interpretation of the cartoon as a whole.
  This reinforces the cartoonist's perspective that none of the four major Australian political parties are worth voting for, and the message that voters should ignore them when it comes time to vote.

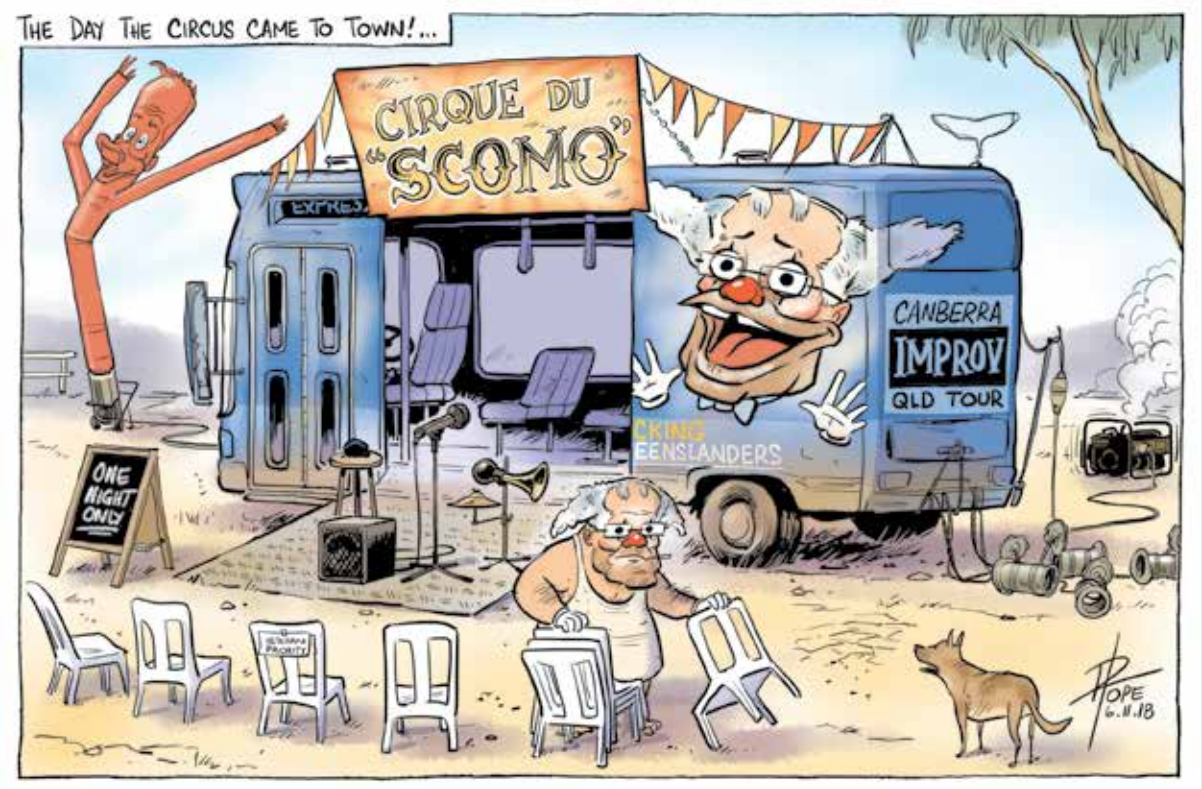
16.8.3 Let me do it

Complete the following activity to practise this skill.

16.8 ACTIVITY

Practise the skill of **analysing** using the political cartoon in **FIGURE 2**. To do this you can complete a step-by-step **worksheet** from the Resources panel.

FIGURE 2 The day the circus came to town, from *The Canberra Times*, 6 November 2018



LESSON
16.9 SkillBuilder: Writing essays

LEARNING INTENTION

By the end of this lesson you should be able to write an essay.

Extended response and essay writing are important skills in Civics and Citizenship. It is important to be able to explain information in detail and present evidence that supports the ideas in an objective and unbiased way. This subtopic focusses on refining the structure of your essays, and ensuring you answer the question or topic that has been given.

16.9.1 Tell me

As you have learned in earlier years, an effective essay has three main three parts:

- introduction (outline of the essay)
- body (multiple paragraphs each with a clear structure and addressing a different, single idea in detail
- conclusion (overview of the essay).

These elements link together to present the information to the reader. Overall, an essay should clearly explain the background of an issue, contain evidence and examples and, most importantly, answer the question that has been asked. This might seem obvious, but many students fall into the trap of writing about what they know in an essay, rather than answering the specifics of the question that has been asked. The connection between what you are writing and the question should be clear at every stage of your essay.

16.9.2 Show me

Step 1

Refining your introductions

An introduction is a paragraph that outlines the direction of the essay. It usually includes reference to the question or topic, two or three key definitions and an outline of the evidence used to support the points. It should also include a thesis statement; this is a sentence that addresses the question and makes the general direction of the essay clear.

FIGURE 1 The United Nations brings the countries of the world together. Why do you think all the flags are on display?



For example:

- Question: The United Nations is an important body in managing international relations. Discuss this statement.
- Thesis: The statement 'The United Nations is an important body in managing international relations' is extremely valid.
- Thesis: The United Nations is a body of enormous influence and has contributed significantly to international co-operation.

The rest of the introduction should outline the evidence and examples used to support the thesis. It should also follow a full paragraph structure.

A clear introduction also helps you to show that you will answer the question in the way that is being asked. In the following example, students are being asked to 'discuss'. A 'discuss' extended response requires you to identify and give arguments for and/or against. This means you can answer with an essay that agrees, disagrees or provides some points each way. Remember: some of the most thoughtful and well-supported views in Civics and Citizenship show that you understand there are many different perspectives on an issue. A 'discuss' question helps you to show the 'grey areas' of an issue. In contrast, if the question was reworded to 'Argue that the United Nations is an important body in managing international relations' (or make a case that …) you are being asked to defend a specific point of view — you can only show the other side to explain why it is wrong.

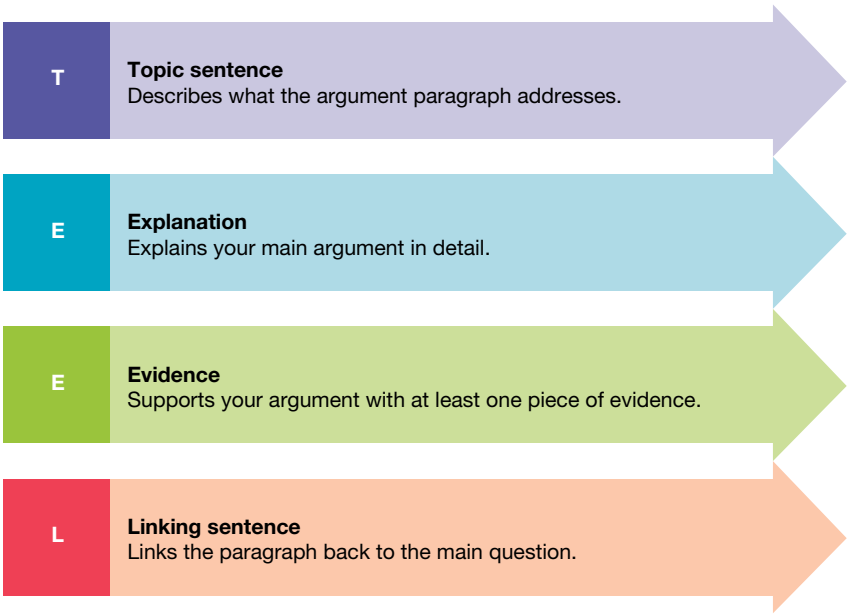
Step 2

Clear argument paragraphs

An argument paragraph is a section of an essay that presents a point of view. Beginning with a topic sentence, the paragraph will then explain the point of view and support it with evidence. Finally, a linking sentence will draw the reader's attention back to the key questions being discussed. In this way, an argument paragraph follows the TEEL structure.

This structure will already be familiar from previous years of HASS. As your essay writing becomes more sophisticated and your ideas more complex, you might need to move away from this rigid structure a little to be able to explain and support your ideas effectively.

FIGURE 2 The TEEL structure for writing an essay



Imagine that, after completing this topic, your teacher asks you to write an essay on the following:

Discuss the potential for foreign interference in elections in a country such as Australia.

The following paragraph is an example of the kind of paragraph you would find in this essay; however, the structure blends together the 'two Es' of TEEL to provide a more fluid and connected piece of writing.

Australia is a democratic country and has a number of measures in place to protect the integrity of the system; however, there is the potential for foreign powers to interfere in the democratic process. They may, for example, attempt to influence the outcome of an election with a view to gaining power and influence in the decision-making process. This could include reviewing foreign investments, building major infrastructure projects or gaining seats in parliament in an attempt to subvert procedures. Evidence of how easily this influence might occur in Australia has been seen in other democratic country's recent electoral campaigns. In the 2016 US presidential election, it was claimed that Russian operatives tried to influence voter opinion through social media, posing as Americans and sharing propaganda that criticised Hilary Clinton. Currently, Australia has no laws governing truth in political advertising, high levels of social media use and no online advertising black-out law. These factors combine to provide an easy opportunity for foreign entities to interfere in the Australian electoral process in the same way — right up until the final vote is cast.

How many paragraphs should an essay have?



Have you ever heard the saying 'how long is a piece of string'? There is no definite answer; an essay can be long or short — depending on the question and the quality of the answer. At Year 10 level you should aim to be writing essays with a clear introduction, three or four main body paragraphs and a conclusion.

Step 3
Conclusion

A conclusion is a paragraph that summarises the essay. It is sometimes described as a re-working of the Introduction but with slightly different language so it 'finishes' the argument. Don't forget that each part of your essay should reflect the direction and intention of the question you have been asked. This should be the focus of your conclusion too.

Step 4

Check the details. Never submit an essay or extended response without checking over your work carefully. Look for:

- a clear and logically structure
- correct spelling (especially with names and subject-specific terms)
- accurate and well-referenced quotes
- strong evidence that supports your ideas.

Finally, look at the question you have been asked again:

- Have you answered all of the parts in the way you have been asked?
- Have you addressed all parts of the content referred to in the question?
- Have you answered in the right way (e.g. don't give an argument when you have been asked for a discussion)?

16.9.3 Let me do it

Complete the following activity to practise this skill.

16.9 ACTIVITY

Practise the skill in writing an essay by addressing the following:

Discuss *the potential for foreign interference in elections in a country such as Australia.*

You will need to do some **research** before writing your practice paragraphs. You can also complete a step-by-step **worksheet** from the Resources panel to help you with this task.

LESSON
16.10 SkillBuilder: Writing a feature article

LEARNING INTENTION

By the end of this lesson you should be able to write a feature article.

In Year 10 you are expected to write a variety of extended pieces to present arguments and information, and tailor them specifically to suit an audience and purpose.

16.10.1 Tell me

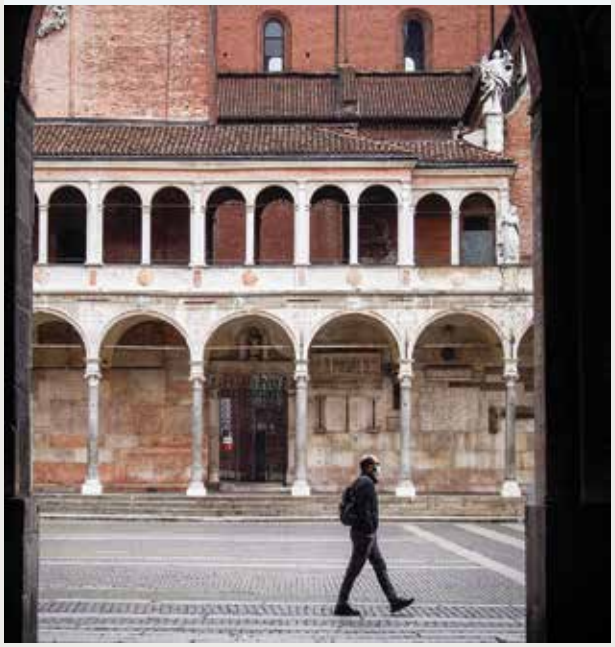
A feature article is a news article that is written to present more in-depth information or analysis of an issue. They are often written by experts in a particular topic or journalists with specialist knowledge gained through detailed investigation or analysis.

16.10.2 Show me

The steps for writing a feature article uses examples from this piece, published by UNICEF.

STILL 'A LONG WAY TO GO' IN CORONAVIRUS BATTLE, WHO CHIEF WARNS

A lone pedestrian in Piazza Del Duomo, a space normally crowded with thousands of visitors.



Source: © UNICEF/Francesco Spighi/The Florentine 22 April 2020.

Health

The head of the World Health Organization (WHO) has warned against complacency as countries continue to confront COVID-19 and citizens grow weary of stay-at-home measures aimed at preventing the spread of the disease.

Speaking on Wednesday, WHO chief Tedros Adhanom Ghebreyesus reported that most countries are still in the very early stages of their epidemics, while some that had been affected earlier are now starting to see a resurgence in cases.

“Make no mistake: we have a long way to go. This virus will be with us for a long time”, he stated.

The global COVID-19 caseload has reached nearly 2.5 million, and more than 160,000 deaths.

While most of the epidemics in Western Europe appear to be stable or declining, “worrying upward trends” are visible in Africa, Central America, South America and Eastern Europe, despite low case numbers.

"There’s no question that #StayHome orders and other physical distancing measures have successfully suppressed transmission in many countries.

But this virus remains extremely dangerous"-@DrTedros #COVID19 — World Health Organization (WHO) (@WHO) April 22, 2020

Tedros told journalists that although lockdowns and physical distancing have helped suppress transmission in many countries, the virus remains “extremely dangerous”.

Most of the global population continues to be highly susceptible, which means epidemics can easily re-ignite.

Tired of being home

“One of the greatest dangers we face now is complacency. People in countries with stay-at-home orders are understandably frustrated with being confined to their homes for weeks on end”, he said.

“People understandably want to get on with their lives, because their lives and livelihoods are at stake. That’s what WHO wants too. And that’s what we are working for, all day, every day.”

However, Tedros said moving forward will have to mean accepting “a new normal”, and forging a world that is healthier, safer and better prepared.

He underlined the six public health measures WHO has been advocating since the pandemic started, which centre around detection, isolation, testing, treatment and quarantine

The last step involves educating and empowering the public.

“Countries that don’t do these six central things, and do them consistently, will see more cases, and more lives will be lost”, said Tedros.

Mobile message initiative

Telecommunications companies across the world are being encouraged to support a WHO initiative to provide COVID-19 information via mobile text messages, announced earlier this week in conjunction with sister UN agency, the International Telecommunication Union (ITU).

The goal is to help reach the half of the global population that lacks internet access, starting in the Asia-Pacific region before a global rollout.

“We also issued a call with the World Trade Organization, calling on countries to ensure the normal cross-border flow of vital medical supplies and other goods and services, and to resolve unnecessary disruptions to global supply chains”, Tedros further reported.

“We need to ensure these products reach those in need quickly, and we emphasize the importance of regulatory cooperation and international standards.”

Solidarity, not stigma

In addition to fighting the new coronavirus disease, WHO is also working to stamp out related stigma and discrimination.

There have been “disturbing reports” about COVID-19 discrimination in many countries, and in all regions, according to Tedros.

“Stigma and discrimination are never acceptable anywhere at anytime, and must be fought in all countries”, he said, adding, “as I have said many times, this is a time for solidarity, not stigma”.

Strain on the brain

The UN agency has also been addressing the pandemic's impact on mental health.

WHO has produced technical guidance for individuals and health workers, who are under enormous strain at this time.

Meanwhile, a free children's book about COVID-19, which the agency recently launched, is being used among Rohingya refugee children in Bangladesh, and children in Syria, Yemen, Iraq, Greece and Nigeria.

WHO has also received requests to translate the book into more than 100 languages.

The book, *My Hero is You: How kids can fight COVID-19*, uses a fantasy creature called Ario who explains how children can not only protect themselves from the disease but also how to manage difficult emotions that may arise as a result of the pandemic.

Source: https://news.un.org/en/story/2020/04/1062372

Step 1

Understanding the point of view

Feature articles are usually written in a mixture of first- and third-person point of view.

- First person (I, me, my, we, us, our) may be used to establish a relationship with the reader, in direct quotes or to provide anecdotes.
  - 'And that's what we are working for, all day, every day.'
  - 'One of the greatest dangers we face now is complacency…'
- Third person (he, she, they, their or referring to people/organisations by name) sounds more objective and detached; it is generally used where the author is providing a general overview, history or outlining details of the issue and events.
  - 'He underlined the six public health measures WHO has been advocating since the pandemic started, which centre around detection, isolation, testing, treatment and quarantine.'

Step 2

Using language features purposefully

Depending on the topic, the language used in a feature article can vary significantly. This is because a feature article is not as formal as a written report or an essay so the rules for perspective, bias and opinion are much more relaxed.

Some of the language choices you might make are outlined in the following table.

Language choice	Use to create	Examples (modified) from the UNICEF article
Formality	Informal language (colloquial, relaxed) creates a personal tone	WHO is also working to stamp out related stigma and discrimination.
	Formal language sounds more authoritative and knowledgeable	WHO is also working to irradicate related stigma and discrimination.
Tense	**Present tense**: to make thing sound immediate and current (the most common for most feature articles)	WHO is receiving requests to …
	Past tense: to explain what happened	WHO has also received requests to …
	Future tense: to suggest possibilities or predictions	WHO will receive requests to …

Language choice	Use to create	Examples (modified) from the UNICEF article
Sentence length	**Short**: gives an urgent tone (or using parts of sentences) if used as a one-off but can be monotonous if used in a row **Varied**: more fluid to read **Long**: can be confusing if not well written, but can better show the complexity of an idea or issue	Most of the epidemics in Western Europe appear to be stable or declining. There are worrying upward trends visible. These are occurring in Africa, Central America, South America and Eastern Europe. This is despite the low case numbers. While most of the epidemics in Western Europe appear to be stable or declining, 'worrying upward trends' are visible in Africa, Central America, South America and Eastern Europe, despite low case numbers.
Jargon	Technical language used by people in a specific field, emphasises expertise and gives a sense of authority	COVID-19 caseload global supply chains
Contractions	Sounds more conversational and relaxed, if used Sounds formal or academic if full words used	That's what WHO wants too. And that's what we are working for, all day, every day. That is what the World Health Organization wants too. And that is what we are working for, all day, every day.
Anecdotes	Used to add interest and personalise the writer	There are no examples in this article, but an anecdote about a child reading *My Hero is You: How kids can fight COVID-19* would not be out of place at the end of the article.
Evidence and facts	Used to validate and support the writer's perspective	COVID-19 caseload has reached nearly 2.5 million, and more than 160 000 deaths.
Humour	Adds entertainment value, engages reader, can be used to emphasise with exaggeration; humour should be used very carefully in articles about serious issues	
Rhetorical questions	Used to force readers to think in a specific way — only one way to respond	There are no examples in this article, but examples generally, include: What else are we to do but keep fighting?
Emotive language	Provokes a personal response in the reader	under enormous strain at this time
Direct quotes	Can often personalise the topic, especially if the article relates to a particular person or subject	"Stigma and discrimination are never acceptable anywhere at anytime, and must be fought in all countries", he said, adding, "as I have said many times, this is a time for solidarity, not stigma."
Figurative language	Used to engage the reader's imagination (eg. imagery, simile, description)	epidemics can easily re-ignite

Step 3

Creating a clear structure

The structure of a feature article can generally be divided into three main sections.

- Introductory section
  - Headline: identifies the focus of the article; usually attention grabbing
  - Subheading: provides a point of view or insight into the perspective
  - By-line: identifies the expert or journalist writing the report

    - Hook: interesting first sentence that 'hooks' readers' attention and establishes a point of view through a direct statement, example or hypothetical question
    - Introductory paragraph: expands on the hook and establishes the writer's tone and focus
- Body
    - Paragraph 2: the first main point
    - An explanation of how this person/issue has contributed to society. It should be an interpretation of events in the author's own words.
    - Paragraph 3 onwards: further main points to explain events or achievements about the person/issue to inform the reader or perhaps to delve into the issue in more detail
        - Facts, evidence, quotes, challenging questions to the reader, opinions included in these paragraphs
    - Photographs, tables, diagrams and graphs often used to provide facts or evidence to support the author's explanation and interpretation of the person/issue/events
    - May include highlighted pieces of text or quotes to emphasise specific events or quotes
- Conclusion
    - Leaves an impression on the reader by:
        - summarising the article's main idea
        - suggesting an appropriate course of action, or
        - encouraging a change of attitude or opinion.

16.10.3 Let me do it

Complete the following activity to practise this skill.

16.10 ACTIVITY

Practise the skill of writing a feature article using one of the following topics:

- Australia's level of foreign aid
- Australia's compliance with an international treaty
- An international organisation (eg UNICEF).

Ensure the article includes relevant graphics (e.g. pictures, photos, tables or graphs) and sources are correctly referenced.

You can also complete a step-by-step **worksheet** from the Resources panel to help you with this task.

LESSON
16.11 SkillBuilder: Debating an issue

LEARNING INTENTION

By the end of this lesson you should be able to debate an issue.

In Year 10 you are expected to deliver arguments and information as oral presentations tailored to engage and/or persuade a specific audience.

16.11.1 Tell me

What is a debate?

Debating turns arguing into a sport, complete with set positions, rules and a points system. In a regular debate, two teams of three debaters argue opposing sides of an issue. This issue is presented as a statement that can be researched, analysed and then debated. For example: 'Stereotypes decrease social cohesion'. After hearing all six speakers, judges decide which side spoke the best and presented the most convincing arguments.

FIGURE 1 Debates are often used in politics, particularly during elections. What purpose do they serve during this time?



Why is debating useful?

Formal debating is not like a discussion you may have with your family or friends. A debate requires that you properly investigate an issue and consider both sides of the argument. Debating not only develops your communication skills, it also teaches you the importance of research and preparation. Many politicians, lawyers and businesspeople often remark that their involvement in school debating competitions helped develop skills and confidence that they use today.

16.11.2 Show me

How to prepare for a debate

A formal debate follows a set of rules. In a debating contest (for example, in school) there are two teams of three speakers, each of whom plays a defined role. One team argues in favour of the topic (the affirmative team) and the other team argues against the topic (the negative team). You can prepare for a debate by using the following steps.

Step 1

Form a team of three people. Find out whether your team is to debate in favour of or against the topic. As a team, examine the topic carefully and discuss what you think it is about. You may need to use a dictionary to find a definition of key words contained in the topic statement.

Step 2

Work out what arguments support your team's case. List them in order of importance.

Step 3

Work out what arguments do not support your team's case. This will help you to anticipate what your opponents will say.

Step 4

Carry out research to help fully develop your arguments. As part of your research, consider interviewing other students and the adults you know to learn their attitudes to the issue.

Step 5

1. Divide the arguments you have collected among the members of the team.
2. Decide which team members will be the first, second and third speaker. Agree on what each member will say.

Conduct of the debate

The members of each team take it in turn to present their arguments in three to four minutes. The affirmative team's first speaker starts the debate. The following case study illustrates how a formal debate is conducted.

Affirmative team

The first speaker should:

1. greet the audience
2. state which team they are representing and what the topic is
3. introduce the other members of their team, their role and the team's view
4. argue the team's case and state how the second speaker will build on this case.

The second speaker should:

1. explain how his or her speech will build on the affirmative team's view
2. argue against (rebut) the first speaker from the negative team
3. add new examples to support the affirmative team's view.

The third speaker should:

1. argue against (rebut) the negative team's case
2. summarise the main arguments of the debate
3. restate the affirmative view, explaining why it is the stronger case
4. avoid introducing new arguments.

Negative team

The first speaker should:

1. introduce the team members, describe their role and the team's view
2. state that the negative team doesn't accept the affirmative team's view of the topic
3. argue against (rebut) the points made by the first speaker of the affirmative team
4. state how the second negative speaker will build on the team's case.

FIGURE 2 It's important to state your arguments clearly and confidently.



The second speaker should:

1. explain how his or her speech will build on the negative team's view
2. argue against (rebut) the two previous speakers from the affirmative team
3. add new examples to support the negative team's view.

The third speaker should:

1. argue against (rebut) the affirmative team's case
2. summarise the main arguments of the debate
3. restate the negative view, explaining why it is the stronger case
4. avoid introducing any new material.

Elements of a good debate

A good debate:

- has members from each team taking turns to present their cases
- starts with the first speaker from each team introducing their team and their team's view
- continues with the second speakers rebutting the previous speakers and adding new examples to support their team's view
- finishes with the third speakers rebutting the other team's case, summarising the main arguments and restating their team's view
- has arguments that only take three to four minutes.

16.11.3 Let me do it

Complete the following activities to practise this skill.

16.11 ACTIVITIES

With the assistance of your teacher, your class will participate in a series of debates.

1. Divide your class into teams, each containing three debaters. Ensure that there is an even number of teams.
2. Competing teams will then choose a topic from the following list.
   a. Australia is not giving enough foreign aid in the Asia–Pacific region.
   b. The costs of peacekeeping missions for Australia have far outweighes the gains.
   c. Australia should cut ties with the United Nations for our national interest.
   d. There have been limited, if no benefit, in signing treaties in the last ten years.
3. Prepare for your debate, ensuring that each speaker's role is clearly defined as explained in this subtopic.
4. **Conduct** your debates over a series of classes, with your fellow classmates filling the role of adjudicators.

You can also complete a step-by-step **worksheet** from the Resources panel to help you with this task.

17 Regional government and global citizenship



LESSON SEQUENCE

17.1 Overview 609
17.2 What are the key features of Australia's system of government? 610
17.3 What are the key features of India's system of government? 617
17.4 What are the key features of Indonesia's system of government? 622
17.5 What are the key features of China's system of government? 627
17.6 How does Australia act as a global citizen? 632
17.7 What are Australia's roles and responsibilities as part of the United Nations? 638
17.8 How does Australia play a role in international peacekeeping and global regional issues? 645
17.9 INQUIRY: Report card — Australia's response as a global citizen 650
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LESSON
17.1 Overview

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How is Australia's democracy defined and shaped by the global community, and how does Australia respond to emerging global issues?

17.1.1 Australia and democracy

Australia is an important member country within the Asia region. Our system of government is similar to those of other Asian democracies such as Japan, India and Indonesia, but there are also some differences. Other countries such as China and Vietnam are considered to have a non-democratic system of government. One of the key features of the system of government in Australia is democracy, which means that sovereignty lies with the people. It is the Australian people who determine how they will be governed.

Australian democracy has certain values. These include freedom of election and being elected, freedom of assembly and political participation, freedom of speech, freedom of expression, support for parliamentary democracy, freedom of religious belief, support for the rule of law and support for other basic human rights.

Governments have a responsibility to keep their constituents safe, to provide them with essential services and to protect their human rights.

In this topic, we compare the values associated with the system of government in Australia with the values associated with other countries in the Asia region and investigate the role Australia plays in our region and the world.

FIGURE 1 Australia's democracy has values that include freedom of speech and freedom of expression.



on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11516)

Video eLesson Values of governments in our region (eles-6041)

LESSON
17.2 What are the key features of Australia's system of government?

LEARNING INTENTION

By the end of this lesson you should be able to identify the key features of Australia's system of government.

TUNE IN

Democracy empowers people to have a voice in their government that can foster a sense of community and belonging.

FIGURE 1 One of the key features of Australian democracy is that 'people have a voice'.



1. What do you understand by the statement 'people have a voice'?
2. Brainstorm a list of features of Australian society that give people 'a voice'.
3. Working with a partner, explain how 'people having a voice' is related to our democratic system of government.

17.2.1 Australia's system of government

As you learned in Year 7, before **Federation**, Australia consisted of six colonies: New South Wales, South Australia, Queensland, Tasmania, Victoria and Western Australia. Each colony had its own government and the power to make laws under the control of the British monarch. During the late 1880s and 1890s, there was increasing support for the idea of the six self-governing colonies joining together to become one united nation. The Commonwealth of Australia was formed on 1 January 1901. The colonies — now called states — agreed to keep some of their law-making powers and hand over others to the new Commonwealth Parliament.

Federation the joining of the six Australian colonies to establish the federal and state parliaments

Australia is an independent country with a mixed system of government. It is both a **constitutional monarchy** and a **representative democracy**. Law-making power is divided between three levels of government — federal, state and local (see **FIGURE 4**). The *Commonwealth of Australia Constitution Act 1900* (referred to as the Australian **Constitution**) is an Act of the British Parliament. It sets out the framework for the government of Australia, including defining the powers and authority of federal government.

The political system in Australia is based on Britain's **Westminster system**. This means that the Commonwealth Parliament and all state parliaments except Queensland are **bicameral**: they each have two houses. These bicameral parliaments consist of a lower house and an upper house. The parliaments of Queensland and the territories are **unicameral**: they each have one house.

The reigning British monarch, or **Crown**, is the head of each parliament. (This is currently King Charles III). The Crown is represented by the governor-general in the Commonwealth Parliament and by a governor in each state parliament. All of Australia's self-governed territories, except the Australian Capital Territory, have administrators.

The people of Australia choose the members of the lower house and the upper house. The members of the winning party or coalition in a federal election choose the Australian prime minister.

constitutional monarchy a type of government based on a constitution with a queen or king as its head of state

representative democracy a system in which the people elect the members of government to make laws and policies on their behalf. It is sometimes referred to as an indirect democracy.

constitution a set of fundamental principles according to which a nation or state is governed

Westminster system the democratic parliamentary system based on the British system of parliament

bicameral a parliament consisting of two legislative houses, or chambers

unicameral a parliament consisting of one legislative house, or chamber

Crown the King's authority in the Australian parliament, represented by the governor-general at the federal level and a governor at the state level

separation of powers the division of government into the legislature (parliament), executive (ministers and the public service) and judiciary with the aim of providing a system of checks and balances that prevents the excessive concentration of power in one group

17.2.2 Separation of powers

The governments of democracies like Australia have three arms or branches: legislative, executive and judicial. In Australia, the framework for the operation of government is the Constitution. It provides for the idea of the **separation of powers**. This allows each arm of government to check and balance the powers of the others and thereby maintain a fair and just society.

FIGURE 2 Australia's federal parliament comprises the Crown (the reigning British monarch or the monarch's representative, the governor-general), the upper house (the Senate) and the lower house (the House of Representatives).

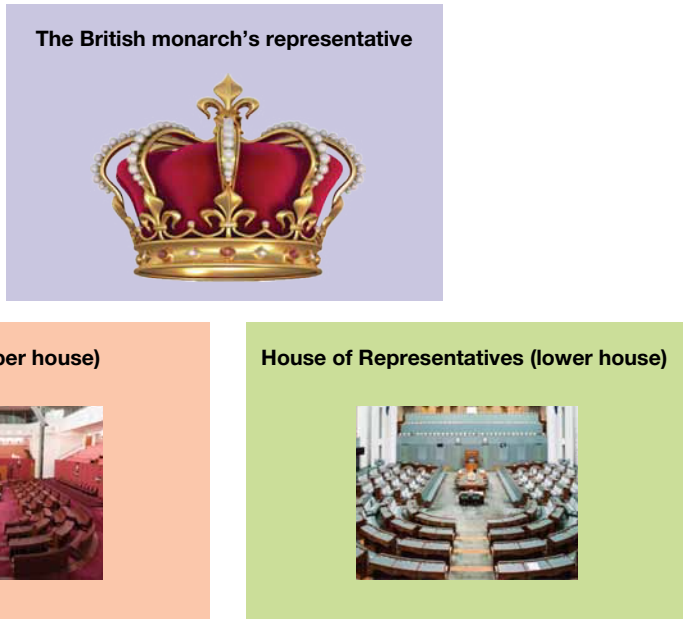


FIGURE 3 Parliament House in Canberra, the home of the Commonwealth Parliament



The legislative arm

The legislative arm (or legislature) refers to parliament's function to make new laws or change or remove existing ones. Under the Constitution, parliament is the supreme law maker. Commonwealth Parliament consists of the House of Representatives (the lower house) and the Senate (the upper house), as well as the Crown (the governor-general as the representative of the British monarch).

Any draft law is known as a Bill. To become a law, the Bill must be read, debated and voted on by both houses of parliament and then approved by the governor-general. A law that has been passed by parliament is called legislation, a statute or an Act.

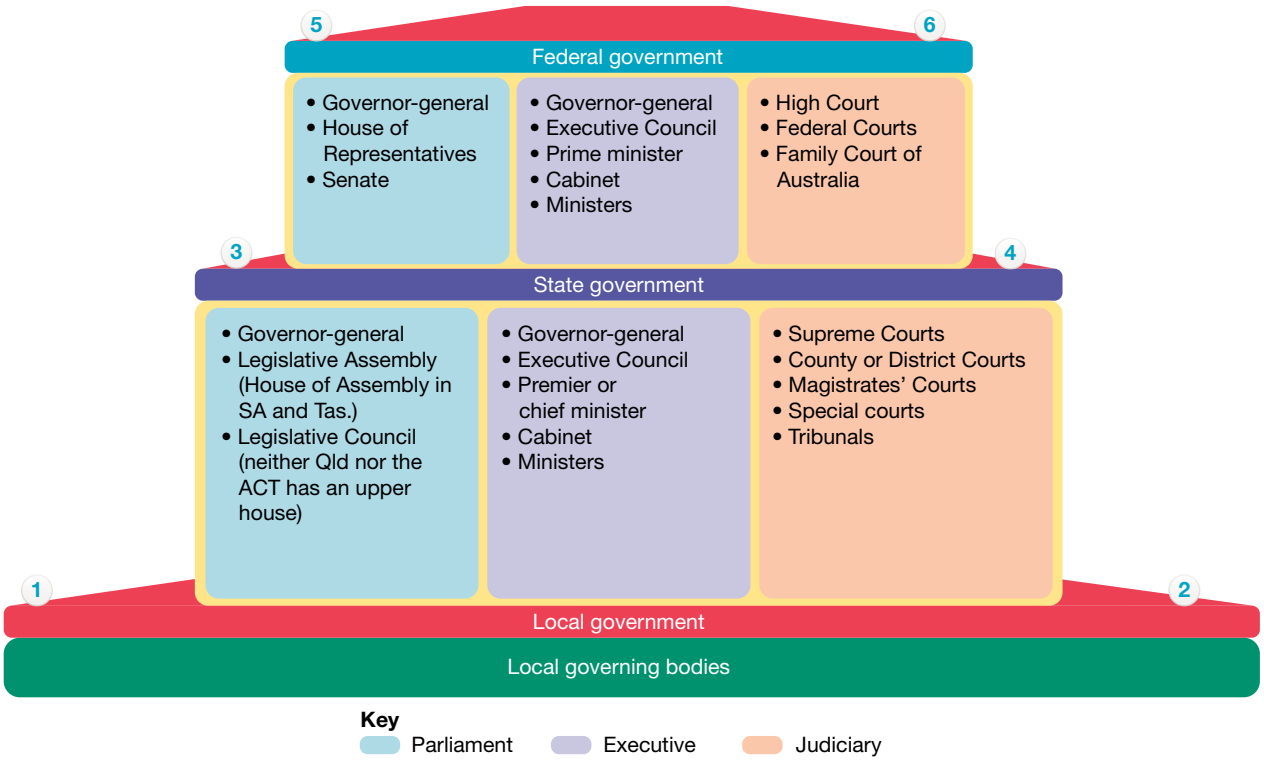
The executive arm

The **executive** arm administers the legislation passed by parliament. Executive power officially lies with the governor-general or the governor, representing the Crown, but government ministers and the public service actually exercise this power. For example, the Department of Health is an Australian public service department that administers the running of Australia's health system. The head of this department reports to the Minister for Health.

executive another name for the government

int-7990

FIGURE 4 The division and separation of powers in Australia



1 **Local government**
There are around 900 local government bodies in Australia (usually called councils).

Council members are called aldermen or councillors. The head of the council is called a mayor or a shire president.

Councils operate under state laws. They make rules, called by-laws, on local issues.

Local governing bodies

Local governing bodies service the needs of cities, towns and communities in municipalities and shires.

2 **Local government responsibilities**
Town planning, streets and bridges, sewerage, water supply, swimming pools, public libraries, education (kindergartens) and rubbish collection

3 **State government**
Each of Australia's six states and two territories has its own parliament. All parliaments have lower houses. All but Queensland and the two territories have upper houses (legislative councils). The process of government is similar to that of the federal government. However, the head of government is the premier (or chief minister in the territories) and the head of state (who represents the British monarch) is the governor.

4 **State government responsibilities**
Health (hospitals), police services, tourism, housing, state roads, education (primary and secondary schools) and environmental protection

5 **Federal government**
There are two houses of federal parliament — an upper house and a lower house.

The prime minister is the head of government. Ministers are appointed to look after particular government portfolios or departments.

The Cabinet, which includes the prime minister and a group of senior ministers, makes the key government decisions.

The Executive Council is chaired by the governor-general, who represents the British monarch as head of state.

6 **Federal government responsibilities**
Employment, trade, defence, airports, immigration, pensions, taxation, shipping, foreign affairs, health (Medicare) and education (universities, colleges, grants to schools)

The judicial arm

The judicial arm (consisting of the **judiciary** and the courts) makes judgements about the law. It is responsible for settling disputes and enforcing the law. The High Court of Australia is responsible for interpreting and applying the Constitution. It ensures that the other arms of government do not act in a way that is outside the powers granted by the Constitution. The judiciary can, for example, declare that laws passed by Parliament are unconstitutional, or require particular actions if they believe that a branch of government is not performing a constitutional duty.

Australia does not have a true separation of powers

There is some overlap between the three arms or branches within Australia. For example, the prime minister and ministers are part of both the legislative and executive arms. High Court judges (judicial) are appointed by the governor-general (executive) on the recommendation of the Cabinet (legislative).

judiciary the collective name given to the judges who preside over law courts

preferential voting a system in which voters are required to number all candidates on the ballot paper in order of preference. If no candidate wins more than 50 per cent of the vote, the preferences are distributed until one candidate has a majority of votes.

absolute majority half the number of votes received in an election plus one

formal vote a ballot paper that has been filled out correctly

17.2.3 Elections in Australia

As you learned in Year 7, one of the key features of Australia's democratic system of government is that every few years Australians are given the opportunity to choose who they want to represent them in elections. This occurs at all three levels of government:

- The people of Australia vote to elect members into both houses of federal parliament.
- The people of a state or territory vote to elect members into their state or territory parliament.
- The residents or property owners in a local council area are eligible to vote for local council representatives.

Voting in Australian elections is compulsory for all citizens over 18 years of age.

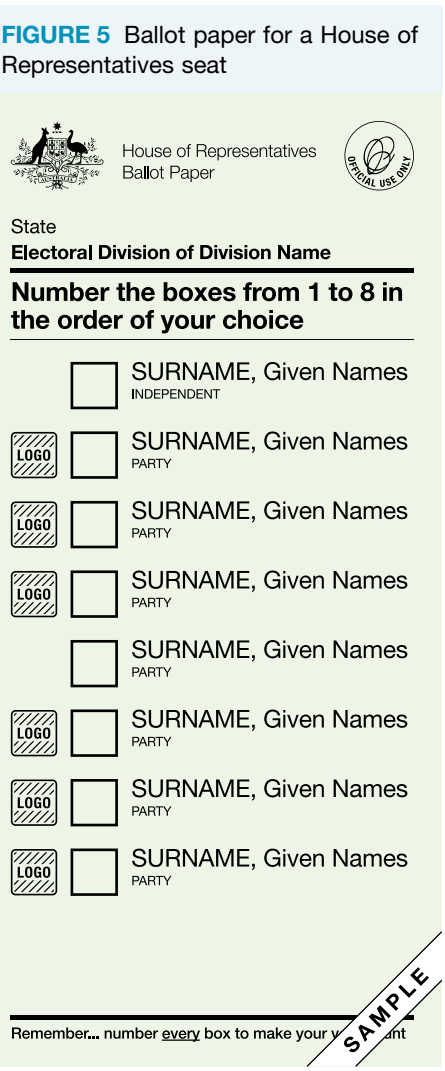
The House of Representatives

The House of Representatives uses **preferential voting**. Voters are given a green ballot paper, as shown in **FIGURE 5**. A number must be placed beside each candidate in the following way:

1. Place a number in each box, with the number 1 being your most preferred candidate. Number all the boxes.
2. Place a 2 next to your next most preferred candidate.
3. Continue numbering the boxes until you have used them all. In **FIGURE 5** your least preferred candidate will be number 8.
4. A formal vote will have a different number in each box.
5. A ballot paper that is not filled in correctly is informal and will not count.

To win a seat in the House of Representatives, a candidate must get an **absolute majority** — half the number of **formal votes** plus one. Some candidates are fortunate; they get an absolute majority with first-preference votes. When no candidate has an absolute majority of first-preference votes, voter preferences are counted. You can watch a short video and read a fact sheet on voting for the House of Representatives by going to the weblinks in your online Resources.

FIGURE 5 Ballot paper for a House of Representatives seat



This system is different from the **first-past-the-post** voting method used in many other countries. Also known as the simple plurality or simple majority system, the first-past-the-post method requires voters to simply mark their preferred candidate. In countries that use this voting system — including Canada, Japan, India, the United Kingdom and the United States — the candidate receiving the largest number of votes (plurality) is elected to office. There is no requirement that the winner of an election should gain an absolute majority of votes. He or she must only gain the largest number of votes.

The Senate

When you vote for the Senate in a federal election, you are given a white ballot paper like the one shown in **FIGURE 6**. You can vote in one of two ways:

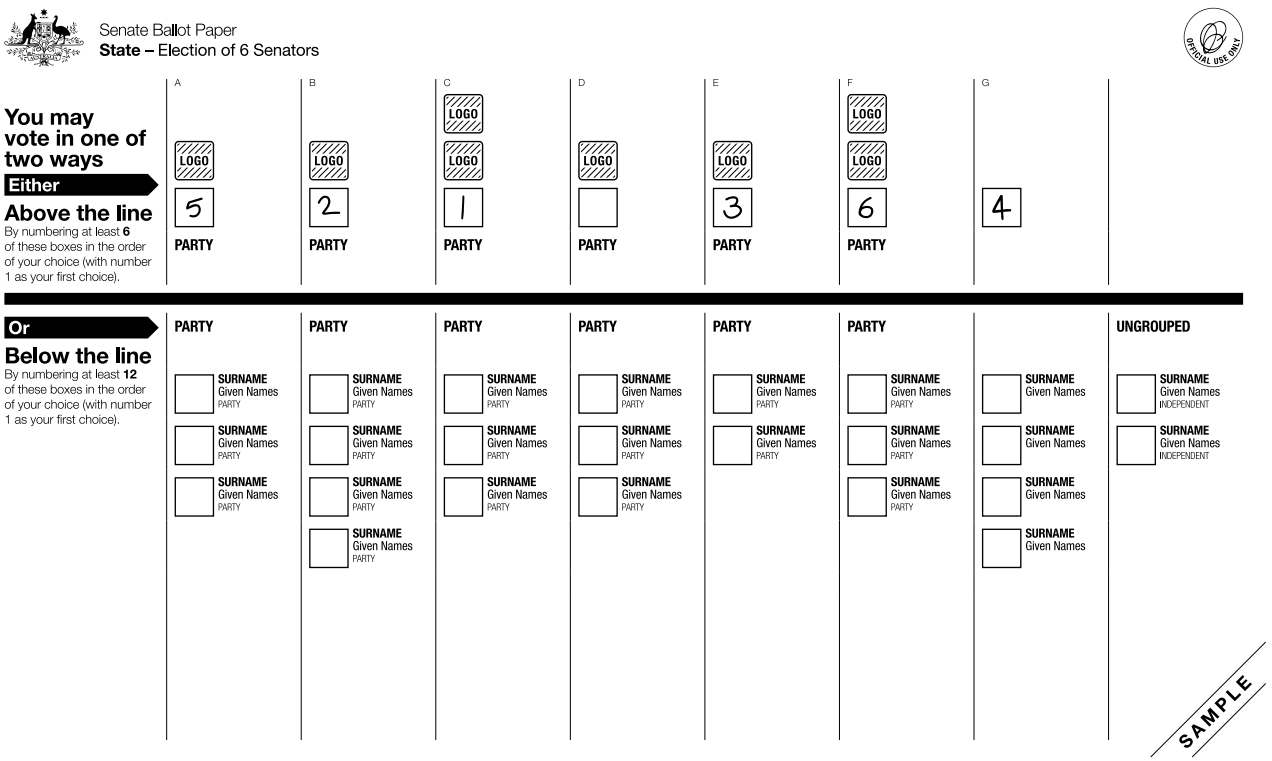
1. Above the line. If you elect to vote above the line, you need to number at least six boxes, from 1 to 6. In the top section of the form, above the line, you need to place a number 1 in the box above the party or group that is your first preference, a number 2 in the box above the party or group that is your second choice, and so on. If you wish, you can continue to number as many boxes above the line as you like, but you must fill in at least six.
2. Below the line. If you elect to vote below the line, you need to number at least 12 boxes, from 1 to 12. In the section below the line, you need to place a number 1 in the box beside the candidate that is your first preference, the number 2 in the box beside your second choice, and so on. You may continue to place numbers in the order of your choice, but must fill in at least 12 boxes.

To win a seat, senators have to win a set proportion (or quota) of the votes. This is why the Senate voting system in Australia is called a **proportional representation** system. You can watch a short video and read a fact sheet on voting for the Senate in the weblinks in your online Resources.

first-past-the-post a voting system where a candidate wins by receiving more votes than any other candidate

proportional representation a system where candidates are elected according to the proportion (or quota) of the vote achieved by their party

FIGURE 6 Part of a Senate ballot paper for Western Australia



SkillBuilders to support skill development

- 16.5 SkillBuilder: Using the deconstruct/reconstruct method

17.2 SKILL ACTIVITY: Questioning and researching

Work in groups of four to complete this task.

1. Assign each member of your group one of the following people to **investigate**:
   - governor-general
   - prime minister
   - governor of the state you live in
   - premier of the state you live in.
2. As a group **decide** what information you would like to know about each of these people, for example:
   - their name
   - date of birth
   - background such as education or previous jobs.
3. **Research** the person assigned to you and share what you have learned with your group.

on Resources

Weblink Voting in the House of Representatives and the Senate

17.2 Exercise

learnon

17.2 Exercise

Learning pathways

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

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Check your understanding

1. **Identify** the year in which Federation occurred.
   - A. 1900
   - B. 1901
   - C. 1902
   - D. 1910
2. **Identify** the three levels of government in Australia. Select all possible answers.
   - A. Local
   - B. Executive
   - C. State
   - D. Federal
3. **Differentiate** between the roles of the three arms of government in Australia.
   - A. Legislative arm: Responsible for implementing the law.
     Executive arm: Responsible for developing the law.
     Judicial arm: Responsible for enforcing and applying the law.
   - B. Legislative arm: Responsible for developing the law.
     Executive arm: Responsible for implementing the law.
     Judicial arm: Responsible for enforcing and applying the law.
   - C. Legislative arm: Responsible for developing the law.
     Executive arm: Responsible for enforcing and applying the law.
     Judicial arm: Responsible for implementing the law.

4. **Select** the option that best describes who can vote in Australian elections.
   A. Citizens over the age of 21 are allowed to vote in Australian elections.
   B. Citizens over the age of 18 are allowed to vote in Australian elections.
   C. All citizens, regardless of age, are allowed to vote in Australian elections.
   D. All citizens or permanent residents of Australia.
5. **Distinguish** between the 'division of powers' and the 'separation of powers'.

Apply your understanding

Communicating

6. **Distinguish** between the preferential system and proportional representation of voting.

Analysis, evaluation and interpretation

7. **Analyse** how a person is elected to the Commonwealth Parliament's House of Representatives and how a person is elected to the Senate.

Civic participation and decision-making

8. In your view, which voting system (preferential or proportional) is more effective? **Justify** your response.
9. Australia is a constitutional monarchy with democratic elections and a separation of powers. What changes to Australia's system of government would you recommend? **Justify** your response.
10. **Predict** what might happen if Australia did not have the separation of powers.

LESSON
17.3 What are the key features of India's system of government?

LEARNING INTENTION

By the end of this lesson you should be able to identify the key features of India's system of government.

TUNE IN

Did you know that India holds several political records?

- It is the largest democracy in the world.
- It has the longest written constitution.
- Its Constitution has more amendments than that of any other nation.

1. Brainstorm a list of reasons why a constitution might be amended.
2. India's Constitution has been amended more than 100 times and Australia's Constitution only eight times. Work with a partner to predict a reason for this.
3. In what ways do you think India's system of government is similar to and different from Australia's?

FIGURE 1 India's Constitution has been amended numerous times.



17.3.1 India's system of government

With a population of more than one billion people, India is the world's largest democracy. India's political system dates back to the country's independence from Britain. From 1857 to 1947 the British ruled the Indian subcontinent (a region comprising India and land that now belongs to other countries, among them Pakistan and Bangladesh). During the early twentieth century, the local populace increased their demands for India to be self-governed. On 15 August 1947, India ceased to be a dominion of the British Empire and became a sovereign democratic **republic**. The Republic of India, as it is officially known, is a federal union of 29 states and 7 union territories. India's Sansad Bhavan (Parliament House) is shown in **FIGURE 2**.

FIGURE 2 Sansad Bhavan, in New Delhi, is the home of India's national parliament.



India's system of government is based on the idea of democracy. The Republic of India is an independent country with a parliamentary system of government. The Constitution of India is the longest written constitution of any of the world's sovereign countries, containing 448 articles and 12 schedules. It is also one of the most heavily amended national documents in the world — more than 100 changes have been made to the Constitution since it was first enacted in 1950. The president is the head of state, elected for a five-year term by the members of the federal and state parliaments. The president appoints the prime minister as well as the state governors.

The political system in India is based on Britain's Westminster system. The federal parliament is bicameral: it is made up of a lower house and an upper house. The states have either unicameral or bicameral parliaments. The people of India elect the members of parliament, and the members of the lower house of the Parliament of India elect the prime minister (who is usually the leader of the majority party or coalition).

republic a form of government where supreme power is held by the people and their elected representatives, rather than by a monarch

17.3.2 Separation of powers

The Constitution of India specifies the independence of the three branches of government: legislative (the parliament), executive (the Cabinet) and judicial (the courts). These arms of government operate in a system of checks and balances (see **FIGURE 4**).

FIGURE 3 Indian Prime Minister Narendra Modi (right) speaking in the Lok Sabha



The legislative arm

Under the Constitution of India, parliament is the supreme law maker. Parliament consists of the lower house, or Lok Sabha (House of the People), and the upper house, or Rajya Sabha (Council of States), as well as the president of India. The two houses of parliament share legislative powers. Any draft law is known as a Bill. To become a law, the Bill must be read, debated and voted on by both houses of parliament and then approved by the president. A law that has been passed by parliament is called legislation, a statute or an Act.

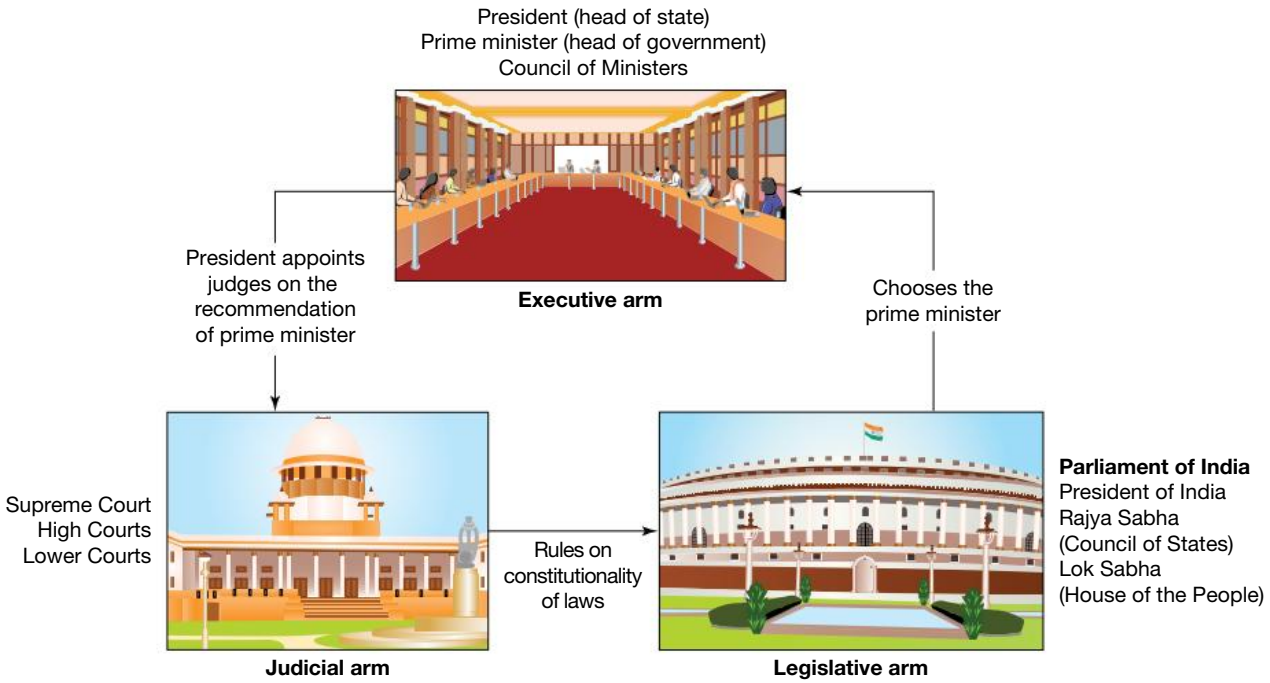
The executive arm

Executive power officially lies with the president who is elected by an electoral college comprising the Indian parliament and the legislative assemblies of each state and territory. However, executive power is actually exercised through the Council of Ministers of the Republic of India, consisting of a group of ministers headed by the prime minister.

The prime minister is officially appointed by the president after being nominated by the majority party in the lower house. On the recommendation of the prime minister, the president then appoints ministers. These ministers collectively comprise the Council of Ministers.

int-5675

FIGURE 4 The separation of powers in India



The judicial arm

Judicial power lies with India's Supreme Court, the High Courts in the states and the lower courts at the district level. The Supreme Court is responsible for interpreting and applying the Constitution of India. It ensures that the other arms of government do not act in a way that is outside the powers granted by the Constitution.

The Supreme Court consists of up to 31 judges, including the Chief Justice of India. They are appointed by the president on the recommendation of the prime minister. The Supreme Court can declare that laws passed by the Parliament of India are unconstitutional.

17.3.3 Elections in India

Officials are elected at the national, state and local levels. Because of India's large population, the organisation of any election is a massive and complicated task. All citizens over the age of 18 are eligible to register to vote. More than 800 million people in India are eligible to vote, and in national elections over 900 000 polling booths must be set up for voters. National elections do not take place on a single day but run over the course of several weeks.

The House of the People (Lok Sabha)

According to the Constitution, the maximum size of the Lok Sabha is 552 members. Of the 545 current members of the Lok Sabha, 543 are elected for five-year terms. The other two members are nominated by the president to represent the Anglo-Indian community if, in the president's opinion, that community does not have adequate representation in the house. The 545 members are elected using the first-past-the-post method.

The Council of States (Rajya Sabha)

According to the Constitution, the maximum size of the Rajya Sabha is 250 members. Of the 245 current members of the Rajya Sabha, 233 are representatives of the states and union territories. They are elected for a six-year term using the proportional representation system and one-third of them retire every two years. The other 12 members are nominated members. These people are chosen by the president for their special knowledge or practical experience in fields such as art, literature, science and social service.

FIGURE 5 Indian women stand in a queue with their voter ID cards during an election.



17.3 SKILL ACTIVITY: Questioning and researching, Civic participation and decision-making

Voting is considered a key feature of a democratic society. Australia is one of nine countries that makes voting compulsory and fines people who do not vote.

1. Voting is not compulsory in India. **Conduct** some research to find out why.
2. **Identify** what percentage of eligible Indian voters participated in their last national election.
3. Elections in India are run over the course of several weeks rather than on a single day. **Propose** why this might be the case.
4. Do you think voting should be compulsory in India? **Justify** your answer.

17.3 Exercise

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17.3 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. In India, the president is the head of state and is responsible for appointing the prime minister and members of the Council of Ministers.
   b. In India, voting is compulsory.
   c. In India, voting occurs on one Saturday between 8 am and 10 pm.
2. **Select** the statement that best defines who can vote in Indian elections.
   A. India has universal adult suffrage for all citizens aged over 21.
   B. India has universal adult suffrage for all citizens aged over 16.
   C. India has universal adult suffrage for all citizens aged over 18.
   D. India has universal adult suffrage for all citizens.
3. **Select** which system of voting is used in India.
   A. Preferential
   B. Proportional
   C. Swing
   D. First-past-the-post
4. **Identify** the year in which the Constitution of India was enacted.
5. **Outline** the role of the three arms of government in India. Illustrate each role with an example.

Apply your understanding

Analysis, evaluation and interpretation

6. **Identify** the benefits and limitations of India's use of the first-past-the-post system of voting for the Lok Sabha (House of the People).
7. **Compare** and contrast the key features of India's system of government with those of Australia by completing the following table.

	Similarities between India and Australia	Differences between India and Australia
System of government		
Separation of powers		
Elections		

8. India is a democratic republic with democratic elections and separation of powers. **Decide** what changes, if any, to India's system of government you would recommend.
9. **Examine** the ways in which the values of freedom of election and support for parliamentary democracy are associated with the system of government in India.

Civic participation and decision-making

10. In your opinion, what might happen if India did not have the separation of powers? **Justify** your response.

LESSON
17.4 What are the key features of Indonesia's system of government?

LEARNING INTENTION

By the end of this lesson you should be able to identify the key features of Indonesia's system of government.

TUNE IN

Did you know that that Indonesia is a republic and elections are held every five years?

1. How often are elections held in Australia?
2. Brainstorm a list of advantages and disadvantages to having less frequent elections.
3. In **FIGURE 1** you can see a voter dipping their finger in ink. Discuss the following questions with a partner and then share your ideas with the class.
   a. What do you think is meant by the term 'electoral fraud'?
   b. Do you think this would be an effective way to prevent electoral fraud?
   c. How do you think we prevent electoral fraud in Australia?

FIGURE 1 Voters dip their fingers in indelible semi-permanent ink when they cast their vote. This is designed to prevent electoral fraud.



17.4.1 Indonesia's system of government

The Republic of Indonesia was declared in 1945 following its independence from a long period of Dutch colonial rule and Japanese wartime occupation. The Constitution was written while Indonesia emerged from Japanese control at the end of World War II. A centralised form of government was established to unify the many ethnic, religious and cultural groups of a nation spread across nearly 1000 permanently settled islands. Since then, Indonesia's political transition to a democracy has been turbulent. The original Constitution of 1945 was replaced by the Federal Constitution of 1949 and then the Provisional Constitution of 1950. Indonesia's first election after independence was not held until 1955.

authoritarian a form of government characterised by absolute obedience to the state, an authority figure or group

President Sukarno, Indonesia's first president, dissolved the elected parliament in 1959 and introduced a form of government called guided democracy. The 1945 Constitution of Indonesia was reintroduced. Sukarno's successor, President Suharto, was **authoritarian** and Indonesia entered a new political era, officially called the New Order. During

FIGURE 2 Part of the DPR/MPR complex in Jakarta, the home of Indonesia's national parliament



this period, which lasted for more than 30 years, the parliament served as a mere formality for approving decisions made by the executive arm of government. The end of Suharto's presidency came about due to pressure for a less-centralised system of government. An era of reform and amendments to the Constitution followed. New election laws were introduced and, in 1999, elections were held for the first time since 1955. Significant amendments were made to the 1945 Constitution of Indonesia in the early twenty-first century, resulting in changes to all arms of government.

Indonesia's system of government is based on the idea of democracy. Indonesia is a republic with sovereignty vested in the hands of its people and exercised through law. The amended 1945 Constitution of Indonesia regulates the responsibilities of state officials and the rights and responsibilities of citizens. It also governs relations between state institutions — legislative, executive and judicial. Since 2004 Indonesia's parliament (the People's Consultative Assembly) has been bicameral, with a lower house and an upper house. The president is both the head of state and the head of government, and is chosen through direct popular election. The people of Indonesia also choose the members of parliament.

Indonesia is divided into provinces, which are in turn divided into regencies and cities. Each province, regency and city has its own local government and legislative body. A governor heads each government at the provincial level, and a regent or mayor heads each government at the regency and city levels.

17.4.2 Separation of powers

The amended 1945 Constitution of Indonesia provides for the idea of the separation of powers. This allows each arm of government (legislative, executive and judicial) to check and balance the powers of the others and thereby maintain a fair and just society.

The legislative arm

Under the amended 1945 Constitution of Indonesia, legislative power lies with parliament — the People's Consultative Assembly (Majelis Permusyawaratan Rakyat, or MPR). It consists of the People's Representative Council (Dewan Perwakilan Rakyat or DPR — the lower house) and the Regional Representatives Council (Dewan Perwakilan Daerah or DPD — the upper house). The DPD was created through an amendment to the 1945 Constitution of Indonesia in 2001 but does not have the revising powers of an upper house such as Australia's Senate. It was established with the intention of increasing the role of the regions in making laws.

The DPR drafts Bills and passes laws. The DPD can draft Bills related to regional issues that will be considered by the DPR, but it does not have independent legislative authority. A Bill can only be passed if there is joint agreement on the Bill by both the DPR and the president.

FIGURE 3 Indonesia's parliament (the People's Consultative Assembly or MPR)



The executive arm

The 1945 Constitution invested most of Indonesia's power in the executive arm of government. This has been reduced through the amendments to the Constitution. Until 2002, the members of the MPR elected the president and vice-president every five years. From 2004, both leaders

have been directly elected. Legislation also limits the president to two five-year terms. The president carries out his or her tasks assisted by the vice-president and Cabinet. Cabinet ministers are appointed by the president to manage areas of government responsibility such as economic affairs, foreign affairs, defence and education. Cabinet ministers do not have to be elected members of the MPR.

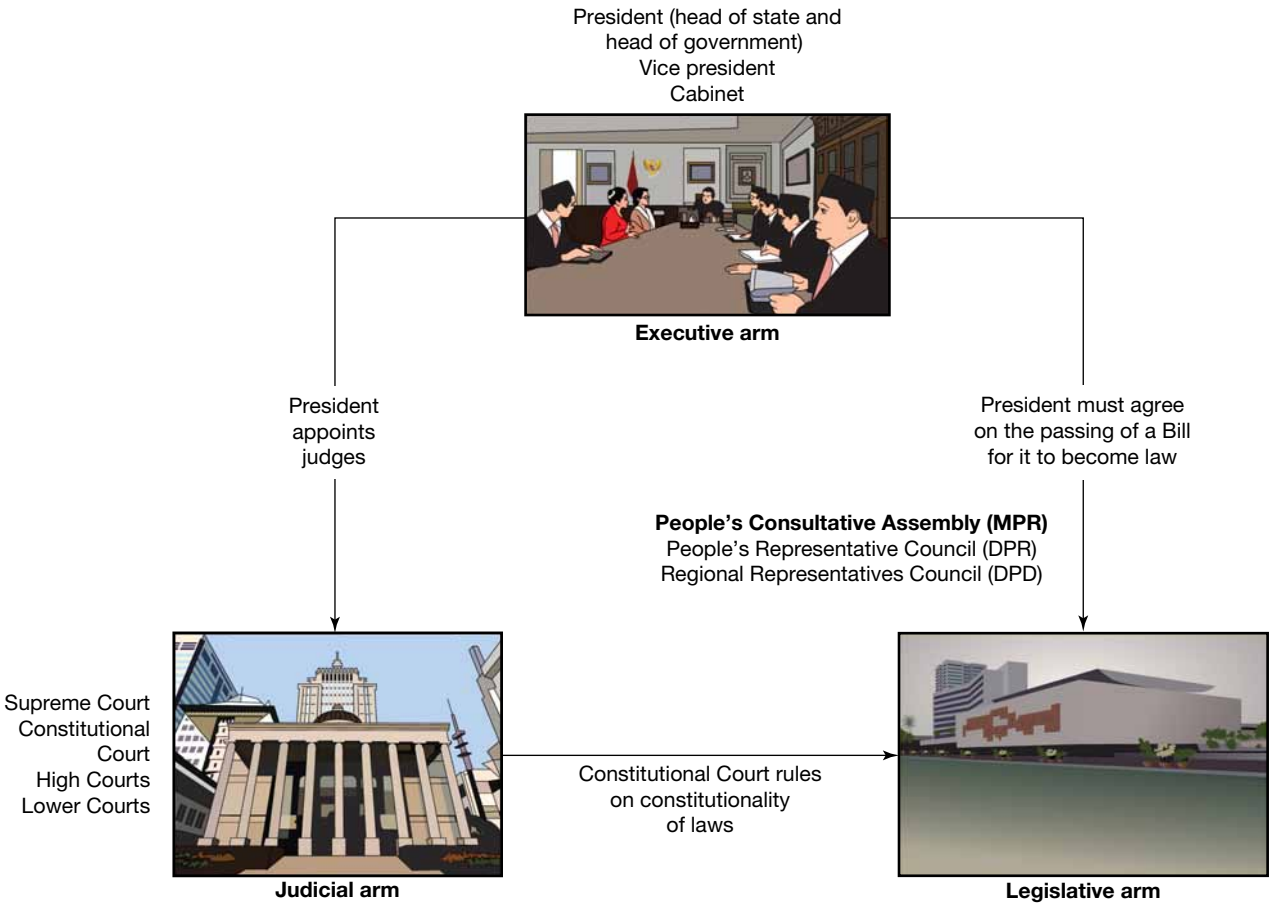
The judicial arm

In Indonesia, the Supreme Court (Mahkamah Agung) is the highest judicial institution. It forms the judicial arm of government together with the lower legal bodies. These include high courts, located in the provinces, and district courts. There are approximately 50 justices (including a chief justice) sitting in the Supreme Court, with more than 7000 judges employed in other courts across Indonesia. According to the original 1945 Constitution, the Supreme Court does not have the power to interpret and apply the Constitution.

However, the Constitutional Court (Mahkamah Konstitusi) was established by a group of justices in 2003 with the power to review the Constitution and resolve constitutional disputes between state institutions. It can also resolve disputes over electoral results, dissolve political parties, and review and rule on cases involving charges against the president.

int-5676

FIGURE 4 The separation of powers in Indonesia



17.4.3 Elections in Indonesia

All Indonesian citizens who have reached the minimum age of 17 or who are married may vote in general elections. More than 190 million people in Indonesia are eligible to vote. Presidential elections occur every five years. As mentioned, the Indonesian parliament (MPR) consists of two houses:

- the People's Representative Council (DPR), made up of representatives of political parties. It currently has 560 members with representatives from ten political parties. Every member comes from one of the 77 multimember electoral districts. Each electoral district is represented by three to ten seats, depending on the population of the district.
- the Regional Representatives Council (DPD), made up of representatives from each province in Indonesia. Four members are elected from each of the 34 provinces on a non-partisan basis. This means that members are not officially affiliated with any political party.

Elections for the DPR and the DPD are held simultaneously every five years.

The president

Indonesian citizens vote for a ticket including a president and a vice-president. Whichever pair receives the most votes (more than 50 per cent nationally, with 20 per cent from more than half the provinces) will rule over the next term. If no clear winner emerges, the two tickets that received the highest percentage of the national vote compete in a run-off election.

The People's Representative Council (DPR)

FIGURE 5 A woman casts her vote during elections in Indonesia



Members of the DPR are elected through an open-list proportional system. When voting, an Indonesian citizen receives a ballot listing the candidates from each party who are running for a seat in the voter's electoral district. The voter selects his or her preferred candidate. The process allows the voter to cast a ballot for an individual candidate or a particular party, or for both. The Election Commission then calculates a quota for each electoral district by dividing the total number of valid votes obtained by political parties that must be received to secure parliamentary representation (currently 3.5 per cent of the national vote) by the total number of seats in that electoral district. The political parties then receive a seat for each quota they meet and are required to allocate these seats to the candidates who received the most votes. Any party that fails to obtain a 3.5 per cent share of the national vote is eliminated from the election.

Some parties will have votes left over. These remaining votes are used to distribute unallocated seats. Unallocated seats are awarded to the parties with the largest numbers of remaining votes one by one until all seats are allocated.

The Regional Representatives Council (DPD)

The members of the DPD are elected using a much simpler system. Voters in each province select one candidate on their ballot forms. The four candidates who win the most votes in each province represent that province at the DPD.

17.4 SKILL ACTIVITY: Questioning and researching, Analysis, evaluation and interpretation

Use the internet to **investigate** the most recent presidential election held in Indonesia.

1. **Identify** what percentage of Indonesians voted in the last presidential election.
2. **Describe** some of the reasons the people of Indonesia elected the president.
3. **Outline** the background of the president. How is their background different to that of past presidents of Indonesia?

17.4 Exercise

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17.4 Exercise

Learning pathways

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

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Check your understanding

1. **Identify** the year the Constitution of Indonesia was originally enacted.
   - A. 1945
   - B. 1946
   - C. 1949
   - D. 1950
2. **Select** the statement that best illustrates the role of the president of Indonesia.
   - A. Head of the executive branch of government
   - B. Head of the judicial branch of government
   - C. Head of the legislative branch of government
   - D. Head of state
3. **Determine** whether the following statements are true or false.
   - a. All Indonesian citizens who have reached the minimum age of 17 or who are married may vote in general elections.
   - b. Indonesia's parliament is bicameral, with a lower house and an upper house.
4. **Describe** the role of each arm of government: legislative, executive and judicial.
5. **Explain** how voting works in Indonesia for the People's Representative Council and the president.

Apply your understanding

Communicating

6. **Describe** the changes to the Constitution of Indonesia following its original enactment.

Analysis, evaluation and interpretation

7. **Compare** and **contrast** the key features of Indonesia's system of government with those of Australia by completing the following table.

	Similarities between Indonesia and Australia	Differences between Indonesia and Australia
System of government		
Separation of powers		
Elections		

Civic participation and decision-making

8. Indonesia is a democratic republic with democratic elections and separation of powers. **Identify** one change you would recommend to Indonesia's system of government. **Justify** your answer.

Communicating

9. **Identify** the ways in which the values of freedom of election and support for parliamentary democracy are associated with the system of government in Indonesia.
10. In your opinion, **discuss** what might happen if Indonesia did not have separation of powers.

LESSON
17.5 What are the key features of China's system of government?

LEARNING INTENTION

By the end of this lesson you should be able to identify the key features of China's system of government.

TUNE IN

Did you know that the Chinese Constitution says that the system of government used in China is a 'people's democratic **dictatorship**'?

1. Write your own definition of the term 'dictatorship'.
2. Do you think you think China is a democracy? Give reasons for your answer.

FIGURE 1 In China, elections are held every three years but there is in effect only one political party.



17.5.1 China's system of government

The People's Republic of China was declared by **Communist** leader Mao Zedong, following a long period of political turmoil. The first Constitution of the People's Republic of China was declared in 1954 and was subsequently amended in 1975 and 1978. In 1982 the current Constitution was declared and came into effect.

China is ruled by an authoritarian system of government under the leadership of the Chinese Communist Party (CCP). With more than 95 million members, the CCP is the largest political party in the world and the dominant force at all levels of government in China.

dictatorship a form of government where power rests with one person or group, which has absolute power without effective checks or limits imposed by a constitution

communist a person who follows an economic and political system that is based on the idea of a classless society. All property and wealth are communally owned by the state, members of the public work and the state provides for the needs of the population.

The most powerful person in the Chinese political system is the Chinese President (currently Xi Jinping) who is also the general secretary (leader) of the CCP. This is because China is a one-party state and operates as a **unitary state**. The main policy-making body is referred to as the **Politburo**; the CCP control this body. In fact, important positions within the administration of the government are held by high-ranking members of the CCP (see **FIGURE 3**).

While other political groups and parties exist within China, they mainly support and endorse the policies of the ruling CCP. There are eight such parties, referred to as 'democratic parties'. Although these parties play a role in the political system, their power is limited. They play an advisory, rather than an oppositional, role as a condition of their existence.

Those who advocate for a multiparty or more democratic system are punished. The media is censored and the internet blocked. The rule of law does not apply to high-ranking leaders. The preamble of the Chinese Constitution includes a reference to the CCP as the lead political body in the country.

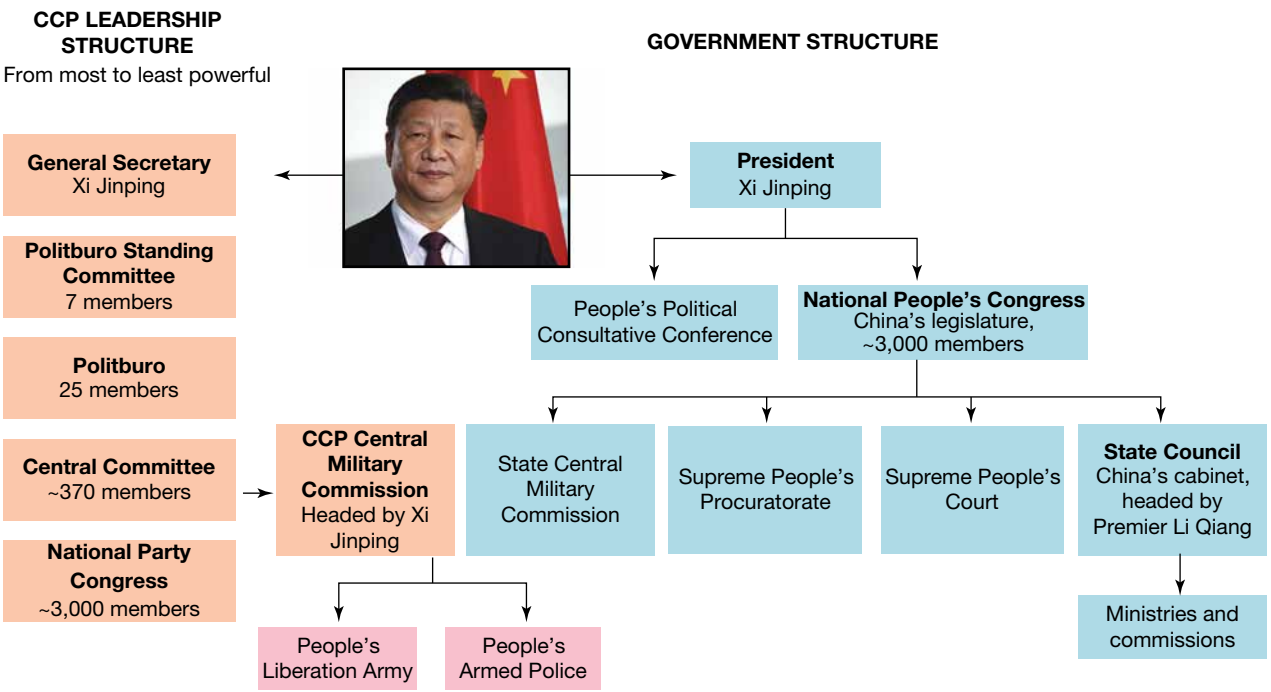
FIGURE 2 China's Great Hall of the People is located on the western edge of Tiananmen Square in Beijing. It is owned by the state and used for legislative and ceremonial activities. The CCP holds its meetings here.



unitary state a political system where most or all of the governing power rests with a central government that has control of the whole country

Politburo (or political bureau) the executive committee or policy-making body in the CCP

FIGURE 3 Leadership structure in the People's Republic of China 2023



17.5.2 Is there a separation of powers?

The government has three branches but there is no true separation of powers (see **FIGURE 4**). The CCP has created its own version, labelling the three branches or arms as powers.

- The power of decision-making
- The power of administration
- The power of monitoring

FIGURE 4 The separation of powers in China

The power of decision-making rests with the National People's Congress of the Chinese Communist Party. It is administered through the:
• Central Committee
• Politburo
• Politburo Standing Committee.
All three bodies are part of the hierarchical structure of the CCP.

Both decision-making power and administrative power are concentrated in the hands of the Central Committee and in particular the Politburo Standing Committee.

This means that decision-making and administrative powers are combined.

The Central Committee for Discipline Inspection is controlled by the Central Committee.

There is no real separation of power, as the Central Committee is involved at all threelevels.

17.5.3 Elections in China

According to the Constitution of the People's Republic of China, all citizens who are 18 years or older can vote and stand for election. Discrimination based on gender, race, religion, ethnic or family background, occupation, education level, property status or length of residence is not permitted. The only exception is people who have lost their political rights as part of a court sentence. Each voter has one vote in the election.

FIGURE 5 In China, political rights can be removed as part of a court sentence.

Under the Criminal Code of the People's Republic of China

Article 56. A criminal element endangering state security shall be sentenced to deprivation of political rights as a supplementary punishment; a criminal element guilty of murder, rape, arson, explosion, spreading poison, or robbery who seriously undermines social order may also be sentenced to deprivation of political rights as a supplementary punishment.

Elections are only held at the local level and not at the national level. Although all citizens aged 18 and over can vote, most nominations to stand for election come from within the CCP. Any person who nominates to stand for election must be seconded by at least 10 other voters. The final list of candidates will then be decided by an election committee appointed by the Standing Committee of the National People's Congress.

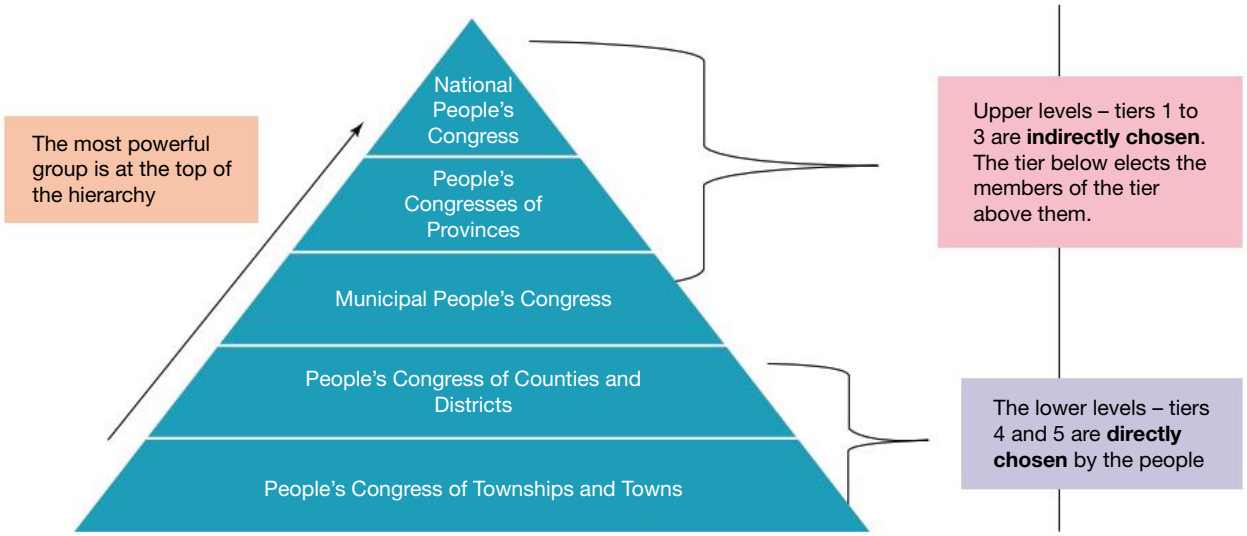
As shown in **FIGURE 6** there are five levels or tiers of government. Only level 5 (at the base) is directly chosen by the people. However, all other levels are indirectly elected as the elected members of the tier choose higher levels above them. This means that the members of the People's Congresses of Provinces elect the National People's Congress.

Candidates must achieve 50 per cent of the votes to be elected.

A voter must produce their ID card or voter certificate to vote. They will be given a ballot paper and cast their vote in polling stations and mobile ballot boxes.

While some independents make it onto the ballot paper and are elected to the lower levels of government, the system is controlled by the CCP. The system of indirect election in the higher levels ensures that only members of the CCP will be elected to these levels. The result is that there is no opposition in the government to challenge the role and operation of the CCP.

FIGURE 6 Elections are based on a hierarchical electoral system.



17.5 SKILL ACTIVITY: Analysis, evaluation and interpretation

China has adopted its own version of the rule of law. According to CCP regulations, members at all levels of government and who work within the court system must implement the recommendations and orders of the CCP. Lawyers who take the **Bar Exam** must support the notion that the fundamental principle of the rule of the law is to support the leadership and rule of the CCP.

1. Using an example, **explain** what is meant by the rule of law in Australia.
2. **Determine** how the rule of law is different in China.



Bar Exam an exam taken by a lawyer to demonstrate they are competent to work within the legal system and undertake the work of a barrister in court

17.5 Exercise

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17.5 Exercise

Learning pathways

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Check your understanding

1. **Select** the best term to describe the system of government used in China.
   - A. Democracy
   - B. Dictatorship
   - C. Oligarchy
   - D. Monarchy
2. **Identify** who is eligible to vote in Chinese elections.
   - A. All citizens who are 18 years or older
   - B. Only members of the Chinese Communist Party 18 years or older
   - C. All citizens who are 21 years or older
   - D. Only members of the Chinese Communist Party 21 years or older
3. **Identify** two reasons why the CCP is the major political party in China.
   - A. The CCP controls the government.
   - B. Other parties did not want the job.
   - C. The Chinese Constitution refers to the CCP as the main political body.
   - D. China does not need another political party.
4. **Identify** the body that is linked to all three powers under the separation of powers in China.
   - A. The State Council
   - B. The Politburo
   - C. The People's Congress
   - D. The Central Committee
5. Government in China is based on several different levels or tiers. Citizens are only able to vote for the lower levels or tiers.
   Identify the type of electoral system that uses this approach.
   - A. Preferential system
   - B. First-past-the-post system
   - C. Hierarchical system
   - D. Politburo system

Apply your understanding

Communicating

6. Do you think it is fair that people in China can lose their political rights, such as the right to vote? **Justify** your answer. Include a reference to at least one reason a person might lose their political rights.
7. **Explain** the role of the Politburo.
8. **Determine** how the five-tiered system of government and voting system in China enable the CCP to maintain its position as the main political party and control government.
9. **Describe** the process of voting in China.

Analysis, evaluation and interpretation

10. In your opinion, does China need a separation of powers? **Justify** your answer.

LESSON
17.6 How does Australia act as a global citizen?

LEARNING INTENTION

By the end of this lesson you should be able to explain how foreign aid works and identify where Australia's foreign aid goes.

TUNE IN

Australia is a global citizen and offers foreign aid to international communities when they need assistance.

1. Work with a partner to write a definition of the term foreign aid.
2. Brainstorm a list of reasons why Australia might provide foreign aid to overseas countries.
3. Rule up a table like the one below. In the first column record a list of groups or bodies that provide foreign aid. In the second column record the type of aid you think this body provides.

Body providing foreign aid	Type of aid provided

4. Why do you think Australia provides foreign aid?

FIGURE 1 The Australian Red Cross is an example of an agency that aids communities abroad.



17.6.1 Helping those in need

Picture this scenario: it is lunchtime at school when you suddenly realise that you have not brought any lunch and do not have any money to buy some. Your best friend says they'll buy you lunch from the canteen so that you don't go hungry. They tell you that they're happy to do you a favour and there is no need for repayment. The provision of foreign aid is similar to this situation. Instead of one friend buying another lunch, richer countries assist poorer countries. They may do this for **humanitarian** reasons following a natural disaster or other crisis, or for development reasons (to encourage the long-term development of the recipient country). Australia provides foreign aid through both government and non-government bodies. In this lesson, we discuss Australia's past, present and future contributions to foreign aid programs.

Resources

Video eLesson What is global citizenship? (eles-2375)

17.6.2 How does foreign aid work?

A significant and unfortunate gap exists between the world's richer and poorer countries. Some countries have been blessed with an abundance of natural resources, while others are relatively barren. Some countries have been sheltered from the devastation of war, while others have been torn apart by bloodshed. As a result of these and other factors, global wealth is divided unequally. Richer countries have continued

humanitarian concerned with the welfare of a social group

to develop steadily while poorer countries lag behind in terms of **infrastructure**, education and medical services. Foreign aid is provided with the aim of improving the living standards of people in less developed countries.

FIGURE 2 A Nepali girl carries a bag of food given by aid workers in Baluwa Village in the Gorkha district, Nepal, following the deadly earthquakes that destroyed villages and killed thousands in 2015.



17.6.3 Australian governments and foreign aid

Foreign aid may be provided by governments or independent bodies, such as non-government organisations (NGOs). Both Australian government and non-government aid has been crucial to the development of many countries around the world, particularly those in the Asia region.

Aid can be divided into two categories:

- development aid — for long-term programs to support the general development of a country
- emergency aid — for natural disasters and other crises.

Development aid

Development aid is focused on alleviating poverty in the long term. As members of the global community and one of the most developed countries in our region, Australia has a responsibility to provide assistance to our less fortunate neighbours. Australian governments have been involved in foreign aid programs since 1950, when development grants of $100 000 were issued to Papua New Guinea.

Australian foreign aid programs are administered by the Department of Foreign Affairs and Trade (DFAT). As can be seen in **FIGURE 4**, although Australian aid contributes to programs in Africa, the Middle East, Latin America and the Caribbean, activities centre on South-East and East Asia and the Pacific. Many of these programs focus on the provision of medical care, such as vaccinations. Vaccinations against common diseases can be hard to find in some countries or expensive to buy. By organising mass immunisations, the Australian government has sought to improve the health and wellbeing of disadvantaged nations.

Australian aid has also been involved in development programs in locations such as Indonesia, contributing funds to education and infrastructure projects such as improved sanitation, water supply, energy and ICT services.

infrastructure the basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society

A number of organisations, including Oxfam, Save the Children and World Vision, have criticised the Australian government over cuts to Australian foreign aid programs.

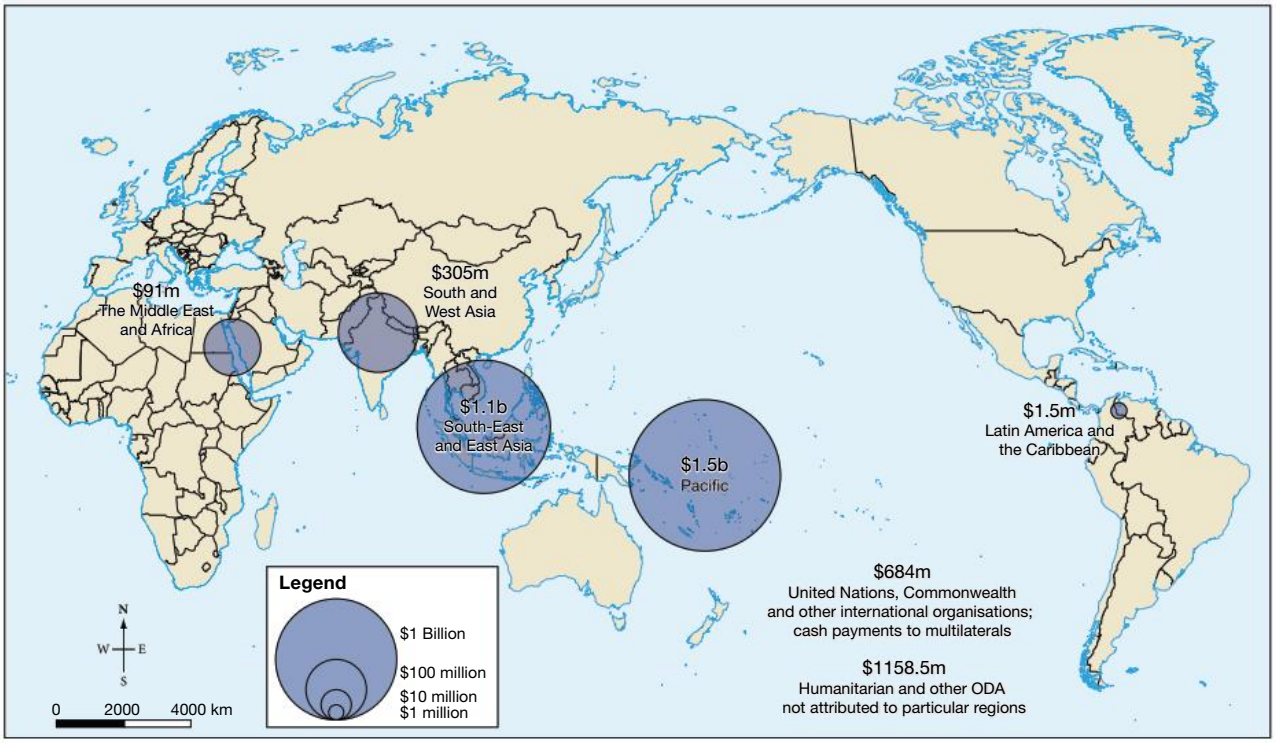
They claim that reducing aid limits the provision of immunisation, education, healthcare, infrastructure and clean water programs — all of which help people in poorer countries to build a better future.

Additionally, programs such as immunisation benefit the whole region (including Australia) by reducing the spread of some diseases. Cutting funding for such programs may lead to an increased risk to Australia.

FIGURE 3 Villagers in Myanmar receive free rice and other goods from foreign aid workers.



FIGURE 4 Australian aid spending around the world, 2022–23



Source: Map drawn by Spatial Vision based on the information taken from Australian Aid Budget Summary 2022–23 Department of Foreign Affairs and Trade website, www.dfat.gov.au.

Emergency aid

Emergency aid is provided for humanitarian purposes in response to unexpected events such as natural disasters and other crises. Many of our neighbouring countries are located within geographically volatile areas.

Countries such as Indonesia, Papua New Guinea and many Pacific Island nations often find themselves faced with the deadly consequences of natural disasters such as floods and earthquakes.

Australian governments and their aid departments are well known for having swift and effective emergency aid responses. They send their staff to manage aid responses in these situations, both during the initial devastation and in the aftermath of the disaster.

FIGURE 5 When natural disasters strike, governments and aid agencies spring into action to provide emergency aid.



Disaster assistance response teams (DART) are multi-disciplinary groups that include medical, logistics, and urban search and rescue (USAR) specialists. These teams are rostered to deploy at short notice to disasters within Australia or across our region.

Tonga, 2022

- A volcanic eruption blanketed the community in ash and smoke, and the subsequent tsunami destroyed 600 buildings and impacted crops, livestock and fisheries.
- Australia sent 40 tonnes of emergency relief, including materials for shelter, equipment to restore communications, water and sanitation supplies.
- An additional $16 million will be spent to assist with the long-term planning and recovery program.

Philippines, 2021

- Typhoon Rai (Odette) affected 9.9 million people across six regions. The typhoon caused significant damage to homes, roads and powerlines. Vegetation and crops were destroyed, and fishing boats smashed.
- Australia sent $5 million in emergency relief aid including food, shelter, water and hygiene kits.

Papua New Guinea, 2020–21

- Following the outbreak of COVID-19, the Australian government provided medical supplies including vaccines and testing kits.
- Senior advisors from the Australian defence force provided logistical support to enable PNG to strengthen its response and testing regime.
- Australian Medical Assistance Teams (AUSMAT) were also dispatched to further enhance medical care for patients who contracted COVID-19.

17.6.4 Australian NGOs and foreign aid

A non-government organisation (NGO) is one that runs independently of any government control. Although NGOs may be partially funded by governments, they remain free to develop and implement their own policies and programs. Australia has a vast range of aid NGOs. Some, such as Care Australia and Oxfam Australia, are local divisions of large **multinational** organisations. Others, such as The Fred Hollows Foundation, were created locally.

Free from government and politics, NGOs often have the opportunity to reach and assist a broader range of people. For example, a government's aid priorities may be influenced by foreign policy, whereas an NGO is free to act in whatever community it sees as needing its assistance. NGOs often rely heavily on public donations to fund their operation and are staffed largely by volunteers. They also provide vital support to government aid programs and can often implement more effective programs.

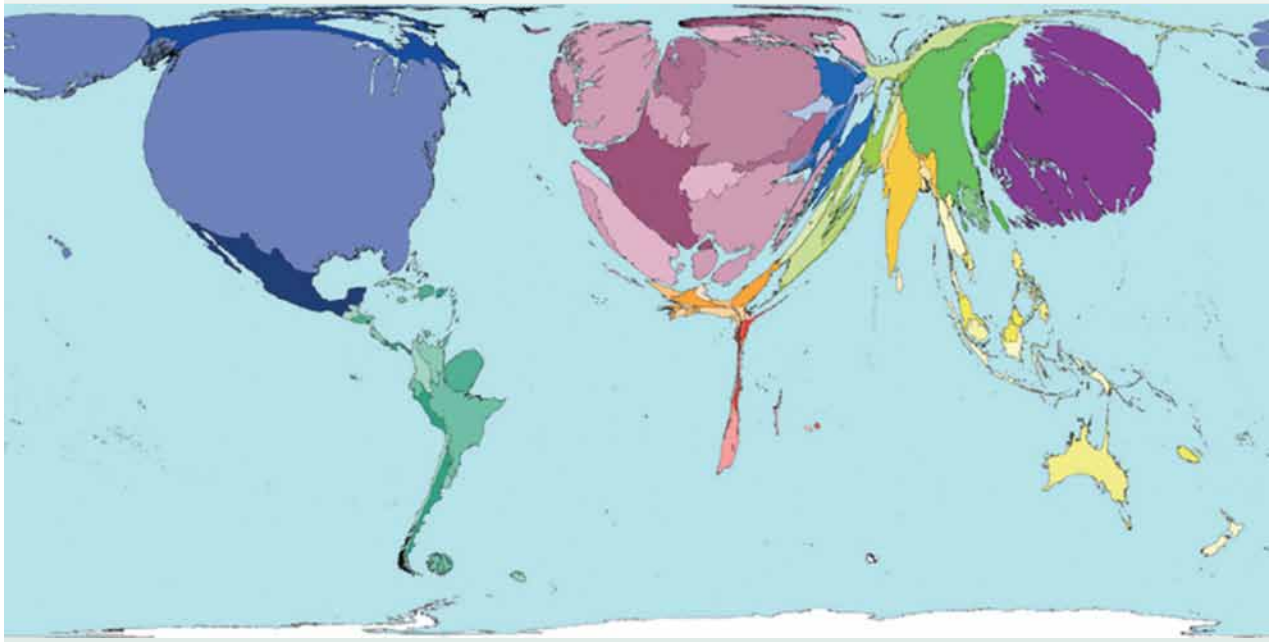
FIGURE 6 The late Dr Fred Hollows working with children in Vietnam



multinational describes an organisation operating in several countries

17.6 SKILL ACTIVITY: Analysis, evaluation and interpretation, Communicating

FIGURE 7 Gross domestic product (GDP) per country. Countries with a high GDP appear swollen, while countries with a low GDP are shrunken in size.



Source: Worldmapper.

Examine FIGURE 7.

1. **Identify** the countries on the map that are swollen and those that are shrunken.
2. **Investigate** and **explain** what high GDP means and how this affects a country's economy.
3. **Explain** how low GDP affects a country's economy.
4. **Select** one country in each category and **analyse** the political and economic reasons why you think this country has either a high or low GDP.

17.6 Exercise

learnon

17.6 Exercise

Learning pathways

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

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- Receive immediate feedback
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Check your understanding

1. **Identify** the two categories of foreign aid.
   - A. International aid and foreign aid
   - B. Cash aid and in-kind aid
   - C. Government aid and non-government aid
   - D. Development aid and emergency aid
2. **Identify** the department that administers foreign aid programs in Australia.
   - A. Department of Defence
   - B. Department of Foreign Affairs and Trade (DFAT)
   - C. Department of Home Affairs
   - D. Department of the Prime Minister and Cabinet
3. **Select** the most appropriate response:
   The majority of Australia's foreign aid programs are focused on **Africa** / **Europe** / **South-East Asia** / **the Middle East**.
4. **Select** the response that best describes the purpose of emergency aid.
   - A. Foreign aid is focused on alleviating poverty in the long term.
   - B. Emergency aid is provided for humanitarian purposes in response to unexpected events such as natural disasters and other crises.
5. **Explain** how an NGO differs from aid provided by governments. Use examples in your answer.

Apply your understanding

Communicating

6. **Identify** the factor/s that are important when explaining why some countries are more economically developed than others.
7. **Explain** why Australia has a greater responsibility to provide foreign aid than other countries in our region.

Analysis, evaluation and interpretation

8. Use **FIGURE 4** to answer the following questions.
   - a. **Describe** the geographic pattern of Australia's foreign aid programs.
   - b. **Propose** a reason for the pattern you have described in part (a).

Civic participation and decision-making

9. Do you think that Australia should increase its provision of foreign aid? **Justify** your answer.
10. **Predict** what might happen if the Australian government refused to provide emergency aid to a neighbouring country in need.

LESSON
17.7 What are Australia's roles and responsibilities as part of the United Nations?

LEARNING INTENTION

By the end of this lesson you should be able to outline what the UN is, and explain Australia's role in it.

TUNE IN

Did you know that the headquarters of the United Nations is in New York in the United States? The flags of all member states and the United Nations (UN) flag are raised and lowered each weekday. To enter UN headquarters, citizens must have a valid passport recognised by the UN or International ID.

FIGURE 1 Opening of the UN General Assembly by the UN Secretary-General



1. Take a class poll — how many member states are there in the UN?
2. Why do you think the flags are raised and lowered each weekday?
3. Brainstorm a list of reasons why we need an organisation such as the UN.
4. What do you think the role of the UN is?
5. Other than the UN, brainstorm a list of other **intergovernmental organisations (IGOs)** Australia is involved in.

17.7.1 Australia's role in founding the UN

The United Nations (UN) was born out of the pain and suffering of World War II. After witnessing the horrors of war for the second time within 30 years, the nations of the world were desperate to prevent another world war. For this reason, 51 countries united in 1945 with the goals of maintaining global peace and protecting the safety and rights of global citizens. At the time the UN was formed, Australia was still relatively inexperienced in global politics. Despite this, our country was one of the founding members of the UN and heavily involved in the organisation's establishment. Australia continues to play a significant role in this important **multilateral** organisation.

Given Australia's relative inexperience in foreign policy, the significance of our involvement in the early years of the UN may appear surprising. Australia's delegation was led by Dr H.V. ('Doc') Evatt, who had previously held several high-profile legal and political positions in Australia. As the operational guidelines of the UN were being documented in its **Charter**, Evatt recognised a problem. The larger and more diplomatically experienced countries (such as the United States, the United Kingdom, France, the Soviet Union and China) had started to dominate discussions. Evatt worried that the interests of smaller countries with less experience in foreign policy would be overlooked.

intergovernmental organisation (IGO) an organisation made up of sovereign states, through treaties to collaborate on issues of common interest. They are governed by international law. Examples include the United Nations and International Criminal Court.

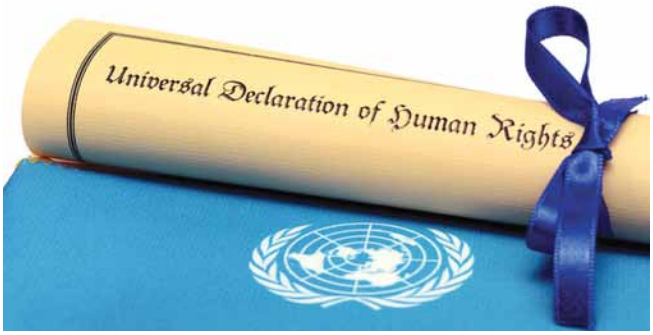
multilateral describes a policy or program that involves three or more countries or parties

charter an official document describing the goals and principles of an organisation

FIGURE 2 The United Nations was officially founded in 1945, with Australia as one of the original 51 member states.



FIGURE 3 The Universal Declaration of Human Rights was adopted by the UN in 1948.



To overcome this problem, Evatt enlisted the support of the other smaller nations and successfully lobbied for the power of the UN General Assembly (consisting of all members of the UN) to be increased. This would act as a balance to the power wielded by the larger countries that ran the Security Council (consisting of only five members of the UN).

Evatt was also a key figure in the development of the Universal Declaration of Human Rights. His leadership on this task led to Evatt being elected president of the General Assembly in 1948. To this day, no other Australian has ever held this position.

17.7.2 Australia, the United Nations and beyond

Since the founding of the United Nations, Australia has been a small but significant contributor to the organisation and its various programs. Involvement in peacekeeping missions, participation in policy development and donations to the UN budget are all examples of Australian contributions. As Australia's standing and influence have increased, so too has our role in the UN.

FIGURE 4 A vote taking place in relation to a draft resolution at a UN Security Council meeting



One of the most powerful and influential arms of the UN is the Security Council. It is responsible for the organisation of peacekeeping missions, the imposition of **international sanctions** and the authorisation of military action. The Security Council consists of five permanent members — the United States, the United Kingdom, France, Russia and China — and ten non-permanent members who serve two-year terms. Including our most recent term (2013–14), Australia has served as a non-permanent member of the Security Council five times in the history of the UN. Australia's membership of the UN Security Council can be seen as evidence of our increasing role in the global community.

international sanctions actions or penalties — usually economic but also diplomatic or military — imposed on a country by a group of other countries

17.7.3 Australia's contribution to global citizenship

Australian representatives to the United Nations have used our country's increased standing to call for change regarding a number of global issues. One specific Australian focus has been gender equality and the rights of women. Australia was heavily involved in UN forums addressing these topics and continues to promote true gender equality. Whaling is another issue on which Australia has taken a stance, leading a case that successfully convinced one of the UN's highest courts, the International Court of Justice, to ban Japan from conducting its annual whale hunt.

FIGURE 5 Australian students at a protest rally demanding urgent action on climate change



Despite these positive actions, there are still many ways in which our country can further contribute to the global community. Recent years have seen issues such as climate change slip down our nation's list of priorities. Despite ratifying the Paris Agreement (an agreement within the United Nations Framework Convention on Climate Change) in 2016, Australia's efforts to reduce the impact of climate change have stalled. Our treatment of refugees and asylum seekers has also received widespread criticism from the global community. Such criticisms need to be viewed constructively and used to make positive changes for Australian and global citizens alike.

17.7.4 An ongoing and expanding role

International Criminal Court

Australia played a key role in the negotiation of the Rome Statute by acting as the Chair of the Like-Minded Group that worked towards the establishment of Criminal Court of Justice in 2002. With 123 member states, this court is charged with investigating and bringing to justice those charged with the 'gravest of crimes' such as:

- genocide — the specific intent to eliminate national, ethnic, racial or religious groups
- war crimes — breaches of the Geneva Convention, including the use of child soldiers and attacks on non-military targets
- crimes against humanity — including slavery, torture and enforced disappearances
- crimes of aggression — the use of armed forces against the sovereignty or independence of another state.

FIGURE 6 The International Criminal Court in The Hague in the Netherlands is the first permanent court that is capable of pursuing, prosecuting and punishing those charged with the most serious crimes against humanity.



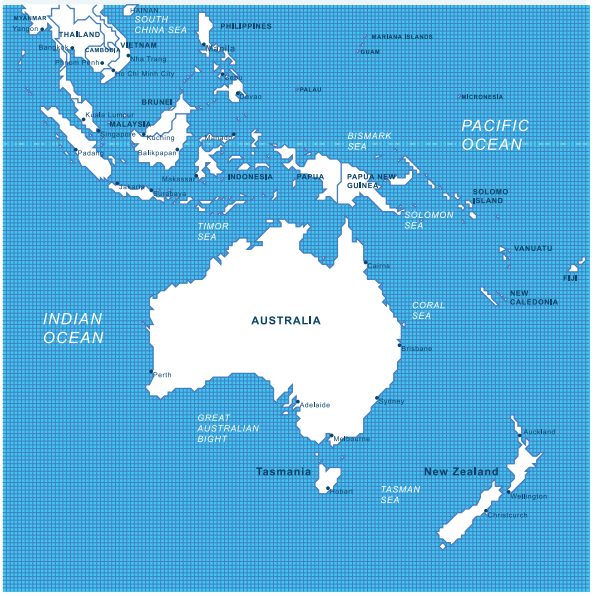
Asia–Pacific

The war in the Pacific during World War II brought international conflict to Australia's doorstep. The Asia–Pacific region is known as an area of political instability. The Second World War, and subsequent conflicts in the region, highlighted our proximity to this area and our need to make it a primary focus. Forming close links with other Asia–Pacific governments is considered important to Australia's national interest. Additionally, people from all over the region now call Australia home.

In 1988, Australia was one of the founding members of the Asia–Pacific Economic Cooperation (APEC), which is made up of 21 economies from across the region. These countries are home to 2.9 billion people. They are the source of 70 per cent of Australia's trade in goods and services.

Through APEC, Australia is working towards achieving economic growth via free and open trade and fostering investment in the region. To this end, Australia spends $4.58 million annually on capacity-building projects in developing economies. Forging strong ties built on trade, aid, foreign policy, immigration and tourism is seen as vital to enhancing our national security.

FIGURE 7 Australia is a part of the Asia–Pacific region. Australian governments have worked to develop strong ties through the formation of bilateral and multilateral agreements with other nations within the region.



17.7.5 The United Nations Declaration on the Rights of Indigenous Peoples

The United Nations Declaration on the Rights of **Indigenous Peoples** (UNDRIP) was adopted in 2007. It was established as the framework to set minimum standards for the wellbeing, survival and dignity of Indigenous Peoples globally (see **FIGURE 8**). At the time, Australia, Canada, New Zealand and the United States voted against the Declaration but subsequently reversed their position and now support it.

Indigenous Peoples a distinct cultural group that shares collective ancestral ties to the traditional land and natural resources where they live, regardless of whether they have been displaced from that land.

Under Article 18 of the UNDRIP, Indigenous Peoples have the right to actively participate in decisions that will affect them. Globally, more than 35 countries have introduced measures to guarantee political representation of ethnic minorities.

FIGURE 8 Indigenous Peoples are among the most disadvantaged and vulnerable groups of people in the world today.

They make up 6 per cent of the Earth's population.

They account for 19 per cent of the world's poor.

They have the collective ancestral knowledge to safeguard 80 per cent of the world's remaining biodiversity.



It is estimated there are 476 million Indigenous Peoples worldwide.

Life expectancy is 20 years lower than for non-Indigenous people.

They speak more than 4000 of the Earth's 7100-plus languages, half of which may be lost by 2100.

First Nations Australians engaging with the political system

Ken Wyatt was the first Indigenous person elected to federal parliament in 2010. While he had held ministerial roles previously, in 2019, he became the first First Nations Australian to hold the position of Minister for Indigenous Affairs, even though the role has existed in various forms since 1968.

TABLE 1 The number of members in the Commonwealth Parliament who identify as Aboriginal or Torres Strait Islander is increasing. In the 47th parliament, they will hold 4.8 per cent of the seats, higher than their proportion of the population, which was 3.3 per cent at the last Census.

Year	Total First Nations Australians	House of Representatives	Senate
2023	11	8	3
2018	6	2	4
2015	5	2	3
2010	1	1	-
1999	1	-	1
1971	1	-	1

In New Zealand, Māori people make up 17 per cent of the population and hold around 22 per cent of the seats in parliament.

There has been considerable pressure nationwide for a formal treaty between all levels of government and First Nations Australians. While the calls for a treaty date back to the early 1800s, the issue was re-ignited following the 1967 referendum (see lesson 3.7). Victoria has been formally acknowledged as the first Australian state to begin the process of establishing a treaty with First Nations Australians. A treaty would formally acknowledge that First Nations Australians had prior possession of the land before the arrival of white settlers (see **FIGURE 9**). Use your online Resources to access the original version of the song 'Treaty' by Yothu Yindi.

FIGURE 9 The Aboriginal Tent Embassy was established in the forecourt of old Parliament House and remains a permanent protest and symbol of the fight for political rights and sovereignty over traditional lands.



In 2013, the Commonwealth Parliament passed the Aboriginal and Torres Strait Islander Act. This legislation formally recognised First Nations Australians as the first occupiers of Australia and its islands, as well as their continuing relationship with their traditional lands.

Successive governments have stated that they are committed to recognising First Nations Australians in the Australian Constitution. In 2022, the federal Labor Government committed to the Uluru Statement from the Heart, which formalised the idea of an Indigenous Voice to Parliament to be enshrined in the Constitution. This 'voice' would enable First Nations Australians to advise the parliament on policies and projects that will have an impact on their lives. The government committed to holding a referendum to allow for Constitutional change in 2023.

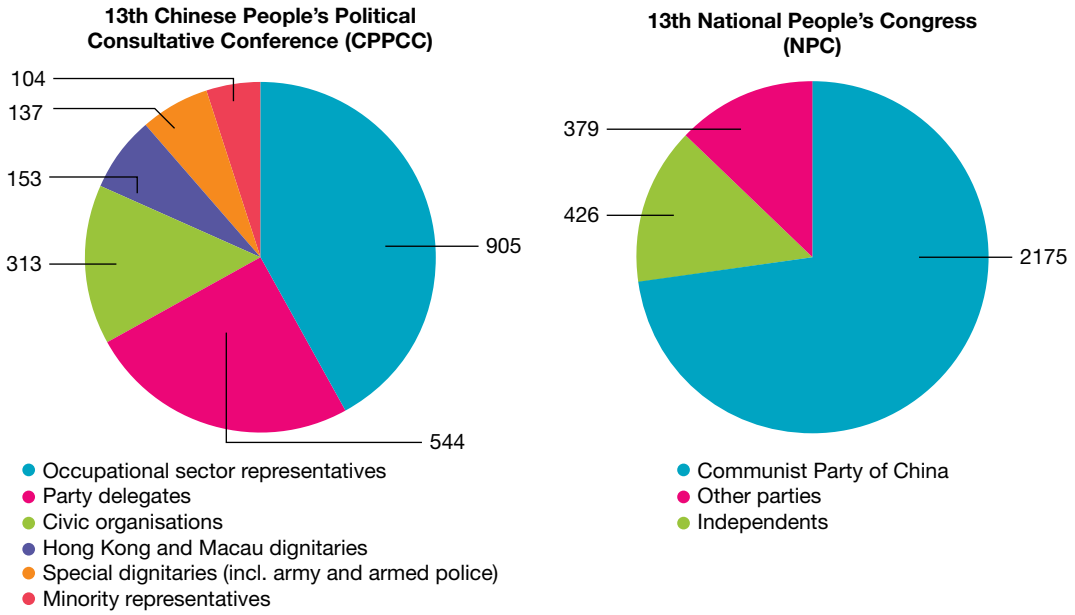
Indigenous Peoples of the People's Republic of China engaging with the political system

The government of the People's Republic of China (PRC) voted in favour of the UNDRIP; however, they do not recognise the existence of Indigenous Peoples and, as a result, the Declaration has not been implemented in China. Therefore, there are few institutions that allow for Indigenous group representation.

The main ethnic group in China is the Han, which makes up almost 92 per cent of the population. The PRC government recognises an additional 55 ethnic minority groups as making up the other 8 per cent of the population. They are mainly found in the west, southwest and northwest of China.

The Constitution of the PRC and laws guarantee equal rights for all ethnic minorities and endeavour to promote their economic and cultural development. Approximately 14 per cent of representatives to the National People's Congress are from minority groups (see **FIGURE 10**). However, they are not able to advocate on politically sensitive issues such as political reform, censorship, or the treatment of minority groups in areas such as Xinjiang. Here a policy of 'preventative repression' has been implemented; the Chinese Communist Party is imprisoning people and employing forced re-education programs, after concluding that a large percentage of the population was vulnerable to infiltration by jihadists.

FIGURE 10 Minority groups have a limited voice in Chinese government.



17.7 SKILL ACTIVITY: Analysis, evaluation and interpretation, Communicating

In 2015, the Sustainable Development Summit was held in New York in the United States. Australia, along with 193 other countries, signed an agreement committing to the United Nations 2030 Agenda for Sustainable Development.

Australia is currently ranked 35th in its progress to meeting the 17 Sustainable Development Goals (SDG).

1. **Identify** the SDGs and why the UN has set them.
2. In what areas is Australia performing the best and worst? **Explain** the reasons for Australia's performance in these areas.
3. **Identify** which countries hold the top three rankings. **Suggest** reasons for their success.
4. Imagine you have been asked to advise the Australian government on how it could improve our ranking and progress.
   Create a presentation that:
   a. showcases the findings of your research
   b. provides advice to the Australian government on how it can improve our performance on one of our lowest-ranked goals.

Resources

Weblink Treaty

17.7 Exercise

learnon

17.7 Exercise

Learning pathways

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

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- Receive immediate feedback
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Check your understanding

1. **Identify** the global event that led to the formation of the United Nations.
   - A. End of World War I, 1918
   - B. End of World War II, 1945
   - C. September 11 terrorist attacks, 2001
   - D. End of the Cold War, 1991
2. **Select** the statement that best describes the event that worried 'Doc' Evatt during the development of the UN charter.
   - A. 'Doc' Evatt was worried that the larger countries would have too much influence over how the UN was run.
   - B. 'Doc' Evatt was worried that the UN would not have enough authority to maintain international peace and security, promote human rights, and foster economic and social development.
   - C. 'Doc' Evatt was concerned that too few nations were represented in the charter.
   - D. 'Doc' Evatt was concerned that smaller countries would have too much influence over how the UN was run.
3. **Determine** whether the following statements are true or false.
   - a. The UN Security Council is responsible for organising peacekeeping missions, imposing international sanctions and authorising military action. The Security Council consists of ten permanent members.
   - b. In 2007, Australia was one of the first signatories to the The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
4. **Describe** Australia's involvement in the early years of the United Nations.
5. **Explain** how Australia has contributed to global citizenship through its involvement in the work of the UN.

Apply your understanding

Analysis, evaluation and interpretation

6. **Outline** the significance of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
7. **Identify** two reasons why you believe Australia needs to be a member of the UN.

Civic participation and decision-making

8. In your opinion, is there a better solution to maintaining global peace and protecting the rights of global citizens than the UN? **Justify** your response.
9. **Predict** what might have happened if 'Doc' Evatt had not lobbied for the power of the UN General Assembly to be increased.
10. **Predict** what might have happened if Australia was not involved in the UN.

LESSON
17.8 How does Australia play a role in international peacekeeping and global regional issues?

LEARNING INTENTION

By the end of this lesson you should be able to describe the role of UN peacekeepers, including Australia's contribution.

TUNE IN

Did you know that the United Nations Emergency Force (UNEF) was established in 1956?

1. Why do you think we need peacekeepers?
2. Come up with a list of roles that might be performed by peacekeepers.
3. Suggest a reason a peacekeeper would wear a blue helmet or beret (as shown in **FIGURE 1**) rather than the helmet or headgear of their own country.

FIGURE 1 International peacekeepers wear the military uniform of their own country with one exception. Their traditional helmet or headwear is replaced by a UN blue helmet or beret and a badge is displayed on some part of their uniform.



17.8.1 Role of UN peacekeepers

In many ways, the League of Nations can be seen as the first version of the UN. Formed after World War I, the League of Nations was charged with the responsibility of maintaining global peace. Its major shortcoming, however, was that it lacked mechanisms through which it could fulfil this role. After watching the failure of the League of Nations — ultimately it could not stop the outbreak of World War II — the founding members of the UN sought to avoid similar criticism. The UN discharges its responsibility of maintaining global peace through the use of peacekeepers and military observers.

Australia has been involved in UN peacekeeping missions from the first envoy sent in 1948. In this lesson, we examine the role of UN peacekeepers and the contribution Australians have made to these missions.

FIGURE 2 A squad of Indonesian peacekeepers conducting duty near El Fasher Airport in Sudan, guarding civilians as they are heading back to their houses in early 2018



The role of United Nations peacekeepers is exactly that — to develop and maintain peaceful interactions between social, ethnic or political groups. Since 1948, the UN has deployed peacekeeping missions across the globe. The specific activities of the mission depend on the

nature of the conflict. Missions may involve enforcing a **ceasefire** between previously warring parties, or helping a country to conduct a democratic election that would otherwise be problematic (see **FIGURE 3**).

Peacekeepers are instructed to operate using non-violent methods wherever possible. According to the UN Charter, peacekeepers are allowed to use military force only in self-defence or if the essential goal of the mission is under threat (see **FIGURE 4**).

Often known as Blue Berets, due to their distinctive blue hats and helmets, UN peacekeepers can include soldiers of national armies as well as police officers and political staff. Australia has sent 65 000 personnel to various UN peacekeeping missions. Australian doctors, engineers, diplomats, and military servicemen and women have all played their part in the establishment and maintenance of peace in countries around the world.

FIGURE 3 Through its peacekeeping roles, the UN aims to maintain peace and security.



FIGURE 4 Principles of UN peacekeeping: non-use of force except in self-defence and defence of the mandate

A UN peacekeeping operation should only use force as a measure of last resort. It should always be calibrated in a precise, proportional and appropriate manner, within the principle of the minimum force necessary to achieve the desired effect, while sustaining consent for the mission and its mandate. The use of force by a UN peacekeeping operation always has political implications and can often give rise to unforeseen circumstances.

Judgments concerning its use need to be made at the appropriate level within a mission, based on a combination of factors including mission capability; public perceptions; humanitarian impact; force protection; safety and security of personnel; and, most importantly, the effect that such action will have on national and local consent for the mission.

Source: United Nations.

ceasefire a temporary or permanent suspension of fighting

17.8.2 Australian peacekeeping missions

Australians have been involved in UN military observations since 1947, a year before the first official peacekeeping mission. Although civilian personnel have contributed to peacekeeping missions, military and police officers have traditionally played a more significant role. Australian peacekeepers have served in several key conflicts around the world including the:

- Indonesian War of Independence (1947)
- prelude to the Korean War (1950)
- various conflicts in Israel and the Middle East (since 1956)
- Iran–Iraq War (1988–91)
- Rwandan Civil War (1993–96)
- East Timorese independence crisis (1999–2012)
- Sudanese Civil War (since 2005).

FIGURE 5 An Australian peacekeeper greets an East Timorese child in Dili



One of the best-known examples of Australian peacekeeping efforts was our involvement in the East Timorese independence crisis. A small country located to Australia's north-west, East Timor has endured a volatile history. Unlike much of the area, which was settled by the Dutch, East Timor was **colonised** by the Portuguese. In 1975, East Timor became an independent state, although it was soon invaded by neighbouring Indonesia in the same year. The Indonesian rule over East Timor was brutal and unjust, but Australian governments during this time were reluctant to criticise Indonesia. They feared such a move would damage political relations between the two countries.

After decades of civil unrest, two UN programs were launched to deal with the East Timor crisis. Australia had considerable involvement with both the UN mission in East Timor (UNAMET) and the International Force for East Timor (INTERFET). The former mission successfully organised and conducted a referendum which resulted in East Timorese independence.

Organised and led by Australian forces under Major General Peter Cosgrove, INTERFET then helped develop more effective military and law enforcement strategies in East Timor. The Australian contribution to East Timorese independence is an excellent example of the positive contributions Australia has made to our region.

colonised describes a country or region whose government has been replaced by one from another country

17.8.3 Responding to global issues

Climate change

The United Nations has identified climate change as the defining issue of our time. One hundred and ninety-eight countries have ratified the United Nations Framework Convention on Climate Change (UNFCCC) 1992.

At the Glasgow Climate Summit in 2021, countries revisited the climate pledges made under the Paris Agreement in 2015. Under this agreement, global temperature rises would be limited to 1.5 °C by the end of this century. On current trends and emissions targets, global warming is predicted to lead to a temperature increase of 2.1 °C by 2100. In 2015, global temperatures were predicted to rise by 3.9 °C by the end of this century and by 2020 this figure had been reduced to 2.9 °C (see **FIGURE 6**). However, greater action is needed if the target of 1.5 °C is to be achieved.

To reach this target, global greenhouse gas emissions will need to be net zero by the second half of this century. While many countries have made policy commitments, only 12 nations have passed legislation on net-zero targets. See **FIGURE 7** for global emissions and targets of some nations around the world.

Learn more about climate change by using the **Climate transparency** and **Visualising global CO_2 emissions** weblinks in your online Resources.

FIGURE 6 Global temperature increase by 2100 will be determined by the targets governments set today and our commitment to achieving them.

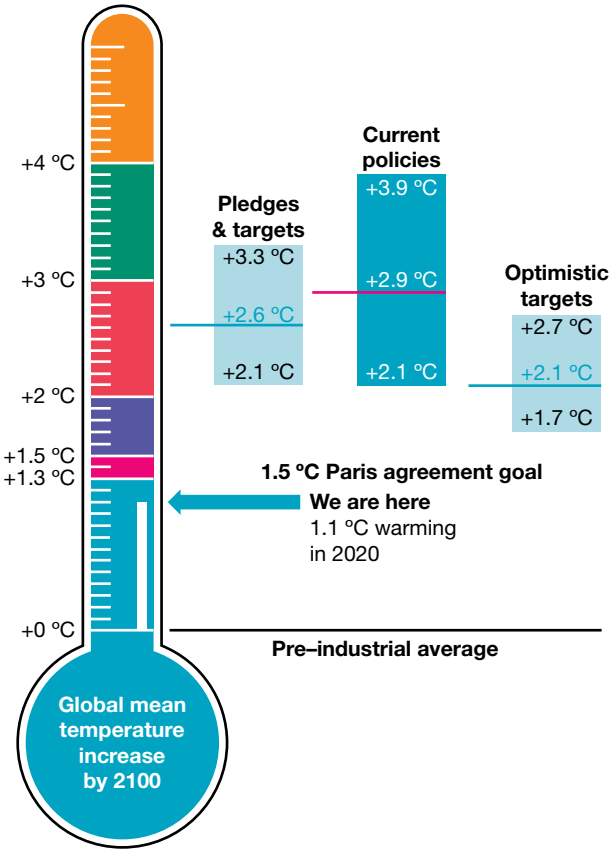
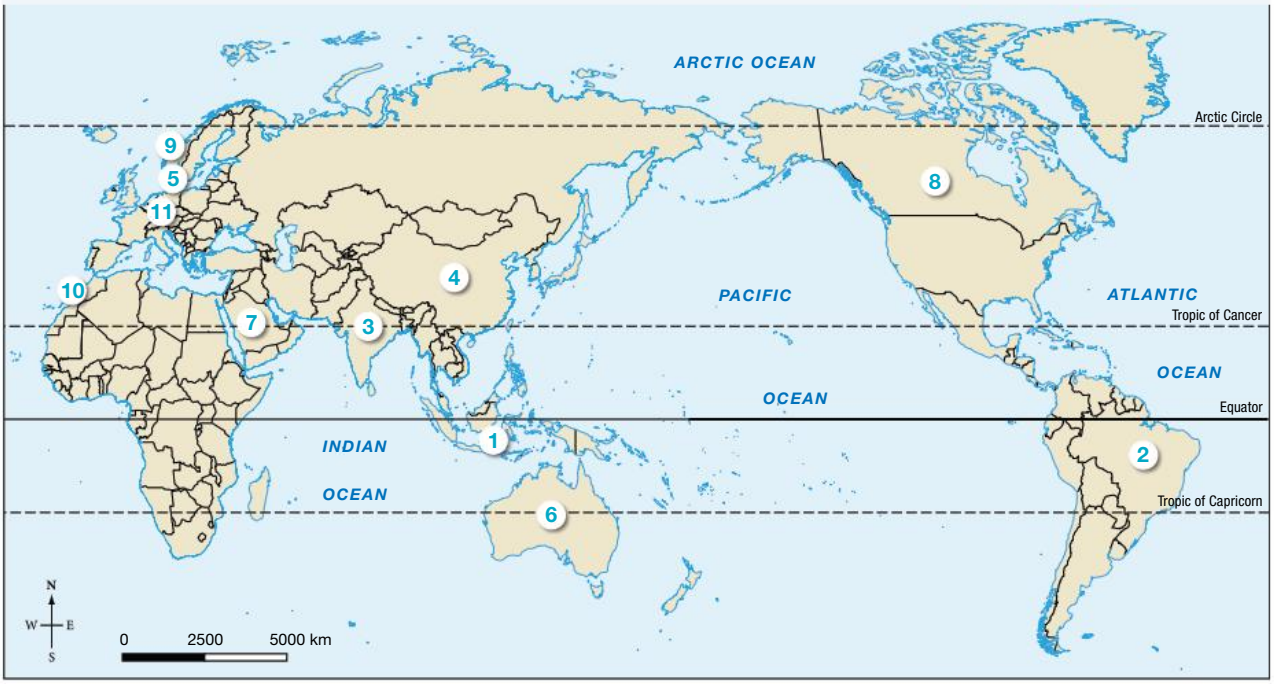


FIGURE 7 Australia ranks fourteenth in the world in terms of CO_2 emissions. How do our climate reduction targets compare with those around the world?



Source: Spatial Vision.

1. Indonesia promises to reverse deforestation by 2030 and aims to achieve net-zero carbon emissions by 2060. Although the country has planned for 23 per cent renewable energy use by 2025, there are no firm plans for phasing out coal. Currently only 12 per cent of power is generated by renewable sources.
2. Brazil has promised to end and reverse deforestation by 2030. The country has pledged to achieve net-zero carbon emissions but has not developed a long-term strategy. Less than 6 per cent of energy is from renewable sources.
3. India has promised to draw half its energy from renewable sources by 2030 and achieve carbon neutrality by 2070. The nation currently has the capacity to generate 38 per cent of power needs from renewable sources but remains heavily dependent on coal for electricity generation.
4. China has an ambitious climate policy, expecting carbon emissions to peak in 2030 and to be carbon neutral by 2060. Coal phase-out is slow, and the country continues to build coal-fired power stations. China is investing in renewable energy generation and electric vehicles. It currently has the capacity to generate 43 per cent of its power from renewable sources. With 3 million electric and hybrid vehicles on the road, China is the fastest growing market for electric vehicles.
5. Denmark is committed to a 70 per cent reduction in emissions by 2030 and to be climate neutral by 2050. The country is leader in climate policy and partnered with Costa Rica to form the Beyond Oil & Gas Alliance in 2021. The Alliance is a coalition of governments aiming to speed up the rate at which oil and gas production are phased out.
6. Australia produces 24 per cent of its power from renewable sources and is aiming to achieve net-zero emissions by 2050. The emphasis is on the promotion of electric vehicles and infrastructure as well as increasing power generation from renewables to 70 per cent by 2030.
7. Saudi Arabia produces less than 1 per cent of its power from renewable sources and is aiming to achieve net-zero emissions by 2060. The focus is on carbon capture and storage, tree planting and the use of hydrogen as a source of fuel.
8. Canada produces 19 per cent of its power from renewable sources and aims to achieve net-zero emissions by 2050, focusing on carbon capture and storage, and hydrogen as a source of energy.
9. Norway has invested heavily in electric vehicles and charging stations and is a global leader in zero emission vehicles. The aim is to reduce emissions by 40 per cent by 2030 and achieve net-zero emissions by 2050. However, Norway continues to export oil and gas to international markets.

10. Morocco is aiming to reduce its emissions to 45.5 per cent by 2030 but does not have a net-zero emissions target, as its energy sector is still heavily reliant on fossil fuels. The country does, however, have a fossil fuel subsidy phase-out plan. A target of generating 52 per cent of its electricity from renewables by 2030 has been set.
11. Germany has committed to a 65 per cent reduction in emissions by 2030 and achieving net-zero by 2045. However, to achieve these targets, the nation will need to accelerate its coal phase-out policy and remove its fossil fuel subsidy. Increased investment in fossil-free infrastructure is required. Currently 50 per cent of electricity is generated from renewable sources. The government has committed to having 6 million electric vehicles on the road and 1 million charging stations by 2030.

17.8 SKILL ACTIVITY: Questioning and researching, Communicating

Choose one of the seven conflicts from the bullet point list in section 17.8.2. **Research** the conflict and provide a series of four paragraphs in response to the following points.

a. **Outline** a summary of the conflict.
b. **Describe** the role played by Australia.
c. **Identify** the number of peacekeepers — include a reference to the amount of time peacekeepers were involved and whether this number changed over time. How many were Australian?
d. **Explain** the outcome of the event.

on Resources

Weblinks Climate transparency
Visualising global CO_2 emissions

17.8 Exercise

learnon

17.8 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. The major criticism of the League of Nations was that it lacked the capability to fulfil its role as a 'global protector'.
   b. Australians have been involved in peacekeeping since the 1940s.
2. What has the UN identified as the defining issue of our time?
   A. Human rights
   B. Climate change
   C. Indigenous Peoples' representation
   D. Economic development
3. Who may be included as UN peacekeepers? **Select** all options that apply.
   A. National armies
   B. Police officers
   C. Volunteers
   D. Political staff
4. **Explain** the key role of UN peacekeepers.
5. **Describe** the sequence of events that explain East Timor's journey towards independence.

Apply your understanding

Communicating

6. **Describe** the challenges you might face as a UN peacekeeper.
7. **Identify** a challenge faced by the global community in working against climate change.
8. In your opinion, is peacekeeping a good or bad thing? **Justify** your response.

Analysis, evaluation and interpretation

9. **Determine** what Australia's participation in peacekeeping suggests about the Australian government's role and responsibilities at a global level.
10. **Examine** the principles of UN peacekeeping in **FIGURE 4**. **Explain** why you think there is a need for the principle of non-use of force.

LESSON
17.9 INQUIRY: Report card — Australia's response as a global citizen

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of how Australia's government responds to global issues and the effectiveness of the responses and actions.

Background

Australia has become increasingly active in global affairs and government, and successive governments have advocated that it is in our national interest to take our responsibilities seriously.



In this inquiry you will analyse and evaluate the effectiveness of the Australian government's response to a global issue such as:

- human rights and gender equality
- war and conflict
- challenges to democracy
- climate change
- Sustainable Development Goals (2030 agenda for sustainable development)
- treatment of Indigenous Peoples of the world
- the COVID-19 pandemic.

Before you begin

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

Inquiry steps

Step 1: Questioning and researching

Select your area of interest.

- Why is this an area of global interest?
- Why is this issue important to Australia?

- What has been the response of other countries?
- What has Australia done or what can Australia do?

Now write your inquiry question.

Step 2: Analysis, evaluation and interpretation

Investigate your issue.

Make notes using key searches such as:

- What is this issue about?
- Australia's role
- International responses
- Opportunities/challenges

Visiting the United Nations or the Department of Foreign Affairs and Trade websites is a good starting point. Use the weblinks in your online Resources to get you started.

Step 3: Civic participation and decision-making

Consider these questions when investigating.

- Why do you think this issue is important to Australia?
- How does this issue link to Australia being a global citizen?
- Why might people have different opinions on Australia's response to this issue?
- What is the issue and why is Australia involved?

Use tables to summarise your findings — you may use dot points.

What is Australia's response?	What more can Australia do?

Create a second table that reflects the different opinions that people might have in relation to this issue.

Step 4: Communicating

Select an appropriate IT format to present your findings; for example, PowerPoint or documentary.

- Include a **summary** of the issue and the reason that Australia is involved.
- Include your report card.
- Present the reasons for your findings on your score card.

Complete your self-assessment using the **Inquiry rubric** or access the 17.9 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39965)

Weblinks
United Nations
DFAT: Development issues
DFAT: Global themes
DFAT: Global security

LESSON
17.10 Review

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17.10.1 Key knowledge summary

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

17.2 What are the key features of Australia's system of government?

- Australia is a constitutional monarchy, with a Commonwealth Parliament consisting of two houses (the House of Representatives and the Senate) and the Crown (represented by the governor-general).
- Australia's government is based on the idea of democracy. This means that sovereignty lies with the Australian people, and values such as freedom of election and support for parliamentary democracy are associated with our system of government.
- Australia's system of government is characterised by democratic elections and the separation of powers.
- There are similarities and differences between Australia's system of government and the systems of government found in other countries in the Asia region, in particular India, Indonesia and China.

17.3 What are the key features of India's system of government?

- India is a republic, with the Parliament of India consisting of the House of the People (Lok Sabha) and the Council of States (Rajya Sabha) as well as the president, who is India's head of state.
- The government of India is also based on the idea of democracy. This means that sovereignty lies with the people, and values such as freedom of election and support for parliamentary democracy are associated with their system of government.
- India's system of government is also characterised by democratic elections and the separation of powers.

17.4 What are the key features of Indonesia's system of government?

- Indonesia is a republic. Its parliament, the People's Consultative Assembly (the Majelis Permusyawaratan Rakyat, or MPR), consists of the People's Representative Council (Dewan Perwakilan Rakyat, or DPR — the lower house) and the Regional Representatives Council (Dewan Perwakilan Daerah, or DPD — the upper house). The president is both the head of state and the head of government.
- The government of Indonesia is also based on the idea of democracy. This means that sovereignty lies with the people, and values such as freedom of election and support for parliamentary democracy are associated with their system of government.
- Indonesia's system of government is also characterised by democratic elections and the separation of powers.

17.5 What are the key features of China's system of government?

- The government in China is controlled by the Chinese Communist Party (CCP). The leader of the CCP is also the President (head of state).
- There is no separation of powers in China as the CCP controls the power to make the law, administer the law and monitor the law.
- China has a hierarchical system of voting that is monitored by the CCP. Citizens only vote for the lower levels of government. The upper levels are effectively controlled by the CCP.

17.6 How does Australia act as a global citizen?

- The world's nations have experienced uneven rates of development. This has created substantial gaps between economies and given rise to numerous humanitarian issues.
- In an attempt to alleviate the pressures caused by this gap, foreign aid is provided by wealthier countries to those countries that are less developed.
- As one of the strongest economies and most developed countries in its region, Australia finds itself with tremendous responsibilities to assist its neighbours.
- The Australian government can provide both development aid (for long-term programs to support the general development of a country) and emergency aid (for natural disasters and other crises).
- Non-government organisations (NGOs) also play a critical role in the provision of foreign aid.

17.7 What are Australia's roles and responsibilities as part of the United Nations?

- Since the founding of the UN, Australia has played a significant role in developing UN policies and participating in its programs.
- Australia has served as a non-permanent member of the Security Council five times in the history of the UN.
- Australian representatives to the United Nations have used our country's increased standing to call for change regarding a number of global issues, including gender equality, the rights of women and whaling.
- Australia is a founding member of the Rome Statute and APEC.

17.8 How does Australia play a role in international peacekeeping and global regional issues?

- Australia has been involved in UN military observations and peacekeeping missions since 1948.
- UN peacekeepers can include soldiers of national armies as well as police officers and political staff.
- Peacekeeping missions may involve enforcing a ceasefire between previously warring parties, or conducting democratic elections that would otherwise be problematic.

17.9 INQUIRY: Report card — Australia's response as a global citizen

- Investigate, analyse and evaluate the effectiveness of the Australian government's response to a global issues.

17.10.2 Key terms

absolute majority half the number of votes received in an election plus one

authoritarian a form of government characterised by absolute obedience to the state, an authority figure or group

Bar Exam an exam taken by a lawyer to demonstrate they are competent to work within the legal system and undertake the work of a barrister in court

bicameral a parliament consisting of two legislative houses, or chambers

ceasefire a temporary or permanent suspension of fighting

charter an official document describing the goals and principles of an organisation

colonised describes a country or region whose government has been replaced by one from another country

communist a person who follows an economic and political system that is based on the idea of a classless society. All property and wealth are communally owned by the state, members of the public work and the state provides for the needs of the population.

constitution a set of fundamental principles according to which a nation or state is governed

constitutional monarchy a type of government based on a constitution with a queen or king as its head of state

Crown the King's authority in the Australian parliament, represented by the governor-general at the federal level and a governor at the state level

dictatorship a form of government where power rests with one person or group, which has absolute power without effective checks or limits imposed by a constitution

executive another name for the government

Federation the joining of the six Australian colonies to establish the federal and state parliaments

first-past-the-post a voting system where a candidate wins by receiving more votes than any other candidate

formal vote a ballot paper that has been filled out correctly

humanitarian concerned with the welfare of a social group

Indigenous Peoples a distinct cultural group that shares collective ancestral ties to the traditional land and natural resources where they live, regardless of whether they have been displaced from that land.

infrastructure the basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society

intergovernmental organisation (IGO) an organisation made up of sovereign states, through treaties to collaborate on issues of common interest. They are governed by international law. Examples include the United Nations and International Criminal Court.

international sanctions actions or penalties — usually economic but also diplomatic or military — imposed on a country by a group of other countries

judiciary the collective name given to the judges who preside over law courts

multilateral describes a policy or program that involves three or more countries or parties

multinational describes an organisation operating in several countries

Politburo (or political bureau) the executive committee or policy-making body in the CCP

preferential voting a system in which voters are required to number all candidates on the ballot paper in order of preference. If no candidate wins more than 50 per cent of the vote, the preferences are distributed until one candidate has a majority of votes.

proportional representation a system where candidates are elected according to the proportion (or quota) of the vote achieved by their party

representative democracy a system in which the people elect the members of government to make laws and policies on their behalf. It is sometimes referred to as an indirect democracy.

republic a form of government where supreme power is held by the people and their elected representatives, rather than by a monarch

separation of powers the division of government into the legislature (parliament), executive (ministers and the public service) and judiciary with the aim of providing a system of checks and balances that prevents the excessive concentration of power in one group

unicameral a parliament consisting of one legislative house, or chamber

unitary state a political system where most or all of the governing power rests with a central government that has control of the whole country

Westminster system the democratic parliamentary system based on the British system of parliament

17.10.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How is Australia's democracy defined and shaped by the global community, and how does Australia respond to emerging global issues?

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

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11516)
Reflection (ewbk-11839)
Crossword (ewbk-11840)

Interactivity Regional government and global citizenship crossword (int-7679)

17.10 Review exercise

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Multiple choice

1. From the following list, identify those that are included in Australia's democratic values.
   - A. Freedom of speech
   - B. Support for the rule of law
   - C. Freedom of election and being elected
   - D. All of the above.
2. Identify the political system on which Australia's system is based.
   - A. The Australian Constitution
   - B. The Westminster system
   - C. The Crown
   - D. The constitutional monarchy
3. Identify the system of voting used to elect members to the House of Representatives in Australia.
   - A. The preferential system of voting
   - B. The first-past-the-post voting method
   - C. A show of hands
   - D. All of the above
4. Identify the voting system used to elect members to the Australian Senate.
   - A. An absolute majority
   - B. The first-past-the-post voting method
   - C. A preferential system of voting
   - D. The proportional representation system
5. Identify the system of government used in China.
   - A. Democracy
   - B. Republic
   - C. Dictatorship
   - D. Direct democracy
6. Identify the age at which Chinese citizens can vote or stand for an election.
   - A. 16
   - B. 18
   - C. 21
   - D. 25
7. Identify the correct statement about India.
   - A. The parliament appoints the chief justice.
   - B. The prime minister appoints the president.
   - C. The chief justice appoints the president.
   - D. The president appoints the prime minister.
8. The parliament of India consists of:
   - A. the House of Representatives and the House of Councillors.
   - B. the House of Representatives and the Senate, as well as the Crown.
   - C. the House of the People (Lok Sabha) and the Council of States (Rajya Sabha), as well as the president.
   - D. the People's Representative Council (Dewan Perwakilan Rakyat) and the Regional Representatives Council (Dewan Perwakilan Daerah).

9. Identify the system of government used in Indonesia.
   - **A.** A republic
   - **B.** A constitutional monarchy
   - **C.** An absolute monarchy
   - **D.** All of the above
10. Identify the term of office of the Indonesian president.
   - **A.** Three years
   - **B.** Five years
   - **C.** Seven years
   - **D.** Nine years

Short answer

Communicating

11. **Describe** the values you associate with the system of government in Australia.
12. **Describe** two ways in which the system of government in China is different from the system of government in Australia.

Civic participation and decision-making

13. **Explain** the role of UN peacekeepers. In your response, include an example of an activity that might be undertaken by peacekeepers.
14. **Explain** why APEC is important to Australia. As part of your response, explain what APEC is.

Analysis, evaluation and interpretation

15. Using examples, **distinguish** between 'development aid' and 'emergency aid'.

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18 The High Court and Australia's international agreements



LESSON SEQUENCE

18.1 Overview 659
18.2 How are disputes resolved between the Commonwealth and the states? 660
18.3 How is the Australian Constitution interpreted in the modern world? 666
18.4 What are Australia's obligations under international law? 672
18.5 What are international treaties, conventions and declarations? 677
18.6 What are Australia's obligations to First Nations Peoples of Australia through international law? 684
18.7 What are Australia's legal obligations to refugees and asylum seekers? 693
18.8 What are Australia's legal obligations to the environment? 699
18.9 INQUIRY: Treaty 705
18.10 Review 707

LESSON
18.1 Overview

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What are Australia's obligations on the international stage and how does the High Court ensure that we fulfil these obligations?

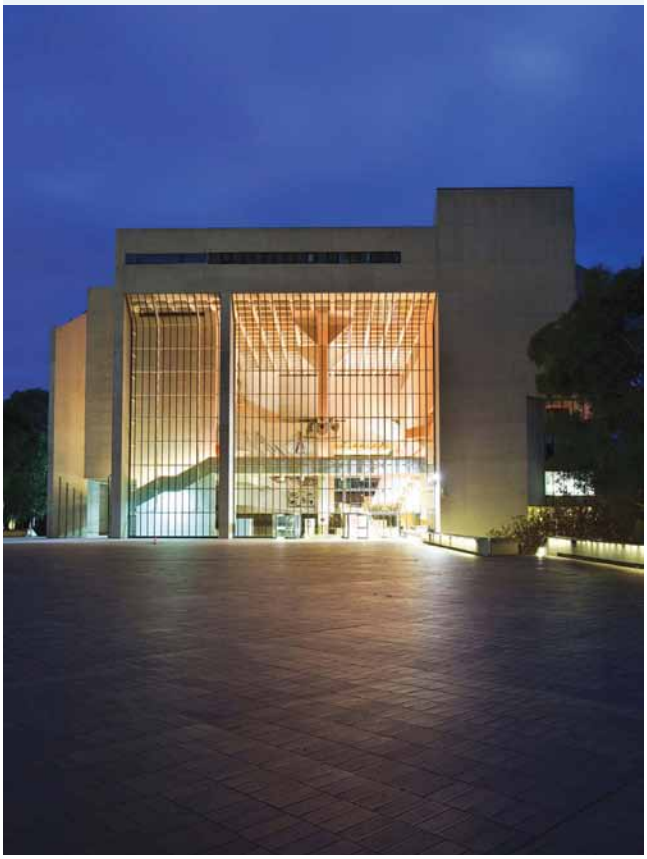
18.1.1 Introduction

Under the rule of law, all citizens are subject to and bound by the law. Courts have been established to deal with disputes that arise and to protect the operation of our system of democracy. The most serious disputes are dealt with by the highest court in our legal system — the High Court of Australia.

The High Court is unique. It is the only court in Australia established and specifically mentioned in the Australian Constitution. As its jurisdiction is specified in the Constitution, its operation cannot be influenced by the parliament and any changes to its operation would have to approved by the people at a referendum. It is the only court in Australia that can resolve disputes related to the operation of the Constitution or rule on matters arising out of our relations with other nations.

Australia is also part of a global community and enters into agreements with other nations. These agreements are designed to protect our heritage, environment and way of life, now and into the future, and impose obligations on Australia to adhere to their terms and play our role as a global citizen. Within this context, Australia offers a haven to refugees and asylum seekers who have been displaced due to conflicts abroad and provides various forms of aid to communities that are in need because of natural disasters or conflict.

FIGURE 1 The High Court of Australia building is located in Canberra but the justices travel to capital cities around the country settling disputes.



on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11518)

Video eLesson Living in a cohesive society (eles-6042)

LESSON
18.2 How are disputes resolved between the Commonwealth and the states?

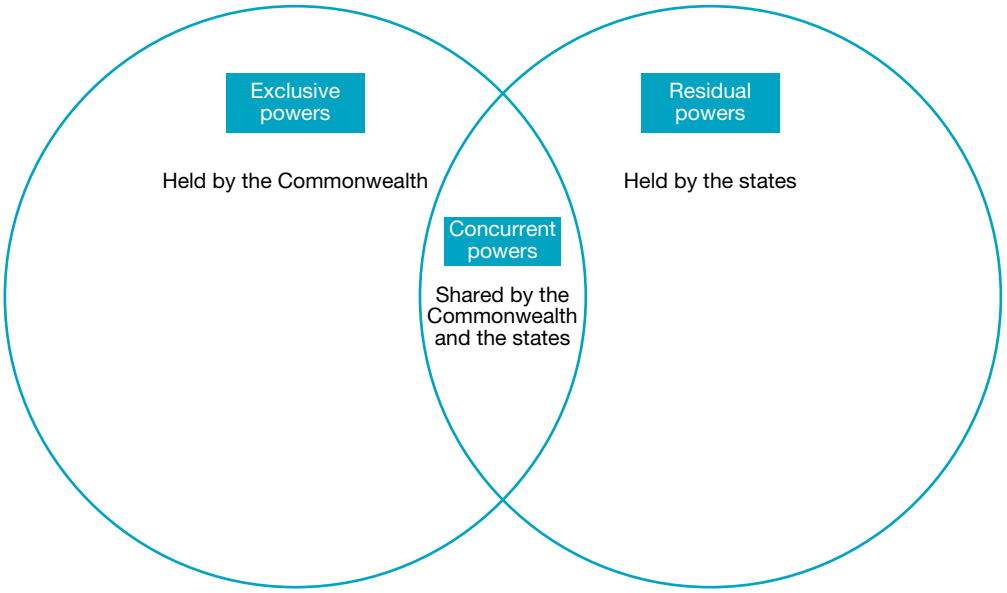
LEARNING INTENTION

By the end of this lesson you should be able to explain how the Australian court system allows for the resolution of disputes between state and federal governments.

TUNE IN

Did you know that the Australian Constitution divides law-making power between the Commonwealth and state governments?

FIGURE 1 Law-making Venn diagram



1. Draw a Venn diagram like the one shown above and add the information as shown.
2. Work with a partner to decide in which section of the Venn diagram the following law-making powers belong:

road laws	taxation	currency
military	public transport	marriage
trade	passports	education

3. Explain how you decided where to place each area of law-making.
4. Take a class poll and record the consensus on the board.

18.2.1 Specific, exclusive, concurrent and residual powers

A system of courts is needed to help maintain social cohesion. In Australia we have courts at a state level, but we also have a federal court system. At the top of this federal court system is the High Court of Australia. Located in Canberra, the court is presided over by seven High Court justices, who are appointed by the governor-general on the advice of the federal government. Justices are appointed for a period that expires when they turn 70; they cannot be removed from office except on the grounds of proven misbehaviour or incapacity.

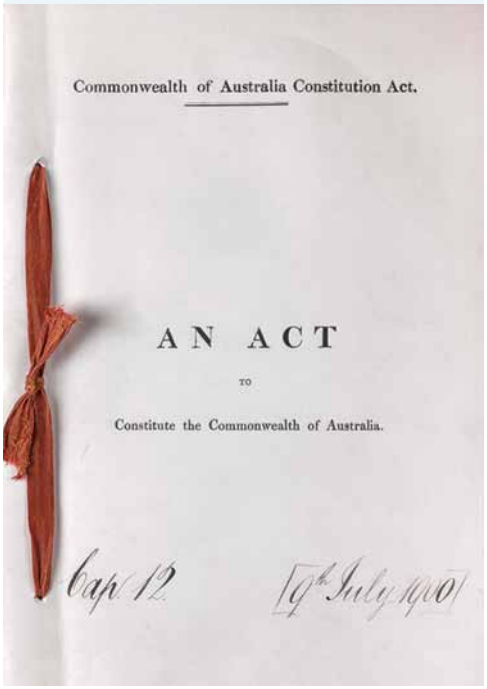
When the Constitution established the Commonwealth of Australia (effective 1 January 1901), it granted the Commonwealth Parliament the power to make laws in certain areas. These are known as specific powers. They are called 'specific' because they are specified in sections of the Constitution. It also allowed the colonial parliaments (known as state parliaments after Federation) to retain their individual constitutions and some of their law-making powers, known as residual powers. These powers can only be exercised by the state; for example, criminal law and public transport.

Specific powers are divided into two categories:

- Exclusive powers — law-making powers that belong only to the Commonwealth, such as immigration and defence. The states cannot make laws in these areas.
- Concurrent powers — law-making powers that are shared by the Commonwealth and the states, such as taxation and trade. Both levels of government can make laws in these areas.

Having concurrent powers made it likely that some conflict would develop between laws made by the Commonwealth and laws made by the states. In these circumstances, it is the role of the High Court to settle such disputes.

FIGURE 2 *The Commonwealth of Australia Constitution Act 1900* establishes the law-making powers of the federal and state parliaments.


Commonwealth of Australia Constitution Act.

AN ACT

TO

Constitute the Commonwealth of Australia.

Cap. 12 9th July 1900

The original version of the Constitution included only 39 specific powers and they were referred to as the '39 heads of power'. An additional power was added after the 1946 referendum, which extended the power of the Commonwealth to provide social service benefits such as unemployment benefits and the pharmaceutical benefits scheme.

18.2.2 Concurrent powers and Section 109

Section 51 of our Constitution identifies 40 areas where the Commonwealth (or federal) Parliament 'shall, subject to this Constitution, have power to make laws for the peace, order, and good government of the Commonwealth'. As noted earlier, these powers are referred to as specific powers. They are also referred to as 'concurrent', which means both the state and the federal parliaments are free to make laws in these areas. These 40 powers include the power to make laws in the areas of taxation, marriage, naturalisation and aliens, external affairs and acquiring property on just terms.

The framers of the Constitution were aware that, by creating these concurrent powers, there was potential for conflict to arise between a law made by a state parliament and a law made by the federal parliament. To that end, the framers put in place a mechanism for resolving such a conflict — section 109.

Section 109 of the Constitution states that '[w]hen a law of a State is inconsistent with a law of the Commonwealth, the latter shall prevail, and the former shall, to the extent of the inconsistency, be invalid'. A problem arises when the state doesn't believe that an inconsistency exists or believes that the Commonwealth didn't have the power to create a law in this area. It is at this point that the High Court is often called upon to resolve the dispute.

FIGURE 3 The popular Australian film *The Castle* involved a family fighting a large company who wanted the government to compulsorily acquire their house. Section 51 of the Constitution was mentioned in the film.



18.2.3 Resolving conflicts between state and federal laws

The framers of the Constitution recognised that the members of the state governments would be more familiar with their own citizens and circumstances, and so the state governments were left with the power to make laws in certain areas. The framers also recognised that there were certain areas where it would be in the national interest for citizens to recognise only one law.

Discrepancies exist between states and territories in certain areas of law; for example, each state and territory has its own laws about learner drivers' permits and probationary licenses. Study **FIGURE 6** to discover the different laws that exist in each state and territory in relation to obtaining a learner's permit or probationary license. In which state or territory does it take the least amount of time to obtain a probationary license?

One area where laws have conflicted in recent years is marriage. In 1961 the Commonwealth Parliament passed the *Marriage Act 1961* (Cwlth). This act of parliament codified the law to explicitly state that marriage means:

> the union of a man and a woman to the exclusion of all others, voluntarily entered into for life.

In 2004 the Commonwealth Parliament passed the *Marriage Amendment Act 2004* (Cwlth) that further extended the existing law to define marriage as:

> a union of a man and a woman; and clarify that same-sex marriages entered into under the law of another country will not be recognised in Australia.

In 2013 the government of the Australian Capital Territory passed a new law, the *Marriage Equality (Same Sex) Act 2013* (ACT), which allowed for same-sex marriage in the ACT. After it was proclaimed, a challenge was raised in the High Court in December 2013 in the case of *Commonwealth v. Australian Capital Territory* 2013 HCA 55.

The High Court was asked to decide whether section 51(xxi) and section 51(xxii) of the Constitution, which relate to marriage and divorce, allowed the ACT government to pass a law that was contrary to the federal law identifying marriage as a union between a man and a woman. On 12 December 2013 the High Court ruled that the ACT law legalising same-sex marriage was inconsistent with the federal law passed under section 51(xxi) of the Constitution. Hence, the ACT law was deemed to be invalid, and it was subsequently repealed. The High Court was able to resolve a conflict between two laws on the same topic and has therefore provided for a consistent law in this area.

FIGURE 4 Australians took to the streets in large numbers to show their support for legalising same-sex marriage.



After this High Court decision, debate continued in Australia. The growing level of support for same-sex marriage resulted in a postal survey, to gauge the level of support for a change in the law. The Australian Marriage Law Postal Survey, which took place between September and November 2017, was conducted by the Australian Bureau of Statistics through a postal survey rather than through ballot boxes at polling booths. Over 79 per cent of eligible voters returned the postal survey form (participation was not compulsory as it normally is in Australian elections). Nearly 62 per cent of voters supported a change in the law, so the federal government then passed a law legalising same-sex marriage, which came into effect in December 2017.

18.2.4 Influencing state governments

The High Court not only resolves disputes over Commonwealth and state laws; it is also asked to review decisions made in state courts. As part of its jurisdiction, the High Court has the ability to hear appeals from the Supreme Courts of each state and territory, and to comment on legislation passed by the states. In making its judgements the court, and the justices sitting on a particular case, will offer comments on the validity and suitability of the laws in question. The state parliaments often act on these comments.

The case of *Trigwell v. State Government Insurance Commission* (1979) is an example of such a case. A woman was driving along a road at night when she swerved to avoid a sheep that had strayed onto the road. In doing so, she crossed onto the other side of the road and hit an oncoming car. The woman was killed and the people in the other vehicle were injured. The injured parties sued the farmer for negligence, stating that the farmer was at fault for not maintaining the fence through which the sheep escaped. The High Court was unable to find the farmer liable as the court was bound by a decision made in the House of Lords in England that still applied to Australian courts. In making their decision, the justices noted that the parliaments of the various states had known of this **precedent** for some time but had not acted and that they thought the current law was wrong. However, it was the role of the parliament, rather than the courts, to change the law. Following this decision, many state governments passed legislation to amend the Wrongs Act so this decision could not occur again. Farmers would henceforth be liable for their animals escaping and causing harm or damage.

precedent an action or decision on which later actions or decisions might be based; a law made by a superior court that must be applied by lower courts in future cases with the same or similar facts

FIGURE 5 Animals straying onto a road can cause a hazard for other road users — sometimes leading to accidents, as occurred in the Trigwell case.

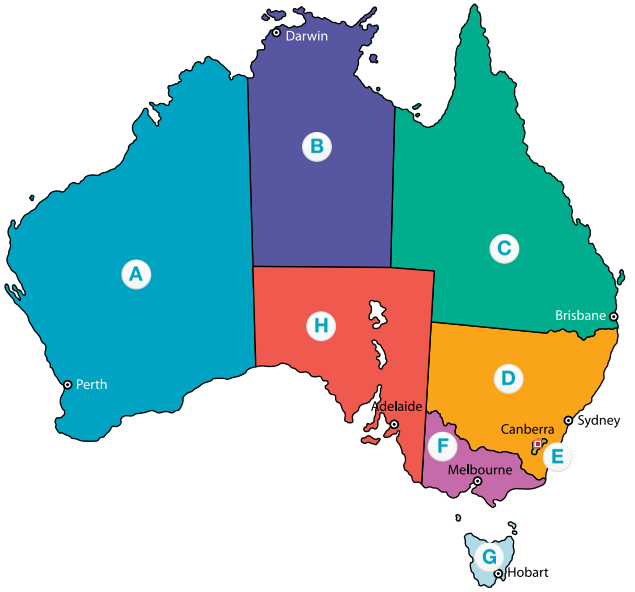


FIGURE 6 Learner permit and probationary licence laws around Australia

B Northern Territory
A learner's permit can be obtained at the age of 16 after passing a road rules test and an eyesight test. Learner drivers are allowed to drive at a maximum speed of 80 kilometres per hour, and can apply for their probationary licence after holding a learner's permit for at least 6 months.

C Queensland
A learner's permit can be obtained at the age of 16 after passing a written road rules test. A driver must complete at least 100 hours of driving, including 10 hours of night driving, and have held their learner's permit for at least 12 months before applying for their probationary licence.

D New South Wales
A learner's permit can be obtained at the age of 16 after completing a computerised road rules test and eyesight test. Learner drivers need to do 120 hours of driving, including 20 hours of night driving, and can drive at a maximum speed of 90 kilometres per hour. Learner drivers can apply for their probationary licence after holding a learner's permit for 12 months and completing their required driving hours.



A Western Australia
A learner's permit can be obtained at the age of 16 after passing a theory test and an eyesight test. The learner must have at least 50 hours of driving practice, including five hours of night driving, and hold their learner's permit for at least six months before applying for their probationary licence.

E Australian Capital Territory
A learner's permit can be obtained at the age of 15 years and 9 months after completing a road safety program called 'Road Ready' and passing a computerised road rules test. In order to apply for a probationary licence, a driver must be at least 17 and have held a learner's permit for at least 6 months.

H South Australia
A learner's permit can be obtained at age 16 after completing a theory test. Learner drivers can drive at the normal speed limit and must complete at least 75 hours of driving practice. A learner driver must hold a learner's permit for 12 months before applying for their probationary licence.

F Victoria
A learner's permit can be obtained at age 16 after passing a computerised knowledge test and an eyesight test. Learner drivers can drive at the normal speed limit and must complete at least 120 hours of driving practice. A learner driver must have had a learner's permit for 2 years before applying for their probationary licence.

G Tasmania
A learner's permit can be obtained at age 16 after passing a driver knowledge test. Learner drivers are required to drive at a lower speed than is posted when speed limits are over 90 kilometres per hour. After 3 months of holding an L1 permit, a learner driver sits a driving assessment to get an L2 licence. After a further 9 months and at least 50 hours of driving experience the learner can apply for their probationary licence.

18.2 SKILL ACTIVITY: Analysis, evaluation and interpretation, Communicating

Law-making power is divided between the Commonwealth and state parliaments and, as a result, laws can differ from state to state. **Create** a poster to show why these differences exist. You might like to use the differences in laws between the states during the COVID-19 pandemic or differences in road laws as examples.

18.2 Exercise

learnon

18.2 Exercise

Learning pathways

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

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Check your understanding

1. Australia's superior court of record is called the High Court of Australia.
   Identify the Australian city that is home to the permanent High Court building.
   - A. Adelaide
   - B. Canberra
   - C. Sydney
   - D. Melbourne
2. The Australian Constitution is an important document in the Australian political and legal system.
   Identify the statement that does not apply to the Constitution.
   - A. The Constitution created the High Court.
   - B. The Constitution divides law-making power between the States and the Commonwealth.
   - C. Residual powers are listed in the Constitution.
   - D. Section 51 outlines the specific powers of the Commonwealth.
3. Like many superior courts around the world, the High Court of Australia only has a small number of justices serving the court at any one time and the number is capped.
   Identify the number of justices that may sit on the High Court at any one time.
   - A. Three
   - B. Five
   - C. Seven
   - D. Nine
4. **Identify** the age at which a High Court justice must retire.
   - A. 60
   - B. 70
   - C. 75
   - D. 80
5. a. **Distinguish** between the specific and residual powers.
   b. **Define** why section 109 of the Constitution is important.

Apply your understanding

Communicating

6. **Explain** why concurrent powers lead to conflict.

Analysis, evaluation and interpretation

7. **Analyse** why it is better in some instances for Australia to have one law for the whole country on an issue.
8. **Analyse** why the High Court is the appropriate venue to resolve disputes between two or more states.
9. The High Court hears appeals from other courts. **Analyse** why the High Court should be able to do this.
10. Some areas are not mentioned in the Constitution, such as the environment or euthanasia. **Describe** the role the High Court could play in disputes in these areas.

LESSON
18.3 How is the Australian Constitution interpreted in the modern world?

LEARNING INTENTION

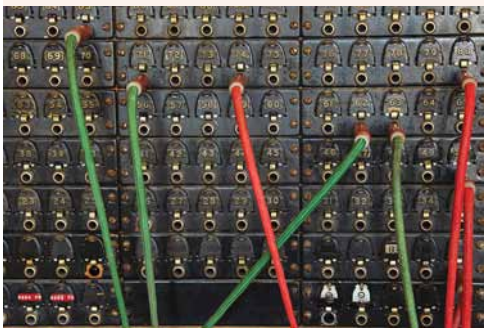
By the end of this lesson you should be able to explain why the Australian Constitution needs to be interpreted, describe how the High Court interprets the Constitution, and explain how the High Court has protected our rights when interpreting the Constitution.

TUNE IN

Do you know what this is? You may have seen something similar on movies set in the early twentieth century.

1. Work with a partner to explain what is shown in **FIGURE 1** and how it might work.
2. Describe changes that you think may have occurred to this technology since 1901 when the Australian Constitution came into operation.
3. Compare ideas from different pairs within your class.
4. Brainstorm a list of connections between changes in society and the Constitution.

FIGURE 1 Technology from the late nineteenth century through to the mid twentieth century



18.3.1 The power to interpret the Constitution

The Commonwealth of Australia Constitution was passed by the British Parliament in 1900 after ten years of negotiations and drafting by the premiers of the six colonies and a number of constitutional conventions. This process served to develop a constitution that served the interests of all the states and the citizens of Australia at that time. It also aimed to provide a framework for governing that would serve Australia into the future by including in the Constitution provisions to take future changes in society into account. Of course, the framers could not envisage all possible future changes such as technology (see **FIGURE 2**). By establishing the High Court, they provided a means for interpreting the Constitution that allows the document to take into account future circumstances, thereby bringing the law-making powers into the twenty-first century and beyond.

The High Court obtains its jurisdiction from sections 75 and 76 of the Constitution (see **FIGURE 3**). Effectively it has the power to hear and determine 'all matters' that are listed below, such as matters arising under any treaty and matters in which the Commonwealth is a party. Since its first case in 1903, the High Court has played a significant role in interpreting the words and phrases of the Constitution to determine whether a law or a decision is valid.

The Constitution contains clear rules about the law-making powers of both the state and Commonwealth parliaments. However, as noted above, there are still occasions when conflicts over law-making power arise between the Commonwealth and the state parliaments. It is also possible for individuals to challenge whether or not a particular law made by the Commonwealth is constitutional.

FIGURE 2 When the Constitution was drafted in the late 1890s, its creators could not anticipate the changes brought about by technology.



FIGURE 3 Sections 75 and 76 of the Constitution give the High Court its jurisdiction to hear cases and interpret the Constitution.

Section 75 of the Constitution gives the High Court jurisdiction to hear cases

In all matters:

i. arising under any treaty
ii. affecting consuls or other representatives of other countries
iii. in which the Commonwealth, or a person suing or being sued on behalf of the Commonwealth, is a party
iv. between states, or between residents of different states, or between a state and a resident of another state
v. in which a writ of mandamus or prohibition or an injunction is sought against an officer of the Commonwealth

the High Court shall have original jurisdiction.

Section 76 of the Constitution further elaborates on the High Court's powers

The parliament may make laws conferring original jurisdiction on the High Court in any matter:

i. arising under this Constitution, or involving its interpretation
ii. arising under any laws made by the parliament
iii. of admiralty and maritime jurisdiction
iv. relating to the same subject matter claimed under the laws of different states.

When called upon to interpret the Constitution, the High Court is actually making common law, as the decision made will be followed by other courts and parliaments in all future cases and legislation. Decisions by the High Court about the interpretation of the Constitution are final. No parliament can pass laws to change these decisions. Only the High Court has the power to overrule its past decisions in a future case. This is an important function of the High Court because it provides for consistency and certainty in laws across Australia.

If the Commonwealth Parliament disagrees with the decision, the only way it can change the High Court ruling is by holding a referendum.

18.3.2 CASE STUDY: Interpreting the Constitution

Section 51(v) of the Constitution gives the Commonwealth the power to make laws with respect to 'postal, telegraphic, telephonic, and other like services'. At the time the Constitution was written, this section related to controlling telegraph services, telephones (still in their infancy) and the issuing of stamps for letters and packages. The 1880s saw the development of the telegraph and the telephone, and so it was foreseen that technology would continue to evolve and other means of communication might develop. It is possible that this thought encouraged the framers of the Constitution to include the phrase 'other like services' in this section, indicating that they knew some form of technology would develop but were not sure what that might be. The meaning of this phrase has been tested a number of times, with the most commonly sourced case being *R v. Brislan* (1935).

R v. Brislan

In 1905 the Commonwealth Parliament passed the *Wireless Telegraphy Act* (1905). This Act allowed the government, through the Postmaster-General, to issue licences to those who transmitted or listened to wireless broadcasts. It also allowed the government to collect fees from those who were issued with licences (see **FIGURE 5**).

In 1934 Dulcie Williams purchased and had installed an electric wireless receiving set. A week after installation she was visited by officers of the Postmaster-General's department and was charged, convicted and fined £1 in the Court of Petty Sessions for failure to have a licence. Williams challenged the law on the basis that the Commonwealth did not have the power under the Constitution to impose the requirement of the licence. Brislan, the inspector who initially charged Williams, was also a party to the case as his actions were being questioned. It was argued that the term 'other like services' did not cover wireless sets and licences to use such sets. The High Court decided that section 51(v) included the power to regulate radio broadcasting and so the 1905 legislation was valid law. In a majority decision, the justices found radio to be an item covered by section 51(v), as it was a communication device, and that the phrase 'other like services' should encompass developments in technology not anticipated at Federation and therefore not explicitly listed in the Constitution.

FIGURE 4 When wireless sets (radios) were introduced, it was necessary for people to have a licence to own and use one.



FIGURE 5 Section 5 of the Wireless Telegraphy Act allowed the Postmaster-General to collect licence fees from those who listened to a wireless.

Be it enacted by the King's Most Excellent Majesty, the Senate, and the House of Representatives of the Commonwealth of Australia, as follows:—

1. This Act may be cited as the *Wireless Telegraphy Act* 1905.
2. In this Act,—
   "Australia" includes the territorial waters of the Commonwealth and any territory of the Commonwealth;
   "Wireless telegraphy" includes all systems of transmitting and receiving telegraphic messages by means of electricity without a continuous metallic connexion between the transmitter and the receiver.
3. This Act shall not apply to ships belonging to the King's Navy.
4. The Postmaster-General shall have the exclusive privilege of establishing, erecting, maintaining, and using stations and appliances for the purpose of—
   a. transmitting messages by wireless telegraphy within Australia, and receiving messages so transmitted, and
   b. transmitting messages by wireless telegraphy from Australia to any place or ship outside Australia, and
   c. receiving in Australia messages transmitted by wireless telegraphy from any place or ship outside Australia.
5. Licences to establish, erect, maintain, or use stations and appliances for the purpose of transmitting or receiving messages by means of wireless telegraphy may be granted by the Postmaster-General for such terms and on such conditions and on payment of such fees as are prescribed.

Television, fax machines and the internet all developed after the Brislan case was heard, and at times the High Court has had to expand upon the judgement in *R v. Brislan* to determine whether these items are covered by the Constitution. The result of the judgement in the Brislan case is that these words in the Constitution have been interpreted and a meaning has been given to them.

In each case the High Court has found in favour of the Commonwealth and increased its law-making power. It is these decisions that enable the Commonwealth to make laws that apply to the whole country on issues such as 'piracy' and film classifications, thus ensuring that the Constitution is up-to-date and relevant in a modern world.

18.3.3 A question of rights

The Constitution not only provides for our system of government and the division of law-making powers between the states and the Commonwealth; it also provides citizens of Australia with certain **rights**. These rights are referred to as express rights because they can be clearly identified in the words of the Constitution. Through its ability to interpret the Constitution, the High Court, as the guardian of the Constitution, therefore protects our rights as well. If a person or a group feels that an act of a government infringes upon their rights, they may ask the High Court to declare the action unconstitutional or the law ***ultra vires***.

rights those things that a person is entitled to by virtue of being a member of society

ultra vires acting beyond the power of the law maker. It usually refers to situations where parliaments pass a law that is outside their area of authority.

There are five express rights in the Australian Constitution:

Section of Constitution	What is it about?	What does it mean?
Section 51 (xxxi)	Compensation for acquired property must be on just terms.	If the government acquires property for use by the Commonwealth such as building a new freeway or railway, they must pay a fair price for that property.
Section 80	Trial by jury	If a person is accused of an indictable offence (serious crime) under Commonwealth law, their case must be tried before a jury. This does not apply to the states and most crimes are created under state law.

Section of Constitution	What is it about?	What does it mean?
Section 92	Freedom of interstate trade and commerce	No government can do anything that interferes with the free operation of commerce across state borders, such as imposing a tax on goods from another state. This also applies to people. However, some restrictions may be justified such as closing borders during the COVID-19 pandemic or preventing individuals from bringing fruit over a state border.
Section 116	Freedom of religion	The government cannot force anyone to follow any one religion, nor can it prevent anyone from freely practising their religion. Passing a religious test cannot be a condition of having a Commonwealth job.
Section 117	Residential non-discrimination	A person cannot be treated differently or be discriminated against because they live in a different state. A state cannot offer a discount only to holders of a Seniors' card who live in that state. Seniors visiting from another state are entitled to the same discount.

The High Court may also determine that other rights exist within the words of the Constitution even though those words do not expressly provide that right. The High Court can still **infer** that a right exists and that the words imply that right. There are a number of cases that involve the determination of implied rights by the High Court. All but one of these cases revolve around the implied right to freedom of political communication.

Theophanous v. Herald and Weekly Times (1994)

Dr Andrew Theophanous was a member of the Australian Labor Party (ALP) who had been elected to the House of Representatives in 1980. In 1992, while he was still a member of parliament, the *Sunday Herald Sun* published a letter written by Bruce Ruxton, the president of the Victorian branch of the Returned and Services League (RSL). This letter raised some concerns about the qualities of Dr Theophanous as a politician. Theophanous sued Ruxton and the Herald and Weekly Times (publishers of the *Sunday Herald Sun*) for **defamation**.

In resolving this dispute the High Court was required to look at the words of the Constitution, in particular sections 7 and 24, to determine if they allowed for freedom of political speech. The sections themselves state that members of the Senate (section 7) and the House of Representatives (section 24) are to be chosen by the people. The High Court was asked to examine if the requirement of being elected by the people gave the people the right to comment on political matters. The High Court ruled that the Constitution did protect freedom of political speech. Therefore, the fact that Ruxton was expressing a view about a political matter provided him with a defence so that he could not be sued for defamation.

infer to form a conclusion based on evidence

defamation a civil wrong involving a written or verbal communication that lowers a person's reputation in the community

18.3 SKILL ACTIVITY: Civic participation and decision-making

Roach v Electoral Commissioner (2007)

In 2006, the Commonwealth Parliament passed legislation that banned all prisoners from voting in Commonwealth elections. Prior to this, only prisoners serving a sentence longer than three years were banned from voting. The new law effectively prevented around 20 000 prisoners from voting in federal elections.

Vicki Lee Roach was serving a six-year prison sentence and challenged this new law in the High Court. She claimed that the ban on prisoners voting was not lawful, as the Australian Constitution protected the right of the people to vote through Sections 7 (Senate) and 24 (House of Representatives), which stated that parliament

would be ‘composed of members directly chosen by the people’. She claimed that banning prisoners from voting meant that the Parliament was not truly representative of the people.

The High Court agreed that preventing all prisoners from voting was invalid. However, it also found that the parliament should be able to restrict voting in cases where a person had been found guilty of ‘serious criminal misconduct’ and this included prisoners serving a prison term of greater than three years.

The ability and willingness of citizens to challenge the actions of government is a key component of active citizenship.

1. **Explain** what you understand by the term ‘active citizenship’.
2. **Discuss** the decision in this case, making sure you cover the following points:
   - conflicting opinions that individuals might have related to prisoners and their rights
   - your opinion on the decision. **Justify** your opinion.

18.3 Exercise

learnon

18.3 Exercise

Learning pathways

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

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Check your understanding

1. **Identify** why an Australian Constitution was needed.
   - A. To enable Australia to have a bill of rights
   - B. To establish the system of government and laws for the new country of Australia formed at Federation
   - C. To record what the prime minister and Cabinet are meant to do on behalf of the Australian people
   - D. All of the above
2. **Identify** one reason that explains why the High Court is needed.
   - A. Due to increased crime rates and more courts needed to hear cases
   - B. To rule on disputes involving the states and the federal government
   - C. To rule on cases between Australia and New Zealand
   - D. To rule on cases that arise in Canberra, Australia's capital city
3. **Identify** the sections of the Constitution that give the High Court the power to interpret the Constitution.
   - A. 66 and 67
   - B. 71 and 72
   - C. 74 and 75
   - D. 75 and 76
4. **Explain** why the Constitution may need to be interpreted.
5. **Consider** the Brislan case. **Identify** the changes that have occurred in telecommunications to which this decision may apply. **Select** all that apply.
   - A. Television
   - B. Magnetic resonance imaging
   - C. Internet
   - D. Facsimiles

Apply your understanding

Communicating

6. **Describe** the impact of an interpretation of the Australian Constitution.
7. **Explain** what is meant by an implied right.
   - A. Implied rights are the freedoms that are written into the Constitution.
   - B. Implied rights are the freedoms that, while not officially written into the Constitution, are implied by the Constitution.
   - C. Implied rights are the freedoms that are not officially written into the Constitution, and therefore do not exist.
   - D. Implied rights reflect the freedoms of both state and federal governments to make laws in certain areas.

Analysis, evaluation and interpretation

8. Most laws are made by Parliament, whose members are elected by us. **Discuss** whether you think judges in the High Court should be allowed to make laws through their decisions.
9. **Examine** the Theophanous case. Do you agree that we should have this right? **Justify** your answer.
10. Do you believe that a document as important as the Constitution should include vague terms such as 'other like services'? **Justify** your answer.

LESSON
18.4 What are Australia's obligations under international law?

LEARNING INTENTION

By the end of this lesson you should be able to explain Australia's human rights obligations under international law and describe the means by which international law is enforced.

TUNE IN

Did you know that there are laws that govern our relationships with other countries? The main purpose of international law is to promote peace, justice and prosperity for everyone in the world.

Work with a partner to answer the following questions.

1. Brainstorm a list of things that you think are covered under international law.
2. How do you think international law is enforced?
3. Every country is different and has different laws.
   a. How might international laws account for these differences?
   b. How do you think international laws are created?
   c. Who might decide what is and is not appropriate behaviour?
4. Share your ideas to reach a class consensus.

FIGURE 1 International law sets the standards of behaviour for nations and their citizens when issues cross borders.



18.4.1 What is international law?

International law sets the standards of acceptable behaviour for nations and their citizens when dealing with issues that cross borders or are of concern to society in general. International law consists of the rules and principles governing the relations and dealings of nations with each other, relations between states and individuals, and relations between international organisations. There are generally considered to be two types of international law:

- *public international law*, which concerns itself only with questions of rights between several nations, or between nations and the citizens or subjects of other nations. Examples include laws of war (war crimes), aviation (use of air space) and maritime law (freedom of navigation, access to resources).
- *private international law*, which deals with controversies between private persons arising out of situations involving more than one nation. Examples include international adoptions and business disputes.

International law has developed from a number of sources, but it is primarily derived from treaties and conventions between countries. A treaty is a form of contract between two parties (two countries or two international organisations from different countries).

The United Nations

The United Nations (see **FIGURE 2**) is an **intergovernmental organisation**, founded by fifty-one countries in 1945, following the end of the Second World War. It replaced the League of Nations that had been formed at the end of World War I. It was hoped that the United Nations could succeed where the League of Nations had failed, and prevent another world war.

Through its Charter, the United Nations has established a commitment to maintain international peace and security, develop friendly relations between member nations, and promote social progress, better living standards and human rights. To this end the United Nations has established a Security Council and an International Court of Justice.

The United Nations is responsible for drafting and **ratifying** international conventions and declarations that seek to establish guidelines for behaviour and the establishment of rights for citizens of the world. These conventions and declarations are drafted by the General Assembly of the United Nations or one of the six main committees of the UN. These committees draft resolutions, conventions and declarations, which are then ratified by a vote of the General Assembly's 193 members.

The United Nations has ratified nine key human rights treaties. **TABLE 1** identifies these treaties and indicates which have been ratified by Australia.

intergovernmental organisation an international organisation or body made up of nations with a common interest; examples include the United Nations, European Union and World Bank. Other bodies such as Amnesty International and World Vision are examples of international non-government organisations.

ratify the process a treaty goes through within a nation or state to indicate its consent and intention to be bound by a treaty. In Australia this means it has passed though the legislative process; passed by both houses of federal parliament and received royal assent from the governor-general.

TABLE 1 The United Nations has established nine key human rights treaties. Australia has ratified seven of these.

Treaty	Ratified by Australia
International Labour Organization Discrimination (Employment) Convention	No
International Convention on the Elimination of all forms of Racial Discrimination	Yes
International Covenant on Economic, Social and Cultural Rights	Yes
International Covenant on Civil and Political Rights	Yes
International Convention on the Elimination of all forms of Discrimination against Women	Yes
Convention against Torture and Other Cruel, Inhuman and Degrading Treatment or Punishment	Yes
Convention on the Rights of the Child	Yes
Convention on the Rights of Persons with Disabilities	Yes
Convention on the Rights of Migrant Workers and their Families	No

FIGURE 2 The United Nations is the body responsible for determining international law.



18.4.2 Enforcing international law

It is the role of the United Nations to both establish international laws and enforce them. The United Nations makes use of the International Court of Justice and the UN Security Council, responsible for deploying UN peacekeepers, to assist it in enforcing international law.

The Security Council has the power to authorise economic, diplomatic and military sanctions as well as the use of military force, as has been seen in the case of the Russian Federation invasion of Ukraine in 2022. Following the atrocities committed against the citizens of Bucha by the Russian Federation, the Security Council went on to suspend the Russian Federation's membership of the United Nations Human Rights Council. In 2021 Russia joined this body as one of 15 nations elected by the General Assembly to serve a three-year term.

FIGURE 3 The Russian Ambassador speaking at a Security Council briefing in March 2022, just 24 days before the Russian Federation was suspended from the UN Security Council.



The International Court of Justice

The International Court of Justice (see **FIGURE 4**) is the primary judicial branch of the United Nations. It is based in the Peace Palace in The Hague, Netherlands. Its main functions are to settle legal disputes submitted to it by states (member countries of the United Nations) and to provide advisory opinions on legal questions submitted to it by duly authorised international branches, agencies and the UN General Assembly.

More than 176 cases have been brought before the International Court of Justice since its inception on 22 May 1947. The cases involving Australia are:

- Nuclear Tests Case (*Australia v. France*) 1974
- Certain Phosphate Lands in Nauru (*Nauru v. Australia*) 1992
- East Timor (*Portugal v. Australia*) 1995

- Whaling in the Antarctic (*New Zealand & Australia v. Japan*) 2014
- Seizure of Certain Documents and Data (*Timor-Leste v. Australia*) 2015.

Perhaps the most well-known case involved Australia and New Zealand, who brought a case to the court accusing Japan of exceeding its limits on whaling for research purposes in the Antarctic. This case was resolved in 2015 with the court ruling that Japan's whaling program was not in accordance with international law.

SkillBuilders to support skill development

- 16.4 SkillBuilder: Using the inquiry approach for research

FIGURE 4 The International Court of Justice, The Hague



18.4 SKILL ACTIVITY: Questioning and researching, Communicating

Australia is a party to seven major human rights treaties (see **TABLE 1**).

1. Divide your class into groups and assign one of the seven major human rights treaties to which Australia is a party to each group.
2. Each group should **investigate** its treaty.
   a. What is this treaty about?
   b. What are its major provisions?
   c. What should people know about this treaty?
   d. How has this law helped shaped Australian law or influenced government policy? Include one example of either a law or policy that has resulted from Australia's being party to this treaty.
3. **Create** a presentation and share your findings with the class. Your presentation might take the form of video, role play or PowerPoint.

on Resources

Weblinks Whaling
UN peacekeeping missions
UN peacekeeping mission video

18.4 Exercise

learnon

18.4 Exercise

Learning pathways

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

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Check your understanding

1. Individual countries have laws. **Identify** one reason why we need international laws.
   A. International laws are needed to support the travel and leisure sector.
   B. International laws are needed to cover uninhabited islands and lands.
   C. Countries interact with each other and some disputes cross borders, so international laws are needed.
   D. All of the above

2. **Identify** the number of countries that are currently in the United Nations.
   - **A.** 150
   - **B.** 185
   - **C.** 190
   - **D.** 193
3. **Explain** why the United Nations was established.
   - **A.** The UN was established in the aftermath of World War I to promote international peace and security, develop friendly relations between member nations, and promote social progress, better living standards and human rights.
   - **B.** The UN was established in the aftermath of World War II to promote international peace and security, develop friendly relations between member nations, and promote social progress, better living standards and human rights.
   - **C.** The UN was established in the aftermath of the Cold War to promote international peace and security, develop friendly relations between member nations, and promote social progress, better living standards and human rights.
   - **D.** The UN was established in the aftermath of the Boer War to promote international peace and security, develop friendly relations between member nations, and promote social progress, better living standards and human rights.
4. **Identify** the city that is home to the International Court of Justice.
   - **A.** New York
   - **B.** The Hague
   - **C.** Canberra
   - **D.** London
5. **Identify** the different groups that international law can apply to.
   - **A.** States and individuals
   - **B.** Nations
   - **C.** International organisations
   - **D.** All of the above

Apply your understanding

Civic participation and decision-making

6. In your opinion, do we still need the United Nations? Include an example to help **justify** your opinion.

Communicating

7. **Identify** the two different types of international law.
   - **A.** Public and private
   - **B.** Global and local
   - **C.** Inclusive and exclusive
   - **D.** Widespread and narrow
8. **Identify** the two key functions of the International Court of Justice.
   - **A.** To settle legal disputes submitted to it by states
   - **B.** To provide security and support to those making the difficult transition from conflict to peace
   - **C.** To provide advisory opinions on legal questions
   - **D.** To protect civilians
   - **E.** To assist in the disarmament, demobilisation and reintegration of former combatants

Analysis, evaluation and interpretation

9. **Describe** how the United Nations helps achieve social cohesion in the world.
10. The members of the United Nations do not have to abide by the decisions of the International Court of Justice. **Describe** how this statement may reflect a weakness in the way the United Nations operates.

LESSON
18.5 What are international treaties, conventions and declarations?

First Nations Australian readers are advised that this topic may contain photos of or references to people who have died.

LEARNING INTENTION

By the end of this lesson you should be able to explain what an international treaty is, and describe their purpose.

TUNE IN

Sam has been investigating human rights under international law. He has found the Universal Declaration of Human Rights.

1. What is the Universal Declaration of Human Rights?
2. How do you think these rights are protected in Australia?
3. Why do you think the law needs to provide specific protections for rights?
4. a. Brainstorm a list of other human rights that you think you have or should have.
   b. Compare your two lists with another member of the class.
   c. Use a highlighter to identify common items on your two lists.

FIGURE 1 Sam discovered the following rights are included in the Universal Declaration of Human Rights.

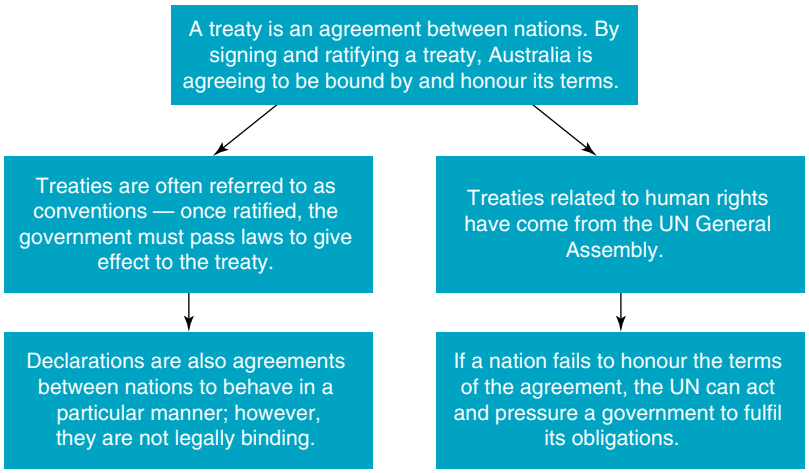


18.5.1 Australia's commitment to global citizenship

Treaties are designed to formalise agreements between countries. The Department of Foreign Affairs and Trade identifies 21 areas in which treaties can be categorised. These areas include:

- atmosphere and outer space
- criminal matters
- defence and security
- human rights
- international trade
- labour.

As a good citizen, Australia adopts these treaties in good faith, intending to abide by them and to assist in bringing countries that breach these treaties to account.



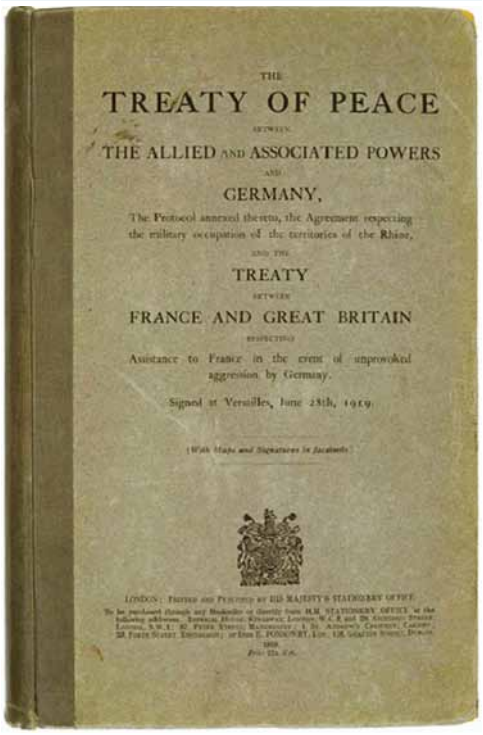
This can lead to Australia passing its own laws to bring these international treaties into effect. However, adoption of these treaties can cause conflict in Australia, as governments attempt to pass laws that enforce the treaties and hence dictate the direction of government policy.

18.5.2 Reasons for treaties

As noted in lesson 18.3 the High Court of Australia is empowered to make decisions in relation to any disputes relating to an international **treaty**. Australia is a signatory to many international treaties, and the Australian parliament may be required to pass laws that support or confirm the application of a treaty within Australia. Treaties are signed for a number of reasons:

- A peace treaty is signed to formally end a conflict or war. In 1919, six months after the end of World War I, the Treaty of Versailles was signed, setting out the provisions for peace (see **FIGURE 2**).
- Trade agreements are signed between two or more countries that agree to trade certain goods on certain conditions. It is common for these trade agreements to be 'free trade agreements' — that is, to have no taxes or conditions imposed on them.
- International conventions are agreements drafted by the United Nations or other world bodies and signed (or ratified) by a majority of the countries of the world. The Universal Declaration of Human Rights (discussed in topic 3) is an example.

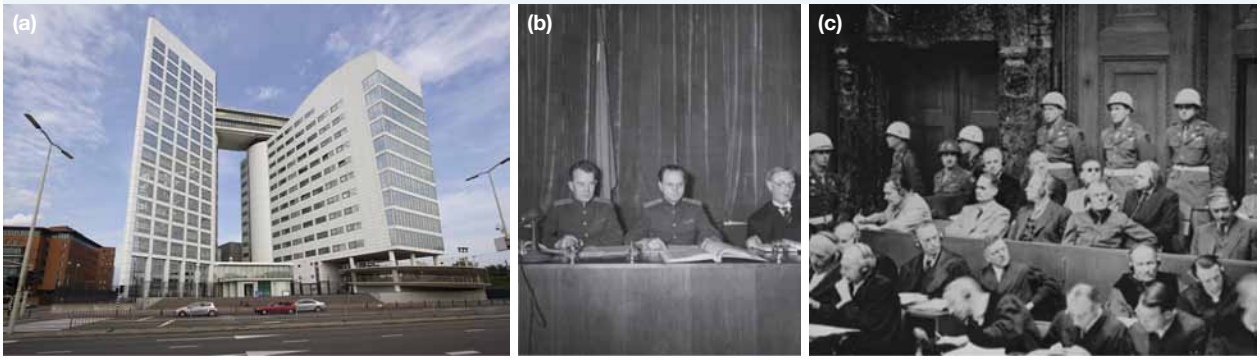
FIGURE 2 The Treaty of Versailles. Treaties are signed between countries to formalise agreements.


THE
TREATY OF PEACE
BETWEEN
THE ALLIED AND ASSOCIATED POWERS
AND
GERMANY,
The Protocol annexed thereto, the Agreement respecting the military occupation of the territories of the Rhine,
AND THE
TREATY
BETWEEN
FRANCE AND GREAT BRITAIN
RESPECTING
Assistance to France in the event of unprovoked aggression by Germany.
Signed at Versailles, June 28th, 1919.
(With Maps and Signatures in facsimile.)
LONDON: PRINTED AND PUBLISHED BY HIS MAJESTY'S STATIONERY OFFICE.
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1919
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The signing of international treaties can lead to international disputes that require international courts to resolve them. International treaties can also lead to internal or domestic disputes, and the High Court will be asked to resolve these disputes.

treaty an agreement between two or more sovereign states (countries) to undertake a particular course of action. It usually involves matters such as human rights, the environment or trade.

FIGURE 3 (a) The International Criminal Court at The Hague, in the Netherlands (b) The International Military Tribunal at the Nuremberg war crimes trials in Germany after World War II, with judges from Russia (left and centre) and Britain (right) (c) Defendants listening to translations via headphones as the prosecution begins introducing documents at the international Military Tribunal on war crimes in Nuremberg.



18.5.3 The Universal Declaration of Human Rights

Following the end of World War II and the creation of the United Nations (UN) in 1945, the UN General Assembly adopted the Universal Declaration of Human Rights in 1948. Australia was one of the 48 countries to ratify the Declaration out of the 58 countries that made up the United Nations. Since then, nearly every country in the world has signed this document. The Declaration lists 30 rights that are afforded to all citizens of the world. These rights attempt to provide a structure and protection for the citizens of the world no matter where they live, where they travel, or what race, sex or religion they are. Despite the adoption of these rights by most countries, disputes still arise from perceived breaches of the Declaration or as a result of attempts to enforce the terms of the Declaration within a domestic environment.

In this regard Australia is no different. The High Court has been asked to rule on the application of the Declaration to events in Australia that are believed to have infringed on the rights of a citizen or a group of citizens.

Koowarta v. Bjelke-Petersen & Ors (1982)

In 1974 John Koowarta, a Wik elder from the Cape York region in Queensland, collaborated with a group of fellow traditional owners with a view to purchasing an extensive tract of land being used as a cattle station. The owner of the station agreed to the sale and had contracts drawn up. As Koowarta was using funds from the Aboriginal Land Fund Commission, the intended purchase was brought to the attention of the Queensland Government. Before the sale could be completed, it was blocked by the state government.

Joh Bjelke-Petersen was the premier of Queensland. His government had an official policy that Aboriginal and Torres Strait Islander Peoples should not be able to buy large areas of land, so he directed the Queensland minister of lands not to approve the sale. Koowarta made a complaint to the Human Rights and Equal Opportunity Commission on the basis that blocking the sale was discriminatory. (The Human Rights and Equal Opportunity Commission was established under the Commonwealth *Racial Discrimination Act 1975* as a result of Australia ratifying the Universal Declaration of Human Rights in 1948 and then signing the UN Convention on the Elimination of All Forms of Racial Discrimination (CERD) on 13 October 1966.) The commission upheld Koowarta's complaint, but the Queensland Government appealed to the Supreme Court of Queensland, and the case subsequently reached the High Court.

The argument put forward by Bjelke-Petersen, and the issue before the High Court, was that the Racial Discrimination Act was invalid because the Commonwealth did not have the power to pass such a law as it was not a concurrent or specific power — the Commonwealth had interfered in a state matter. He also argued that the constitutional provisions regarding external affairs did not apply because the Racial Discrimination Act only applied to Australians and so was not 'external' in nature. The Commonwealth Government and Koowarta argued that the external affairs provisions of section 51(xxix) meant the Commonwealth could pass laws that would give effect to Australia's international obligations as a signatory to the CERD.

The High Court agreed with Koowarta, and the decision to block the land sale was deemed discriminatory. In 1988 the Queensland Supreme Court was allowed to rule on the original case, and it allowed the sale to go ahead. The High Court had upheld an international treaty and its domestic application.

FIGURE 4 First Nations Australians have had to protest to gain land rights.



on Resources

Video eLesson Land rights demonstration (eles-2428)

18.5.4 International trade

All countries trade goods and services because trading brings many benefits. These include:

- access to a wider variety of goods and services
- increased incomes as goods sold overseas bring income into the country
- higher living standards as people gain access to better quality goods and services
- falling prices from access to cheaper goods and services and increased competition between sellers
- higher employment as more goods need to be produced for export.

Consequently, many treaties signed by Australia and other countries are **trade** agreements. Such agreements establish rules and guidelines for the trade of goods and services between countries. Some trade agreements are merely contracts between countries to supply certain goods and services at certain prices. Other trade agreements are significant international agreements that affect how governments operate in the area of international trade. Most trade agreements are regulated by the World Trade Organization (WTO) framework, which replaced the General Agreement on Tariffs and Trade (GATT) on 1 January 1995. The WTO framework involves an agreement between most of the countries of the world to

trade the activity of buying, selling or exchanging goods and services between producers and consumers and/ or countries

continue improving trade relations and reducing trade barriers.

However, not all countries trade freely. They erect trade barriers to make it difficult for foreign products to enter the country and compete with local goods. GATT and the WTO have sought to rectify this issue by encouraging countries to move towards free trade. They have done this by advocating the signing of free trade agreements between countries or regions, and the removal of trade barriers such as **tariffs**.

As a result of the free trade efforts of GATT and the WTO, Australia has reduced tariffs in a number of areas, including the manufacture of motor vehicles.

Tariffs on imported cars have been steadily reduced since the 1980s, with the last reduction occurring in 2010 when the tax on imported cars fell from 10 per cent to 5 per cent. This reduction was part of government policy established in the 1980s to reduce protection for Australian car manufacturers. The tariff reductions have resulted in lower prices for imported cars and reduced sales for Australian-made cars. The overall outcome was the closure of the Ford, Holden and Toyota car manufacturing plants in Australia in 2017 with the loss of thousands of jobs. While this may seem to be a negative outcome, we must remember that other countries have also reduced their tariffs, allowing our goods to better compete in those countries and creating jobs in Australia.

FIGURE 5 International trade involves treaties and agreements between countries.



FIGURE 6 Tariff reductions have resulted in cheaper imported cars but also job losses and car plant closures in Australia.



Australia currently has 15 free trade agreements with 26 countries. Most recently an agreement has been reached with India that removes tariffs from most goods and services flowing between the two nations. It is expected to increase bilateral trade by $45–50 billion over five years.

18.5.5 ANZUS

Some of the most important treaties have arisen from armed conflict. (One of these was the Treaty of Versailles, discussed in section 18.5.2.) During World War I, Australia fought with British, New Zealand and US troops on various battlefields across Europe. When World War II commenced in the Pacific, Australia was

tariffs taxes imposed on imported goods and services to make them more expensive

threatened — the Japanese had bombed Darwin and sent their mini-submarines into Sydney Harbour. Our strong ties with the United States led the Americans to provide aid and support during this time, and to fight with us to push back the Japanese forces.

FIGURE 7 Security treaties such as ANZUS provide Australia with military support if needed.



This conflict strengthened our ties with both the United States and New Zealand, culminating in the signing in 1951 of the ANZUS (Australia, New Zealand, United States Security) agreement. This treaty bound the three nations to cooperate on defence matters in the Pacific Ocean region. Although the treaty was modified in 1984 due to New Zealand's objections to nuclear warships entering its ports, the agreement is still in effect and annual meetings are held to confirm the relationship. The treaty also allows for joint defence installations to be operated on Australian soil.

18.5.6 The International Labour Organization

Australia is a member of the International Labour Organization (ILO), an agency of the United Nations that deals with labour issues among member states. The 86th International Labour Conference in 1998 adopted the Declaration on Fundamental Principles and Rights at Work. This declaration contains four fundamental policies:

1. the right of workers to associate freely and bargain collectively
2. the end of forced and compulsory labour
3. the end of child labour
4. the end of unfair discrimination among workers.

The ILO asserts that its members have an obligation to work towards fully respecting these principles, which are embodied in relevant ILO conventions. As a signatory, Australia has adopted these policies and many of them are reflected in our labour laws.

18.5 SKILL ACTIVITY: Questioning and researching, Civic participation and decision-making

Australia has received criticism for its treatment of asylum seekers, particularly for the practice of processing asylum seekers offshore and detaining them for lengthy periods of time.

1. What do you believe Australia's obligations towards asylum seekers are?
2. **Conduct** some **research** into Australia's asylum seeker policy.
   a. Do you believe that the Australian government treats asylum seekers appropriately?
   b. Provide examples to support your response.
3. **Investigate** the asylum seeker policy in another country.
   a. Has your opinion in relation to Australia's treatment of asylum seekers changed? **Justify** your answer.
   b. **Create** a flow diagram to propose a strategy for processing asylum seekers.

Resources

Weblink Rights of the child

18.5 Exercise

learnon

18.5 Exercise

Learning pathways

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

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Check your understanding

1. A treaty is an agreement under international law entered into by sovereign states and international organisations. **Identify** the other name by which a treaty may also be known.
   - A. A pact
   - B. An agreement
   - C. A convention
   - D. All of the above
2. **Select** the most appropriate options to complete this sentence.
   International treaties are signed for several reasons:
   - A. to formally end a conflict or war.
   - B. to form trade agreements between two or more countries.
   - C. when a law is passed through the Australian Parliament and the High Court of Australia.
   - D. international conventions concerning climate change.
3. The High Court resolves disputes involving international treaties.
   Explain why the High Court should be allowed to perform this role. Use an example to **illustrate** your response.
4. **Identify** the countries that did not vote in favour of the Universal Declaration of Human Rights.
   - A. Saudi Arabia
   - B. Canada
   - C. France
   - D. South Africa
   - E. Poland
   - F. Australia
   - G. Federal Republic of Yugoslavia
5. **Identify** three different types of treaties:
   - A. Trade agreements
   - B. War treaties
   - C. Peace treaties
   - D. International conventions
   - E. Domestic conventions

Apply your understanding

Communicating

6. **Describe** three benefits of free trade.
7. **Explain** the difference between a convention and a declaration.
8. **Explain** how signing a treaty can affect the laws of Australia.
9. **Select** one of the treaties mentioned in this lesson and **explain** how it benefits Australian citizens.
10. **Explain** what is meant by the phrase ‘Australia is a global citizen’.

LESSON

18.6 What are Australia's obligations to First Nations Peoples of Australia through international law?

First Nations Australian readers are advised that this topic may contain photos of or references to people who have died.

LEARNING INTENTION

By the end of this lesson you should be able to explain Australia's obligations to First Nations Peoples of Australia through international law.

TUNE IN

Did you know that Australia has three official flags? The Aboriginal flag was first raised on 9 July 1971, at a land rights rally in Adelaide. It symbolises their spiritual connection with the land.

Both the Aboriginal flag and the Torres Strait Islander flag were recognised as 'official flags' by the Australian government in 1995 under the *Flags Act 1953*.

From January 2022, free and public use of the Aboriginal flag was protected when the Australian government secured the copyright of the flag.

1. Why do you think Australia recognises three official flags? Suggest why this might be important.
2. Work with a partner to answer the following questions.
   a. Which flag is which?
   b. What symbolism can you identify in the three flags?

FIGURE 1 Australia recognises three flags.



18.6.1 Racial discrimination

As discussed in previous topics, Australia is a signatory to the Universal Declaration of Human Rights. The Declaration establishes certain rights that all citizens in all countries are entitled to. By signing the document, a country agrees to abide by the provisions of the Declaration and not engage in any conduct that infringes upon those rights.

A further declaration passed by the United Nations and ratified by Australia is the International Convention on the Elimination of All Forms of Racial Discrimination. This Convention was ratified in 1965 and came into effect in 1969. It contains 25 articles (or sections) that define racial discrimination and the various types of racial discrimination that exist in the world. Article 5 includes the following:

> In compliance with the fundamental obligations laid down in article 2 of this Convention, States Parties undertake to prohibit and to eliminate racial discrimination in all its forms and to guarantee the right of everyone, without distinction as to race, colour, or national or ethnic origin, to equality before the law, notably in the enjoyment of the following rights …

The preamble and long title of the Act clearly outline the reasons for passing this legislation:

> **Long title**
> An Act relating to the Elimination of Racial and other Discrimination
> **Preamble**
> … it is desirable, in pursuance of all relevant powers of the Parliament, including, but not limited to, its power to make laws with respect to external affairs, with respect to the people of any race for whom it is deemed necessary to make special laws and with respect to immigration, to make the provisions contained in this Act for the prohibition of racial discrimination and certain other forms of discrimination and, in particular, to make provision for giving effect to the Convention …

FIGURE 2 The Convention had a direct impact on government policy and led to the passing of the Commonwealth *Racial Discrimination Act 1975*.



Despite these positive aims, there have been instances where the treatment of First Nations Australians has fallen short of our obligations under the Declaration and the Convention.

One particular area of conflict is land rights. Having occupied the country for at least 65 000 years before the arrival of Europeans, First Nations Australians have a valid claim to land across Australia. Weighed against this is the English-based legal system of land and property ownership imposed here since 1788, under which both urban and rural Australians believe they have legal title to land they occupy. Finding a legal balance between these conflicting claims while ensuring fairness and justice is clearly a challenge for our legal system. It was this issue that was at the heart of a long-running legal dispute over rights and Australia's obligations: the Mabo Case (see also topic 3).

terra nullius ('land belonging to no-one') in Australia, the legal idea that since no-one was 'using' the land when the first Europeans arrived, it could be claimed by the British Crown

18.6.2 The Mabo Case

In August 1770, Captain James Cook claimed all of the east coast of what is now Australia as British territory. Under the internationally recognised law of the time, Cook could claim land on any one of the three following legal grounds:

- If the land was uninhabited, any country could claim ownership and settle the land under the principle of ***terra nullius***.
- If the land was inhabited, another country could ask the leaders of the inhabitants for permission to make use of some of the land. This could involve making a land purchase or coming to some other arrangement such as a treaty, but the arrangement had to be agreeable to the existing population.
- A country already inhabited could be conquered through invasion and war, defeating the existing population in battle. International law at the time created an expectation that the conquered inhabitants still had rights that had to be respected.

FIGURE 3 When the British arrived in Australia, they considered the land to belong to no-one.



Although the land was inhabited, Cook claimed it under the principle of *terra nullius*. The British did not recognise the First Peoples of Australia as having any legal title over the land because they had no written laws of **tenure** as existed in European countries.

In 1982 Eddie Mabo, a Meriam man of Mer Island (which was renamed by Europeans as Murray Island) in the Torres Strait, began legal action against the State of Queensland, claiming that he and his people were the legal owners of the island. Mabo was an active campaigner for First Nations Australians' rights. He discovered that, contrary to what he had believed all his life, his people did not legally own the land they always believed was theirs. Mabo was joined in this action by a number of other inhabitants of Mer Island. The action was brought largely as a test case. The Mer Islanders believed they owned the land because their people had occupied it for centuries, long before European settlement of Australia, but Queensland law appeared to designate the Torres Strait Islands as being under the ownership and control of the Queensland Government.

FIGURE 4 Eddie Mabo challenged the state of Queensland in the High Court, resulting in changes to the law concerning land rights.



The Mabo decision

The Full Bench of the High Court decided in favour of the Mer Islander plaintiffs and declared that '[t]he Murray Islanders of the Torres Strait are entitled, as against the whole world, to possession, occupation and enjoyment of the lands of '[t]he Murray Islands'.

The basis for this decision rested on the following:

- The principle of *terra nullius* had been incorrectly applied. Australia had never been an empty land, and so the British were wrong to use it as the legal basis for their occupation of the land.
- In the absence of *terra nullius*, it was appropriate to apply principles relating to native title to land occupied and used by its traditional owners.
- Native title can be recognised and included in the Australian system of property law and common law.

The Meriam people could claim native title because they were able to demonstrate continuing occupation and use of their land. Their system of family ownership and land usage was significant because it could be clearly demonstrated that these had operated continuously since before white colonisation. In other parts of Australia, where First Nations Australians have been dispossessed, the issue was not so clear. In his judgement, Chief Justice Brennan indicated that: 'there may be other areas of Australia where an Aboriginal people, maintaining their identity and their customs, are entitled to enjoy their native title'. Future claims by other First Nations Australian groups would need to demonstrate clearly that a high level of traditional occupation and land usage would be necessary to support such a claim. Individual claims would have to be decided on a case-by-case basis.

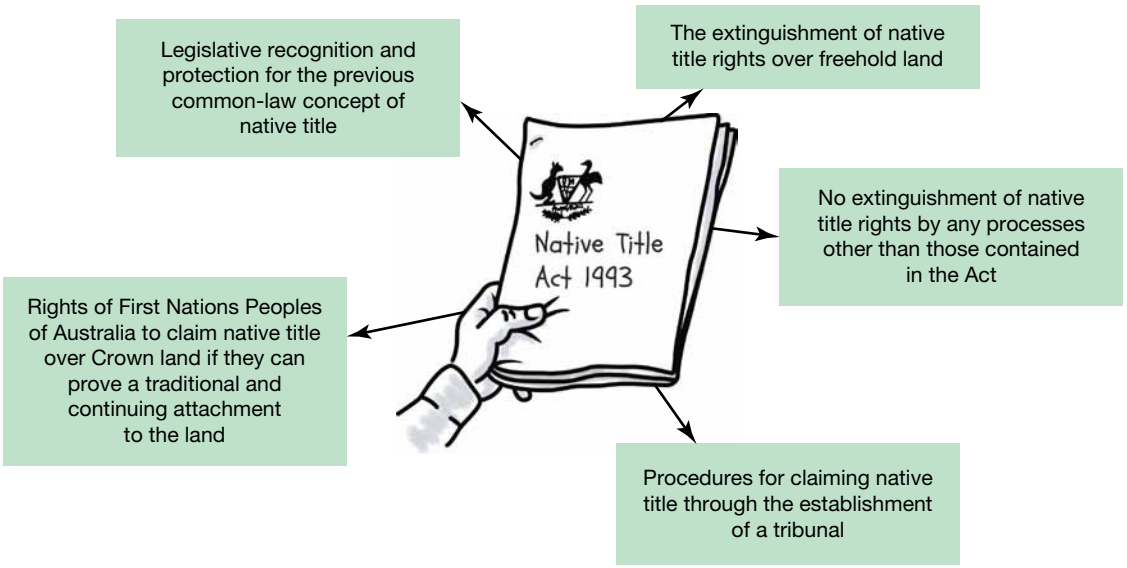
Native title legislation

Western Australia was the first state to respond to the Mabo Case with legislation. The state parliament passed the *Land (Titles and Traditional Usages) Act 1993*. Its aim was to extinguish the common law right of native title throughout the state and replace it with a statutory right of 'traditional usage', which could itself be extinguished by the government at any time. This Act was a deliberate attempt to favour mining and pastoral companies in any dispute with First Nations Australian occupants over rights to the land.

tenure a system by which particular individuals or groups are given a legally recognised right to occupy a defined area of land

Commonwealth governments had previously avoided entering into conflict with state governments over First Nations Australians' land rights, but the Keating Labor government wished to find a way to support those rights. The risk that some other state governments might try to legislate to extinguish First Nations Australians' land rights as Western Australia had done led the Commonwealth to propose its own legislation. The *Native Title Act 1993* (Cwlth) was passed in late December 1993 and came into force on 1 January 1994.

FIGURE 5 The *Native Title Act 1993* (Cwlth) included a number of principles.



Western Australia v. Commonwealth

In the case *Western Australia v. Commonwealth* 1995 HCA 47, the Western Australian Government challenged the validity of the Native Title Act in the High Court. At the same time communities from Western Australia, such as the Worora and Martu Peoples, challenged the validity of that state's legislation.

The High Court heard all three cases together, and declared the Western Australian legislation invalid under section 109 of the Constitution because it was inconsistent with both the Native Title Act and the Racial Discrimination Act. This case reinforced the jurisdiction of the Commonwealth Parliament over native title matters.

By 1995, the legal principle of native title was clearly established in Australia. *Terra nullius* no longer had application in Australian law, and a process for determining First Nations Australians' land rights claims was in operation. If a native title claim is contested by any other party, the Federal Court and the High Court have ultimate jurisdiction to determine the matter. The Native Title Tribunal was established to help determine the validity of native title claims and to provide mediation services to help resolve disputes over native title. No state could introduce laws relating to land rights that were inconsistent with the Commonwealth Native Title Act.

Wik Peoples v. Queensland

The Wik Peoples live on an area of Cape York Peninsula and their traditional lands are located around the Archer River and Edward River. They claimed native title lands that had been the subject of pastoral and mining leases. The original claims were made prior to the Native Title Act.

The High Court finally ruled on the case in 1996, with the court ruling that native title could co-exist with other interests and was not extinguished by the granting of pastoral or mining leases. The Mabo decision had previously ruled that leaseholders had exclusive rights over the land.

18.6.3 The United Nations Declaration on the Rights of Indigenous Peoples

In 2007 the General Assembly of the United Nations adopted the UN Declaration on the Rights of **Indigenous Peoples** (UNDRIP). The Declaration had taken more than two decades to draft. In total, 144 nations voted in favour of the declaration; however, Australia was one of 4 nations (along with Canada, New Zealand and the United States of America) that voted against it.

A change of government following the federal election saw the Rudd government formally support the Declaration on behalf of the Australian people.

The Declaration sets minimum standards for the recognition and protection of the rights of Indigenous Peoples. It prohibits discrimination and promotes their participation in matters related to their economic, social and cultural development.

Article 12

> Indigenous Peoples have the right to manifest, practice, develop and teach their spiritual and religious traditions, customs, and ceremonies; the right to maintain, protect, and have access to privacy in their religious and cultural sits; the right to the use and control of their ceremonial objects ….

However, it is a declaration and not a convention. Therefore, it does not create a legal obligation on the nations that support its principles.

Indigenous Peoples a distinct cultural group that shares collective ancestral ties to the traditional land and natural resources where they live, regardless of whether they have been displaced from that land.

Royal Commission a public inquiry into an important issue. It has the power to compel individuals to appear before it and give evidence and compel the production of official records. Following its inquiry, recommendations will be made to the government.

18.6.4 The Yoorrook Justice Commission

Established in May 2021, the Yoorrook Justice Commission is an independent body that will report on the injustices experienced by First Nations Australians in Victoria. An interim report was handed down in June 2022 and a final report is due by June 2024. The name of the Justice Commission is taken from the traditional language of the Wemba Wemba/Wamba Wamba people in north-west Victoria and means 'truth'. It is therefore considered to be a truth-telling body and the first of its kind in Australia.

The Commission will provide an opportunity for First Nations Australians to share their culture, heritage and history with the wider community and provide a formal record of the impact of colonisation on Indigenous Australians.

FIGURE 6 Through the Yoorrook Justice Commission, First Nations Australians will have the chance to share their culture, heritage and history.

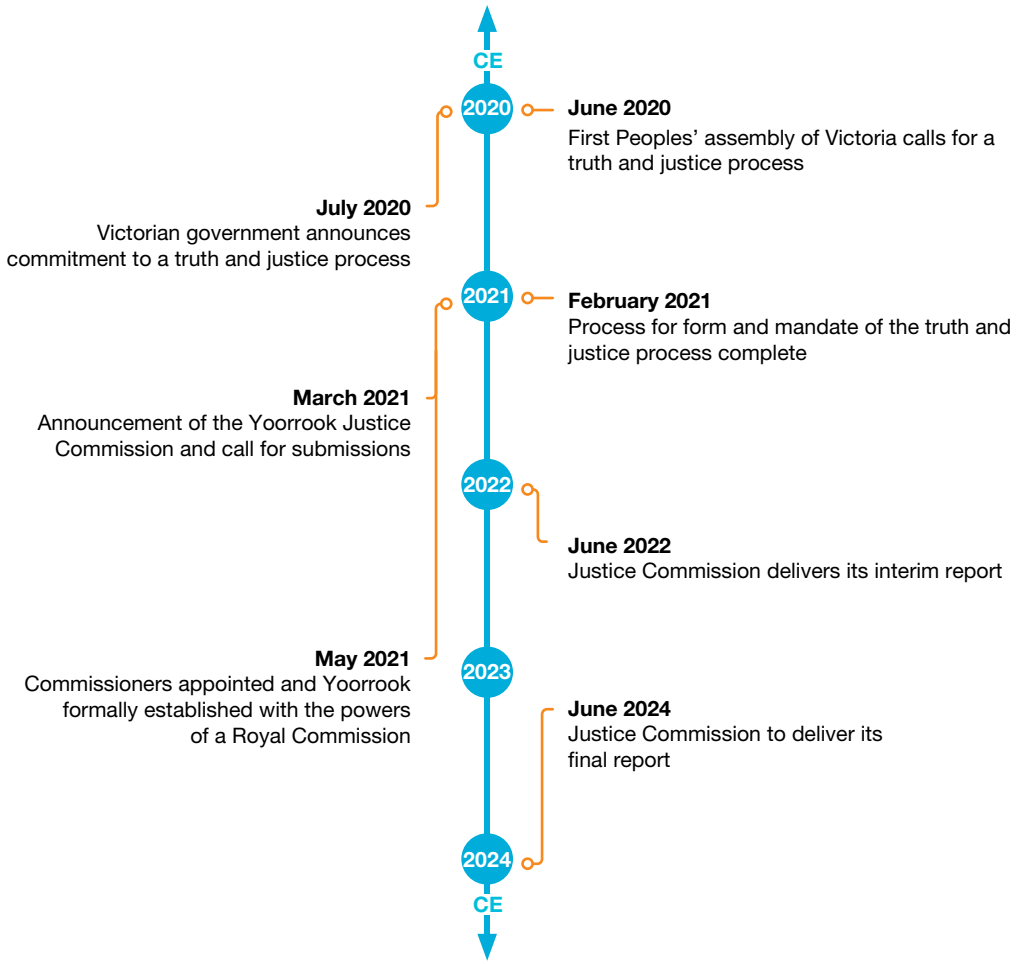


The Commission will have the same powers as a **Royal Commission**, meaning it can compel government bodies and officials to disclose documents and official records, and give evidence.

on Resources

Weblink *Wik vs Queensland*

FIGURE 7 The Yoorrook Justice Commission is seen as running parallel to the Victorian Treaty process.



18.6.5 An Indigenous Voice to Parliament

One of the underlying principles of the UNDRIP is the recognition of the need for Indigenous Peoples to have a voice in matters that affect their rights, culture and wellbeing. Fifteen of the 46 articles in the UNDRIP refer to Indigenous Peoples' participation in decisions that will impact their lives, including meaningful participation in democratic processes and institutions.

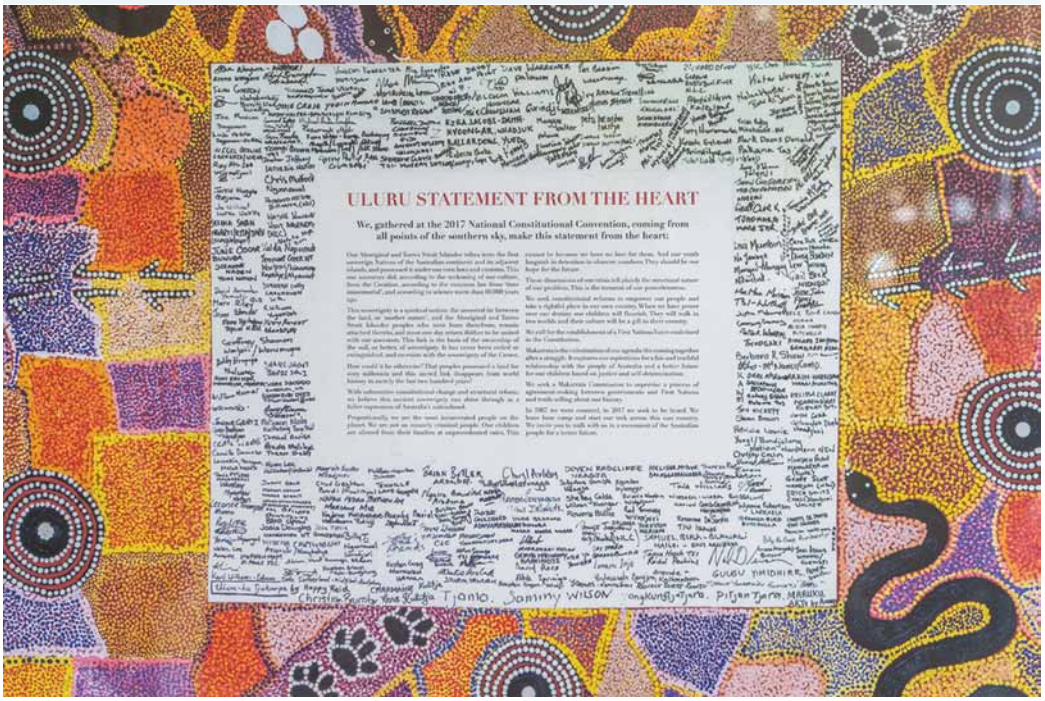
The 1967 referendum, Eddie Mabo's battle for land rights and the Native Title Act have all been important milestones on the road to recognising the rights of First Nations Australians and the injustices of the past, but the journey is not yet over.

In 2017, the First Nations Constitutional Convention was held; it brought together more than 250 First Nations Australian leaders at the base of Uluru and resulted in the Uluru Statement from the Heart (see **FIGURE 8**).

The Uluru Statement from the Heart seeks the establishment of a **Makarrata** Commission on truth-telling and agreement-making between First Nations Australians and government. It further calls for a referendum to change the Australian Constitution and enshrine an Indigenous Voice to Parliament.

Makarrata a word from the language of the Yolngu people of Arnhem Land, referring to the process of conflict resolution, peacemaking and justice

FIGURE 8 The Uluru Statement from the Heart invites the Australian people to join with First Nations Australians and call for Constitutional change that will enshrine their Voice to Parliament in the Constitution.



In 2019, Minister for Indigenous Affairs Ken Wyatt announced the start of the Indigenous Voice co-design process to make the Uluru Statement a reality. It was envisaged that an advisory body would be established. Consisting of First Nations Australians, this body would be able to advise the Australian Government and Parliament and be involved in the development of policies, laws and programs that affect First Nations Australian communities.

Following the 2022 federal election, Prime Minister Anthony Albanese committed to holding a referendum that would enable the Australian people to vote on Constitutional change that would provide an Indigenous Voice to Parliament and ensure that no future government could remove the Voice without the approval of the Australian people (see **FIGURE 9**).

FIGURE 9 Prime Minister Anthony Albanese announced the proposed referendum question at the Garma Festival (Australia's oldest First Nations Australian cultural gathering, held in Arnhem Land).

Our starting point is a recommendation to add three sentences to the Constitution in recognition of Aboriginal and Torres Strait Islanders as the first peoples of Australia.

1. *There shall be a body, to be called the Aboriginal and Torres Strait Islander Voice.*
2. *The Aboriginal and Torres Strait Islander Voice may make representations to Parliament and the Executive Government on matters relating to Aboriginal and Torres Strait Islander Peoples.*
3. *The Parliament shall, subject to this Constitution, have power to make laws with respect to the composition, functions, powers and procedures of the Aboriginal and Torres Strait Islander Voice.*

I would like us to present the Australian people with the clearest possible referendum question. We should consider asking our fellow Australians something as clear and simple as this:

Do you support an alteration to the Constitution that establishes an Aboriginal and Torres Strait Islander Voice?

18.6 SKILL ACTIVITY: Questioning and researching, Analysis, evaluation and interpretation

FIGURE 10 Progress towards selected 'Closing the Gap' targets



First Nations Australians experience considerable disadvantage in many areas, including education, justice, employment, health and wellbeing.

One initiative to address this issue is the 'Closing the Gap' framework. The framework was established in 2008 with just six targets. The revised national framework now has seventeen targets.

Use the internet to learn more about the 'Closing the Gap' framework.

1. **Identify** the areas that are included in this framework.
2. **Identify** the targets that have been set and the date they are expected to be achieved.
3. **Select** one area to investigate in more detail; for example, education or employment. Try to get broad coverage across your class.
   a. What is included under this specific area?
   b. What are the specific issues involved?
   c. What progress has been made? Is it on track to meet the target? Why or why not?
   d. **Create** a class graphic such as the one shown in **FIGURE 10** to represent your findings, and have it published in your school newsletter.
4. **Create** a letter to the government offering your suggestions for 'Closing the Gap' and either meeting the existing targets or advising on the need for new targets. In your letter, **consider** what is working and what is not working and why.

on Resources

Weblink Uluru Statement from the Heart

18.6 Exercise

learnon

18.6 Exercise

Learning pathways

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

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Check your understanding

1. **Define** the term *terra nullius.*
   - A. *Terra nullius* is a Latin expression meaning 'nobody's land'.
   - B. *Terra nullius* is a Latin expression meaning 'communal land'.
   - C. *Terra nullius* is a Latin expression that refers to land that does not belong to you.
   - D. *Terra nullius* is a Latin expression that refers to ownership of land.
2. Complete the following sentence to **demonstrate** your understanding of British settlement of Australia. Captain Cook claimed the East Coast of Australia for Britain under the principle of:
   - A. finders' keepers.
   - B. native title.
   - C. *terra nullius.*
   - D. *terra firma.*
3. **Define** what the *Native Title Act 1993* (Commonwealth) provides a legal basis for.
   - A. The protection and preservation of First Nations Australians' heritage sites
   - B. Everyone in Australia to be treated equally and given the same opportunities
   - C. First Nations Australian communities to reclaim traditional land
   - D. First Nations Australian communities to have access to health care
4. **Identify** the principles behind the decision of the High Court in the Mabo case.
   - A. Native title should be part of Australian property law and common law.
   - B. The principle of *terra nullius* had been incorrectly applied upon European arrival in Australia.
   - C. Since the land had not been empty, the principles of native title should have been applied to land occupied by Aboriginal and Torres Strait Islander Peoples.
   - D. All of the above
5. In your own words, **explain** why it took so long for a case such as Mabo to come before the High Court and why this case is significant.

Apply your understanding

Analysis, evaluation and interpretation

6. Do you think the Universal Declaration of Human Rights influenced the granting of native title? **Justify** your response.
7. **Explain** the purpose of the Yoorrook Justice Commission.
8. The decision in the Mabo case has been challenged in the High Court. **Explain** why this decision might have been challenged.

Communicating

9. Decisions made by the High Court in cases such as Mabo often lead to parliament making laws. **Explain** why you think this may occur.
10. In 2019, the movement for constitutional change to formally recognise First Nations Australians gained momentum and there have been increased calls for a treaty. **Justify** the need for constitutional change and a treaty to recognise the rights of First Nations Australians and their traditional ownership of the land.

LESSON
18.7 What are Australia's legal obligations to refugees and asylum seekers?

LEARNING INTENTION

By the end of this lesson you should be able to explain Australia's legal obligations to refugees under international law.

TUNE IN

Answer the following questions individually and then come together as a class to develop a shared understanding.

1. What do you understand by the term 'refugee'?
2. Do you think there is a difference between refugees and asylum seekers? What might this difference be?
3. What rights or laws do you think relate to refugees and asylum seekers?
4. Where do you think these laws come from?

FIGURE 1 Refugees take only what they can carry.



18.7.1 The Convention Relating to the Status of Refugees and its 1967 Protocol

At the end of World War II, Europe was facing a humanitarian crisis due to the large number of people who had been displaced because of the war. The United Nations Convention Relating to the Status of Refugees (commonly referred to as the Refugee Convention) aimed to address this issue. It is the main international legal document in this area (see **FIGURE 2**).

FIGURE 2 The Refugee Convention is a **multilateral treaty** and performs several functions.

Defines the term refugee	**Outlines the rights of refugees**	**Sets out the legal obligations of nations to protect them**

The 1967 Protocol

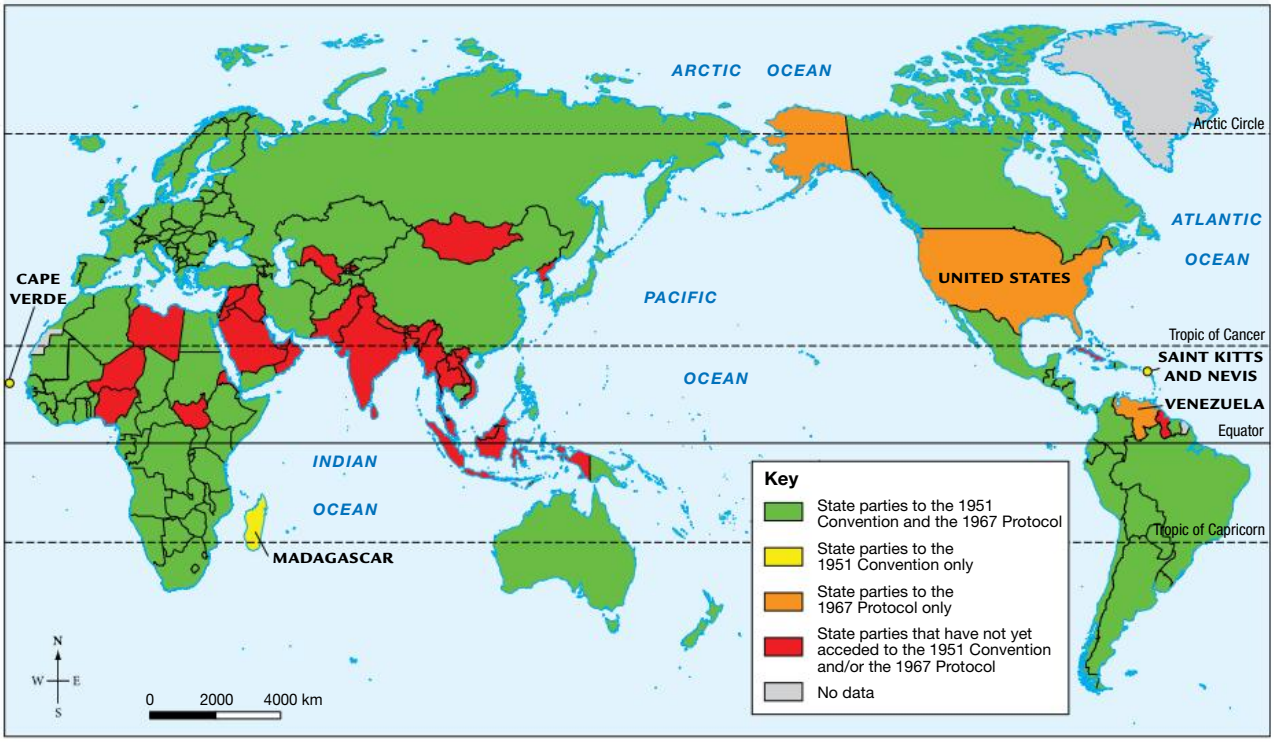
The Refugee Convention was created in 1951 and became legally binding in 1954. However, it applied only to people who had become refugees prior to 1 January 1951. Signatories were also able to limit their obligations to refugees from Europe. The Cold War, Korean War and subsequent events highlighted a deficiency in the Convention, which was rectified through the 1967 Protocol, which removed these limitations. At the same time, all existing arrangements were protected by a **grandfather clause** (see **FIGURE 3**).

multilateral treaty a treaty with more than one signatory

grandfather clause a provision whereby existing rules continue to apply and a new rule can apply to future cases

int-9148

FIGURE 3 One hundred and forty-nine countries, including Australia, are signatories to one or both documents relating to refugees.



Source: Map redrawn by Spatial Vision, adapted from UN High Commissioner for Refugees, World: State Parties to the 1951 Convention relating to the Status of Refugees and/or its 1967 Protocol, 2012.

Refugees and asylum seekers.

Refugees and **asylum seekers** have fled their homeland in fear of **persecution** or have experienced human rights violations or violence and crossed an international border in the hope of finding freedoms and resettlement in another country. All asylum seekers are entitled to have their claims assessed, but not all will be given refugee status. They often flee with nothing more than the clothes on their backs or the few possessions they can carry, leaving behind family and possessions.

One of the core principles of the Refugee Convention is the idea of **non-refoulment**, which in essence means that a refugee cannot be returned to their country or any other place if their life or freedom will be in jeopardy.

According to the United Nations High Commissioner for Refugees (UNHCR) there were around 84 million forcibly displaced people in the world at the end of 2021, an increase of 1.6 million over 2020. Twenty-seven per cent of refugees are re-settled in the least developed countries.

refugee a person who has fled war, violence, conflict or persecution, has crossed an international border seek safety and has been granted refugee status

asylum seeker a person who has crossed an international border and is awaiting a decision as to whether they will be granted refugee status

persecution hostility toward or mistreatment of an individual or group by another individual or groups, due to factors such as race, religion or political beliefs

non-refoulment the principle that a refugee should not be sent to a country where they face serious threats to their life or freedom, such as torture, inhumane treatment or death

Enforcing the Refugee Convention

By ratifying the Refugee Convention, nations have agreed to be legally bound by it. However, there is no body to monitor compliance nor any formal mechanism for the filing of complaints.

The United Nations High Commissioner for Refugees has a supervisory role, but no powers of enforcement. It is therefore up to individual nations to honour their commitment and put pressure on nations that fail to fulfil their obligations. Human rights bodies around the world have been instrumental in bringing issues to the attention of the rest of the world.

FIGURE 4 Refugees and asylum seekers flee their homeland due to fear.



18.7.2 Refugees and asylum seekers in Australia

Australia is the only country in the world with mandatory detention and offshore processing policies in relation to asylum seekers who arrive without a valid visa. Many arrive in boats that are not seaworthy, are overcrowded and sink (see **FIGURE 5**). Under Australian policy, asylum seekers seeking to enter Australia in this way can be turned around and returned to international waters or, where this is not possible, transferred to an offshore processing centre. The process is designed to discourage unauthorised arrivals.

Australia has a limit on the number of refugees it will accept in any one year. The limit is capped at 13 750 until 2025.

Why come by boat?

For many it is seen as a last resort. Large numbers of refugees in the country a person seeks to leave can make it impossible to gain access to a refugee camp, and strict border policies in relation to some countries make it difficult to enter Australia by plane without a valid visa.

FIGURE 5 In 2001, 353 asylum seekers, predominantly from Afghanistan and Iraq, drowned in international waters between Indonesia and Australia, in a boat headed for Christmas Island. Forty-five people were rescued.



Changing government policy

The Pacific Solution

Australia introduced the 'Pacific Solution' (referred to as 'turn back the boats') to reduce the number of asylum seekers seeking to enter Australia without documentation. This was in direct response to the arrival of 51 boats carrying 2939 people in 2000, followed by 5516 on 43 boats the following year. The policy saw the number of arrivals fall significantly to less than 10 boats and less than 150 arrivals in the years which followed.

Offshore processing facilities were set up on Nauru and Manus Island, where non-authorised arrivals were detained while their claims were processed. They had no access to legal assistance or judicial review.

The 'Pacific Solution' drew wide criticism from human rights and refugee advocacy groups as being out-of-step with the Refugee Convention and causing psychological harm and distress to those detained.

In 2008, following a change of government, the 'Pacific Solution' was abandoned. The offshore processing centres on Nauru and Christmas Island were closed and the government announced that all new unauthorised arrivals would be processed on Christmas Island, which had previously been removed from our immigration zone. However, this change was short-lived as the number of people arriving by boat increased (see **TABLE 1**).

TABLE 1 As the number of unauthorised arrivals climbed, the government re-introduced offshore processing on Nauru and Manus Island.

Year	Number of boats	Number of asylum seekers
2009	60	2726
2010	134	6555
2011	69	4565
2012	278	17 202
2013 (6 months to June)	196	13 108

The Malaysia Solution and the High Court

In 2011 the Australian government signed an agreement with Malaysia. Under this proposal 800 asylum seekers would be transferred to Malaysia to have their refugee status assessed. In return, Australia would take 4000 refugees from Malaysia. It was thought that this arrangement would discourage others from arriving by boat.

However, a refugee activist lawyer mounted a test case in the High Court, challenging the removal of asylum seekers on behalf of his clients. The High Court ruled in favour of the asylum seekers and effectively ended this new policy. In its decision the High Court considered the Refugee Convention. Malaysia was not a signatory to this Convention, or the UN Convention against Torture, and Australia would therefore be in breach of its obligations under international law if it sent asylum seekers to Malaysia.

Operation Sovereign Borders

Following the 2013 federal election, the Commonwealth government introduced 'Operation Sovereign Borders'. The operation was led by the military and was advertised as a method of discouraging people-smuggling and to deter people from risking their lives at sea to gain entry to Australia.

It clearly stated that anyone arriving by boat would be subject to one of the following options:

- sent back to their point of departure
- returned to their home country
- transferred to an offshore processing centre.

18.7.3 Changing attitudes

The Australian public is becoming increasingly aware of issues related to refugees and asylum seekers. However, attitudes to each group differ. Around 80 per cent of people believe we should help those who have been classed as refugees. Australia has for many years been a leader in taking in some of the most vulnerable refugees. More than 6000 visas (largely temporary) have been issued to Ukrainians fleeing the war in 2022. We have also committed to granting 16 000 visas to Afghan nationals over the next four years, following our withdrawal of troops from Afghanistan in 2021.

Increasing our refugee intake has been flagged as a way of addressing problems related to Australia's ageing population. The average age of refugees is 21.8 years, six years younger than the average immigrant and 15 years younger than the Australian population average.

For those who come by boat, public opinion is still largely divided, with almost 50 per cent believing we should turn back the boats.

18.7 SKILL ACTIVITY: Analysis, evaluation and interpretation

Work in teams to complete the following task.

TABLE 2 Largest source nations of refugees in 2022

Rank	Country	Number of refugees
1	Syria	6.7 million
2	Ukraine	4.7 million
3	Afghanistan	2.7 million
4	South Sudan	2.3 million
5	Myanmar	1.1 million
6	Somalia	900 000
7	Sudan	725 000
8	Democratic Republic of Congo	720 000
9	Central African Republic	700 000
10	Eritrea	507 300

TABLE 3 Top ten host countries for refugees in 2022

Rank	Country	Number of refugees accepted
1	Türkiye	3.7 million
2	Jordan	2.9 million
3	Lebanon	1.4 million
4	Pakistan	1.4 million
5	Uganda	1.1 million
6	Germany	1 million
7	Iran	979 400
8	Ethiopia	921 000
9	Sudan	908 700
10	Bangladesh	906 600

Study **TABLE 2** showing the countries that have the most displaced people in 2022 and **TABLE 3** showing the countries that receive the most refugees.

1. **Investigate** why these people have been forced to flee their homeland, where they are going and why.
2. Have each member of your team **select** a different destination country. (You may choose a country that is not included in **TABLE 3**.) **Investigate** the refugee policy for this country.
3. Within in your team, **discuss** what you have learned about refugee policies in the countries you have studied.
4. Based on your research and discussion, **summarise** your group's views on Australia's policy on refugees and asylum seekers. What changes, if any, do you think should be made and why?

18.7 Exercise

learnon

18.7 Exercise

Learning pathways

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

These questions are even better in jacPLUS!



- Receive immediate feedback
- Access sample responses
- Track results and progress

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Check your understanding

1. **Identify** the main difference between a refugee and an asylum seeker.
   - A. An asylum seeker has crossed an international border, had their status assessed and is deemed in need of protection, whereas a refugee has not had their status assessed.
   - B. A refugee has crossed an international border, had their status assessed and is deemed in need of protection, whereas an asylum seeker has not had their status assessed.
   - C. An asylum seeker is fleeing war and a refugee is fleeing persecution.
   - D. An asylum seeker fears for their safety, whereas a refugee does not.
2. **Define** the term 'multilateral treaty'.
   - A. A treaty that has been signed by more than two nations.
   - B. A treaty that is waiting to be ratified by some of its signatories.
   - C. A treaty in which nations are only obliged to follow some of the terms.
   - D. A treaty that has not yet been signed.
3. **Select** the statement that best explains the reason for the introduction of offshore processing.
   - A. Too many people were drowning before they reached Australia.
   - B. To deter the increasing number of people arriving by boat and without documentation.
   - C. There were too many people arriving by plane.
   - D. To create employment in offshore locations.
4. The Refugee Convention performs several functions.
   Identify the statement that is not a function of this Convention.
   - A. Defines the term ‘refugee’.
   - B. Outlines the rights of refugees.
   - C. Sets out the legal obligations of signatory nations.
   - D. Determines penalties for non-compliance.
5. In your own words, **explain** what you understand by the term ‘forcibly displaced person’.

Apply your understanding

Communicating

6. **Explain** why the 1967 Protocol to the Refugee Convention needed a grandfather clause.
7. **Recall** what percentage of refugees are re-settled in the least developed countries.
8. **Define** the term ‘non-refoulment’.
9. Attempts to arrive in Australia by boat have often resulted in tragedy. **Summarise** why, in your opinion, people risk their lives in this way.
10. In 2011, the Australian government sought to implement the ‘Malaysian Solution’.
    - a. **Summarise** what is meant by the ‘Malaysia Solution’.
    - b. **Explain** why the High Court of Australia ruled that the Malaysia Solution was unlawful.

LESSON
18.8 What are Australia's legal obligations to the environment?

LEARNING INTENTION

By the end of this lesson you should be able to explain Australia's legal obligations to the environment under international law.

TUNE IN

Did you know that polar bears:

- spend most of the summer hunting from floating sea ice
- have been labelled as climate refugees
- may be extinct in the wild by the end the twenty-first century?

1. What is global warming?
2. Why are polar bears at risk of extinction?
3. Brainstorm a list of wildlife that may by impacted by climate change.

FIGURE 1 Polar bears are threatened by global warming.



18.8.1 Introduction

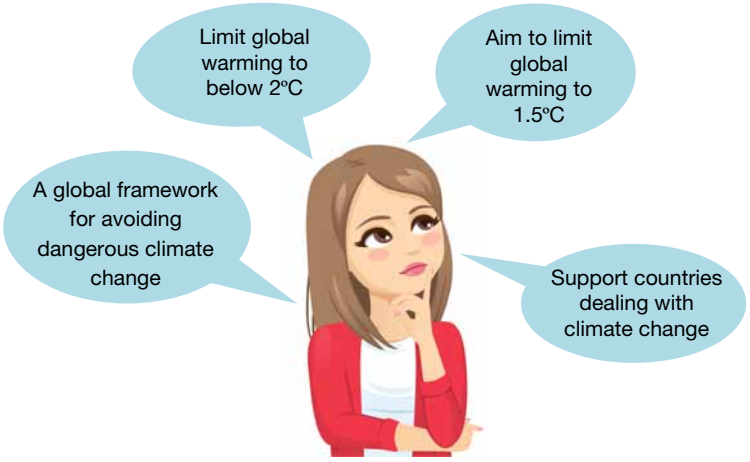
In the 1960s and 1970s people gradually became more aware of the environment. This was largely because of observable environmental threats such as the dumping of toxic waste and the number of pollutants that were being pumped into the atmosphere. The first Earth Day was celebrated in the United States of America on 22 April 1970 but did not become a global movement until 1990.

18.8.2 The Paris Agreement 2015

The Paris Agreement (sometimes referred to as the Paris Accord or the Paris Climate Accord) was negotiated by 196 parties in 2015. The purpose of this agreement was to create a legally binding treaty on climate change by providing a global framework within which all countries could work.

The Paris Agreement aimed to replace and improve upon the Kyoto Protocol 1992 by shifting the focus from reducing greenhouse gases to 5.2 percent below 1990 levels to preventing global average temperatures from rising more than 2°C.

FIGURE 2 What are the key features of the Paris Agreement?



Parties began signing the Paris Agreement on Earth Day 2016 at an official ceremony in New York. One hundred and ninety-three members of the United Nations Framework Convention on Climate Change signed it, with only four countries failing to ratify the agreement. The United State re-joined the Accord in 2021, after previously withdrawing in 2020.

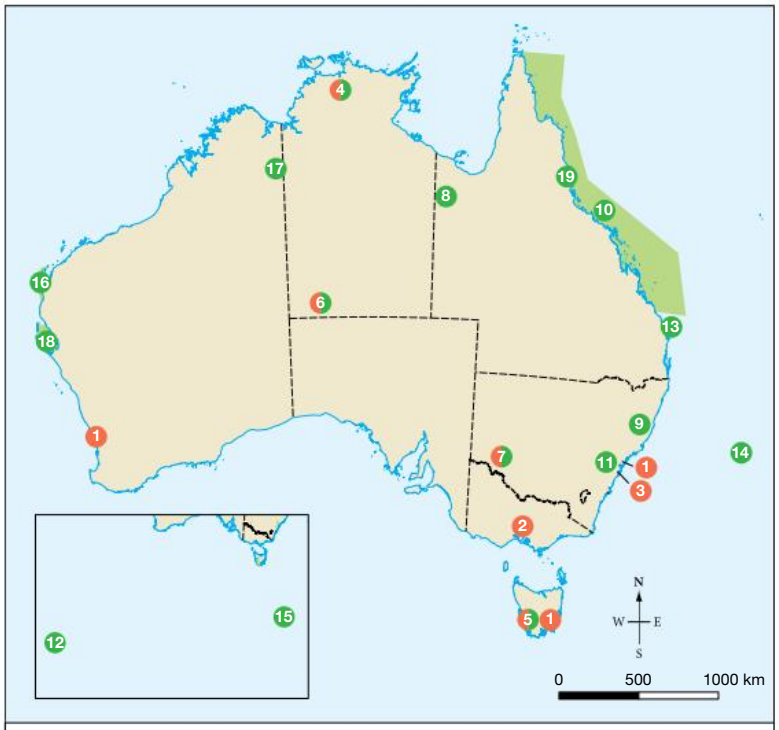
The Paris Agreement has been criticised for failing to address the **free-rider problem,** which allows countries to benefit from global efforts in relation to climate change regardless of their own actions.

18.8.3 Protecting Australia's biodiversity and heritage

In 1974 Australia became one of the first countries to signal its pledge to protect significant sites by ratifying the World Heritage Convention 1972. This document had been drafted by the United Nations Educational, Scientific and Cultural Organization (UNESCO). The Convention is regarded as one of the most important global conservation documents and aims to identify and protect the world's natural and cultural heritage.

free-rider problem the notion that a country can enjoy the benefits of global efforts to reduce emissions and limit climate change without having to contribute at an equal level

FIGURE 3 Australia has 19 World Heritage sites; they include natural environments, historic buildings and places of cultural value.



World heritage sites

Cultural
1. Australian Convict Sites
2. Royal Exhibition Building and Carlton Gardens
3. Sydney Opera House

Mixed
4. Kakadu National Park
5. Tasmanian Wilderness
6. Uluru-Kata Tjuta National Park
7. Willandra Lakes Region

Natural
8. Australian Fossil Mammal Sites
9. Gondwana Rainforests of Australia
10. Great Barrier Reef
11. Greater Blue Mountains Area
12. Heard and McDonald Islands
13. Fraser Island
14. Lord Howe Island Group
15. Macquarie Island
16. Ningaloo Coast
17. Purnululu National Park
18. Shark Bay
19. Wet Tropics of Queensland

Source: Map redrawn by Spatial Vision based on information from © Department of Agriculture, Water, and the Environment 2022.

The World Heritage List was established under this convention. To be included on the list, a place must be considered of outstanding universal value and international significance, such that it should be preserved for current and future generations. To be considered for inclusion, a site must meet at least one of the ten set criteria. Australia has 19 World Heritage Sites (see **FIGURE 3**).

18.8.4 *The Commonwealth v. State of Tasmania*

The World Heritage Convention became a mechanism that enabled countries to establish a process for identifying and protecting significant natural or cultural sites. Using the terms of the Convention, the Commonwealth nominated specific areas in Tasmania for inclusion on the World Heritage List. The Tasmanian government had planned to build a dam in one of these areas for the purpose of generating hydroelectricity.

The area concerned included the Franklin and Gordon rivers, which contained unique flora and fauna as well as significant First Nations places and artefacts. News of the potential flooding of the region for the construction of the dam attracted considerable action by protesters and environmentalists and became a key election issue in the 1983 federal election. To ensure the protection of the region, the Commonwealth Parliament passed the *World Heritage Properties Conservation Act 1983*. This ensured the protection of the south-west wilderness regions and prevented the construction of the dam.

The Tasmanian Government challenged the Commonwealth law on the basis that the Commonwealth did not have the power to make laws in this area as it was an area of law-making belonging to the states. The Commonwealth argued that a section of the Constitution gave it the power to make laws under the heading of 'external affairs'. The government argued that under its 'external affairs' power it sign treaties and so, by default, could pass domestic laws that supported those international treaties. The Commonwealth case was started by the Labor government, led by Bob Hawke. The promise of environmental action saw the Hawke government returned to power with an increased majority in the House of Representatives.

FIGURE 4 Protests at the Franklin River gained widespread media coverage and provoked such a public response that the Hawke government subsequently nominated the area for World Heritage listing under the terms of an international treaty.



The High Court agreed with the Commonwealth government and ruled that, under the 'external affairs' power, the government was empowered to pass laws that were necessary to fulfil its obligations under international law as a signatory to a treaty.

Further developments

Australia also became a signatory to the International Covenant on Civil and Political Rights 1972, which was ratified in 1980. This Covenant is a multilateral treaty that commits parties to respect the political rights of individuals, as well as electoral rights and rights to due process and fair trial. Article 17 of the Covenant has been implemented by the Federal *Privacy Act 1988*, and the Covenant's equality and anti-discrimination provisions are supported by the federal *Disability Discrimination Act 1992*.

The outcome of the Tasmanian dam case set a precedent that allowed some laws made by the states to be declared invalid if they contradicted Commonwealth laws made because of Australia signing and ratifying a treaty. The Commonwealth passed the *Human Rights (Sexual Conduct) Act 1994* with the express purpose of

overturning two sections of the Tasmanian Criminal Code that outlawed certain consensual adult behaviour conducted in private. Although this legislation is not linked to environmental protection, it illustrates Australia's role as a global citizen and capacity to implement policies to meet its obligations under international law.

18.8.5 Protecting the Great Barrier Reef

More than 85 per cent of Australians live within 50 kilometres of the coast and Australia is well known for its beaches and beach culture. The marine environment is also an important component of the cultural practices of First Nations Peoples. The Great Barrier Reef has several important functions (see **FIGURE 5**).

The Commonwealth has established marine reserves to protect marine ecosystems and undersea resources from exploitation and human activity, which may upset the delicate balance of these environments. They provide access to marine biologists and oceanographers for vital research to expand our understanding of this aquatic environment and help us prevent human-induced degradation.

The *Great Barrier Reef Marine Park Act 1975* established a 348 700 square kilometre reserve made up of over 2900 individual reefs and islands and extending over 2300 kilometres from the tip of Cape York Peninsula in the north to the Bundaberg in the south (see **FIGURE 3**). Together with the *Environment Protection and Biodiversity Act 1999*, the aim is to balance the protection of the environmental and cultural integrity of the reef with the economic and social needs of society, to ensure sustainable use and development of the area (see **FIGURE 6**).

FIGURE 5 Why is the Great Barrier Reef important?

Allows **climate tracking**; scientists can track climate change by studying carbon deposits in the limestone.

As a **filtration system**, removing sediment and other particles so that the water remains clear.

Supports the fishing industry by providing safe haven for fish to breed. Without the reef, the industry would collapse, and a vital food source would be lost.

It **provides vital habitats**

- 1500 species of fish
- 100 shark species
- 30 of whales and dolphins
- 6 varieties of sea turtle
- More than 600 varieties of coral



Medical research — has led to new medicines to treat asthma, arthritis, heart disease and cancer. Anti-viral and antibacterial properties are still under investigation.

Supports the economy and the tourism industry — without the reef a $6 billion industry would be lost.

It acts as a **carbon sink**; reef algae absorb carbon dioxide from the air and in turn are eaten by the coral polyps and deposit the carbon as limestone, which is the foundation of the reef.

It **protects the coast** from wave action and storm damage.

FIGURE 6 What is being done to protect the Great Barrier Reef?

Long-Term Sustainability Plan

Reef Water Quality Protection Plan

Ecologically Sustainable Fishing Plan



Dugong and Turtle Protection Plan

North-East Shipping Management Plan

Coastal Land-use Ports and Dredging Plan

on Resources

Video eLesson Tassie's Franklin River — 20 years on (eles-0636)

Weblink World Heritage criteria

18.8 SKILL ACTIVITY: Civic participation and decision-making, Communicating

Towns in central Victoria, including Ararat, Ballarat, Bendigo and the Macedon Ranges, have mounted a bid to have the central Victorian goldfields added to the UNESCO World Heritage List. You have been asked to prepare a visual presentation to accompany the formal written submission.

1. **Investigate** why this region is important under the following headings:
   - cultural
   - historical
   - natural environment.
2. Refer to the ten criteria and identify which might be relevant to your bid. Go to the **World Heritage criteria** weblink in your online Resources.
3. **Create** a PowerPoint presentation highlighting different aspects of the region and making links to the relevant criteria.

18.8 Exercise

learnon

18.8 Exercise

Learning pathways

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

These questions are even better in jacPLUS!



- Receive immediate feedback
- Access sample responses
- Track results and progress

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Check your understanding

1. **Identify** which of the following statements is true in relation to the Paris Agreement.
   - A. It aims to limit global warming to less than 2°C.
   - B. It aims to support countries dealing with climate change.
   - C. It replaced the Kyoto Protocol.
   - D. All the above.
2. **Select** the term that refers to a country enjoying the benefits of global efforts to reduce greenhouse gas emissions, while not making the same contributions.
   - A. The free-market problem
   - B. The free-rider problem
   - C. The global market effect
   - D. The equalising principle
3. **Recall** on what date we celebrate Earth Day.
   - A. 22 March
   - B. 22 April
   - C. 22 May
   - D. 22 June
4. **Predict** why the Paris Agreement would be an improvement over the Kyoto Protocol.
   - A. It shifted climate targets from reducing greenhouse gases to limiting global temperature rises.
   - B. It shifted the climate targets from limiting global temperature rises to reducing greenhouse gases.
   - C. It was designed to place limits on global temperature rises and reduce greenhouse gases.
   - D. It established a global approach for fast tracking the space program to find a suitable planet for human habitation.
5. **Identify** one strategy that has been used to protect the marine environment of the Great Barrier Reef.
   - A. Fishing has been banned in coastal waters.
   - B. Tourism is limited to specific areas at specific times of the year.
   - C. Only First Nations Australians are permitted to fish in coastal waters.
   - D. Marine parks have been established.

Apply your understanding

Communicating

6. **Explain** the impact signing a treaty can have on domestic laws.
7. **Explain** why the World Heritage List is important.
8. **Explain** the connection between the 'external affairs' power and the Commonwealth preventing the construction of a dam in Tasmania.
9. **Predict** the number of criteria that must be met for a place to be considered for inclusion on the World Heritage List.
   - A. One
   - B. Three
   - C. Five
   - D. Ten

Analysis, evaluation and interpretation

10. The polar bear has become a symbol of climate change. **Propose** one reason the polar bear might be described as a 'climate refugee'.

LESSON
18.9 INQUIRY: Treaty

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of what a treaty is, the purpose of treaties in other countries and what is included in treaties around the world.

Background

Australia is the only Commonwealth country that has never signed a treaty with its indigenous people. All other countries established as British colonies developed treaties in the early years of colonisation.

First Nations Australians have long called for a treaty that would both recognise and celebrate their status, rights, culture and history as the traditional owners of the land.



Before you begin

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

Inquiry steps

Step 1: Questioning and researching

- What is a treaty?
- Does Australia need a treaty with its First Nations Peoples? Why?
- What happens in other countries?
- Write down your inquiry question.

Step 2: Analysis, evaluation and interpretation

Investigate the treaty in another country such as the United States of America, Canada or New Zealand and find out:

a. Why was the treaty created?
b. What is included in the treaty?

Make notes using the weblinks in this lesson to get you started.

Step 3: Civic participation and decision-making

Why do you think people might be divided on the issue of establishing a treaty between First Nations Australians and other Australians?

Step 4: Communicating

- **Create** a table that reflects different opinions about establishing a treaty.
- **Create** a table that shows the key elements of the treaty in the country you have investigated.
- Does this treaty serve a useful purpose? **Explain**.
- Does Australia need a treaty and what should it cover?

Write a series of four paragraphs in response to this question that includes the following:

- at least one argument in favour of a treaty
- at least one argument against a treaty
- an indication of what you consider the most important inclusions in a treaty
- your overall opinion on whether a treaty is needed.

Complete your self-assessment using the **Inquiry rubric** or access the 18.9 exercise set to complete it online.

on Resources

Digital document	Inquiry rubric (doc-39966)
Weblinks	Treaties in other countries Treaties in Canada Treaties in the US

LESSON
18.10 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results | **Watch teacher-led videos** | **Practise questions with immediate feedback**

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18.10.1 Key knowledge summary

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

18.2 How are disputes resolved between the Commonwealth and the states?

- One role of the government is to establish a system of dispute resolution bodies to deal with conflict.
- In Australia the High Court is the highest court, charged with resolving the most serious disputes that arise.

18.3 How is the Australian Constitution interpreted in the modern world?

- The High Court has been given the jurisdiction to allow it to:
  - hear appeals from decisions in cases heard in state and territory Supreme Courts
  - settle disputes between the states
  - interpret the Constitution to determine law-making power
  - interpret the Constitution to infer rights for the citizens.
  - The High Court guards our Constitution and our rights, and provides a check on the government.

18.4 What are Australia's obligations under international law?

- The continuing development of technology has necessitated the need for a global body to oversee and attempt to regulate the interactions between countries.
- The aim of such a global body is to minimise the incidence of conflict among peoples and nations.
- The International Court of Justice is the primary judicial branch of the United Nations that settles legal disputes submitted to it by states (member countries of the United Nations).

18.5 What are international treaties, conventions and declarations?

- Treaties play an important part in establishing rules for behaviour in a range of areas:
  - economics and trade
  - labour laws
  - military and defence
  - economic development
  - human rights.
- The High Court resolves disputes arising from international treaties.
- As a member of the global community, Australia has played a role in the development of global laws and treaties, and the bodies responsible for drafting and enforcing these rules.
- Australia recognises its obligations at home and applies the terms of international treaties and agreements at home to improve the lives of its citizens.

18.6 What are Australia's obligations to First Nations Peoples of Australia through international law?

- Australia's role as a signatory to the Universal Declaration of Human Rights led to the legal principle of native title being established.
- The High Court has been instrumental in developing the law in relation to First Nations Australians.
- Native Title legislation followed the Mabo decision in the High Court of Australia.
- The UN Declaration on the Rights of Indigenous Peoples (UNDRIP) recognises the importance of First Nations Peoples of Australia having a say in matters concerning their rights, culture and wellbeing.

18.7 What are Australia's legal obligations to refugees and asylum seekers?

- Australia is a signatory to the Convention Relating to the Status of Refugees 1951 and its 1967 Protocol.
- The Refugees Convention sets out the rights of refugees and the obligations of nations to protect them.
- Australia has sometimes been criticised for its policies on refugees and asylum seekers.

18.8 What are Australia's legal obligations to the environment?

- The High Court has ruled that the external affairs power in the Constitution allows the Commonwealth to sign treaties and make domestic laws.
- Australia has 19 sites on the World Heritage List.

18.9 INQUIRY: Treaty

- Students investigate whether Australia needs a treaty with First Nations Australians.
- Students investigate and evaluate a treaty in another country.
- Students present arguments for and against the need for a treaty with First Nations Australians.

18.10.2 Key terms

asylum seeker a person who has crossed an international border and is awaiting a decision as to whether they will be granted refugee status

defamation a civil wrong involving a written or verbal communication that lowers a person's reputation in the community

free-rider problem the notion that a country can enjoy the benefits of global efforts to reduce emissions and limit climate change without having to contribute at an equal level

grandfather clause a provision whereby existing rules continue to apply and a new rule can apply to future cases

Indigenous Peoples a distinct cultural group that shares collective ancestral ties to the traditional land and natural resources where they live, regardless of whether they have been displaced from that land.

infer to form a conclusion based on evidence

intergovernmental organisation an international organisation or body made up of nations with a common interest; examples include the United Nations, European Union and World Bank. Other bodies such as Amnesty International and World Vision are examples of international non-government organisations.

Makarrata a word from the language of the Yolngu people of Arnhem Land, referring to the process of conflict resolution, peacemaking and justice

multilateral treaty a treaty with more than one signatory

non-refoulment the principle that a refugee should not be sent to a country where they face serious threats to their life or freedom, such as torture, inhumane treatment or death

persecution hostility toward or mistreatment of an individual or group by another individual or groups, due to factors such as race, religion or political beliefs

precedent an action or decision on which later actions or decisions might be based; a law made by a superior court that must be applied by lower courts in future cases with the same or similar facts

ratify the process a treaty goes through within a nation or state to indicate its consent and intention to be bound by a treaty. In Australia this means it has passed though the legislative process; passed by both houses of federal parliament and received royal assent from the governor-general.

refugee a person who has fled war, violence, conflict or persecution, has crossed an international border seek safety and has been granted refugee status

rights those things that a person is entitled to by virtue of being a member of society

Royal Commission a public inquiry into an important issue. It has the power to compel individuals to appear before it and give evidence and compel the production of official records. Following its inquiry, recommendations will be made to the government.

tariffs taxes imposed on imported goods and services to make them more expensive

tenure a system by which particular individuals or groups are given a legally recognised right to occupy a defined area of land

terra nullius ('land belonging to no-one') in Australia, the legal idea that since no-one was 'using' the land when the first Europeans arrived, it could be claimed by the British Crown

trade the activity of buying, selling or exchanging goods and services between producers and consumers and/ or countries

treaty an agreement between two or more sovereign states (countries) to undertake a particular course of action. It usually involves matters such as human rights, the environment or trade.

ultra vires acting beyond the power of the law maker. It usually refers to situations where parliaments pass a law that is outside their area of authority.

18.10.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What are Australia's obligations on the international stage and how does the High Court ensure that we fulfil these obligations?

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

Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11518)
Reflection (ewbk-11842)
Crossword (ewbk-11843)

Interactivity The High Court and Australia's international agreements crossword (int-8241)

18.10 Review exercise

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Multiple choice

1. Identify the correct response.
   The Australian Constitution established Australia as a:
   - A. monarchy.
   - B. Commonwealth.
   - C. republic.
   - D. constitutional democracy.
2. Identify the term used to refer to law-making powers not listed in the Constitution.
   - A. Exclusive powers
   - B. Concurrent powers
   - C. Specific powers
   - D. Residual powers
3. Identify the number of specific 'heads of power' established in the Constitution.
   - A. 38
   - B. 39
   - C. 40
   - D. 41
4. When two parliaments can make laws on the same issue, they might conflict.
   Identify the section of the Constitution that resolves this conflict.
   - A. Section 109
   - B. Section 128
   - C. Section 75
   - D. Section 24
5. Distinguish between the laws made by superior courts and the laws made by parliament .
   - A. Laws made by courts are referred to as by-laws, whereas laws made by parliament are called statutes.
   - B. Laws made by courts are referred to as legislation, whereas laws made by parliament are called precedent.
   - C. Laws made by courts are referred to as precedent, whereas laws made by parliament are called legislation.
   - D. Laws made by courts are referred to as statutes, whereas laws made by parliament are called by-laws.
6. Identify the year in which the United Nations was formed.
   - A. 1929
   - B. 1939
   - C. 1942
   - D. 1945
7. Identify the statement that best clarifies Australia's intention when the government ratifies a treaty.
   - A. Australia is agreeing to be bound by the treaty and honour its terms.
   - B. Australia is agreeing to be bound by some the terms of the treaty.
   - C. Australia is formally indicating that they do not see any value in the treaty.
   - D. Australia is indicating that they may decide to implement the terms of the treaty in the future.

8. Identify the treaty that Australia signed in relation to environmental protection.
   - **A.** Paris Agreement
   - **B.** Malaysia solution
   - **C.** Refugee convention
   - **D.** Free trade agreement
9. Select the term used to refer to the principle that a refugee should not be sent to a country where they face serious threats to their lives or freedoms, such as torture, inhumane treatment or death.
   - **A.** A grandfather clause
   - **B.** Non-refoulment
   - **C.** Reparations
   - **D.** A tariff
10. Identify the treaty that Australia signed in relation to people fleeing persecution or conflict in their home country.
   - **A.** Paris Agreement
   - **B.** Malaysia solution
   - **C.** Refugee Convention
   - **D.** Free trade agreement

Short answer

Communicating

11. Refugees and asylum seekers share similar characteristics.
    Summarise your understanding of these two groups. In your response, **differentiate** between the two.
12. The High Court is the guardian of the Constitution.
    Explain how the High Court has affirmed the right of the Commonwealth to enter treaties.
13. **Explain** the purpose of the World Heritage List.
14. **Explain** one reason that Australia has been criticised for its refugee and asylum seeker policies.
15. **Explain** why Eddie Mabo is a significant figure in advocating for the rights of First Nations Australians.

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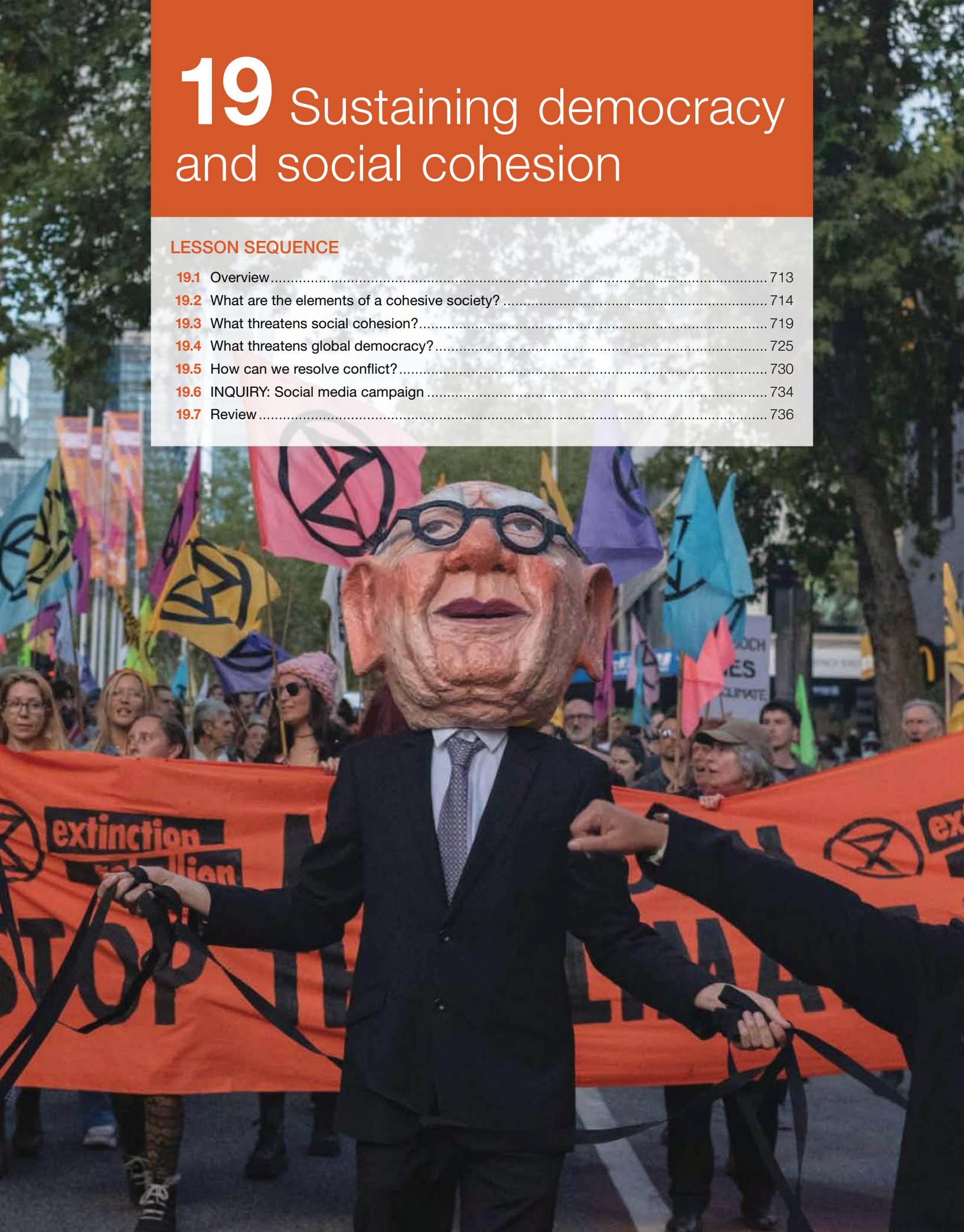
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19 Sustaining democracy and social cohesion

LESSON SEQUENCE

19.1 Overview 713
19.2 What are the elements of a cohesive society? 714
19.3 What threatens social cohesion? 719
19.4 What threatens global democracy? 725
19.5 How can we resolve conflict? 730
19.6 INQUIRY: Social media campaign 734
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LESSON
19.1 Overview

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How can individuals, communities and governments respond to threats to social cohesion?

19.1.1 Introduction

Democracy is an essential ingredient for a unified community. It allows all voices to be heard and all opinions to be considered, and both promotes and protects individual expression. As a result, democratic societies are often ones that experience a high degree of social cohesion or unity. As citizens we are all subject to the rules and laws set by society — by the organisations and groups we associate with and by the governments we elect. In this topic, we dissect the social cohesion of Australian society. We see what social cohesion looks like, what threatens our communities and the laws and courts that protect them.

FIGURE 1 Democratic societies are often ones that experience a high degree of social cohesion or unity.



on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11520)

Video eLesson Sustaining democracy and social cohesion (eles-6135)

LESSON
19.2 What are the elements of a cohesive society?

LEARNING INTENTION

By the end of this lesson you should be able to investigate the factors that contribute to a functioning, cohesive society.

TUNE IN

What helps a community to function? Think of your own immediate community and Australia in general.

Using a brainstorm or mind map, make a list of the factors that help a community to function effectively. Try to think of as many factors as possible.

FIGURE 1 How does your community function?



19.2.1 The Lucky Country

Australia is often described as 'the lucky country'. In modern Australian culture, this phrase has come to refer to our abundance of natural resources and our good weather, relatively peaceful history and tolerant society. It is interesting, then, that the man who coined this phrase meant it as an ironic criticism of Australian society. Author and social commentator Donald Horne believed that the positive aspects of Australian life had been gifted to us, rather than earned. Whether you agree with Horne's criticism or not, Australian society can be perceived as lucky.

In many ways, our society should not function as well as it does. With so many different cultural and ethnic backgrounds, it is reasonable to assume that civil conflict would regularly occur. However, although Australian society has not been without problems, the level of overall social cohesion within Australia is relatively high in comparison to other societies. In this lesson, we examine what social cohesion is and how it exists in Australia.

19.2.2 What does a cohesive society look like?

Modern societies are both dynamic and delicate. They can expand and contract, stand together or fall apart. With nearly all Australian communities containing a complex mix of ethnic and cultural backgrounds, there exists significant potential for civil unrest. What stops this violence from occurring is a concept referred to as **social cohesion**. Often described as the glue that holds society together, social cohesion is defined by an OECD report as 'a force which fights exclusion and **marginalisation**, creates a sense of belonging and promotes trust within communities'. Social cohesion is not an official government policy, nor does it take one specific form. Instead, there are several ways in which it can be demonstrated in Australian communities.

FIGURE 2 Most Australian communities contain many cultures that peacefully coexist.



19.2.3 Social cohesion in Australia

The Australia you have grown up in is a mostly tolerant and **inclusive** society. It is a society that encourages the demonstration of cultural and religious identity. As we see later in this topic, it is a society that uses legal mechanisms to protect individual freedoms and fight against all forms of **discrimination**. Modern Australian communities are **culturally integrated**. Although some new migrants do prefer to establish themselves in small groups, the majority of Australian communities are composed of a wide variety of ethnicities. The way in which these communities have developed and continued to exist peacefully is itself an example of social cohesion within Australia.

Numerous examples of social cohesion can be seen in everyday Australian life. On a walk around your neighbourhood you might see churches, mosques, synagogues or other religious buildings. There are designated areas in the supermarket for Italian, Asian and Indian food. A crowded city-bound train carries people from countless cultural backgrounds. These examples exist because our communities have developed to be inclusive and tolerant. The sense of belonging that is felt and encouraged in Australian society exists because of the mechanisms that have been put in place to protect individual freedoms.

social cohesion the ties within a diverse community that create a sense of connection

marginalisation a social process by which groups or individuals are pushed to the fringes of society

inclusive behaviours or policies that include all members of a society

discrimination the unfair, biased or prejudicial treatment of a person based on a personal characteristic such as race, gender, religion, ability or age

culturally integrated describes communities that consist of different cultural groups living in unity

FIGURE 3 The 'Coexist' image is used to encourage positive multi-faith communities.



The Scanlon Foundation and the Australian Cohesion Index

The Scanlon Foundation is a research foundation which publishes a yearly report on social cohesion in Australia. The Scanlon Foundation makes several important distinctions about social cohesion.

- First, the foundation states that 'social cohesion is not synonymous with multiculturalism'. Although multiculturalism can foster cohesion, they are not interchangeable terms.
- Second, that social cohesion is a process and not an outcome. This means that as a society, we should also be striving to improve inclusiveness and a sense of belonging in our communities.
- Finally, the Scanlon Foundation states that social cohesion can occur across different spheres of civic life including economic, political and social factors. Having made these distinctions, the yearly report makes some interesting observations about the current state of social cohesion in Australia.

The results of the Foundation's *Mapping Social Cohesion 2021* report were heavily influenced by the COVID-19 pandemic. Yet despite the significant social and economic impacts of the pandemic, most respondents said they were optimistic about the future. Respondents also indicated that, despite the feelings of isolation experienced during the various state lockdowns, they felt a stronger sense of community during these times — the sense that 'we were all in this together'. The feeling of trust in the community actually increased from 43 per cent in 2019 (pre-pandemic) to 52 per cent in 2021.

Interestingly, feelings of financial satisfaction also grew from 64 per cent of respondents in 2019 to 71 per cent in 2021. While many individuals and businesses experienced financial hardship during the pandemic, those fortunate enough to remain employed were able to reduce household spending and increase savings. The news was not all positive from the report, with 60 per cent of respondents stating that racism in Australia was either a 'fairly big problem' or a 'very big problem'. So while social cohesion in Australia is strong, there are still areas which need attention for true cohesion to be reached.

19.2.4 Being an informed and active citizen

FIGURE 4 Informed citizens are better placed to make educated decisions.



One last ingredient for a cohesive society is for its citizens to be informed and active. It is not difficult to be an informed member of society, especially in an age when information is readily available. Traditional forms of media (print media, television and radio), the internet and social media platforms provide what at times feels like an endless supply of information about news and current affairs. As you will see throughout this topic, it is your responsibility to ensure that the information you are consuming is accurate and truthful. Being an *active* member of society is often the more challenging side of this equation. In order to be an active citizen, you must participate in activities that contribute to the betterment of your community.

In 2022, parts of southern Queensland and northern New South Wales were devastated by what was perhaps the worst flooding Australia has ever seen. Although emergency services and military assistance were provided to affected communities, it was the actions of active local residents that arguably provided the most support. Thousands of people helped each other pack sandbags and build makeshift flood levees as the waters were rising, and thousands more helped deal with the catastrophic aftermath. The way in which the members of these communities supported each other during this terrible event is a perfect example of the role that active citizens can play in society. By acting together, people improved the entire community and, in doing so, they demonstrated active social cohesion.

FIGURE 5 Lismore floods 2022. The men helping in this photo are Fijian immigrants who had recently moved to the area.



19.2 SKILL ACTIVITY: Civic participation and decision-making

Write a proposal to your local council for a community event to encourage greater social cohesion in your area. When planning your event, **consider** the following points:

- What is the goal of your event?
- **Explain** the event itself. What kind of event will it be? What will happen at your event?
- What resources will you need to run your event?
- How will your event encourage greater social cohesion?

19.2 Exercise

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19.2 Exercise

Learning pathways

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

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Check your understanding

1. What does the term 'social cohesion' mean?
   - **A.** A force which promotes exclusion and marginalisation
   - **B.** A force which creates a sense of belonging and promotes trust within communities
   - **C.** Civil unrest as a result of a complex mix of ethnic and cultural backgrounds
   - **D.** A society that is compliant and obedient
2. The visible presence of different religions' places of worship can be considered evidence of Australia's **strong** / **weak** / **lack of** social cohesion as they show our communities have developed to be **discriminative and intolerant** / **inclusive and tolerant** / **indifferent** towards different religious beliefs.
3. **Identify** three examples of social cohesion.
   - **A.** Volunteering for a charity such as the Salvation Army
   - **B.** Voting in a democratic election
   - **C.** Outlaw motorcycle gangs
   - **D.** People from different cultural backgrounds catching the same train
   - **E.** Criminal syndicates
4. In the *Mapping Social Cohesion* report, what effect did respondents say the COVID-19 pandemic had on their sense of community?
5. **Explain** one negative outcome of a lack of social cohesion in society.

Apply your understanding

Communicating

6. **Explain** what is meant by being an informed member of society.
7. Australia is still the 'lucky country'. **Propose** one argument for and one against this statement.
8. Some say that Australia's multicultural society shouldn't function as well as it does. **Explain** why you think they are surprised by the social cohesion seen in Australia.

Analysis, evaluation and interpretation

9. What do you believe is more important — being an informed citizen or being an active citizen? **Explain** your response.
10. Social cohesion is a process and not an outcome. **Discuss** what you think this statement means.

LESSON
19.3 What threatens social cohesion?

LEARNING INTENTION

By the end of this lesson you should be able to describe the key threats to social cohesion in Australia.

TUNE IN

One of the threats to social cohesion occurs via the internet, due to people reaching a global audience instantly, often hiding behind anonymity. Consider your online history when answering these questions.

1. Have you ever been the victim of identity theft or a scamming attempt?
2. Have you ever been harassed or bullied online?
3. Have you ever seen false information on your social media feeds?
4. If you answered 'yes' to any of these questions, describe how you felt when these incidents occurred.

FIGURE 1 There are many dangers in the online world.



The threats that a society faces may vary in terms of significance. Some communities around the world are threatened by war and violence, others by poverty and famine. For the majority of Australians, these threats are thankfully not ones we deal with in our daily lives. The threats Australians face are directed at our democratic freedoms and the harmony of our communities. In this lesson, we examine the threats to social cohesion and the dangers they pose, in particular:

- organised crime
- vested interests
- corruption
- lawlessness.

19.3.1 Organised crime

When discussing organised crime, we must ignore stereotypes created and perpetuated by the media and popular culture. Although it is true that some criminal organisations have significant family connections, not all organised crime occurs in this way. According to the Australian Crime Commission, the major types of organised criminal activity can be classified into three main groups:

- criminal syndicates
- outlaw motorcycle gangs
- professional facilitators.

Although these groups operate in different ways, they can all pose threats to social cohesion in Australia.

Criminal syndicates

Criminal syndicates are responsible for the majority of organised criminal activity in Australia. Varying in size and influence, criminal syndicates are highly structured criminal enterprises. They can operate with structures and characteristics similar to those of regular businesses. Criminal syndicates usually involve large-scale criminal activity including the sale of illicit drugs and firearms, financial crimes, match fixing in sport and money laundering.

Outlaw motorcycle gangs

In recent years, there has been a crackdown on criminal activity among the various motorcycle gangs that operate in Australia. Motorcycle gangs have existed in Australia since the 1960s. Gangs such as the Bandidos and Comancheros do include legitimate motorcycle enthusiasts; however, their membership also includes known criminals and members of criminal syndicates. Some of these gangs are not only involved in criminal activity, but also frequently engage in violent behaviour while undertaking these crimes. The potential impact of outlaw motorcycle gangs on Australian communities was deemed so significant that all states have passed legislation severely restricting gang activity.

FIGURE 2 Recent crackdowns have severely restricted the activities of the outlaw motorcycle gangs.



Professional facilitators

A professional facilitator is an industry professional or person with specific expertise. Such a person is employed by criminal organisations to undertake specialist criminal activity. Professional facilitators are usually involved in crimes related to finance and technology. Criminal organisations may use a facilitator because they lack the required knowledge and skills, or because they want to distance themselves from the crime being committed. Individuals or organisations involved in money laundering, identity theft and crimes, and scams are all examples of criminal activity conducted by professional facilitators. The increase of scam-related crime is a particular concern in Australia. The ACCC reported that, in 2021, $1.8 billion was lost to scams including investment, dating and romance, payment redirection and phishing scams. The real figure is estimated to be around $2 billion, with many remaining unreported as some people are too embarrassed to inform authorities when they fall victim to scammers.

FIGURE 3 Online scamming syndicates are an example of professional facilitators.



19.3.2 Political threats

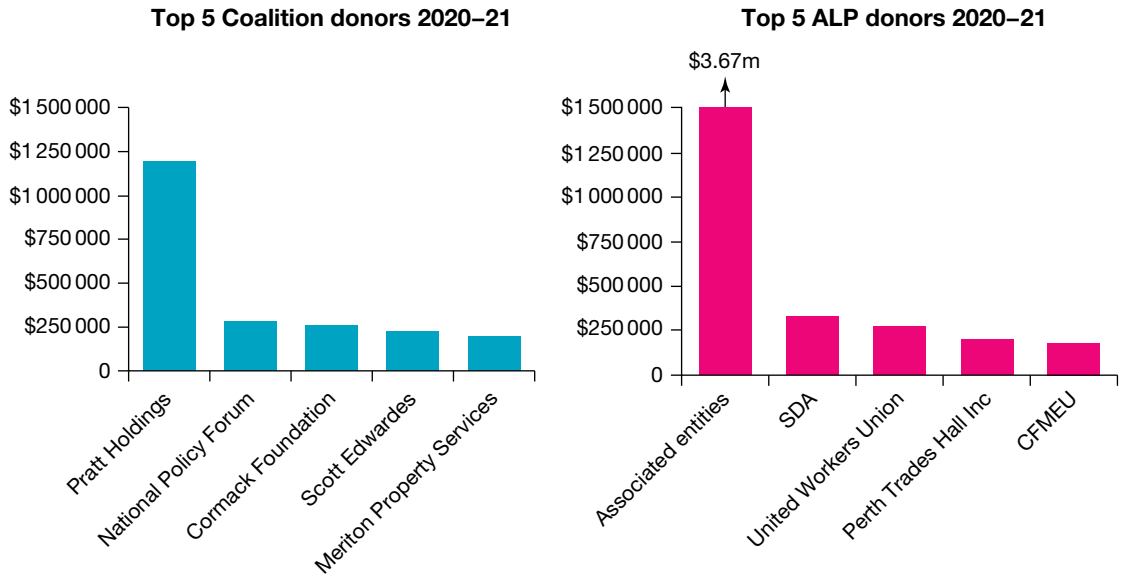
Vested interests

Vested interests, or conflicts of interest, can occur in a range of professions. Teachers who are employed as tutors can have conflicts of interest if they are paid to tutor students they teach at school, as can a sports commentator who supports a particular team. The conflict of interest that can have the most significant impact on Australian society occurs in our political system. Before beginning their terms of office, politicians must disclose any potential conflict of interest that may interfere with their position and responsibilities. Existing investments, business relationships and personal assets are examples of potential conflicts. Political donations made to individuals and political parties should also be disclosed. The issue of undisclosed political donations has become an increasing concern for many Australian voters. In 2007 Prime Minister Kevin Rudd's wife sold her business due to a perceived conflict of interest.

Australian political parties are publicly funded. The amount of funding received from the Australian Electoral Commission (AEC) is determined by the number of votes received by the party at the most recent election.

However, political parties are also allowed to receive private donations from individuals and organisations. The AEC monitors political donations and publishes a list of the donations disclosed by the respective parties. **FIGURE 4** shows the donations disclosed over the years 2020 to 2021.

FIGURE 4 Political donations made during 2020–21

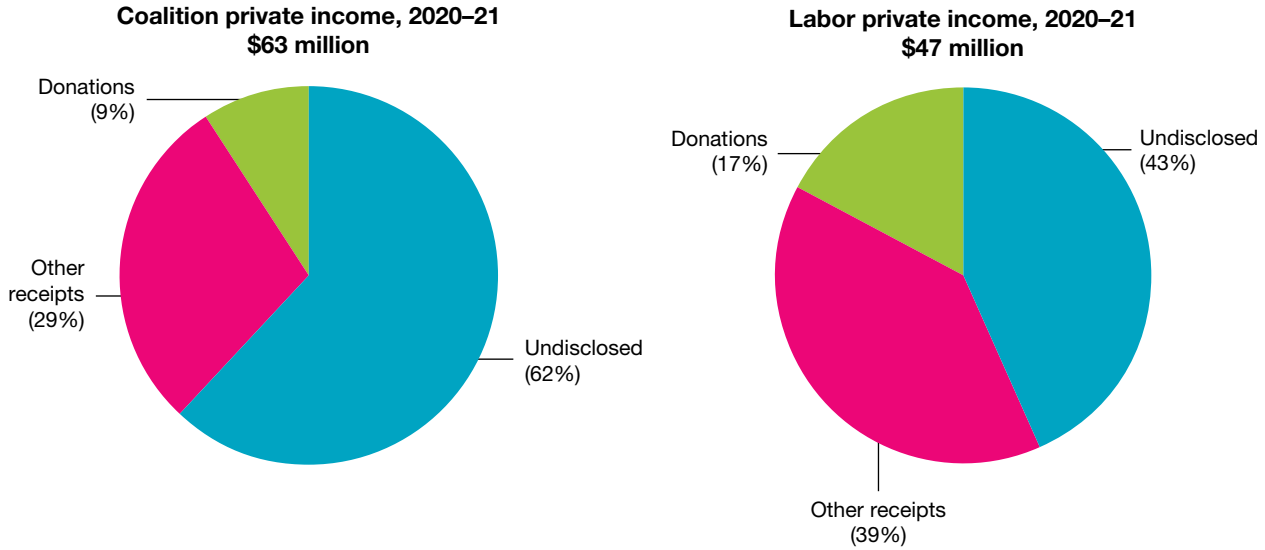


Source: Kate Griffiths & Owain Emslie (2022). '$177 million flowed to Australian political parties last year, but major donors can easily hide', The Conversation.

The problem with political donations is two-fold. First, it is possible for individuals and organisations to influence politicians and potential legislation through their donations. Second, not all political donations are disclosed to the public. News website, *The Conversation*, states the amount disclosed by the respective parties is only a fraction of the money given by private donors. This data is shown in **FIGURE 5**.

tlvd-10761

FIGURE 5 Declared donations are just the tip of the iceberg.



Source: Kate Griffiths & Owain Emslie (2022). '$177 million flowed to Australian political parties last year, but major donors can easily hide', The Conversation.

The problem is exacerbated by the lack of donation regulation by all parties. Vested interests can be viewed as a threat to Australian democratic processes because, instead of representing the interests of their electorate, politicians with vested interests could be accused of merely representing their own interests.

Corruption

In comparison to many governments around the world, Australian politics is relatively free from corruption. Forms of political corruption may include bribery, **embezzlement** and the repression of political opponents. Although these acts are not commonplace in Australian governments, they have been known to occur. From the Rum Rebellion (1808) to the Loans Affair (1975), political corruption has at times had an impact on the proper functioning of Australian governments. The Rum Rebellion led to the only successful armed revolution against an Australian government in the history of this country, and the Loans Affair contributed to the sacking of former prime minister Gough Whitlam.

FIGURE 6 The Independent Commission Against Corruption investigates allegations of government corruption.



More recently, political corruption resulted (directly or indirectly) in the resignation of the last three New South Wales premiers. Increased perception of corruption in the federal government has also become a concern in Australian politics. In the lead-up to the 2019 federal election, Scott Morrison recognised the growing community concern about political corruption and promised to establish an independent corruption committee — to be known as the Commonwealth Integrity Commission. Yet even as we head toward the 2022 federal election, this commission is yet to be established. This is despite similar bodies already existing in every other Australian state and territory. The reasons for the lack of action on a federal corruption committee are varied but critics of the Morrison government point to the many controversies and allegations of corruption — including the so-called Sport Rorts and Car Park Rorts affairs. Allegations of corruption in state and federal politics have also caused Australia to slip in the corruption ratings calculated by independent assessor Transparency International. Though a score of 79/100 gave it a ranking of 13 out of 168 countries, Australia continues to be perceived as one of the least corrupt countries in the world. However, it needs to remain an area of focus as political corruption compromises effective government and is therefore a serious threat to democracy and social cohesion in Australia.

19.3.3 Lawlessness

Australian society has never been truly lawless. Indeed, **martial law** has only been invoked once in our nation's history — immediately after the Eureka Stockade. Contemporary Australian society largely follows the **rule of law**, resulting in the majority of our communities remaining safe and peaceful. There have been times, however, when Australian citizens have pushed the boundaries of civil society; times when hostile groups and individuals have threatened the safety of others.

Freedom of assembly is widely enjoyed in our democratic society. Groups of people are free to congregate in support of a cause, an ideology or an event. The vast majority of protests in this country are peaceful in nature, although there have been several episodes of mob violence. The most infamous of recent episodes is the 2005 Cronulla Riots. A beachside suburb of Sydney, Cronulla is (like many suburbs in Australia) characterised by its ethnic diversity. The riots were the result of simmering tension between young men of Lebanese backgrounds and young men of Anglo-Celtic descent. The violence escalated on 11 December after an earlier altercation between the two groups at Cronulla beach. The riot and retaliations that followed were some of the most graphic examples of violent racism seen in modern Australia. Many people were injured in the bloody violence and over 100 arrests were made during the riots and in the aftermath.

embezzlement the theft or misuse of funds belonging to your employer or organisation

martial law when a country's government/s bring in the military to enforce law in a society and suspend normal legal processes

rule of law a legal principal that all citizens are subject to the law and equal before the law. The law applies equally to all citizens, regardless of status or wealth.

FIGURE 7 Melburnians protesting against COVID lockdowns



The extent of freedom of assembly rights also came into question during the COVID-19 pandemic. The ability of people to exercise their protest rights was affected by the lockdowns enforced by various states. Let's use Victoria as an example of how protest rights were impacted by COVID-19 regulations.

As the Victorian Equal Opportunity and Human Rights Commission explains, '. . . peaceful assembly, freedom of association and freedom of speech are critically important; however, they are not absolute'. While it was not technically unlawful for people to protest during Victoria's multiple lockdowns, it was unlawful for people to break the 'Stay at Home' public health orders which were put in place by the state government. Under these orders, attending a protest was not one of the five reasons why Victorians were allowed to leave their homes. Even if the protest was located within their own five-kilometre radius (another rule of Victoria's lockdowns), gathering in large groups was still not allowed. Further controversy was caused in Melbourne, and other cities around the country, when protests to support the 'Black Lives Matter' movement took place during the early stages of the pandemic. Critics pointed out the inconsistency of allowing these protests while anti-lockdown protests were met with a heavy police presence. This example shows that sometimes, our democratic rights can clash with our obligations to follow the rule of law.

19.3 SKILL ACTIVITY: Civic participation and decision-making

Write a letter to your local member of federal parliament about one of the threats discussed in this lesson. When choosing a lesson, make sure that you **select** one which you are interested in and passionate about.

1. **Research** or **investigate** the issue to clearly identify specific problems that need addressing, and possible solutions that may solve those problems. Think about what you want to say and, more importantly, what you want the government to do about this issue.
2. **Research** and **identify** the people or organisations that have responsibility for the issue (or may have influence in addressing the issue). Monitor public information channels to find out if there are opportunities for public submissions, such as Parliamentary Committees and Inquiries.
3. **Write** your submission. You may wish to include relevant evidence to support your position, such as research, photographs, results of a survey, or a signed petition.
4. **Send** your submission.

19.3 Exercise

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19.3 Exercise

Learning pathways

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

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Check your understanding

1. **Identify** three threats to social cohesion.
   - A. Rising healthcare costs
   - B. Organised crime
   - C. The rate of inflation
   - D. Lawlessness
   - E. Corruption
2. **Determine** whether the following statements are true or false.
   - a. Extensive media coverage of a violent event makes people feel that Australia is less dangerous than evidence suggests.
   - b. The rule of law is a legal principal that all citizens are subject to the law and equal before the law.
3. Which of the following is an example of how a conflict of interest can affect how a politician fulfils their duties?
   - A. An MP who owns a mining company not wanting to increase mining taxes even though their constituents might want to
   - B. An MP who owns a mining company wanting to increase mining taxes because it is in the interests of their constituents
   - C. An MP representing the interests of their electorate
   - D. An MP who owns a mining company not wanting to increase mining taxes because it is in the interests of their constituents
4. Which assumed human right came under question during the COVID-19 pandemic?
5. **Explain** what is meant by 'organised crime'.

Apply your understanding

Communicating

6. Of the categories of organised crime listed in this lesson, **explain** which category you believe poses the biggest threat to social cohesion.
7. **Consider** a recent act of violence you have heard reported. **Describe** the government's response (if any) to that act.
8. In 2022, there were conflicts in Ukraine, Afghanistan and Myanmar. **Explain** how internal conflict can have a negative impact on social cohesion.

Civic participation and decision-making

9. Which do you think was more important during the pandemic: following 'stay-at-home' orders or exercising one's freedom of protest? **Justify** your response.
10. Private individuals and companies should be banned from making political donations. To what extent do you agree with this statement? **Justify** your response.

LESSON
19.4 What threatens global democracy?

LEARNING INTENTION

By the end of this lesson you should be able to explain how the rise of extremism and radical groups threatens social cohesion.

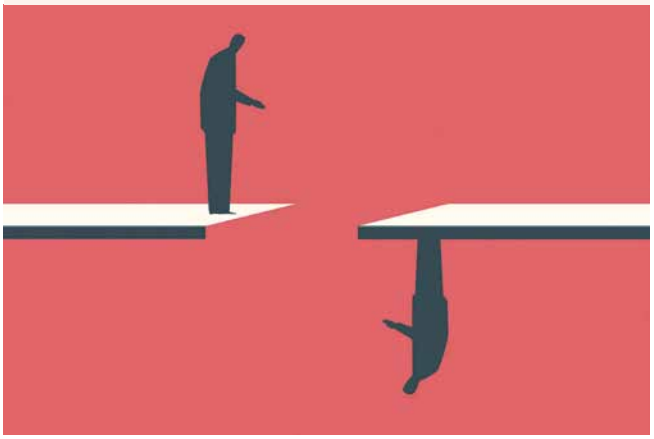
TUNE IN

FIGURE 1 mentions the 'polarisation of views'.

Consider your views on the following topics.

1. In groups or as a class, discuss what you think 'polarisation of views' might mean. The image gives you a clue to the meaning.
2. Why do you think something like this could threaten social cohesion and global democracy?
3. Write down as many issues as you can that you think might lead to a 'polarisation of views'.

FIGURE 1 The increased polarisation of views threatens social cohesion.



In an ideal world, all countries, communities and individuals would have equal access to natural resources, employment opportunities and a democratic system of government. It is the unfortunate truth that such equality does not exist in the modern world. The inequality seen within and between so many countries and communities around the world has caused divisions which threaten the very essence of global democracy and social cohesion. The extreme polarisation of views, breakdown in social consensus and the rise of extremist groups are some examples of the forces that breed conflict and resentment. In this lesson, you will investigate how these threats have developed, the impact they can have on communities and how these impacts can be mitigated.

19.4.1 Polarisation of views

It is unreasonable to expect everyone to have the same views on all issues — or even on one issue! An individual's view on an issue will be influenced by their personal experiences, education and the social influences they have around them. Indeed, the existence of differing views and opinions — as well as the freedom to express these views and opinions — is an ingredient critical to any democratic society. However, what we are witnessing in contemporary society is a broadening of the space between each end of an issue's spectrum. This can be seen as a breakdown of **social consensus**. People are increasingly religious or secular, traditionalists or modernists, nationalists or globalists. The role of media, and in particular, social media, is seen as a key source of this increased polarisation. Consider the accounts that you follow on your various social media platforms. Do you follow the same kinds of people with the same kinds of views? Or do you follow a more diverse group of users?

social consensus a commonly shared viewpoint or ideology that appropriately represents that community

Most social media users live in what is known as an **echo chamber**. Often occurring unintentionally, an echo chamber occurs when your views and opinions are reinforced and repeated by a group of like-minded users, creating a shared narrative. Let's say you only follow people who believe that chocolate is the best flavour of ice-cream; every ice-cream-related post you see on your feeds will be about chocolate. This merely reinforces your own view that chocolate is the best flavour. Unfortunately, not all examples of echo chambers are as harmless as ice-cream flavour debates. Echo chambers can often lead to extreme polarisation of views regarding political, environmental and social issues. This increase in social and political polarisation has also led to an increase in extremism.

tlvd-10762

FIGURE 2 Echo chambers can reinforce narratives that exist in enclosed communities.



19.4.2 Extremism and radicalisation

A discussion of extremism needs to be one that exercises caution and avoids **generalisations**. There is no singular pathway to extremism. Instead, the circumstances that lead someone to hold extreme views or demonstrate violent, extremist behaviour vary with each person. Often, there are critical incidents or issues that may lead someone to hold an extreme view. A person whose business was forced to close during the COVID-19 pandemic is more likely to have a negative view on government-imposed lockdowns than someone who was able to keep their income stream open during this time. Financial stress, frustration over the unequal distribution of wealth and global resources, political ideology and climate change are common issues that lead to the belief in extreme views. It is important to point out that extremist views can exist on both ends of a spectrum. It is also important to note that holding an extreme view on an issue is not illegal or necessarily a bad thing. Every person in Australia has the right to express their personal beliefs openly and with freedom from discrimination on the basis of those views. It is only when people act negatively on these views that extremism threatens social cohesion.

echo chamber when views and opinions are reinforced and repeated by a group of like-minded people, creating a shared narrative

generalisation a statement which claims that something is true when, in fact, it may only sometimes be true

As mentioned earlier in this topic, Australia truly is 'the lucky country'. This is particularly true as we discuss violent extremism, as it is extremely rare to see such

acts in Australia. Compared to many other countries around the world, and even some in our region, there have been very few violent episodes in modern Australian history caused by extremists. People who move from holding extreme views to a desire to act on those views are said to have become **radicalised**. A person who has become radicalised seeks to significantly transform the nature of society and government. According to a 2021 report from the Centre for Resilient and Inclusive Societies (CRIS), the journey to radicalisation is commonly a slow one, often taking months or even years. The report also explains that certain types of people are particularly susceptible to becoming radicalised. Young people (late teens and early twenties), and people struggling with social isolation, family or relationship breakdown, or mental health concerns are included in these groups. Many radical groups are extremely tight-knit communities. The support they provide for their members creates the very sense of belonging that many of them are looking for. This sense of belonging and loyalty to the cause can often inhibit radicalised people from seeing the truth of an issue, further enhancing their extremist views. Eventually, a radicalised person will actively seek change, often acting violently in order to achieve this change. We frequently see such violent action from radical far-right groups.

19.4.3 The rise of the far right

It may surprise you to learn that the presence of far-right groups in Australia is nothing new. Since the 1930s, organisations such as the New Guard, the Centre Party and the Australia First Movement have promoted a **fascist**, anti-immigration and anti-multiculturalism agenda. More recently, these themes have been adopted by groups such as the United Patriots Front, Reclaim Australia and the Lads Society. The recent rise of far-right groups has been closely linked to the increasing use of social media platforms. Misinformation and conspiracy theories are easily spread through social media, and as mentioned earlier, echo chambers also reinforce the narrative that has already been constructed in these communities. The QAnon conspiracy theory (which later evolved into a political movement) is one example of how far-right groups can rapidly spread their ideas through social media. Australian authorities are also concerned about the role that social media plays in far-right groups. A New South Wales spokesperson said in 2021 that social media '… technologies have provided an accessible, low-cost means to establish, engage and empower like-minded groups across divides'. The lack of moderation and regulation on many of these platforms is also a concern.

FIGURE 3 Far-right and anti-racism protesters at the proposed site of a mosque in Melbourne's western suburbs



19.4.4 Combating extremism

The rise of extremism and the influence of radical groups remains one of the most serious threats to global democracy and social cohesion. If left unchecked and unchallenged, these groups have the potential to spread misinformation, destabilise communities and widen the gap of social consensus. As such, the impacts of extremist, radical and far-right groups on Australian society are clear to see. In a country where diversity abounds, individuals and groups that fear and discriminate against cultural differences threaten to disrupt the very essence of Australian values.

radicalised when a person has adopted radical political or social ideologies after prolonged or intense exposure to those views

fascist the political viewpoint that one's nation/race is superior to all others

A 2015 report by Monash University's Global Terrorism Research Centre (GTReC) outlined ways in which we can help people who develop extreme views or become radicalised. These steps are shown below.

aud-0588

What to do?

It is in all of our interests to help people disengage from violent extremism before they hurt others or themselves. There can be a delay between when a person begins to have doubts about the violent extremist group to which they belong and when they feel able to leave safely. A person who has left violent extremism will also almost certainly need some kind of support, whether that is from existing family and friends, or from social services or other community members.

Family, friends and communities can help a person who is trying to disengage from violent extremism through:

- maintaining open communication
- rejecting the hatred/behaviour but accepting the person
- helping them to relate to people in a positive way
- helping them learn about genuine beliefs and non-hateful ideologies
- helping them find constructive and lawful ways to pursue their cause
- helping them get professional support for any physical or emotional issues, and
- helping them discover who they are and what they identify with.

Source: www.livingsafetogether.gov.au/Documents/preventing-violent-extremism-and-radicalisation-in-australia.pdf, 2015, p. 20.

In a culturally diverse society such as Australia, meaningful anti-discrimination laws are another method of mitigating the impacts of extremism. All Australians — regardless of race, religion, gender and age — should feel safe to express their individual identity. Since 1975, various state and federal governments have introduced laws against the discrimination of people on the basis of their physical, religious or cultural characteristics. This legislation includes:

- *Racial Discrimination Act 1975*
- *Sex Discrimination Act 1984*
- *Australian Human Rights Commission Act 1986*
- *Disability Discrimination Act 1992*
- *Age Discrimination Act 2004.*

In conjunction with other state and territory laws, these are examples of how individual freedoms and rights are protected in Australian society. Individuals who feel they have been harassed or bullied on these grounds have the opportunity to lodge official complaints. These complaints are then investigated, and if deemed appropriate the parties may be called to attend conciliation sessions. The Australian Human Rights Commission (AHRC) is responsible for handling all such complaints and any actions arising from them. It is funded by the federal government but is run independently of any political influence. Its leadership is made up of a wide range of academic and legal professionals. The role played by the AHRC is crucial in maintaining individual rights and social cohesion in our society.

FIGURE 4 Many Australians fully support our anti-discrimination laws.



SkillBuilders to support skill development

- 16.11 Debating an issue

19.4 SKILL ACTIVITY: Communicating

Working in groups of three, prepare for a class debate around the following topic: *Violent domestic extremism is the most serious threat facing Australian society.*

Your teacher will divide the class into affirmative and negative sides of the debate.

1. Thoroughly **research** the issue and note down valid evidence to support your argument.
2. While holding the debate, take note of other ideas and arguments that are raised.
3. At the conclusion of the debate, **discuss** which were the best points raised for both sides of the argument.

19.4 Exercise

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19.4 Exercise

Learning pathways

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

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Check your understanding

1. **Identify** which of the following factors may influence a person's view of an issue.
   - A. Personal experiences
   - B. Education
   - C. Social influences
   - D. All of the above
2. What is seen as a key source of increased polarisation of views?
   - A. Social media
   - B. Tourism
   - C. Education
   - D. The internet
3. Circle the correct bolded word to complete the statement.
   Compared to other countries in our region, Australia witnesses **more** / **fewer** instances of violent extremism.
4. **State** the goals of someone who has become radicalised.
5. **State** three examples of legislation that protects the individual rights and freedoms of Australian citizens.

Apply your understanding

Communicating

6. **Explain** what is meant by the phrase 'the breakdown of social consensus'.
7. **Describe** how an 'echo chamber' operates and the impact it can have on people.
8. **Discuss** the circumstances that might lead to a person developing extremist views on an issue.

Analysis, evaluation and interpretation

9. Far-right and extremist groups are often described as being extremely loyal to, and supportive of, their members. Do these characteristics contradict their social views? **Discuss** your response in detail.
10. **Explain** the role that anti-discrimination legislation can have in combating extremism and the activity of radical groups.

LESSON
19.5 How can we resolve conflict?

LEARNING INTENTION

By the end of this lesson you should be able to identify and describe the methods available within our society to deal with situations where conflict has arisen.

TUNE IN

FIGURE 1 shows a court room in the Brisbane Supreme and District Court (also known as The Queen Elizabeth II Courts of Law) in Queensland.

FIGURE 1 A Supreme Court hearing requires a panel of judges.



1. Examine **FIGURE 1** and in small groups discuss the layout of the room. Who do you think sits in each section and why?
2. Consider what it would be like to participate in a legal proceeding in a court room that size.
3. Brainstorm other ways that disputes may be settled without involving the court system. Why do you think they may be better or worse?

If a dispute is serious enough and breaks federal or state legislation, the opposing parties may eventually end up settling their differences in the court system. This is costly and time consuming for both parties. For these and other reasons, it is often easier to settle disputes outside of court. In Australia, conflict resolution is achieved through four main processes:

- negotiation
- conciliation
- mediation
- arbitration.

In this lesson, we discover more about the mechanisms of conflict resolution in Australian society and how these processes foster social cohesion. There are many similarities between the strategies used to resolve disputes or conflicts in Australian society. However, there are also distinct differences because each strategy is used for a unique purpose and situation. Each strategy also has its own advantages and disadvantages.

19.5.1 Negotiation

One of the purest forms of **dispute resolution**, negotiation involves the opposing parties dealing directly with each other. By resolving the conflict without the help of a third party, the process is simplified and costs are minimised. Negotiations can be completed by correspondence or through direct meetings. The first step in this process involves the opposing parties listing their preferred outcomes. Then the actual negotiation takes place and a mutually beneficial outcome is sought. Opposing parties are allowed to employ legal representatives, although this is not an official requirement. Most forms of legal dispute can be resolved through negotiation.

FIGURE 2 Negotiation is an effective way to resolve most forms of legal dispute.



19.5.2 Mediation

The words mediation and conciliation are often used interchangeably, but the dispute-resolution processes are not identical. According to the Australian Mediation Association, **mediation** is about promoting understanding between opposing parties and using creative problem-solving to seek a preferred outcome. In both mediation and conciliation the parties may not reach agreement. If they do, either party can walk away from the agreement unless they agree to be bound by the decision. They would sign a binding terms or binding deed of settlement if the decision is to be legally binding.

FIGURE 3 A mediator focuses on the communication between opposing parties.



Both processes involve a third party acting to resolve the dispute. In conciliation, however, that third party is usually an expert brought in to rule on a technical dispute. Although they have the necessary legal qualifications, a mediator may lack specific technical expertise on a matter. Unlike an expert conciliator, a mediator focuses on the communication between the opposing parties rather than on the technical nature of the dispute itself.

The lack of this expert knowledge does not detract from a mediator's importance. The difference between the two roles is similar to the difference between a GP and a specialist doctor. Your GP is a qualified doctor who has treated a range of diseases and ailments. A specialist, however, has had more specific training in one particular area.

dispute resolution a process involving a group of strategies to settle legal issues outside of court

mediation a dispute resolution process involving a third party who is trained to promote a mutually agreeable outcome

Any outcome achieved through mediation is not imposed upon the parties. Disputes may even remain unresolved if the opposing parties do not agree on the outcome of the mediation.

19.5.3 Conciliation

Not to be confused with reconciliation, this dispute-resolution strategy involves the use of an independent third-party **conciliator**. This person is usually appointed by a formal tribunal such as the AHRC or the Fair Work Commission. If the dispute involves matters requiring specific technical knowledge in a particular area, the opposing parties may request that a suitably qualified conciliator be appointed.

The presence of the independent mediator/conciliator usually means that legal representation is not essential and parties can run their own case. During a conciliation meeting, the opposing parties are allowed to express their views and discuss their perspectives on the dispute. It is the conciliator's role to facilitate this discussion, consider the opposing arguments, provide options and make suggestions. The final decision rests with the parties and arbitration would rule on the outcome.

Similar to negotiations, legal representation is not required during conciliation although participants can request that lawyers are present at any time. Conciliations are frequently used to resolve disputes. More rigorous than a mediation and less intensive than an arbitration, conciliations provide a fair and affordable way to resolve disputes.

19.5.4 Arbitration

Arbitration is used when the opposing parties require a resolution that imposes a **legally binding** decision. It is the most intense and therefore most expensive method of conflict resolution outside of a courtroom trial. As with mediation and conciliation, arbitration involves the use of an independent third party: the arbitrator. Either an individual arbitrator or a panel of suitably qualified individuals can be used in this process. As this process often requires technical legal knowledge and skills, opposing parties engaged in arbitration usually employ legal representation.

Arbitration is a lengthier process than other methods of conflict resolution because the adjudicator requires time to consider the legal implications of the opposing arguments, and may need to review evidence of a technical nature. Due to its lengthy nature and the frequent use of legal representation, arbitration has significantly higher costs than other methods of conflict resolution. Participants in this process also need to be willing to accept the consequences of any legally binding outcome delivered by the arbitrator or panel. For these reasons, the other methods of conflict resolution described are more frequently undertaken.

Arbitration is not held in an open forum such as a court and therefore provides privacy for the parties involved.

Conciliation and mediation are also held in private and without prejudice. Information shared during these processes cannot be used unless it is discoverable through normal pre-trial procedures

conciliator a person who acts as an independent third party between two disputing parties, often with specialist technical expertise

arbitration a dispute resolution process with a legally binding decision from a third party rather than as the result of court proceedings

legally binding an agreement that is enforceable by law

19.5 SKILL ACTIVITY: Communicating

Differentiating between the different kinds of conflict resolution methods can be extremely confusing.

1. **Choose** two conflict resolution methods and make notes under the following headings:
   - how they work
   - in what situations they may be used
   - the benefits of each method.

You may need to **conduct research** to find more information.

2. **Create** a fact sheet that communicates the information you have gathered in a simple and informative way.

19.5 Exercise

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19.5 Exercise

Learning pathways

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

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Check your understanding

1. What are the advantages of settling a dispute out of court? **Select** all that apply.
   - A. It is usually quicker.
   - B. It is more expensive.
   - C. It alleviates unnecessary stress.
   - D. It relieves pressure on the busy court system.
   - E. It is not legally binding.
2. **Determine** whether the following statements are true or false.
   - a. Arbitration is known as the most simple and direct form of conflict resolution. True or false?
   - b. Mediation is a dispute resolution process involving a third party who is trained to promote a mutually agreeable outcome. True or false?
3. Complete the following sentence by **identifying** the correct form of conflict resolution.
   _____ is a dispute resolution method in which the two disputing parties meet with an independent third party who facilitates the discussion and helps the parties come to a joint resolution.
4. **How** does the outcome of arbitration differ from that of the other forms of conflict resolution discussed?
5. **Why** are courts sometimes needed to resolve disputes?

Apply your understanding

Communicating

6. **Construct** a table that **explains** the similarities and differences of the methods of conflict resolution discussed in this lesson.
7. **State** which dispute resolution method you would use for each of the following examples. Include a brief **justification** for your choice.
   - a. You are the manager of a mining company involved in a dispute with an engineering subcontractor.
   - b. You work at your local supermarket and you have lodged an official complaint with the AHRC about racist remarks made by your manager.
   - c. You are renovating your house and your neighbour has lodged a complaint about the renovation's impact on your street.
8. Conciliation is often good for resolving a dispute where an ongoing relationship exists. Using an example, **explain** what this means.
9. The alternative dispute resolution methods outlined in this lesson are used by courts and other venues. **Describe** one other venue that can be used to resolve disputes.

Questioning and researching

10. 'People who resolve a dispute through conciliation are often better off than if they had used arbitration.' **Discuss** this statement.

LESSON
19.6 INQUIRY: Social media campaign

LEARNING INTENTION

By the end of this lesson you should be able to describe the meaning of inclusivity and cohesion and identify how to promote them using social media.

Background

For this activity, you will develop a social media campaign that promotes inclusivity and social cohesion. Developing a social media campaign is about more than just photos with an inspiration quote. Campaigns need to be carefully planned and designed to maximise the reach of your message and the impact it has on social media users. Use the steps below as a guide for planning your campaign. You may want to work in groups to complete this task.



Before you begin

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

Inquiry steps

Step 1: Questioning and researching

Before you plan your campaign, you need to thoroughly **research** the issue. Questions that may help guide your research include:

- What is inclusivity and how does it influence social cohesion?
- What does inclusivity look like in society? Consider how inclusivity is encouraged in schools and other organisations.
- What barriers are there to inclusivity and how can these barriers be overcome?
- **Discuss** the difference between authentic and tokenistic inclusivity strategies.

Step 2: Analysis, evaluation and interpretation



Your **analysis** will help you narrow the focus of your campaign. The following questions will assist this phase of the inquiry.

- What other similar campaigns exist?
- Who is your target market?
- Is it aimed at a regional or global level?

Step 3: Civic participation and decision-making

- What is the most suitable platform to use, or are you going to campaign across multiple platforms?
- What method of social media posting are you going to use? (For example, hashtags, viral challenges, profile pictures and so on.)

Step 4: Communicating

Now that you have researched the issue and analysed the best way to reach your audience, the time has come to put your plan into action. Include sketches, diagrams and images of your social media campaign as well as a written document which **outlines** the goals of the campaign, the methods used and the ways in which you will judge the campaign success.

Complete your self-assessment using the **Inquiry rubric** or access the 19.6 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-40097)

LESSON
19.7 Review

Hey students! Now that it's time to revise this topic, go online to:

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19.7.1 Key knowledge summary

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

19.2 What are the elements of a cohesive society?

- In democratic societies all voices should be heard and individual expression should be promoted and protected.
- The level of social cohesion in Australia is extremely high because of, not despite of, the diverse composition of our communities.
- Social cohesion is a process, not an outcome.
- A sense of belonging exists in Australian society because of the mechanisms that have been put in place to protect individual freedoms.
- In a cohesive society, citizens must be informed and active in the community.

19.3 What threatens social cohesion?

- Threats to the tranquillity and cohesion of Australian society do exist.
- Several threats to the freedom and rights of Australians exist within our communities, and at times in our governments as well.
- Criminal activity, political corruption and lawlessness threaten our communities and can impinge on our democratic rights and freedoms.

19.4 What threatens global democracy?

- The inequality seen within and between so many countries and communities around the world has caused social divisions.
- An individual's view on an issue will be influenced by their personal experiences, education and the social influences they have around them.
- We are witnessing a broadening of the space between each end of an issue's spectrum.
- The role of media, and in particular, social media, is seen as a key source of this increased polarisation.
- The circumstances that lead someone to hold extreme views or demonstrate violent, extremist behaviour vary with each person.
- Meaningful anti-discrimination laws are a key way of controlling the impacts of extremism.

19.5 How can we resolve conflict?

- It is inevitable that disputes between people will arise.
- Disputes that threaten social cohesion need to be resolved.
- Disputes can be resolved through our court system.
- Disputes can be resolved through negotiation, conciliation, mediation and arbitration.
- Laws are created to set a standard of behaviour and to protect those people.

19.6 INQUIRY: Social media campaign

- Inclusivity is a crucial component to meaningful social cohesion.
- Strategies to encourage inclusion must be developed and implemented in close consultation with representatives from the groups of society at which these strategies are targeted.

19.7.2 Key terms

arbitration a dispute resolution process with a legally binding decision from a third party rather than as the result of court proceedings
conciliator a person who acts as an independent third party between two disputing parties, often with specialist technical expertise
culturally integrated describes communities that consist of different cultural groups living in unity
discrimination the unfair, biased or prejudicial treatment of a person based on a personal characteristic such as race, gender, religion, ability or age
dispute resolution a process involving a group of strategies to settle legal issues outside of court
echo chamber when views and opinions are reinforced and repeated by a group of like-minded people, creating a shared narrative
embezzlement the theft or misuse of funds belonging to your employer or organisation
fascist the political viewpoint that one's nation/race is superior to all others
generalisation a statement which claims that something is true when, in fact, it may only sometimes be true
inclusive behaviours or policies that include all members of a society
legally binding an agreement that is enforceable by law
marginalisation a social process by which groups or individuals are pushed to the fringes of society
martial law when a country's government/s bring in the military to enforce law in a society and suspend normal legal processes
mediation a dispute resolution process involving a third party who is trained to promote a mutually agreeable outcome
radicalised when a person has adopted radical political or social ideologies after prolonged or intense exposure to those views
rule of law a legal principal that all citizens are subject to the law and equal before the law. The law applies equally to all citizens, regardless of status or wealth.
social cohesion the ties within a diverse community that create a sense of connection
social consensus a commonly shared viewpoint or ideology that appropriately represents that community

19.7.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

How can individuals, communities and governments respond to threats to social cohesion?

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

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11520)
Reflection (ewbk-11803)
Crossword (ewbk-11804)
Interactivity Sustaining democracy and social cohesion crossword (int-9115)

19.7 Review exercise

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Multiple choice

1. Australia is often described as
   - A. the lucky country.
   - B. the land of the free.
   - C. a land divided.
   - D. the fortunate place.
2. What stops violence from occurring in diverse societies is a concept referred to as
   - A. social cohesion.
   - B. extremism.
   - C. radicalisation.
   - D. marginalisation.
3. The results of the *Mapping Social Cohesion 2021* report were heavily influenced by the COVID-19 pandemic. What happened to people's feelings of connectedness to society during the pandemic?
   - A. Decreased
   - B. Increased
   - C. Stayed the same
   - D. People refused to response to this question.
4. Which of the following is NOT a threat to social cohesion in Australia?
   - A. Organised crime
   - B. Vested interests
   - C. Corruption
   - D. Civil war
5. How are Australian political parties funded?
   - A. By the government
   - B. By private individuals, organisations and companies
   - C. By the government and private individuals, organisations and companies
   - D. By the government and private individuals — organisations and companies are banned from making political donations
6. Which group monitors political donations in Australia?
   - A. ASIO
   - B. ACCC
   - C. AEC
   - D. AFP
7. How many times has martial law been enforced in Australia's history?
   - A. Once
   - B. Twice
   - C. Three times
   - D. Never

8. An individual's view on an issue will be influenced by
   - **A.** their personal experiences.
   - **B.** their education.
   - **C.** the social influences they have around them.
   - **D.** All of the above
9. Which form of media has been the biggest influence on the rise of extremism?
   - **A.** Radio
   - **B.** Print media
   - **C.** Television
   - **D.** Social media
10. Which of the following is NOT a recognised method of conflict resolution?
   - **A.** Negotiation
   - **B.** Reconciliation
   - **C.** Mediation
   - **D.** Arbitration

Short answer

Communicating

11. Australia has relatively high levels of social cohesion compared to other countries. **Discuss** why you think this is the case. Use evidence in your response.
12. If people felt isolated and frustrated during the COVID-19 pandemic, **explain** how it is possible that feelings of community connectedness actually *increased* during this time.
13. Of the types of criminal activity discussed in lesson 19.3 (organised crime, political threats, lawlessness), **explain** which you think is the most significant threat to individuals in Australia.

Analysis, evaluation and interpretation

14. Private political donations should be banned in Australia. **Discuss** the positive and negative implications this would have on Australian political parties.

Civic participation and decision-making

15. Without social media, extremism would cease to exist. To what extent do you agree with this statement?

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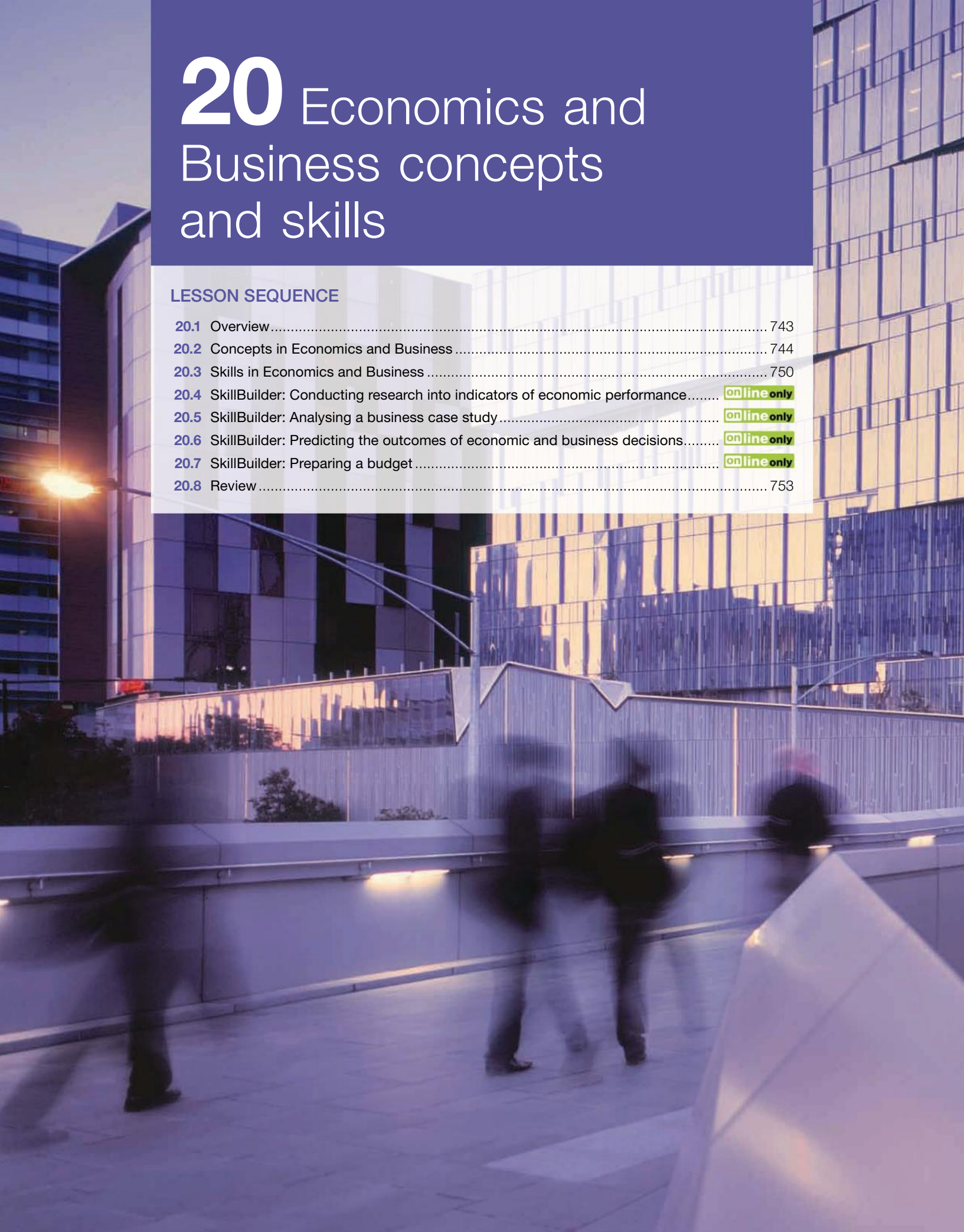
ECONOMICS AND BUSINESS

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20 Economics and Business concepts and skills



LESSON SEQUENCE

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20.2 Concepts in Economics and Business 744
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LESSON
20.1 Overview

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20.1.1 Introduction to the world of Economics and Business

Have you ever negotiated at a market? Traded lunch with friends? Been paid for a part-time job or doing chores around the house? Or have you ever seen an ad for a product from a long time ago where the price was a fraction of what it is now?

If you answered 'yes' to just one of those questions, chances are you already know a lot about economics and business.

This topic looks at economics and business concepts including resource allocation and decision-making, the business environment, entrepreneurship, work and work futures, and consumer and financial literacy. The key focus of learning is on productivity, growth and living standards.

Studying Economics and Business provides you with valuable knowledge for making decisions in everyday life. You will develop skills including questioning and researching, interpreting and analysing, evaluating, concluding and decision-making, and communicating.

FIGURE 1 Have you ever seen an ad for a product from a long time ago where the price was a fraction of what it is now?



on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11522)

Video eLesson Economics and Business concepts and skills (eles-6136)

LESSON
20.2 Concepts in Economics and Business

LEARNING INTENTION

By the end of this lesson you should be able to explain the five Economics and Business key concepts: resource allocation and decision-making, the business environment, entrepreneurship, work and work futures, and consumer and financial literacy.

The world of Economics

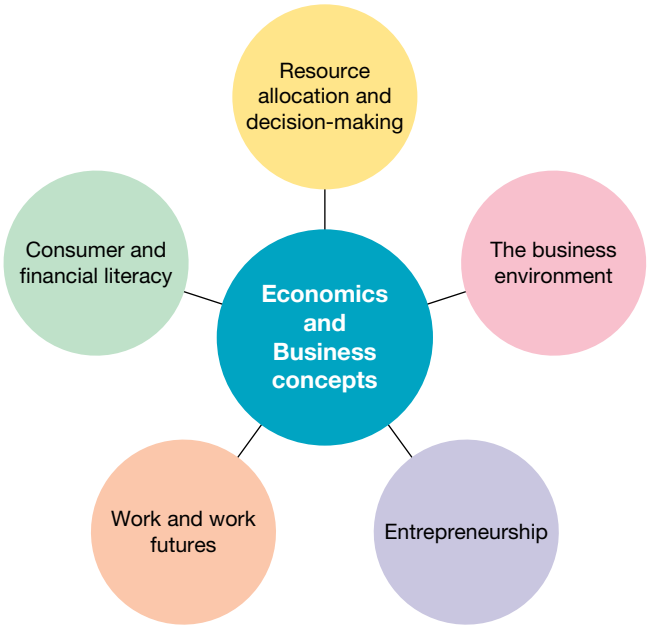
As you have learned in previous years, **economics** is a social science (a study of human behaviour) that explores how individuals, businesses and governments make decisions. Economics also examines how limited resources are used to produce and distribute goods and services that will satisfy society's unlimited needs and wants. Economists investigate choices and how to make people better off in terms of their living standards. The world of economics is everywhere; it is occurring right now all around you, happening day and night, going on today and will continue tomorrow. The economic environment is also always changing. This means that it is a dynamic and exciting world, full of surprises and opportunities.

The world of Business

The world of **business** is all around us too. You may have a job working for a business, or know someone else who does. You have most likely purchased something from a business at some stage this week or perhaps today? Perhaps you have even operated your own 'business' — mowing neighbours' lawns, babysitting, washing cars or setting up a stall at a local market. A business is any activity that is conducted by an individual or individuals to produce and sell goods and services that will satisfy the needs of society, with the main objective of making a profit. As well as making profit for owners, businesses make important contributions to the economy.

The Economics and Business concepts can help us to make sense of the world. By using these concepts you can identify questions, guide your investigations or assist decision-making about the world you live in, and you can use them to try to imagine a different world. The five key concepts are shown in **FIGURE 1**.

FIGURE 1 There are five key concepts in Economics and Business.



economics a social science (study of human behaviour) that analyses the decisions made by individuals, businesses and governments about how limited resources are used to satisfy society's unlimited needs and wants

business any activity conducted by an individual or individuals to produce and sell goods and services to make a profit

20.2.1 Resource allocation and decision-making

As we have learnt, economic **scarcity** is one of the fundamental concepts in Economics and Business. This situation involves people having limited **resources** available to satisfy their unlimited **needs** and **wants**.

Economic scarcity is often referred to as the 'basic economic problem'. Therefore, scarcity of resources creates the need to study economics to ensure we share or allocate resources fairly.

Economists define needs as goods or services that people must have in order to survive. They typically distinguish *needs* from *wants*, which are goods and services that are not necessary for survival. Wants are a wish or desire for something that will make life more enjoyable for a person. Sometimes, the difference between what is a need and what is a want is not clear.

For example, most people in Australia consider public transport, health care and telecommunications to be needs, along with the traditional needs of food, clothing and shelter.

To satisfy our needs and wants, businesses use resources to produce the goods and services that we desire. There are four main types of economic resources. These are:

- **Land:** These resources are found in nature, and include fertile soil, forests, fruit and vegetables, minerals, oceans and rivers.
- **Labour:** These resources relate to both the mental and physical effort of people who are working. Labour includes all of the people who are employed by businesses and government to transform resources into goods or services that can be purchased. Examples of labour include farmers, teachers, pilots and baristas.
- **Capital:** These resources have been created by combining land and labour to produce manufactured items used by businesses and governments to assist in making other goods and services. For this reason, capital is considered a human-made resource. Examples of capital include computers, dams, factories, machinery, railways, roads and tractors.
- **Enterprise:** This resource refers to the ability of individuals who organise and combine the other three resources in order to create value. Managers organise the other economic resources efficiently in order to run their business successfully.

To produce goods and services, a combination of economic resources will be utilised. For example, on a sheep farm, the farm manager organises all of the land, labour and capital resources to ensure shearing goes smoothly and efficiently. Land resources such as fertile soil, rain and grass are used to raise the sheep. Labour resources such as shearers, roustabouts and wool classers are used to cut and organise the wool from the sheep. Capital resources such as the wool shed, shearing machines and wool press are used to make the process of shearing more efficient. However, as we have seen, the resources available to us are limited.

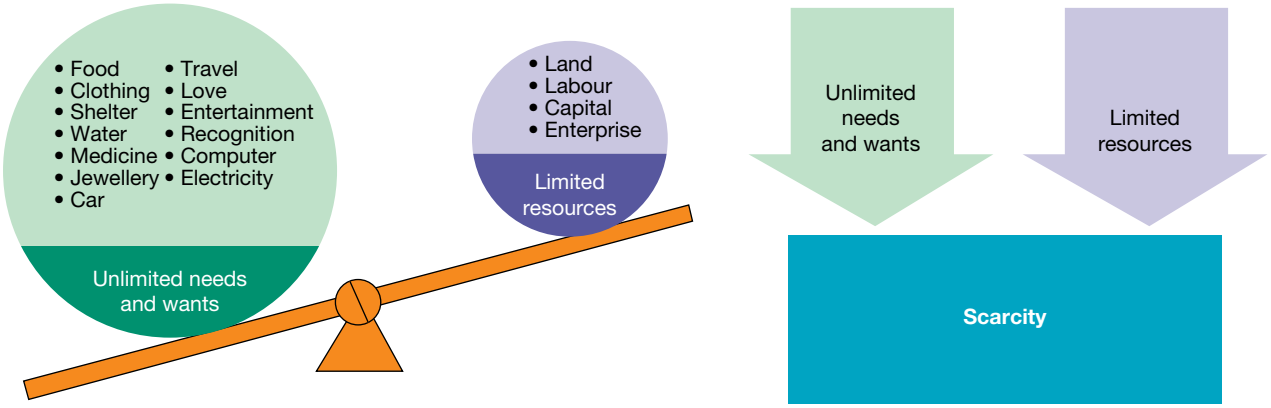
scarcity the economic problem of having unlimited needs and wants, but limited resources to satisfy them

resources items of value that we use to produce goods and services to satisfy needs and wants, which include land, labour, capital and enterprise

needs goods or services that consumers consider necessary to maintain their standard of living

wants goods or services that are desired in order to provide satisfaction to the user, but which are not necessary for survival or to meet the basic standard of living in a community

FIGURE 2 The basic economic problem is scarcity, where we have unlimited needs and wants, but limited resources to satisfy them — an imbalance between wants and resources exists.



For instance, the farm may have had less rainfall this year, so the farm manager may not be able to run as many sheep. There may be fewer shearers in the labour market, so the farm manager may not be able to shear the sheep at the best time of year. Or they may not be able to afford enough shearing machines so shearing may take longer to complete. Because of scarcity, people must choose some things but give up others.

FIGURE 3 There are four main types of economic resources: land, labour, capital and enterprise.

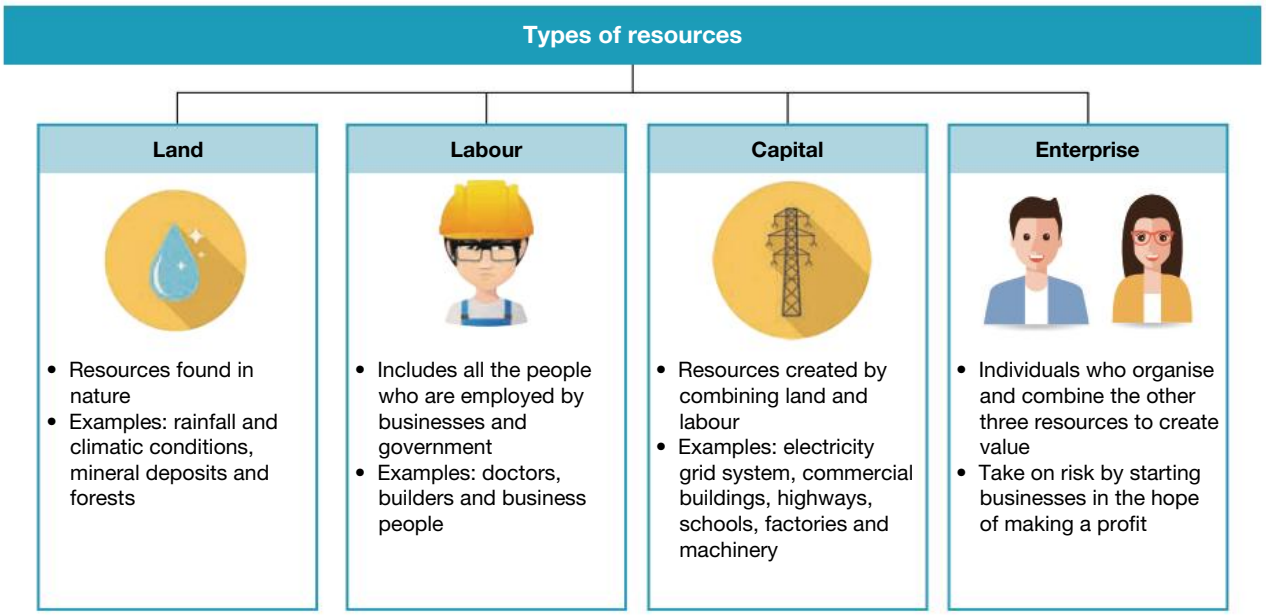


FIGURE 4 Businesses use economic resources (land, labour, capital and enterprise) to produce the goods and services that society wants and needs.









FIGURE 5 Scarcity means making choices about how resources are used.

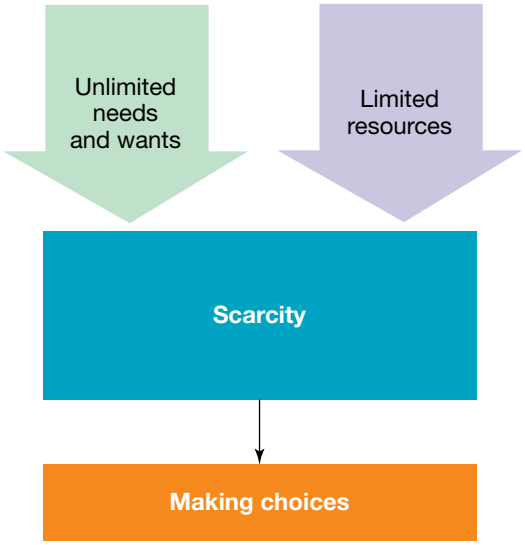


FIGURE 6 Economists understand that the cost of producing bread is not simply the price paid for the ingredients, labour and equipment used, it is also the value of the next best alternative given up. This is the opportunity cost.



Due to the problem of scarcity, we must make choices or decisions about how our limited resources are used. Making choices about alternatives is the essence of economics.

Every choice we make involves an **opportunity cost**. Opportunity cost is the value of the next best alternative that is given up when making a decision. In other words, it is the loss of a potential benefit from one alternative when another alternative is chosen. Economies and businesses face the concept of opportunity cost when making decisions. A simple decision about what to produce with available resources includes an opportunity cost. For example if a business wants to bake bread, it will forego the opportunity to make cakes with the same resources (or ingredients).

Consumers, business and the government all need to consider opportunity cost when they make choices. Consumers constantly have to make choices when they purchase goods and services, and about how they will use their time and earn an income. Businesses need to make choices about what goods to produce and how. Governments must make choices about how to intervene in the economy.

Making decisions about how scarce resources will be used to satisfy needs and wants is known as **resource allocation**. To make choices to overcome the economic problem, all societies have developed systems of production and distribution of goods and services, which we call the **economic system**. We have learnt that all economic systems must answer the three basic economic questions, outlined in **FIGURE 7**.

The type of economic system we have in Australia is called a **market capitalist economy**, meaning that we rely on the **market** to allocate resources. This is done through the actions of consumers and producers. For instance, producers decide what they will supply based on their available resources and what they are willing to charge for their products. However, consumers will choose whether they wish to purchase the products offered and can pressure producers to lower their prices or alter their product to better suit their needs. In a market capitalist economy, resources are generally owned by private individuals and businesses, and there is little government intervention.

opportunity cost the next best alternative given up whenever a choice is made

resource allocation relates to decisions about how scarce resources are distributed among producers, and which types of goods and services will be produced to satisfy wants and needs

economic system a way of organising the production and distribution of the nation's goods, services and incomes

market capitalist economy an economic system that relies on the market to allocate resources based on the actions of consumers and producers, and where resources are generally owned by private individuals and businesses

market the place where goods, services or resources are exchanged between buyers and sellers

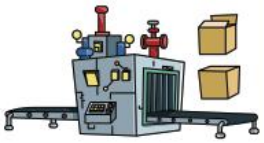
FIGURE 7 The three basic economic questions

1. What to produce?



- Decisions must be made about what goods and services are to be produced and in what quantities.
- Should we produce cars or bicycles, computers or smartphones, wheat or barley, and how many of each?

2. How to produce?



- Decisions must be made about how we produce goods and services.
- Do we use mostly labour or do we make use of technology and machinery?

3. For whom to produce?



- Decisions must be made about who will get the goods and services produced.
- Does the first person in line get the good or service? Should it be the highest bidder? Do goods and services go to those who need them the most?

In Australia, the three economic questions are largely answered by the market. For example:

- *What to produce?* The market is used to make most decisions about the types and quantities of goods or services to be produced. The goods and services produced will be determined by the wants and needs of consumers and availability of resources. For instance, Australia's climate means consumers have a need for high-quality sunscreen and will demand this product from the market.
- *How to produce*? The market helps to make decisions about the production methods to be used by businesses in order to make each good or service. The aim of every business is to make a profit. Therefore, businesses producing sunscreen will aim to make the highest quality product using the most efficient methods possible.
- *For whom to produce?* The market determines how the nation's goods and services will be accessed by members of society. When individuals supply land resources, labour or capital to a sunscreen manufacturer they are paid for their contribution to production.

FIGURE 8 In Australia's market capitalist economy, consumers and producers answer the three economic questions.



Left to its own devices, the market can allocate resources inefficiently. For example, well-educated or well-trained income earners usually earn more than unskilled workers and therefore have the greatest access to goods and services, meaning lower-income earners may miss out on the goods or services that they need.

At times the profit-seeking nature of businesses can lead to negative outcomes for society and the environment. For example, while the increased use of capital resources and machinery can create more efficiency for a business, it may lead to more carbon emissions in the atmosphere and less work for human labour.

This can create higher unemployment and increase wealth inequality in the economy. Governments may intervene in these situations, particularly if businesses are not allocating resources to basic needs such as affordable health care. In this topic we will consider the nature and extent of government intervention in the economy.

20.2.2 The business environment

We know that different businesses exist for different reasons and that most businesses use **specialisation** to increase production and **trade**.

This expertise allows the business to maximise efficiency, and to produce items at a lower cost. Consumers need to be aware of the business environment around them, and in this topic we will investigate the factors that influence major consumer and financial decisions. This includes aspects such as price, marketing and availability.

FIGURE 9 In a dynamic business environment, consumers need to make decisions, and these decisions are guided by many factors.



FIGURE 10 Businesses need customers to survive, and customers rely on businesses to provide the goods and services they need.



20.2.3 Entrepreneurship

Entrepreneurs are people who set up a business or businesses, taking on financial risks in the hope of profit. The activities of entrepreneurs include developing ideas, making connections with other businesses, capitalising on licensing opportunities, and working with governments to innovate and differentiate their products. It is very likely that, by now, you can identify some entrepreneurs, either in your own community or some more well-known ones.

In this topic we will investigate how entrepreneurs, including First Nations Australians, are supported by the government and other non-government organisations.

20.2.4 Work and work futures

In this topic you will learn about the contribution of work to human and financial wellbeing and a prosperous society. As you investigate the world of work, you will identify processes that businesses, including First Nations Australian businesses, use to improve the workforce, including training, **flexible work arrangements** and the use of strategies that can improve productivity.

20.2.5 Consumer and financial literacy

Identifying and understanding the financial decisions you will face allows you to become more informed as a consumer and highlights the importance of skills in consumer and financial decision-making.

specialisation a method of production where a worker, business or nation focuses on the production of a limited range of goods or services in order to increase production and make the most efficient use of resources

trade the activity of buying, selling or exchanging goods and services between producers and consumers and/or countries

entrepreneur a person who sets up a business or businesses, taking on financial risks in the hope of profit

flexible work arrangements changes to existing work patterns such as changes to hours, shift patterns or locations of work (e.g. working from home)

LESSON
20.3 Skills in Economics and Business

LEARNING INTENTION

By the end of this lesson you should be able to explain each of the four categories of skills in Economics and Business, and how to apply these skills.

20.3.1 What skills will you build this year?

This year, you will continue to build your ability to use the four broad categories of skills in Economics and Business. The following summaries are to remind you of these four key skills.

Questioning and researching

Involves locating relevant and detailed information and/or data from a range of appropriate sources. In Year 10 Economics and Business, this includes conducting research into indicators of **economic performance**.

Interpreting and analysing

Involves interpreting information to identify the main features or ideas, then examining the information closely to determine how the parts relate to the whole. In Year 10 Economics and Business, this includes analysing a business case study.

Evaluating, concluding and decision-making

Means examining your interpretations of information to draw evidence-based conclusions. It requires taking into account ambiguities and multiple perspectives in a source and proposing potential responses to contemporary challenges or issues. In Year 10 Economics and Business, this includes predicting the outcomes of economic and business decisions.

Communicating

Your ideas means presenting information in a range of formats to suit the intended audience and purpose. This includes essays, oral presentations, debates, tables and cartoons. Reflecting on your skills is also an important part of the process. In Year 10 Economics and Business, this includes preparing a budget.

economic performance the measure of how well an economy is performing based on whether it is achieving its economic objectives

FIGURE 1 Communication is a skill that you will continually build on as you move through education, and into the workplace





20.3.2 SkillBuilders in this topic

In addition to these broad skills, there is a range of essential practical skills that you will learn as you study Economics and Business. The SkillBuilder lessons in this topic will teach you about the skill, show you how to apply the skill and let you practise the skill with tasks related to the topics covered in this subject.

The SkillBuilders you will use in Year 10 are:

- SkillBuilder: Conducting research into indicators of economic performance
- SkillBuilder: Analysing a business case study
- SkillBuilder: Predicting the outcomes of economic and business decisions
- SkillBuilder: Preparing a budget

LESSON
20.4 SkillBuilder: Conducting research into indicators of economic performance

online only

Why is research important?

When you are asked to 'do research' you need to ask questions about a particular topic or event. Asking questions will help you to complete research (through discovering or verifying knowledge about something). The purpose of this skill is to help you understand how to approach researching in relation to economic indicators to analyse the performance of the Australian economy.



In relation to economic indicators to analyse the performance of the Australian economy.

Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
20.5 SkillBuilder: Analysing a business case study

online only

How do you read and explain a business case study?

A business case study helps you understand business concepts. It is a real-life example that shows how businesses work and how business concepts apply to individual situations. When you have identified the elements of a case study, you will be able to better understand business concepts.



Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
20.6 SkillBuilder: Predicting the outcomes of economic and business decisions

online only

How do you evaluate business decisions?

Evaluating means to propose explanations for events or issues and to make overall judgements based on the evidence. This is a skill that you might develop in Economics and Business by looking at the benefit or advantages of something and then examining the costs or disadvantages of something. Economic and business decisions are made every day in workplaces throughout Australia and when making economic and business decisions, it is important to consider all possible outcomes of the decisions.



Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
20.7 SkillBuilder: Preparing a budget

online only

What makes a good budget?

One way in which governments and businesses, and even individuals, communicate is through a budget. A budget is defined as a plan for the future. There are many different ways to present a budget and a range of online tools that can help you establish, monitor and stick to a budget.



Select your learnON format to access:

- an overview of the skill and its application (Tell me)
- a step-by-step process to explain the skill (Show me)
- an activity for you to practise the skill (Let me do it).

LESSON
20.8 Review

Hey students! Now that it's time to revise this topic, go online to:

Review your results

Watch teacher-led videos

Practise questions with immediate feedback

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20.8.1 Key knowledge summary

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

20.2 Concepts in Economics and Business

- The concept of resource allocation and decision-making involves the idea of 'economic scarcity'. Scarcity is the 'basic economic problem' — this involves society having limited resources available to satisfy unlimited needs and wants.
- There are four main types of economic resources: land, labour, capital and enterprise.
- Every choice made involves an opportunity cost; this is the next best alternative given up whenever a choice is made.
- All economies must make decisions about how resources will be allocated among producers and what types of goods and services will be produced. Economies must answer the three economic questions: What to produce? How to produce? For whom to produce?
- Australia is a market capitalist economy; this means that most answers to the three economic questions are made by the market (where buyers and sellers negotiate prices for goods and services).
- Governments may need to intervene in the economy to reduce inefficiencies.
- Modern economies have developed a method of production called specialisation (where a worker, business or nation focuses on the production of a limited range of goods or services) to increase production and provide a surplus that can be used to trade.
- Minor and major consumer decision-making is influenced by a number of factors which have both short- and long-term consequences.
- Our economy and our government have a number of economic objectives, including satisfying the needs and wants of citizens by efficiently producing as many goods and services as possible, achieving low inflation, economic growth and full employment.
- Economic performance can be measured using key economic indicators including gross domestic product, the unemployment rate and inflation rate.
- Standard of living refers to the quality of life of individuals or countries; this is influenced by the level of economic activity.
- Businesses use strategies to improve workforces, including training, flexible work arrangements and techniques to improve productivity.
- Australia has a superannuation system which can affect consumer and financial decision-making.

20.3 Skills in Economics and Business

- Questioning and researching involves posing statements that require answers, particularly in regard to what is known and what is not known in order to improve your knowledge.
- Researching is important because it allows us to find out what is unknown and contributes to filling in gaps in our knowledge.
- Interpreting and analysing involves interpreting information to identify the main features or ideas, then examining the information closely to determine how the parts relate to the whole.

- Evaluating, concluding and decision-making involves proposing explanations for events or issues and making overall judgements based on the evidence. A cost–benefit analysis can be used to recommend a course of action.
- Communicating involves presenting findings or representing information using an appropriate format to suit a particular audience. The appropriate use of Economics terminology and Business terminology is very important.

20.8.2 Key terms

business any activity conducted by an individual or individuals to produce and sell goods and services to make a profit

economic performance the measure of how well an economy is performing based on whether it is achieving its economic objectives

economic system a way of organising the production and distribution of the nation's goods, services and incomes

economics a social science (study of human behaviour) that analyses the decisions made by individuals, businesses and governments about how limited resources are used to satisfy society's unlimited needs and wants

entrepreneur a person who sets up a business or businesses, taking on financial risks in the hope of profit

flexible work arrangements changes to existing work patterns such as changes to hours, shift patterns or locations of work (e.g. working from home)

market the place where goods, services or resources are exchanged between buyers and sellers

market capitalist economy an economic system that relies on the market to allocate resources based on the actions of consumers and producers, and where resources are generally owned by private individuals and businesses

needs goods or services that consumers consider necessary to maintain their standard of living

opportunity cost the next best alternative given up whenever a choice is made

resource allocation relates to decisions about how scarce resources are distributed among producers, and which types of goods and services will be produced to satisfy wants and needs

resources items of value that we use to produce goods and services to satisfy needs and wants, which include land, labour, capital and enterprise

scarcity the economic problem of having unlimited needs and wants, but limited resources to satisfy them

specialisation a method of production where a worker, business or nation focuses on the production of a limited range of goods or services in order to increase production and make the most efficient use of resources

trade the activity of buying, selling or exchanging goods and services between producers and consumers and/or countries

wants goods or services that are desired in order to provide satisfaction to the user, but which are not necessary for survival or to meet the basic standard of living in a community

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11522)
Reflection (ewbk-11806)

Interactivity Economics and Business concepts and skills crossword (int-9144)

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LESSON
20.4 SkillBuilder: Conducting research into indicators of economic performance

LEARNING INTENTION

By the end of this lesson you should be able to research indicators of economic performance.

20.4.1 Tell me



While studying Economics and Business you will develop the skill of asking questions in order to complete research (a systematic inquiry for discovering or verifying knowledge about something). Questioning is the action of posing statements that require answers, particularly in relation to what is known and what is not known in order to improve your knowledge. Research is important because it allows us to find out what is unknown and contributes to filling in gaps in our knowledge.

The following steps provide a useful guide to the process of writing questions and carrying out research.

- Identify and understand the general task you are attempting to complete.
- Develop a series of specific questions that will help guide your research in the appropriate direction, and help you determine the information you need.
- Locate appropriate sources of that information.
- Record relevant information from a range of sources.
- Present the information in an appropriate form.

20.4.2 Show me

Imagine you have been asked to investigate how economic indicators are used to analyse the performance of the Australian economy.

Your first step is to clearly identify the key task. This could be expressed as follows:

Prepare a report on economic growth rates and how this indicator is useful in providing information about the performance of Australia's economy.

It is now necessary to break this down into a series of more specific questions. These could include:

1. What is economic growth?
2. What is an economic growth rate?
3. What is GDP and how is it measured?
4. What is the difference between real and nominal GDP.
5. How has Australia been performing in terms of economic growth over the last five years? Over the last ten years? Over the last 20 years?
6. How accurate is GDP in measuring Australia's economic performance?

The next step is to locate appropriate sources. By entering the search term 'Australian economic growth rates' in your favourite search engine, you will be presented with a number of sources. Look for reliable sources relevant to your area of research. For investigating economic growth, the Reserve Bank of Australia (RBA) website would be a highly reputable source.

A Wikipedia entry is often found at or near the top of the list of sources, and many students will be familiar with this resource. There is no problem with using Wikipedia as one of your sources — so long as you remember that it is not always reliable and any information gathered from Wikipedia should always be checked against another source to make sure it is accurate. To help ensure that your information is correct, it is a good idea to use at least two sources to answer each question.

Keep your questions beside you as you read each source, and note the location of material that provides answers. You can select and print some text, and then highlight those sentences or paragraphs that provide answers to your questions. Sometimes a complete answer to a question may be found in several places in a piece of text. Be sure to highlight all relevant text, and indicate with a number which question the information answers.

When you are satisfied you have found the answers to all the questions, you need to write the answers in order, making sure you use your own words as much as possible. You can then use the answers to present your information in the required form. For example, this may be an oral report to the rest of the class, an essay to be marked by your teacher, a PowerPoint presentation, or any other format that is appropriate.

20.4.3 Let me do it

Complete the following activity to practise this skill.

20.4 ACTIVITY

Using the above process as a model, devise a series of questions and carry out the research to produce a report on the following key question:

Prepare a report on one selected indicator of economic performance and how this indicator is useful in providing information about the performance of our economy.

There are a number of indicators you could choose for this task, including economic growth rates, unemployment trends, the inflation rate, Human Development Index, quality-of-life index and sustainability indexes.



LESSON
20.5 SkillBuilder: Analysing a business case study

LEARNING INTENTION

By the end of this lesson you should be able to analyse a business case study.

20.5.1 Tell me

Analysing is another skill that you will develop while studying Economics and Business. This skill involves interpreting information to identify the main features or ideas, then examining the information closely to determine how the parts relate to the whole. One way in which you might use this skill in Economics and Business is by analysing a business case study.

A business case study helps you understand business concepts. It is a real-life example that shows how businesses work and how business concepts apply to individual situations. Business people use case studies to understand the strategies that other businesses have introduced and to identify which ones have succeeded or failed. When you have identified the elements of a case study, you will be able to better understand business concepts.

CASE STUDY: BlueScope

Using innovation to create a long-term competitive advantage

BlueScope is a manufacturer of steel and supplier of steel products to global building and construction markets. It operates in Australia, New Zealand, Asia and North America. BlueScope has used open innovation and research and development to create a competitive advantage.

Working with several universities and industry partners, including BlueScope, the Australian Research Council (ARC) recently launched a steel research hub located at the University of Wollongong. The new facility brings scientists and researchers together from various steel manufacturers and research institutions to develop new technologies for the Australian market. A key focus of the steel research will be energy and sustainability, as well as more efficient building construction and solutions for harsh environments.

BlueScope has modified its products and changed the ways it interacts with customers, suppliers and competitors so that it is not just competing on price. The company strongly believes that by using innovation to create a competitive advantage, it will develop products that will allow it to keep manufacturing in Australia.

One of BlueScope's innovative new products is called Next Generation Zincalume®. By combining magnesium with an aluminium, zinc and silicon coating, a unique protective barrier has been formed that makes steel more resistant to corrosion. Zincalume steel also has a smaller impact on the environment through a reduced use of zinc and aluminium.

Furthermore, BlueScope plans to transform its popular Colorbond® product. A photovoltaic laminate will be added, resulting in a roof panel that can produce solar power. Panels will also transfer thermal energy in and out of buildings as required.

FIGURE 1 BlueScope's managing director and CEO, Mark Vassella, announced in 2019 that the company had reported a half-year EBIT (earnings before interest and tax) of almost $840 million, an increase of 65 per cent on the previous year.



20.5.2 Show me

How to analyse a business case study

Step 1

Read the case study twice — once to get a general idea of the content and the second time to focus on the key issues. As you read through the second time, identify the key issues. You could choose a different colour highlighter for each key issue. You may also choose to make notes on the case study.

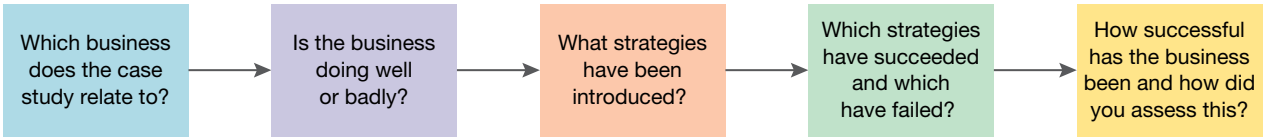
Step 2

Identify and define important terms. Use a dictionary or the internet to find out what they mean.

Step 3

Complete your analysis by writing dot point answers to the questions shown in the **FIGURE 2** diagram. (Use the questions as headings under which to write your points.)

FIGURE 2 How to analyse a business case study



20.5.3 Let me do it

Complete the following activity to practise this skill.

20.5 ACTIVITY

Read the following BHP case study, then analyse it using the questions from **FIGURE 2**.

CASE STUDY: BHP

In 2016 BHP, the world's biggest mining company, announced a plan to grow the base value of its business by more than 70 per cent, even without a significant recovery in commodity prices to help turn around falling revenue and profitability.

BHP's CEO outlined a roadmap based solely on existing opportunities, identifying six areas of attack to lift profits:

1. **Costs**
   Productivity improvements have delivered annual gains since 2012 of more than US$10 billion. BHP can reduce costs faster and more profoundly than the rest of the industry.
2. **Volume**
   Another 10 per cent can be added to current annual production. This will increase revenue.
3. **Oil**
   The oil shale assets, which are currently closed, give the company a large resource base to quickly increase production when prices increase.
4. **New projects**
   BHP's portfolio of growth projects has an aggregate net present value of US$25 billion.

FIGURE 3 BHP's Mount Newman iron ore mine in Western Australia



5. **Exploration**
   The company plans to increase exploration, a counter-cyclical move, mainly in oil, to take advantage of falling costs as others pull back.
6. **Technology**
   BHP plans to invest in technology to further reduce costs, improve safety and increase production volumes.

LESSON
20.6 SkillBuilder: Predicting the outcomes of economic and business decisions

LEARNING INTENTION

By the end of this lesson you should be able to predict the outcomes of economic and business decisions.

20.6.1 Tell me

Evaluating means to propose explanations for events or issues and to make overall judgements or decisions based on the evidence. This is a skill that you might develop in economics and business by looking at the benefits or advantages of something and then examining the costs or disadvantages of something.

Economic and business decisions are made every day in workplaces throughout Australia. A range of people such as employees, supervisors, managers and business owners make these decisions. Examples of economic and business decisions may include:

- which good or service to make
- how to produce a particular good or service
- which suppliers a business will use
- how many people will be employed
- whether to outsource a task or complete it within the business
- how much to charge for a product.

When making economic and business decisions, it is important to consider all possible outcomes of the decision. In particular, a business must plan for:

- intended outcomes — the projected goals or objectives of a decision
- unintended outcomes — the consequences of a decision that are unplanned and unexpected.

After making an economic or business decision, a business must identify the unintended outcomes of the decision. If these unintended outcomes have the potential to have a negative impact on the business, strategies must be developed to address them.

One tool that a business can use to identify the possible outcomes of a decision is a graphic organiser like the following one. This tool allows a business to identify the different outcomes/impacts of a decision, be they intended or unintended.

Business or economic decision to be identified here	
Intended outcomes	**Unintended outcomes**

20.6.2 Show me

The following hypothetical scenario relates to a business decision made by Dayna Clothing Designs.



Dayna Clothing Designs is an Australian manufacturer of clothing and accessories. In response to increased competition, rising costs and declining profits, the business has considered making a number of changes. In particular, Dayna Clothing Designs has made the decision to outsource the production of its goods to another business in Vietnam.

The main objectives (intended consequences) of this decision are to:

- reduce labour costs
- access cheaper raw materials
- establish a new customer base.

In relation to the business's decision to outsource its production, a number of outcomes can be identified using the following graphic organiser.

Business or economic decision: Dayna Clothing Designs decision to outsource the production of its goods to another business in Vietnam	
Intended outcomes	**Unintended outcomes**
To reduce labour costs by relocating to Vietnam, which is a low-wage country	Products made by the Vietnamese company may not be of the same quality
To access cheaper raw materials, which will further reduce production costs	Possible exploitation of workers in Vietnam may lead to negative publicity
To establish a new customer base in Vietnam in order to increase sales	Loss of jobs in Australia may lead to a negative reaction from consumers

While many of the intended outcomes of this decision will benefit Dayna Clothing Designs, a number of unintended outcomes must be considered. The business must develop strategies to address each of these unintended outcomes. Failure to do so may mean that any benefits gained from the decision are quickly lost. The following table identifies each unintended outcome and recommends a strategy to deal with each.

Unintended outcome	Strategy to address this outcome
• Products made by the Vietnamese company may not be of the same quality.	• Dayna Clothing Designs could conduct quality control tests before the products are sold to ensure that each item meets their quality standards.
• Possible exploitation of workers in Vietnam may lead to negative publicity.	• Dayna Clothing Designs must ensure that the Vietnamese company that produces its products complies with laws relating to wages and working conditions. If they do not, a new manufacturer should be found.
• Loss of jobs in Australia may lead to a negative reaction from consumers.	• Dayna Clothing Designs can invest money in programs to help retrain workers who have lost their jobs.

20.6.3 Let me do it

Complete the following activity to practise this skill.

20.6 ACTIVITY



Read the following hypothetical scenario that relates to a business decision made by Luke's Lolly Land.

Luke's Lolly Land is an Australian manufacturer of lollies and other confectionery. The business has operated in Australia for 26 years. Luke's Lolly Land has developed a reputation for high-quality handmade products. In order to deal with growing competition, the business has decided to purchase new machinery to automate its production process. The main objectives (intended consequences) of this decision are to:

- reduce the number of errors in production
- increase the speed of production
- reduce labour costs.

Using the Dayna Clothing Designs example in the Show me section as a model, analyse the outcomes of the business decision for Luke's Lolly Land by completing the activities.

In the following table identify three intended and three unintended outcomes of the business decision by Luke's Lolly Land.

Business or economic decision: Luke's Lolly Land decision to purchase new machinery to automate its production process	
Intended outcomes	**Unintended outcomes**

In the following table recommend a strategy to help address each of the unintended outcomes of the business decision by Luke's Lolly Land.

Unintended outcome	**Strategy to address this outcome**

After considering all of the intended and unintended outcomes for Luke's Lolly Land, do you think the business should proceed with its decision? Write a one-paragraph response justifying your decision.

LESSON
20.7 SkillBuilder: Preparing a budget

LEARNING INTENTION

By the end of this lesson you should be able to prepare a budget.

20.7.1 Tell me

When you use the skill of Communicating and reflecting in Economics and Business, you will be presenting your findings or representing information using an appropriate format to suit a particular audience. You will also need to use terminology that is used by economists and people in the world of business. One way in which governments and businesses, and even individuals, communicate is through a budget.

FIGURE 1 A budget can be used to assist with finances and planning.



A budget is defined as a plan for the future. The government plans for the future of the economy on an annual basis by preparing and releasing its budget each May. The budget establishes the sources of the government's expected revenues or receipts — that is, the amount of money it is expecting to receive and from where that money will be sourced. It also establishes where (location) and in which areas of the economy the money will be spent.

The government is not the only group that prepares a budget. Many businesses prepare budgets to provide information about their future and to assist them in deciding on a course of action. Many families also prepare budgets to enable them to manage their household finances and save for particular things such as a holiday, a new car or new furniture. It is not uncommon for teenagers to prepare a budget when they start working part time and want to save to buy a car.

20.7.2 Show me

How to prepare a budget

There are many different ways to present a budget and a range of online tools that can help you establish, monitor and stick to a budget. You can see two examples of budgets in this subtopic. Regardless of how the budget is presented, there are some basic steps to follow in preparing one. It helps to have a basic understanding of budgeting principles and to be able to create a simple budget plan on paper.

Step 1

If you have a regular job, or other regular income such as pocket money, start by listing the amount/s you generally expect to receive and when.

Step 2

Now think of all the regular expenses you incur. These might include mobile phone plan charges, daily food and drink expenses, public transport costs and regular entertainment expenses (e.g. basketball game fees, monthly movie catch-up with friends, etc.). List these under the heading 'Payments' (or 'Expenses').

Step 3

By deducting the expected payments from the anticipated income (receipts) you can gain an indication of whether you will have a surplus (extra) or deficit (shortfall) of funds for the month. You will need to adjust your expenses or earn more income if you have a deficit. If you have a surplus, you have excess funds that you can put towards saving.

The following table contains the budget of a first year university student who is hoping to go on an overseas holiday at the end of the year. She wants to save $7000. Consider how this student uses the components we have just discussed.

Lee's budget

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Expenses												
Rent	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500	$500
Food	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200
Telephone			$100			$100			$100			$100
Electricity			$150			$150			$150			$150
Car — petrol	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200
Entertainment	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200
Car registration						$400						
Other	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200
Total expenses	$1300	$1300	$1550	$1300	$1300	$1950	$1300	$1300	$1550	$1300	$1300	$1550
Total income	$2000	$2000	$2000	$2000	$2000	$2000	$2000	$2000	$2000	$2000	$2000	$2000
Amount saved	$700	$700	$450	$700	$700	$50	$700	$700	$450	$700	$700	$450
Amount saved at month end	$700	$1400	$1850	$2550	$3250	$3300	$4000	$4700	$5150	$5850	$6550	$7000

20.7.3 Let me do it

Complete the following activity to practise this skill.

20.7 ACTIVITY

Prepare a budget for the coming month. Use the following template (or design your own) and record your expected receipts and expenditure on a weekly basis for the next month. Adjust the terms in the rows to suit your personal circumstances.

Item	Month: _____	Month: _____	Month: _____	Month: _____	Month: _____
Receipts					
Work					
Parents					
Presents					

Item	Month: _____	Month: _____	Month: _____	Month: _____	Month: _____
Payments					
Mobile phone					
Travel					
Food					
Clothes					
Cash at start of month					
Cash at end of month					

Use your skills to analyse your budget.

Did you receive more than you expected?

Did you spend more than you expected?

Calculate the percentage contribution to your total receipts for each area of receipts.

Calculate the percentage contribution to your total spending for each area of expenditure.

If you were to adjust your spending, in which area would you be most able to reduce your spending?

If you were to adjust your spending, in which area would you be least able to reduce your spending? Why?

What could you do to increase your receipts?

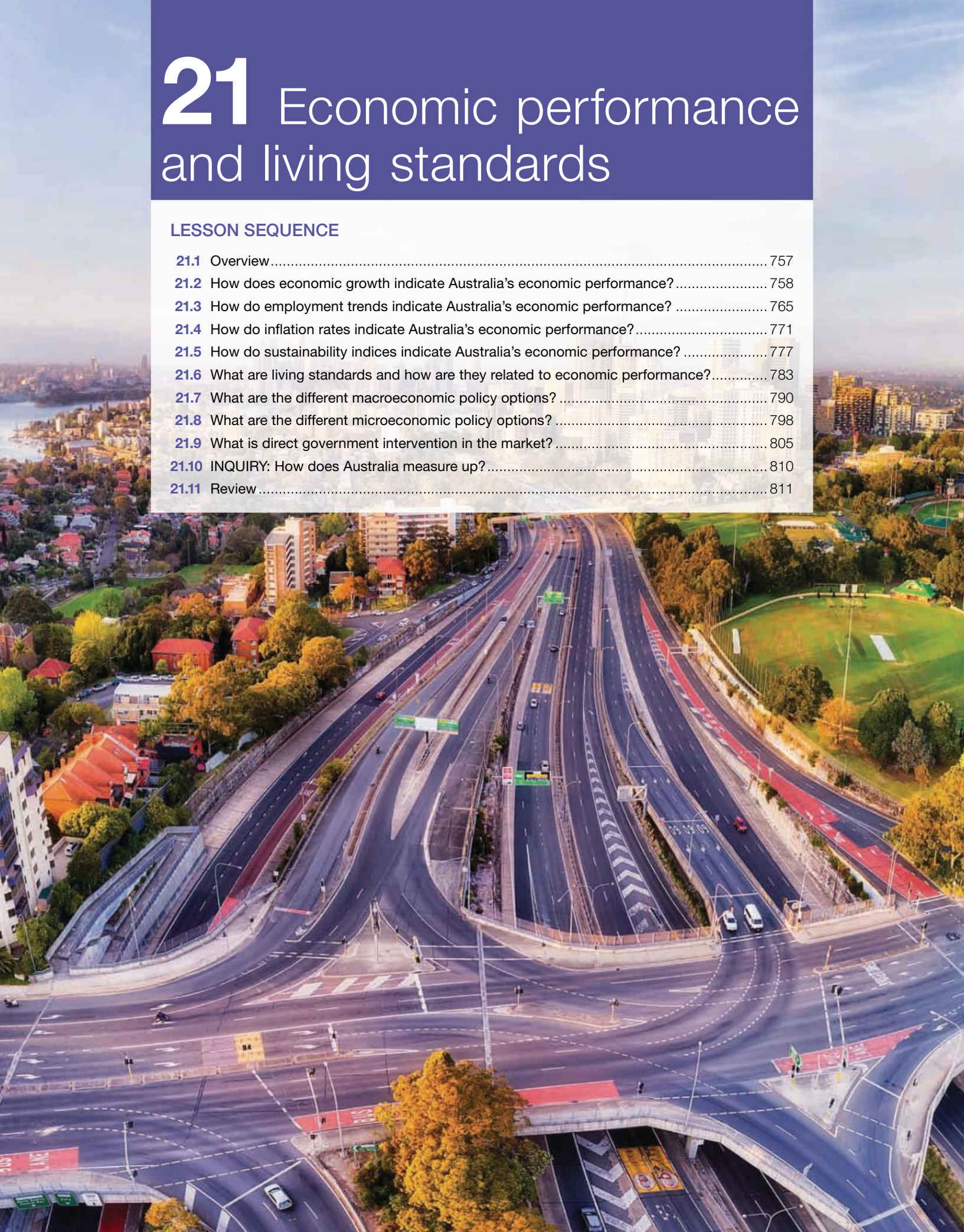
Compare your results with those of your classmates. There is no need to share dollar amounts. Use the percentages and the analysis to explain your financial situation.



21 Economic performance and living standards

LESSON SEQUENCE

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LESSON
21.1 Overview

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What can our purchases and level of happiness tell us about the health of the economy?

21.1.1 Introduction

It is important that an economy satisfies as many of the needs and wants of its citizens as possible. It does this by providing a structure — such as a market — that enables buyers and sellers to meet and exchange goods and services. One way to measure how well an economy is performing is through a calculation of a person's living standards. Living standards refers to how well-off a nation or country is overall.

FIGURE 1 The performance of the Australian economy affects people's living standards, including access to owning your own home.



In this topic we will discuss some of the key areas of economic performance assessment and more closely examine how the Australian economy has performed in terms of improving people's living standards. Throughout this topic we will be exploring what we mean by living standards in more detail. But by way of introduction, economists usually break living standards into two facets: material and non-material. Material living standards refers to our ability to access goods and services. The more things we can afford to buy, and that are available to buy, the higher our material living standards. Non-material living standards refer to our quality of life, and can be more subjective and harder to define. They tend to cover aspects such as leisure time, pollution, education rates, life expectancy, crime rates, and so on. If we are getting more leisure time, then we would say our non-material living standards are rising; but higher levels of pollution would lower our non-material living standards. As we will see, sometimes there is a trade-off between the two. For instance, working longer hours may entail a rise in your income, which means you can afford more goods and services and raise your material living standards, but it means you have less time to spend with family and friends, which may reduce your non-material living standards.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11524)

Video eLesson Living standards around the world (eles-2382)

LESSON
21.2 How does economic growth indicate Australia's economic performance?

LEARNING INTENTION

By the end of this lesson you should be able to identify how economic growth rates are an indicator of Australia's economic performance.

TUNE IN

All economies need to grow.

The population of any economy grows from year to year, people age and require different products, and there are people less 'well-off' than others who look to improve their economic position.

FIGURE 1 All economies need to grow but what does that mean?

Benefits and costs of economic growth



Consider your current economic position.

Complete a table like the one below identifying how your choice of goods and services may change as you age and how the economy must grow to meet your changing needs.

Age range	Products
18–30	
31–45	
46–60	
61+	

21.2.1 Economic growth = increased volume of goods and services

Every day you use goods and services. Think of the things you use on a daily basis: bread for breakfast, a bus or train service to get to school, pens and paper to complete homework and electricity for charging your laptop or smart device. And you will need all of these goods and services again tomorrow.

The need for an economy to produce goods and services to replace the ones that have been used or **consumed** is one of the main reasons why economies must grow each year. Other reasons why economies must grow include population growth — which requires additional goods and services — and the desire to continually improve the

consume to purchase goods and services for direct use or ownership

quality of products. Imagine if producers never improved telecommunication: mobile phones and the internet would not have been invented. **Economic growth** is defined as real growth in the volume (value) of goods and services produced by an economy over a period of time.

Measuring economic growth is important as it is linked to many other aspects of the economy and to its ability to satisfy the needs and wants of consumers.

FIGURE 2 Economic growth leads to employment and infrastructure growth.



21.2.2 Measuring economic growth

Economic growth occurs when an economy increases the volume of goods and services produced over a period of time. The most commonly used general measure of this is the annual rate of growth in real gross domestic product (GDP). GDP represents the total market value of final goods and services produced by a country over a period of time. This figure is adjusted to remove the effects of any inflation existing within the economy over the same period.

The most common means of measuring GDP is by using the Aggregate Demand (or Aggregate Expenditure) method shown in **FIGURE 4**.

It is generally considered acceptable for the rate of increase in GDP to be between 3 per cent and 4 per cent per year. This rate allows for an increase in population, the replacement of goods and services that have been consumed, improvements and new products.

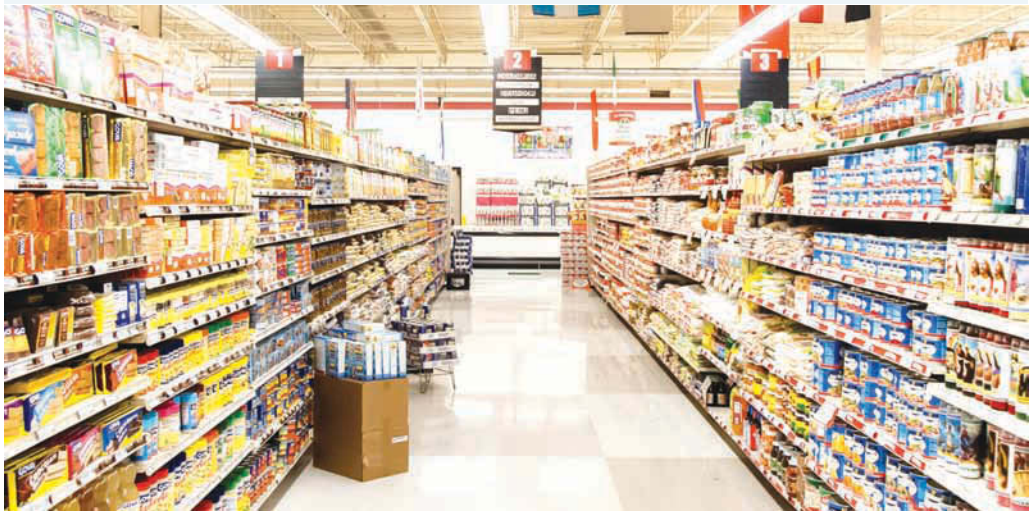
Anything less than 3 per cent is considered slow growth and suggests the economy is not keeping up with the demand for goods and services. A figure above 4 per cent is often considered to be too high; in other words, the economy is growing too quickly and the rate of growth will not be **sustainable**.

A sustained rate of growth means the economy is able to maintain that level over a significant period. Sustainable growth also means our environment can cope with the level of growth and we are preserving resources for the future.

economic growth a measurement of the increase in a country's gross domestic product (GDP)

sustainable able to last or continue for a long time

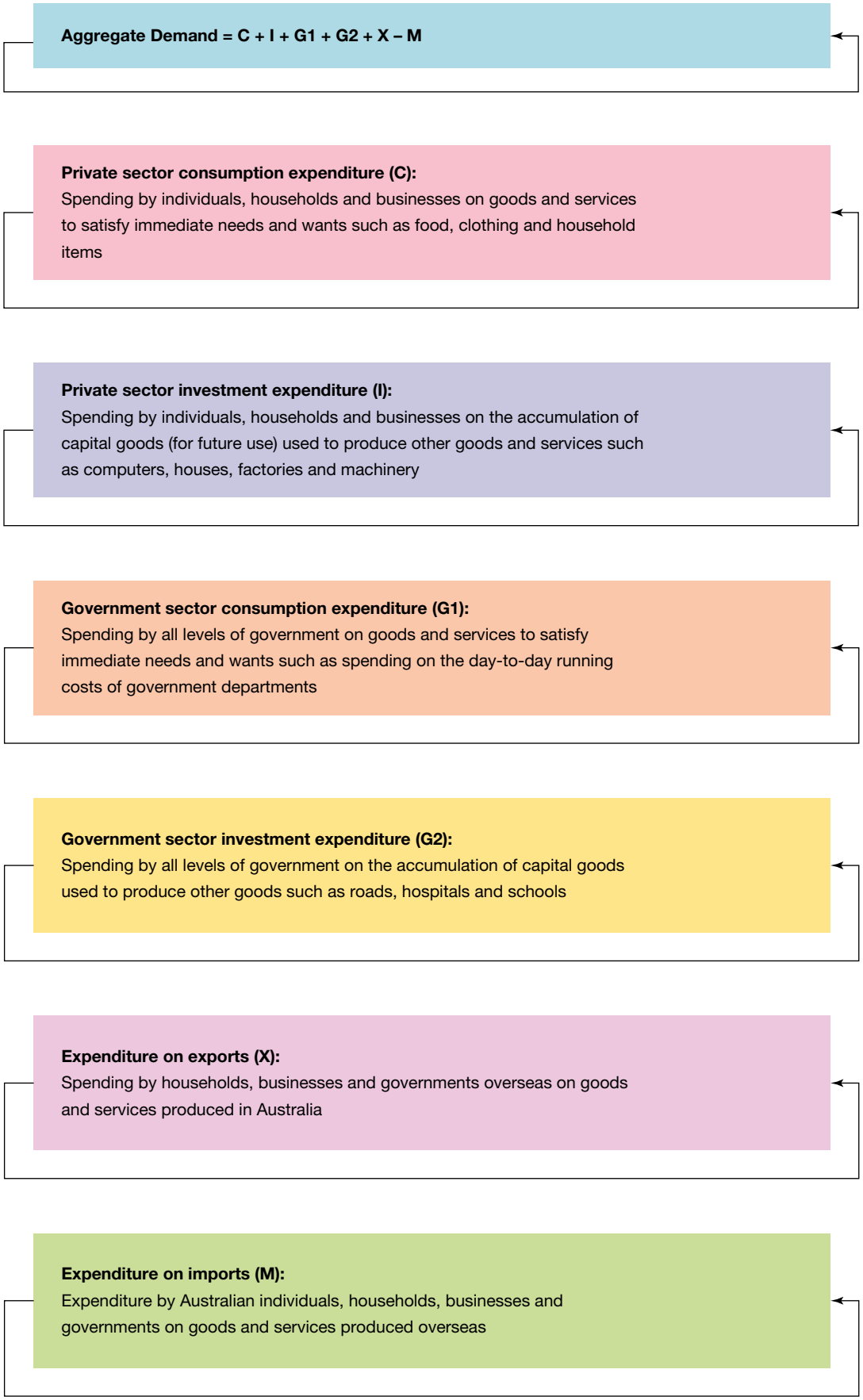
FIGURE 3 Consumer goods must be continually produced to replace the ones that have been consumed.



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FIGURE 4 Aggregate Demand method of measuring GDP



21.2.3 Australia's recent performance

FIGURE 5 charts Australia's rate of economic growth, as measured by changes in GDP, from January 2020 to the end of the December quarter in 2022.

Changes to Australia's GDP growth rate are published **quarterly** so the annual rate of GDP growth must be drawn from the quarterly figures provided. For example, the annual growth rate of 4.3 per cent for 2021 shown in **FIGURE 6** is calculated by summing the rate for each quarter of 2021 shown in **FIGURE 5** (1.9 + 0.6 + −2 + 3.8).

FIGURE 6 shows that each year from 2016 to 2022 Australia's growth rate fluctuated but remained below the rate of 4 per cent (the figure identified as too high) except for 2021 when the rate was 4.3 per cent. The goal of achieving a rate of growth of between 3 per cent and 4 per cent, however, was not consistently reached.

quarterly every three months

FIGURE 5 Australia's rate of economic growth, as measured by changes in GDP, from January 2020 to the end of the December quarter in 2022

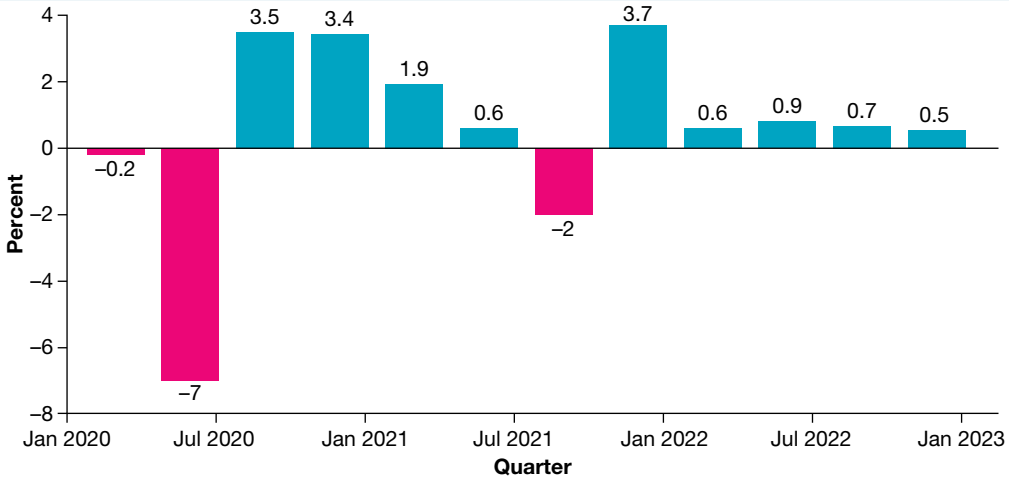
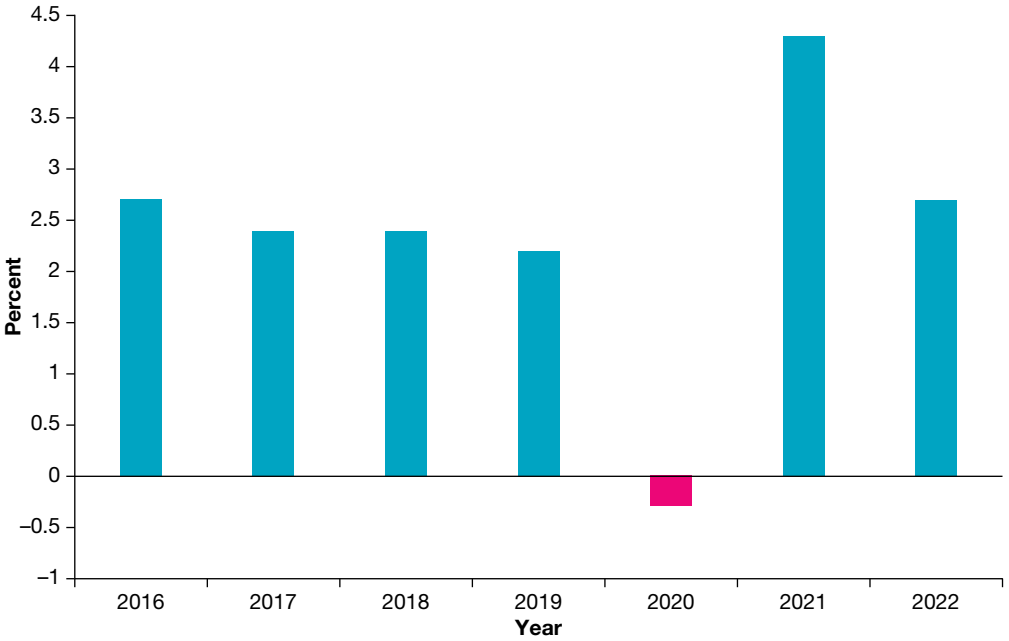


FIGURE 6 Australia's annual GDP growth rate, 2016–22



The negative growth in 2020 was the result of COVID-19 and the lockdowns and border closures impacting numerous industries. The increased growth in 2021 was a result of increased spending by the government to support people impacted by COVID-19, and the opening of borders and cessation of lockdowns.

21.2.4 International comparison

It is useful to compare Australia's economic performance with that of other countries. The United States is often considered to be the world's biggest economy and Australia's performance is regularly compared to its performance.

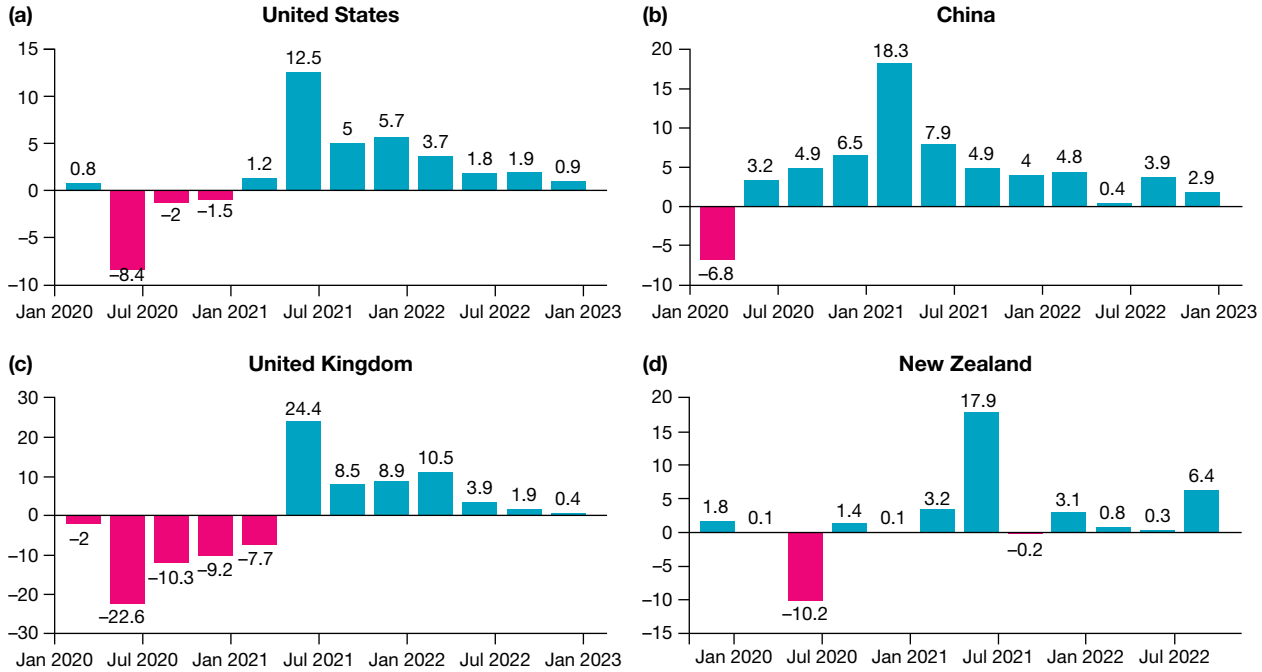
China is an important trading partner for Australia and changes in its growth can lead to a change in our growth. China buys large quantities of our mineral exports, so a decline in China's growth will have a negative impact on our mining sector and hence our growth.

Australia has historic ties to the United Kingdom. It is still one of our major trading partners and its economy is one of the main ones in Europe.

New Zealand is our closest neighbour and trading partner. The ties between the two countries are strong and New Zealand's economy often mirrors changes in our economy.

The graphs in **FIGURE 7** show the growth rates of those four economies. For the most current growth rates for each of these four countries, see the **Trading Economics** weblink in your online Resources.

FIGURE 7 Growth rates of other economies, January 2020–December 2022: (a) the United States, (b) China, (c) the United Kingdom and (d) New Zealand



Note: The figures for the United States are not quarterly but rather are annual growth rates to the end of that quarter. The annual rate can be approximated by averaging the growth rates of the four quarters of the year; that is, for 2022 the United States economy grew by approximately 2 per cent. The vertical scale is different for each graph.

21.2.5 Limitations of measuring economic growth

While tracking changes in our GDP is the main means of measuring our economic growth, there are limitations to this form of measurement. Some of these limitations include:

- GDP doesn't include non-market production.
- GDP doesn't provide information about the distribution of production.
- GDP doesn't consider the impact of production on the environment.
- GDP involves some 'guesstimates' of production.

Let's look at each of these limitations.

GDP doesn't include non-market production

If someone carries out jobs around their own home that could be done by a paid worker they are contributing to economic growth, but this contribution is not included because it can't be measured. For example, when someone paints their own home, the Australian Bureau of Statistics (ABS) can't put a value on the work done, so this is not included in the official GDP figures.

GDP doesn't provide information about the distribution of production

GDP only measures changes in the quantity of goods and services produced, but there is no information about who receives this increased number of goods and services. If the increased production is not shared equally among the citizens of the economy, it can be argued that the economy hasn't really 'grown'.

GDP doesn't consider the impact of production on the environment

Increased production can mean increased pollution, quicker deterioration of the environment, depletion of non-renewable resources and increased climate change. These effects are referred to as **negative externality** as they are considered negative outcomes of production. These externalities will all negatively affect our national wealth in the future.

GDP involves some 'guesstimates' of production

The value of some non-marketed (not sold) production making up GDP has to be 'guesstimated', leading to inaccuracies. For example, estimations are made for the part of a farmer's production that is consumed on the farm, as is the annual value of accommodation provided by houses occupied by their owners. This leads to inaccuracies in Australia's GDP figures.

negative externality a production outcome that was not intended and that negatively affects our economy and/or society

on Resources

Weblinks Australia GDP growth rate
Trading Economics

21.2 SKILL ACTIVITY: Questioning and researching, Interpreting and analysing

Use the **Trading Economics** weblink in your online Resources and search for the most recent data regarding Australia's economic growth to complete the following tasks and questions.

1. **Identify** the most recent data for the following indicators:
   - GDP growth rate
   - GDP annual growth rate
   - GDP constant prices
   - GDP per capita.
2. **Describe** what each of these indicators shows.
3. **Describe** the trend in each of these indicators.
4. In your opinion, have the living standards of Australians improved or worsened over the last 12 months? **Justify** your answer.

21.2 Exercise

learnon

21.2 Exercise

Learning pathways

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

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Check your understanding

1. **Define** 'economic growth'.
   - A. An individual's wage
   - B. Real growth in the volume (value) of goods and services produced by an economy over a period of time
   - C. The amount of money a business loses in a year
   - D. The growth in the number of employees within a company over a period of time
2. **Identify** the formula used to calculate economic growth.
3. **Determine** whether the following statements are true or false.
   - a. The ideal range for Australia's annual growth rate is between 3 per cent and 4 per cent. True or false?
   - b. It is not useful to compare Australia to other economies, because each country is run separately. True or false?
4. **Identify** why it is important for an economy to grow each year.
   - A. To replace the goods and services that have been used or consumed
   - B. To make as much money as possible
   - C. To exploit small businesses
   - D. All of the above
5. **Explain** what is meant by 'GDP'.

Apply your understanding

Interpreting and analysing

6. **Explain** why it is important for an economy to measure its performance in terms of economic growth.
7. **Analyse** why it is important for Australia to compare its performance in terms of economic growth with other countries.
8. **Identify** Australia's current economic growth rate and describe what this means for the economy.
9. **Analyse** two limitations of using GDP as a measure of a country's economic growth.
10. **Analyse** what may occur if economic growth is too high or too low.

Evaluating, concluding and decision-making

11. **Determine** how a rising economic growth rate may affect living standards in Australia.

LESSON
21.3 How do employment trends indicate Australia's economic performance?

LEARNING INTENTION

By the end of this lesson you should be able to identify how unemployment trends are an indicator of Australia's economic performance.

TUNE IN

FIGURE 1 provides one reason why it is important for an economy to minimise the rate of unemployment.

FIGURE 1 Unemployed people have to rely on the government and welfare for their income.



Consider the following two questions.

1. What is unemployment?
2. Why do you think it is important to minimise unemployment?

21.3.1 The importance of reducing unemployment

As a student you are constantly asked to think about your future and what you want to do when you finish school. While this may not necessarily be your immediate goal, eventually you will hope to gain employment. Employment enables us to earn an **income** so we can purchase the goods and services we need and want. In the workplace we can form relationships, and often our friendship groups later in life include our work colleagues. Employment also enables us to feel good about ourselves as we are contributing to society, being productive and interacting with others.

However, not everyone is always able to find employment, and sometimes circumstances arise that lead to a person losing their job. Unemployment is a situation where people who are willing and able to work are unable to find employment. The government recognises that there will always be some level of unemployment, but tries to reduce it. Its goal is to maintain the rate of

income the reward earned from supplying productive resources; providing labour earns income in the form of wages or salaries

unemployment at about 5 per cent of the workforce, or at a level where cyclical unemployment is avoided. We will talk about cyclical unemployment later in this topic; it refers to unemployment caused by cyclical or regular decreases in the level of economic activity.

Let's first look at how unemployment is measured and what the causes of unemployment are.

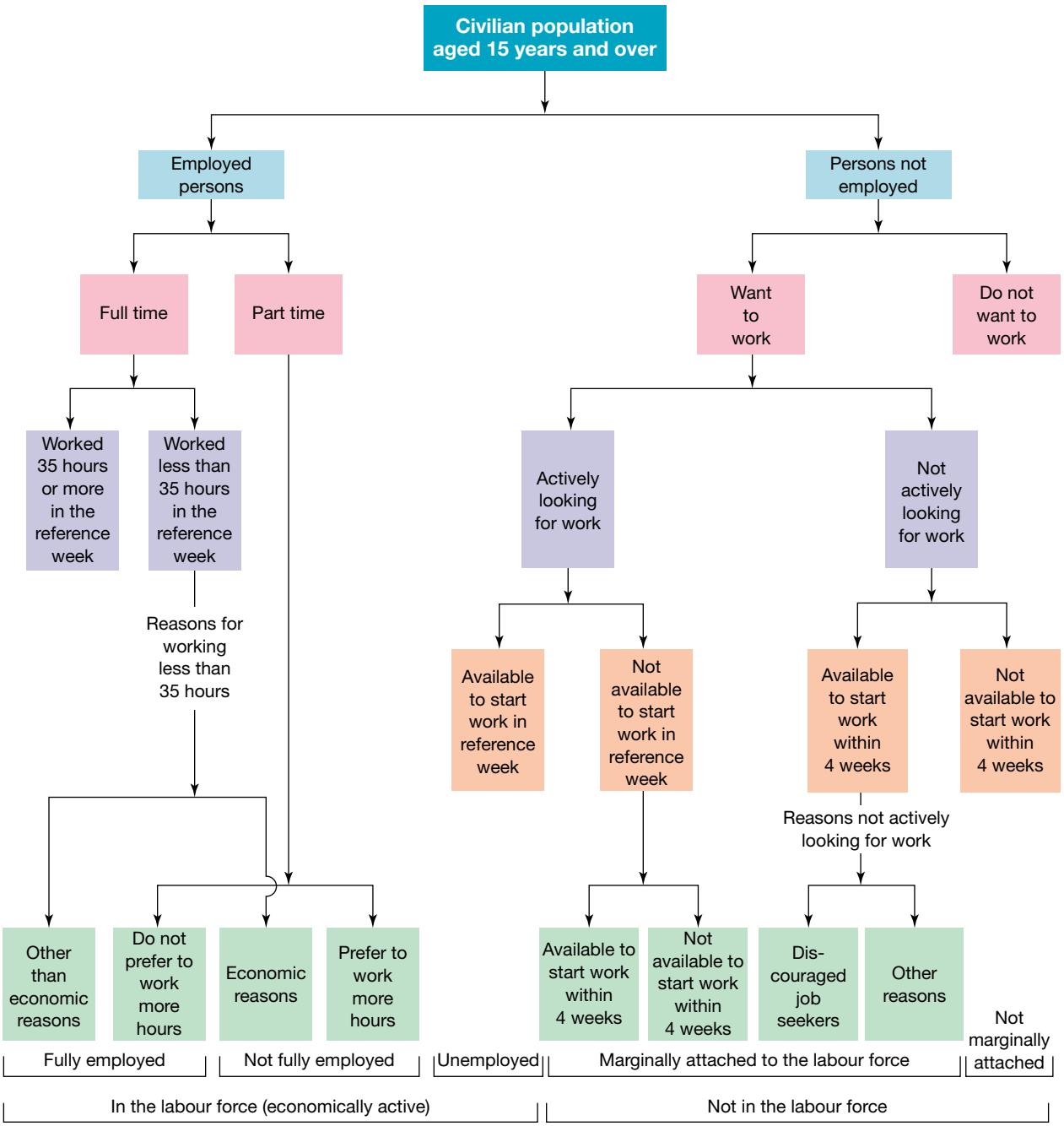
21.3.2 Measuring unemployment

In Australia, the unemployment rate is measured using the Labour Force Survey. The Labour Force Survey is conducted monthly and involves about 0.32 per cent of the civilian population of Australia aged 15 years and over. This survey sample is selected from around the country. As shown in **FIGURE 2**, people in the labour force are classified and measured according to their labour force status.

int-6004

tlvd-10793

FIGURE 2 The structure of Australia's Labour Force Survey



The ABS defines the labour force as people who are older than 15 years and who are able and willing to work. This definition includes people who are classified as employed, that is, they work full time (usually more than 35 hours per week) or part time (more than one hour per week), work for payment or profit, are self-employed, work in a family business, or have a job but are prevented from working due to illness, strikes, holidays or other similar situations in the survey week.

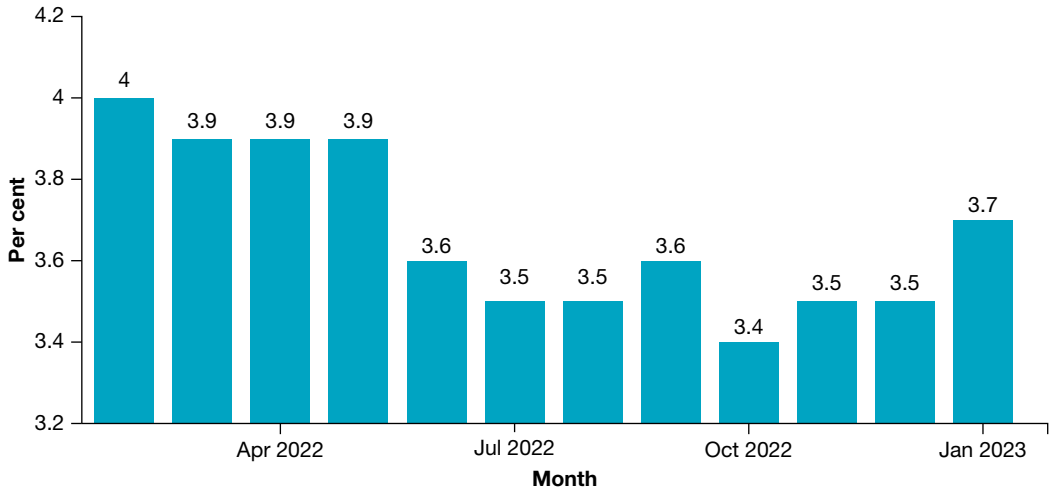
FIGURE 3 Job seekers are included in the labour force.



The definition also includes people who are unemployed — that is, those who do not have a paid job but who are actively looking for work by completing job applications and/or registering with Centrelink as a job seeker, either on a full-time or part-time basis, in the week prior to the survey. It also includes those who were able and willing to start employment in the week prior to the survey week or are waiting to resume a job after being laid off or stood down without pay. This group of people is expressed as a percentage of the total labour force, and this percentage is called the unemployment rate.

We can see in **FIGURE 4** that from February 2022 to January 2023, unemployment has fallen from 5.7 per cent to 4 per cent, with a slight rise in September and October 2021.

FIGURE 4 Australia's unemployment rates, February 2022–January 2023



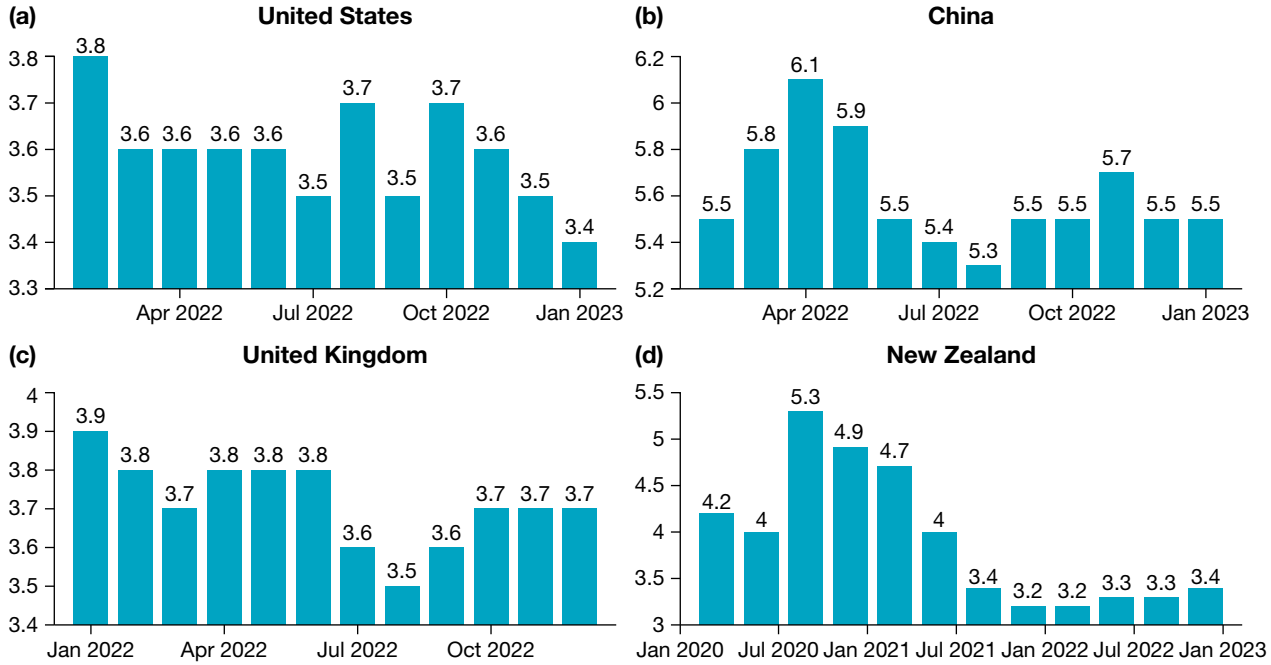
Resources

Video eLesson Job numbers (eles-2435)

21.3.3 International comparison

As with economic growth, it is worthwhile comparing Australia's employment performance with that of some of Australia's trading partners. The graphs in **FIGURE 5** show the recent unemployment rates of the United States, China, the United Kingdom and New Zealand.

FIGURE 5 Unemployment rate of other economies 2022–23: (a) United States, (b) China, (c) United Kingdom and (d) New Zealand



21.3.4 Causes of unemployment

When examining our unemployment rate it is important to understand the causes of unemployment and the various types of unemployment that exist. It is possible to identify four key types of unemployment:

- cyclical unemployment
- structural unemployment
- seasonal unemployment
- frictional unemployment.

recession a technical term referring to two consecutive quarters of negative growth in an economy

Cyclical unemployment

Cyclical unemployment occurs when the level of spending in the economy falls. When consumers or businesses feel pessimistic about the economy they tend to save rather than spend. This leads to reduced spending, reduced production and hence a reduced need for labour. If the pessimism persists, the economy can move into a period of negative growth. Two consecutive quarters of negative growth is referred to as a **recession** and this can cause further negativity about the state of the economy.

Cyclical unemployment can also occur because of a reduction in consumer incomes, higher interest rates leading to less money available for spending, poor economic conditions overseas among our trading partners, and a decrease in government spending to reduce budget deficits and debt.

FIGURE 6 Structural unemployment can be caused by the outsourcing of jobs such as call-centre operators.



Structural unemployment

Structural unemployment occurs as a result of changes in the way goods and services are produced. Generally, this takes place when production methods change, leading

to a mismatch of skills; that is, the skills currently in use are outdated and are not transferrable to the new production methods. This causes job losses, often due to changes in technology. Another cause of structural unemployment is outsourcing. This is when one section or department of a business is closed and its work is done overseas.

Seasonal unemployment

Seasonal unemployment results from the termination of jobs at the same time each year due to the regular change in seasons. Common examples of these types of jobs include fruit picking, tourism, working for holiday operators, sheep shearing and working in the ski fields.

Frictional unemployment

Frictional unemployment occurs when people are unemployed between finishing one job and starting another. This is common in the building trades and in some areas of rural industry.

21.3.5 Effects of unemployment

Unemployment has a number of negative effects on the economy, society and individuals. Let's look at three of these effects:

- deteriorating living standards
- decreased national production
- changed government budget position.

Deteriorating living standards

Unemployment affects both **material** and **non-material living standards**. When an individual becomes unemployed, their standard of living is likely to deteriorate considerably because the average wage of $1807.70 per week (as at November 2022) is replaced by an average unemployment benefit of $333 per week (as at September 2022). This results in less spending on goods and services, and reduced savings as individuals re-adjust their spending patterns.

A reduced income can place stress on families and relationships as it often means cutting back spending on such things as children's activities or family social outings. Unemployed people often develop a feeling of personal failure associated with the loss of status and friends. Knockbacks from unsuccessful job applications reinforce this feeling and individuals may lose their skills and possibly their work ethic if they are out of work for long periods.

Decreased national production

When some of a nation's resources are not used or are lying idle, the economy does not produce at its optimum or productive capacity. Fewer goods and services are available and national output, or GDP, is lower than its potential level, causing lower material living standards.

Changed government budget position

Unemployment negatively affects government revenue and government payments. On the one hand, unemployment lowers the number of income earners, thereby reducing government tax revenues. At the same time, unemployment also raises government spending on welfare benefits, leaving fewer resources for other areas of need, such as health, education and infrastructure.

material living standards refers to the number of goods and services we can afford to buy

non-material living standards value-based elements of human wellbeing that are not connected to material possessions

on Resources

Weblinks Australia's unemployment rate
Australia's youth unemployment rate

21.3 SKILL ACTIVITY: Interpreting and analysing

Unemployment benefits are paid to job seekers and unemployed persons to provide a minimum adequate standard of living. As of September 2022, the JobSeeker Payment was $668.40 per fortnight for a single person with no children. During the COVID-19 crisis, the allowance was set at $1115.70 per fortnight, with the extra money being labelled a Coronavirus supplement.

Consider the following questions and prepare responses to discuss in class.

1. **Describe** why you think the government created this supplement.
2. **Explain** if you think the government should have kept the JobSeeker Payment at $1115.70 per fortnight.
3. **Consider** one disadvantage of keeping the JobSeeker Payment at $1115.70 per fortnight.

21.3 Exercise

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21.3 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. People who are older than 16 years and who are able and willing to work are considered part of the labour force. True or False?
   b. Cyclical and structural unemployment are the same. True or false?
2. **Select** the group from the below list that is not included in definition of the labour force.
   A. Unemployed adults
   B. Adults actively looking for work
   C. People who work full time (more than 35 hours per week)
   D. None of the above
3. **Identify** the correct definition of 'structural unemployment'.
   A. Unemployment resulting from the termination of jobs at the same time each year due to the regular change in seasons
   B. Unemployment occurring when people are unemployed between finishing one job and starting another.
   C. Unemployment occurring as a result of changes in the way goods and services are produced
   D. Unemployment occurring when the level of spending in the economy falls.
4. **Describe** seasonal unemployment. Use an example to **illustrate** your answer.
5. **Define** the term 'unemployment'.

Apply your understanding

Interpreting and analysing

6. **Explain** how the trend in Australia's unemployment rate may have affected the Australian economy over the last four years.
7. **Explain** how unemployment may affect an individual.
8. **Analyse** the effect of rising unemployment on material living standards.
9. **Analyse** the effect of rising unemployment on non-material living standards.

Evaluating, concluding and decision-making

10. **Determine** if you believe new technologies, such as self-scanning in shops, that cause structural unemployment are beneficial to our living standards.

LESSON
21.4 How do inflation rates indicate Australia's economic performance?

LEARNING INTENTION

By the end of this lesson you should be able to identify how inflation rates are an indicator of Australia's economic performance.

TUNE IN

Why control inflation? In March 2022 the price of petrol hit historic high levels — over $2 per litre.

FIGURE 1 In March 2022 the price of petrol hit new highs across Australia.



Consider this price increase and answer the following questions in preparation for a class discussion.

1. Identify the immediate impact on consumers of this increase in price.
2. Identify a secondary impact on consumers of this increase in price.
3. Describe how the government reacted in March 2022 to this price increase. (*Note:* Some research might be needed here.)

21.4.1 Getting value for our money

As consumers, we are constantly looking for value for money — that is, for good-quality goods and services at reasonable prices. When the price of a good or service increases, we are naturally concerned because this represents a decrease in the value we are getting for our money for that particular good or service.

When the price of a good or service increases, we think of this as inflation. However, inflation is more than just the price of a good or service increasing. **Inflation** occurs when there is an increase in the general level of prices across the economy.

inflation a general rise in the prices of goods and services within an economy

21.4.2 Measuring inflation

Inflation in Australia is traditionally measured by calculating the Consumer Price Index (CPI). This index is calculated every quarter by the ABS. The CPI measures the average change in retail price of a basket of local and imported goods and services that represent a high proportion of expenditure by metropolitan households.

This basket of goods and services is referred to as the **regimen** and it includes only those items considered important to Australian households. The regimen comprises more than 80 000 items, which can be grouped into the following 11 categories:

- food
- clothing and footwear
- housing
- household contents and services
- transportation
- recreation
- financial and insurance services
- communication
- alcohol and tobacco
- health
- education.

Once the items are selected, they are weighted. Next, the relative importance of each item to the overall household budget is determined and a weighting is applied. Weighting is based on the frequency of purchase and the relative cost of the item.

FIGURE 2 Inflation causes the value of money to fall.



FIGURE 3 The ABS regularly conducts a survey of prices to calculate inflation.



With the regimen and categories determined, prices for the goods and services included are surveyed at a range of representative retail outlets such as supermarkets, fast-food shops, chemists, department stores and service providers. Prices are only surveyed at these outlets in the eight capital cities of Australia. These prices are then compared to the prices of the same items in what is termed a 'base year' to determine the change in price. For more information see the **RBA inflation** weblink in your online Resources.

21.4.3 Causes of inflation

There are generally considered to be two main types of inflation:

- *demand-side factors.* These factors cause an increase in demand that exceeds the current level of goods and services.
- *supply-side factors.* These factors lead to an increase in the cost of producing goods and services.

regimen a basket of goods and services whose prices are surveyed to calculate inflation

Demand-side factors

Demand-side factors are those factors that influence the level of spending or demand in the economy. If there is too much demand chasing too few Australian-made goods and services, the economy is operating ahead of productive capacity. This can lead to shortages of goods and services because businesses cannot produce more goods and services or access the resources needed to produce additional goods and services. As a result, the general price level will rise. This is called **demand inflation** and it generally occurs when the economy is going through a period of strong growth and employment. A good way to think of this is as buyers at an auction who compete for only one property: the highest bidder will win the auction.

This excessive demand can result from a variety of factors, including:

- *an increase in consumer optimism about the future.* Consumers are encouraged to spend more money because they don't see a need to save for 'a rainy day'.
- *an increase in business confidence.* This can lead businesses to spend and invest in new assets, hire more employees or replace old equipment.
- *an increase in income.* If consumers have a higher income — either through wage increases determined by the government or through a reduction in income tax imposed by the government — they are likely to increase their spending on goods and services.
- *an increase in our exports.* If the economies of our major trading partners are performing well and they are experiencing good economic growth, they may increase their demand for our goods and services.

Demand inflation occurs periodically in our economy, as every economy goes through cycles. It is the Australian government's role to manage these cycles and the effect of demand inflation on the economy.

Supply-side factors

The supply of goods and services is the task of suppliers or producers. In producing goods and services for sale, producers and suppliers may experience an increase in their costs. When costs increase, some producers and suppliers may choose to absorb the cost increase themselves and operate with a smaller **mark-up**. However, not all businesses do this, choosing instead to pass on this increased cost to consumers in the form of higher prices. This is known as **cost inflation**.

The most common supply-side causes of cost inflation include:

- *an increase in wages paid to employees.* Wages are often the main cost for a producer and rising wages represent a large cost increase, which is passed on to consumers.
- *an increase in interest rates.* This raises the producer's cost of finance and borrowing. These costs are usually passed on to consumers.
- *an increase in government taxes, oil prices and prices for utilities (such as electricity, gas and water services).* These costs are outside the control of the producer and are also usually passed on to consumers.
- *an increase in the cost of raw materials.* One-off supply-side shocks due to a one-off event can cause this.
- *Australia's trading partners experiencing a period of inflation*. Many component parts are imported so, if our trading partners are experiencing inflation, that inflation may be passed on to Australian producers and suppliers, who then pass the cost on to consumers.

The Australian government has worked hard to minimise the incidence of cost inflation by making significant changes to the way some industries are organised and structured.

Reducing **tariffs** means that imported goods and services have become cheaper and Australian producers have had to cut costs to remain competitive. This has led to lower prices in some industries, such as the motor vehicle industry.

demand inflation price increases that result from an excess of demand over supply for the economy as a whole

mark-up a fixed percentage or dollar figure added to the cost price of goods and services to determine the selling price

cost inflation a sustained increase in the price of goods and services caused by producers passing on increased production costs to consumers

tariff a tax imposed on imported goods to make them more expensive

The government has also opened up some industries to increased competition. Industries such as gas and electricity were previously dominated by one provider. By allowing more competition there has been a lowering of prices as these new providers seek to attract customers.

FIGURE 4 Drought in Australia causes higher production costs and lower level of supplies.



21.4.4 Effects of inflation

Inflation is considered to be an unfavourable occurrence for an economy. Inflation makes it difficult for the government to achieve any of its other economic objectives and it can negatively affect the living standards of consumers. This happens because, among other things, inflation:

- *causes local producers to lose out to overseas competitors.* Inflation raises the price of goods and services produced locally. This hurts Australian producers who wish to compete internationally as the prices they sell their products for cannot compete with the lower overseas prices. This inability to compete can cause business closures, resulting in higher rates of structural unemployment.
- *undermines economic growth.* Inflation erodes consumer and business confidence as consumers stop spending and producers stop investing in productive assets when prices are rising. This can reduce the level of spending, negatively affecting the rate of economic growth.
- *changes the allocation of resources.* When inflation occurs, people with excess income often invest in what is referred to as unproductive resources — that is, resources such as shares and property, which generally increase in value at a faster rate than inflation. So, instead of being used to purchase productive resources that generate goods and services, this money goes into resources that only produce an income for those wealthy enough to invest.
- *affects income distribution.* Inflation can reduce the purchasing power of the dollar and have a negative impact on income distribution. People on a fixed wage are not able to increase their income to cope with price increases, so their purchasing power declines.

FIGURE 5 In 2009, inflation in Zimbabwe saw its government produce a 100 trillion dollar banknote.

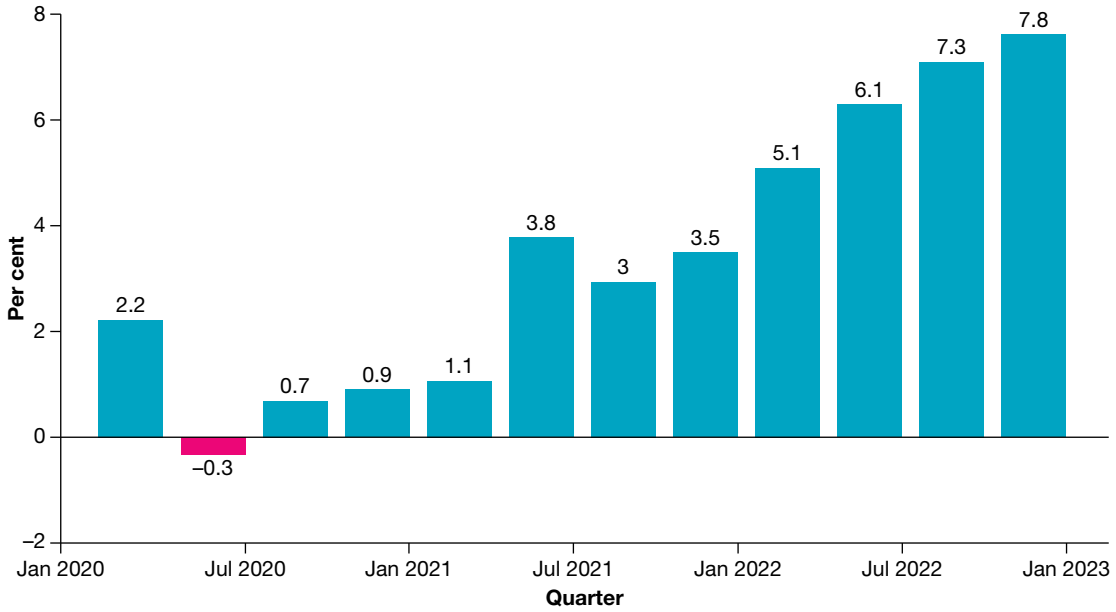


21.4.5 Australia's inflation rate

The Australian government has set a target for inflation of 2 to 3 per cent over the course of a business cycle. One business cycle is a period of five to seven years, during which time it is expected that the economy will go through certain stages such as a peak or boom, an economic downturn, a trough and an expansionary phase.

FIGURE 6 charts Australia's inflation performance from January 2020 to December 2022. It shows that Australia's inflation rate has been climbing above the target of 3 per cent per annum, which is the upper limit of the target rate for inflation. In December 2022 inflation had jumped to 7.8 per cent, well above the target rate.

FIGURE 6 Australia's inflation performance, January 2020–December 2022



on Resources

Weblinks RBA inflation
Trading Economics

SkillBuilders to support skill development

- 20.4 SkillBuilder: Conducting research into indicators of economic performance

21.4 SKILL ACTIVITY: Questioning and researching, Interpreting and analysing

All countries experience inflation at various points in time. In section 21.4.4 we saw an example of how inflation impacted Zimbabwe in 2009.

Use the **Trading Economics** weblink in your online Resources to research two countries that have excessively high rates of inflation (over 10 per cent per annum).

1. **Identify** the countries researched.
2. Show and **describe** the trend in the inflation rates of these two countries.
3. **Explain** how these rates of inflation may impact the living standards of consumers in these countries.
4. **Describe** how the high inflation rates in these countries may affect their relationship with Australia.

21.4 Exercise

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21.4 Exercise

Learning pathways

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. Inflation is a general rise in the prices of goods and services within an economy.
   b. Australia experienced the problem of low inflation in 2022 and 2023.
2. **Identify** one group who may benefit from inflation.
   A. Australian consumers
   B. Overseas producers
   C. Local farmers
   D. Australian manufacturers
3. **Explain** the difference between the two types of inflation.
4. **Explain** why inflation is bad for the economy.
5. **Identify** two groups in society that would be negatively affected by high inflation and **explain** why.

Apply your understanding

Interpreting and analysing

6. **Describe** how rising prices might affect material living standards.
7. **Describe** how rising prices might affect non-material living standards.
8. **Define** how inflation is measured.
9. **Identify** any problems with the way inflation is calculated.

Communicating

10. Prepare a list of all the items you have spent money on over the past week. **Classify** the items into the categories used by the ABS to calculate the CPI.
    a. **Select** which category is most important to you.
    b. **Identify** what percentage of your spending belongs to each category.
    c. **Explain** the item of expenditure that is most important to you. Is your spending reflected in your response?
    d. Assuming your income remained constant, **explain** how a rise in prices of 5 per cent may affect your spending.

LESSON
21.5 How do sustainability indices indicate Australia's economic performance?

LEARNING INTENTION

By the end of this lesson you should be able to identify how sustainability indices and other indicators are a measure of Australia's economic performance.

TUNE IN

A lot of economic indicators are quantitative and/or financial. They consider only the financial aspect of an economy. However, there are other considerations when measuring growth and economic performance.

FIGURE 1 Economic growth can affect other parts of life.



1. What do these images suggest to you?
2. How might these images suggest that there is a cost to economic growth?
3. If these images do indeed suggest a cost of economic growth, who pays this cost?

Consider your answers and discuss as a class.

21.5.1 Qualitative measures

Many measures of economic performance are quantitative; that is, they measure the dollar value or the percentage value change in an item. For example, unemployment measures the number of people unemployed as a percentage of the labour force. Inflation measures the percentage change in the price of goods and services.

While these measures provide useful information, this is not the only information available or relevant to an economy. There is a range of qualitative measures that can be calculated and examined to measure the performance of our economy. Qualitative

FIGURE 2 Deforestation is an issue for economies that wish to develop in a sustainable manner.



measures determine or measure the quality of our life and the economy. We will examine two of these qualitative measures (or indices):

- the Genuine Progress Indicator (GPI)
- the Human Development Index (HDI).

Genuine Progress Indicator (GPI)

The GPI was developed in the late 1980s to measure the overall progress of an economy in achieving improved living standards. In simple terms, it calculates GDP but then makes both negative and positive adjustments to the values to reflect the good or bad effects on society's welfare of some types of activity and spending. Deductions from the figures are made to reflect costs such as:

- environmental damage due to pollution
- depletion of non-renewable energy resources such as coal and petrol
- reduced leisure time due to increased hours of work or travel times
- inequality in the distribution of income
- increased crime rates.

Some items that add to the GDP include:

- ongoing services provided by public infrastructure
- contributions made by the socially productive use of time, such as volunteer work and housework.

quantitative indicators objective indices that are easily measured and can be stated numerically, such as annual income or the number of doctors in a country

qualitative indicators subjective measures that cannot easily be calculated or measured; e.g. indices that measure a particular aspect of quality of life or that describe living conditions, such as freedom or security

Human Development Index (HDI)

The United Nations' HDI is a measure that compares the wellbeing of people in different countries. It reflects and takes into account both positive indicators (such as long life expectancy at birth, educational attainment and average level of income per head per year) and negative ones (such as infant mortality and prevalence of child labour), combining these into a single statistical index number. When a country's index rises, it is a sign that there has been progress and living standards have increased. The main weaknesses of the HDI include the subjective nature of the indicators used to compile the index and the unreliability of the statistical data for some countries.

21.5.2 Other indicators of economic performance

As we have already discovered, both **quantitative indicators** (such as unemployment) and **qualitative indicators** (such as the HDI) are useful in providing information about the performance of the economy. By using a combination of quantitative and qualitative indicators, we are able to get a clearer understanding of the state of the economy.

In addition to those already mentioned, there are a range of other indicators that give us information about how the performance of the economy is affecting the quality of people's lives. Three examples that will be examined in this section are:

- Business Confidence Index
- Liveability Ranking
- World Happiness Report.

FIGURE 3 When business confidence in the economy is high, more employees are hired.



Business Confidence Index

Imagine you had a casual job and the hours that you worked changed significantly each week. One week you may work 18 hours and the next week you may only work four hours. This uncertainty about your working hours may affect your confidence as a consumer. You may decide to save your money rather than spend it, just in case you don't work many hours in the next week.

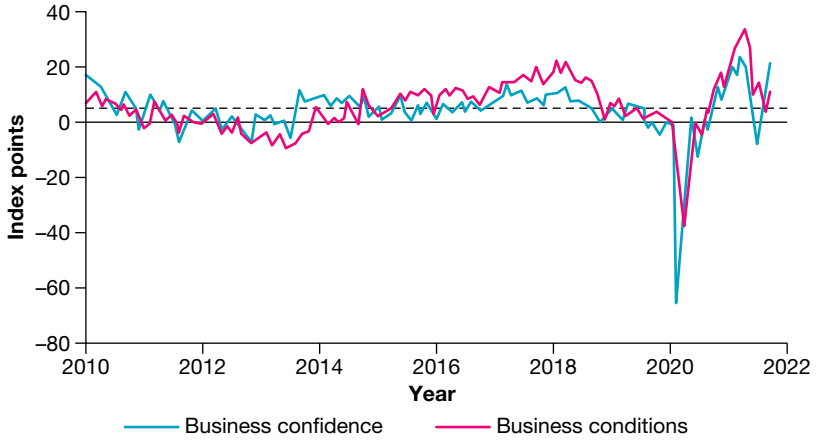
Businesses are no different. Their decisions are based on their confidence in the performance of the economy. When businesses are confident that the economy is performing well, they are more likely to borrow money to invest and expand, increase their levels of production and hire more staff. Of course, when business confidence is down, the reverse occurs.

The National Australia Bank (NAB) has developed a well-respected and commonly used indicator to measure business confidence. The NAB conducts a monthly business survey of more than 500 businesses to gauge how confident they are about the economy. In particular, data is gathered on the expectations of businesses in relation to matters such as their projected trading levels, profitability and employment. This data is then used to create an index that represents the level of business confidence in the economy.

As **FIGURE 4** shows, the level of business confidence can change significantly over time. Business confidence is influenced by both domestic and global events. Examples of domestic factors that may affect business confidence include a change of government, new laws or changes to the level of interest rates.

int-9159

FIGURE 4 The NAB Business Confidence Index for March 2010–March 2022



Note: Dotted lines are long-run averages since March 1997.

Source: NAB Monthly Business Survey, February 2022.

Business confidence in one industry sector (such as mining) may be very different to that of other industry sectors. As such, the Business Confidence Index provides data about different industries. For example, the April 2020 NAB Business Survey indicated that business confidence was negative in all industry sectors due to the negative economic effect of the COVID-19 pandemic.

Liveability Ranking

While economic indicators are very important, it is also necessary to consider if the benefits of a strong economy are improving our quality of life. A number of indicators such as the Liveability Ranking have been developed to try to measure this. The Liveability Ranking considers a wide range of factors (outlined in **FIGURE 5**) to determine which cities are the most desirable to live in.

The 2022 *Global Liveability Index* surveyed 173 cities using the criteria set out in **FIGURE 5**. Overall, the report identified a range of factors that had contributed to changing 'liveability' in cities throughout the world.

In particular, economic crisis, civil unrest, acts of terror and violence have reduced stability throughout the world and caused many cities to become less 'liveable'. Cities such as Damascus (Syria), Lagos (Nigeria) and Port Moresby (Papua New Guinea) are all considered less liveable, owing to such factors.

FIGURE 5 The major categories used to determine the Liveability Ranking (and the weighting of each)

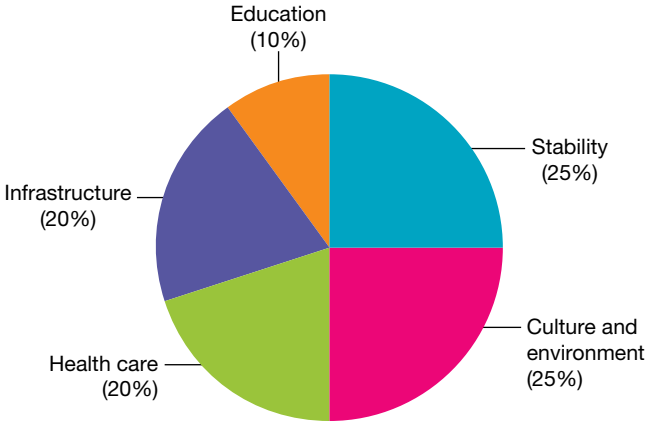


FIGURE 6 In recent times, Australia's major cities have ranked well in liveability rankings. From 2011 to 2017, Melbourne topped the list of the world's most liveable cities, and Adelaide, Perth and Brisbane each featured in the top 10 in 2021. In 2022, Melbourne shared tenth position with Osaka, Japan.



The World Happiness Report

What use is a strong and productive economy if people are not happy? If an economy is strong because people spend the majority of their lives working, with little time to enjoy themselves or see their family and friends, is it really of any benefit? The main aim of having a strong national economy is to ensure that people can benefit from it and enjoy a higher standard of living.

FIGURE 7 The main aim of having a strong economy is to ensure people can benefit from it and enjoy a higher standard of living.



The World Happiness Report is a survey that was first conducted in 2012. It collects data on more than 150 countries and ranks them based on the level of happiness of their citizens. Increasingly, governments are interested in 'happiness' data because it not only tells them about the performance of the economy, but also the benefits that people derive from the performance of the economy.

Some of the major areas used to calculate the ranking in the World Happiness Report are:

- gross domestic product (GDP) per capita
- social support
- healthy life expectancy
- freedom of life choices
- generosity
- perceptions of corruption.

TABLE 1 The top 12 and bottom 12 countries according to the World Happiness Report, 2022

Top 12 countries		Bottom 12 countries	
Rank	**Country**	**Rank**	**Country**
1	Finland	146	Afghanistan
2	Denmark	145	Lebanon
3	Iceland	144	Zimbabwe
4	Switzerland	143	Rwanda
5	Netherlands	142	Botswana
6	Luxembourg	141	Lesotho
7	Sweden	140	Sierra Leone
8	Norway	139	Tanzania
9	Israel	138	Malawi
10	New Zealand	137	Zambia
11	Austria	136	India
12	Australia	135	Togo

DISCUSS

Happiness is usually reported as the primary goal in individuals' lives; however, many people believe there is much more to a rewarding life than just seeking happiness. What else do you think people should pursue in life? Discuss in groups or as a class.

21.5 SKILL ACTIVITY: Interpreting and analysing

The most recent data for the HDI is available at the **HDR UNDP** weblink in your online Resources.
Based on this data:

1. **List** the three highest ranking countries.
2. **Analyse** if having a high gross national income (GNI) means a country will be at the top of the HDI, above all other countries. Use data from the table to support your answer.
3. Find the countries with the lowest HDI ranking. **Identify** in what geographic region these countries are found. Brainstorm some reasons that might explain why this is the case.

on Resources

Weblink HDR UNDP

21.5 Exercise

learnon

21.5 Exercise

Learning pathways

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

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Check your understanding

1. **Define** the term 'sustainability', in terms of the environment.
   - A. Environmental damage due to pollution
   - B. Using resources in a way that ensures their continued availability for future generations
   - C. Using non-renewable resources such as coal and petrol
   - D. All of the above
2. **Define** 'liveability'.
   - A. The conditions of a decent life for all inhabitants of communities including their physical and mental wellbeing
   - B. The conditions of a decent life for the majority of inhabitants of communities in terms of physical wellbeing, e.g. access to food, water and shelter
   - C. A low cost of living for citizens of a particular community
   - D. Stability of the conditions of life in a community over time
3. **Determine** whether the following statements are true or false.
   - a. The HDI reflects and takes into account both positive and negative indicators to compare the wellbeing of people in different countries.
   - b. In general, Australian cities score highly in the liveability rankings.
4. **Explain** how non-material living standards may factor into a measure of sustainability.
5. **Identify** one international and one domestic factor that may influence business confidence.

Apply your understanding

Interpreting and analysing

6. **Analyse** why alternative measures of performance are needed.
7. Why do you think statistics for material living standards (GDP) are published but data measuring non-material living standards is not? **Justify** your view.
8. **Explain** how the level of business confidence can have an impact on economic growth and employment.
9. **Analyse** why the World Happiness Report is a useful indicator for governments.

Evaluating, concluding and decision-making

10. Media reports throughout 2022 referred to the 'housing affordability crisis' in Australia. **Explain** what you think is meant by this term and **discuss** why this is a key indicator for non-material living standards, liveability and happiness.

LESSON
21.6 What are living standards and how are they related to economic performance?

LEARNING INTENTION

By the end of this lesson you should be able to define 'living standards' and explain their relationship to economic performance, and identify ways living standards can be measured.

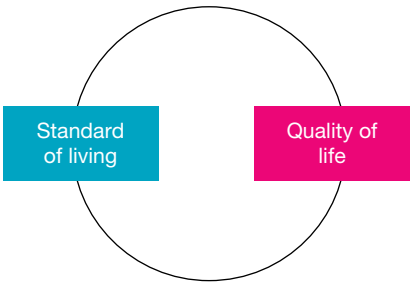
TUNE IN

What do we mean by living standards? How do you measure them? And how are standard of living and quality of life different?

Consider **FIGURE 1** and complete the following:

1. Provide a ranking between 1 and 10 indicating where you believe your standard of living and quality of life are currently (1 being the lowest and 10 being the highest).
2. List the factors you considered when determining your ranking.
3. Share your ranking with the class and, as a class, consider all rankings and reasons.

FIGURE 1 Standard of living and quality of life can be mistaken for the same measurement, but there are key differences.



21.6.1 Getting the balance right

Economies measure their economic performance to determine how well the economy is providing for its citizens. Measures such as unemployment rates, inflation rates and the rate of economic growth, however, do not provide information about living standards.

FIGURE 2 Living standards can be improved by economic growth.



Changes in the performance of an economy as measured by indicators such as inflation and unemployment rates and the rate of economic growth can have an impact on both material and non-material living standards. As such it is important that the government — which is responsible for managing economic performance — takes changes to living standards into consideration when implementing policies and strategies to improve economic performance.

As we will see, this can require a delicate balance in policy implementation as some policies may improve material living standards but may negatively affect non-material living standards, and vice versa.

Let's examine the link between the indicators of economic performance and material and non-material living standards. As mentioned in section 21.3.5, living standards refer to how well off a nation or country is overall. Material living standards relate to the level of economic wellbeing, influenced by annual levels of gross domestic product (GDP) per capita, incomes, and consumption of goods and services. The second type of living standard is referred to as non-material living standards. Non-material living standards are value-based elements of human wellbeing that are not connected to material possessions. They affect the quality of our daily lives. Elements of non-material living standards include our level of personal happiness and self-fulfilment, crime and death rates, the absence of pollution and political freedom. Many of these are difficult to measure.

21.6.2 Living standards and economic growth

Improvements in material living standards are most often measured by changes in GDP, the same measure used to calculate the economic growth rate of an economy. The difference in the calculation is that the value of GDP is then divided by the number of people in the economy (GDP per capita). This measure aims to calculate the value of goods and services each member of the economy has access to. If there is an increase in the value of GDP per capita, it is assumed that the material living standards of each individual in the economy have improved. However, this is not always the case.

FIGURE 3 Material and non-material living standards can be improved by owning your own home.



Strong and sustainable economic growth

It is expected that economic growth will be both strong and sustainable. Strong economic growth is defined as a growth rate of between 3 per cent and 4 per cent on average per year. At this rate of economic growth, goals such as low inflation, full employment and external stability should be achievable. However, a higher rate of growth — such as 5 per cent — would lead to economic problems, and living standards would ultimately suffer. At a rate of 5 per cent per year, the pace of the economy would be pressed beyond its productive capacity. The producers of goods and services would not be able to keep up with the demand. This would cause cost and demand inflation due to general shortages of resources and of finished goods and services. It would also cause spending on imports to grow quickly.

However, an economic growth rate of less than 2 per cent per year would also endanger the government's economic goals. The unemployment rate would rise since there would not be enough jobs and incomes created for a growing labour force. Higher unemployment would lead to poverty and falling material living standards, because living standards suffer unless economic growth takes place at the right speed.

Growth should also be sustainable. Sustainable growth refers to the rate at which Australia's economy can grow its production of goods and services without jeopardising the living standards of future generations. The obvious problem in this context is that our demand for non-renewable natural resources is creating serious environmental problems such as pollution, global warming, resource depletion and loss of biodiversity. For example, clearing old growth forests and land, discharging waste into our waterways and the atmosphere, building in sensitive areas, building more freeways and encouraging excessive consumerism may maximise our short-term living standards and lifestyles, but what future will our children have? Will they be able to enjoy the same material and non-material living standards as we do? So, in this sense, the rate of economic growth is only sustainable in the long term if it does not deplete non-renewable resources, degrade the environment and reduce the ability of future generations to meet their needs and wants. In some ways, a trade-off exists between economic growth and some aspects of current and future living standards.

DISCUSS

Many non-renewable natural resources are being used up to maintain our current living standards. As a class, discuss whether tighter restrictions should be placed on using these resources even if it means that economic growth will be damaged as a result.

on Resources

Video eLesson Clearing forest for an oil well in the Amazon (eles-2437)

21.6.3 The weaknesses of GDP per capita as a measure of living standards

An increase in the value of goods and services produced per year divided by the number of people in the economy does not necessarily mean that people are better off or that their standard of living has improved. There are a number of things to consider when using GDP per capita as a measure of living standards.

FIGURE 4 An increase in GDP doesn't necessarily mean a reduction in poverty rates.



GDP per capita is an average

GDP per capita gives only a rough idea about average material living standards, provided there is also a fairly even distribution of the goods and services produced, and provided the extra production makes people happier. There is no evidence to suggest that an increase in GDP is shared equally among the people in the economy. These are assumptions that can make rises in GDP per capita quite meaningless.

GDP per capita assumes improvements in living standards

It is assumed that an increase in GDP per capita results in better employment opportunities, an increased life expectancy, increased consumer choice, improved provision of government services, and better health and education services. These improvements should help to raise both material and non-material living standards. However, there is no information that tells us whether these improved GDP figures and employment figures have resulted from people working longer hours or from machinery and computers being introduced to replace labour in performing some jobs.

These factors can reduce our leisure time and perhaps the quality of family life, as well as resulting in increased unemployment and an increased need for welfare.

GDP per capita doesn't measure the environmental impact

Pollution and environmental damage, resource depletion, stress, urban problems, overcrowding and possible increases in crime and divorce rates are not measured by GDP per capita, yet they have a significant impact on our living standards. Money spent on combatting crime, legal fees involved in family divorce and the costs of dealing with pollution are actually recorded as additions to GDP's value. GDP does not distinguish between good economic activity and bad activity or negative external events.

on Resources

Weblink Australia's GDP annual growth rate

21.6.4 Alternative ways to measure living standards

GDP is the total value of goods and services produced by the economy in a given period (usually a year). By calculating GDP per capita (per head of population) we can use this figure as a measure of changes to living standards. If this figure rises, it can be argued that living standards have risen because we all have more goods and services.

However, GDP has limitations as a measure of living standards because some production is not included, no measure is taken of the quality of changes considered, and GDP provides no information on how the goods and services are distributed. In addition, non-material living standards are not accounted for.

There are alternative measures that can be used to better measure living standards.

Genuine Progress Indicator (GPI)

As discussed in section 21.5.1, the GPI index of overall living standards identifies some of the same consumption data involved in calculating GDP, but it then makes both negative and positive adjustments to some of the values calculated. The changes are designed to reflect the positive or negative effects on society and our living standards of certain types of activity and spending. Supporters of the measure argue that these adjustments make the statistics a far better indicator of the sustainable level of economic welfare or living standards than simply using GDP.

Human Development Index (HDI)

Earlier in the topic you were introduced to the United Nations' Human Development Index. The HDI is a measure that compares the wellbeing of people in different countries. It is a composite statistic of positive and negative indicators. These indicators are combined into a single statistical index number. When a country's index rises, it means there has been progress and living standards have increased.

In 2021 Australia was ranked fifth in the HDI with an index of 0.951, a similar value it has had since 2013. The two main weaknesses of the HDI are the subjective nature of indicators used to compile the index and the unreliability of the statistical data for some countries.

int-6006

FIGURE 5 Factors to consider when determining living standards



Quality-of-life index

The quality-of-life index is a measure calculated by a private organisation that attempts to measure which country will provide the best opportunity for a healthy, safe and prosperous life in the future. It is based on a method that links subjective life-satisfaction surveys and objective determinants of the quality of life across countries.

The index was calculated in 2022 for 71 countries and territories using ten quality-of-life factors along with forecasts of future GDP per capita to determine a nation's score.

The ten quality-of-life factors are:

- material wellbeing as measured by GDP per capita
- life expectancy at birth
- the quality of family life based primarily on divorce rates
- the state of political freedoms

- job security as measured by the unemployment rate
- climate, measured by two variables: the average deviation of minimum and maximum monthly temperatures from 14°C and the number of months in the year with less than 30 millimetres of rainfall
- personal physical security ratings based primarily on recorded homicide rates and ratings for risk of crime and terrorism
- the quality of community life, based on membership in social organisations
- governance, measured by ratings for corruption in public office
- gender equality, measured by the share of seats in parliament held by women.

In 2022 Australia was ranked fifth with a score of 181.81 out of 200. Denmark, Switzerland, the Netherlands and Finland filled the top four places.

21.6.5 Other indicators

A range of other indicators are used by some countries to measure the changes in living standards of society. These include:

- Green Gross Domestic Product (GGDP)
- Happy Planet Index (HPI).

Green Gross Domestic Product (GGDP)

The GGDP is an index of economic growth with the environmental consequences of that growth factored into a country's conventional GDP. The GGDP places a price/cost on the loss of biodiversity, environmental damage and climate change. When calculating the GGDP the net natural capital consumption — including resource depletion, environmental degradation, and protective and restorative environmental initiatives — is subtracted from the traditional GDP.

Happy Planet Index (HPI)

The Happy Planet Index (HPI) is an index designed to measure human wellbeing and environmental impact. It was introduced by the New Economics Foundation (NEF) in July 2006, with the aim to give progressively higher scores to nations with lower ecological footprints. It was developed in response to the belief that measures such as GDP and HDI were seen as not taking sustainability into account.

The index is made up of three components:

- experienced wellbeing
- life expectancy
- ecological footprint.

In 2021, 140 countries were surveyed, with some 'poor' countries scoring high due to their low ecological footprint and high life expectancy. Australia ranked 88th and the USA 122nd. Costa Rica ranked first. New Zealand ranked 11th. Use the **Happy Planet Index** weblink in your online Resources to explore the data and the methodology used.

on Resources

Weblink Happy Planet Index

21.6 SKILL ACTIVITY: Questioning and researching, Interpreting and analysing

In this lesson we have considered a range of measures related to the measurement of living standards.

1. Using the following measures, **select** the most recent data available for each measure for Australia:
   - GDP
   - GDP per capita
   - GPI
   - HDI
   - Quality-of-life index
   - Green Gross Domestic Product
   - Happy Planet Index.
2. **Compare** these data gathered for Australia with another country of your choosing (consider New Zealand, our closest neighbour or the USA, the largest economy in the world).
3. **Compare** the results, **consider** the reasons why there may be discrepancies in Australia's rankings and **elaborate** why we may rank differently to your other selected country.

21.6 Exercise

learnon

21.6 Exercise

Learning pathways

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

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Check your understanding

1. **Define** 'GDP per capita':
   - A. The sum of all goods and services consumed by a family divided by the number of people in that family
   - B. The sum of all goods and services produced by a business divided by the number of people employed by that business
   - C. The population of a country divided by the sum of all goods and services produced by that country
   - D. The sum of all goods and services produced by a country divided by its population
2. **Determine** whether the following statements are true or false.
   - a. It is possible for economic growth to be both strong and sustainable.
   - b. The Happy Planet Index (HPI) is an index designed to measure human wellbeing and environmental impact.
3. **Identify** which of the following is **not** an alternative measure of living standards.
   - A. Genuine Progress Indicator (GPI)
   - B. Human Development Index (HDI)
   - C. Quality-of-life index
   - D. World Happiness Report
4. **Describe** three limitations of one of the traditional measures of living standards.
5. **Distinguish** between 'material' and 'non-material' living standards.

Apply your understanding

Interpreting and analysing

6. **Explain** why GDP per capita may not be considered an appropriate measure of living standards.
7. **Explain** why GDP per capita may be a better measure of material living standards than economic growth rates.
8. **Explain** why alternative methods of measurement are necessary.
9. **Identify** five factors that are important to you and should be included in a calculation of your living standards. **Explain** which one you consider most important and why.

Communicating

10. 'When measuring living standards, material living standards are more important than non-material living standards.' Do you agree with this statement? **Justify** your response.

LESSON
21.7 What are the different macroeconomic policy options?

LEARNING INTENTION

By the end of this lesson you should be able to identify macroeconomic policy areas: budgetary/fiscal policy and monetary policy.

TUNE IN

In 2022 the war between Russia and the Ukraine impacted the supply of oil. As a result, the price of petrol in Australia hit record highs.

In its budget in March 2022, the federal government reduced the excise duty on petrol (a tax) by 22 cents, thereby reducing the price of petrol.

This is an example of the government stepping in to provide assistance to consumers.

As a class, discuss other ways the government assists consumers.

FIGURE 1 The price of petrol has increased dramatically in recent years.



21.7.1 The bigger picture

Macroeconomics refers to the branch of economics that involves the level of expenditure (the amount) or aggregate demand (total demand for goods and services in an economy). It involves looking at the general influences on national spending, national output, national income, employment and overall material living standards. It emphasises the need for some degree of government involvement and manipulation of aggregate demand and economic activity demand-side policies.

Macroeconomic policies involve two key areas of influence by the government: budgetary/fiscal policy and monetary policy. Each of these policy areas attempts to manipulate the level of demand and spending in the economy to achieve the economic goals of the government. Let's examine each of these policies.

macroeconomics the branch of economics that emphasises the central role played by the level of expenditure or aggregate demand

budgetary policy (or fiscal policy) a macroeconomic or aggregate demand management strategy involving the government's estimates of the expected value of its receipts and the expected value of its outlays

budget a plan for the future; in economics it is a plan about the government's financial performance and framework for the coming financial year, and is estimated by calculating its expected revenues and expenditures

21.7.2 Budgetary/fiscal policy

Budgetary policy (also called **fiscal policy**) is a government economic policy that involves altering the level of government spending and government receipts. Each year the government prepares its **budget**, which outlines its priorities for the coming year and, in some cases, for the years ahead. The budget is a document outlining where the government plans on receiving money from (receipts) and where it intends to spend that money (expenditure).

The difference between the receipts of the government and the expenditure by the government is known as the budget outcome. There are three possible budget outcomes:

- budget deficit, where the level of government receipts is less than the level of government expenditure

- budget surplus, where the level of government receipts is greater than the level of government expenditure
- balanced budget, where the level of government receipts equals the level of government expenditure. This is a rare event, and the government usually aims for a fiscal balance, where the value of budget deficits equals the value of budget surpluses over the business-cycle period (seven years).

To better understand how the government uses the budget to achieve its economic goals, it is important to understand the two components of the budget: budget receipts and budget spending.

FIGURE 2 The budget is delivered to parliament annually by the Treasurer.



FIGURE 3 Budgets can have a negative impact on some members of society.



Government budget receipts

Budget receipts are the government's incoming receipts of money that pay for budget spending. The most common form of government receipt is **taxation**. There are generally considered to be two types of taxes:

- direct taxes — those that refer to levies imposed directly onto the incomes of individuals and companies
- indirect taxes — those placed on the sale of goods and services and added onto the price of items.

A third type of government receipt is non-tax revenue — that is, receipts from a source other than taxation, such as asset sales, interest, the repayment of HECS debts by university students and profits from government business enterprises such as Australia Post.

Direct taxes

Examples of direct taxes include:

- *personal income tax*. This is a direct tax paid by individuals who earn incomes in the form of wages, salaries, rent, interest and dividends. For most people, income tax is deducted by their employer from their pay packet before they are paid (pay-as-you-go or PAYG). However, for self-employed individuals, a different system exists for estimating income and tax that must be paid.
- *capital gains tax (CGT).* This tax is levied on the real profits made from the sale of capital assets such as land and shares purchased after 1985.
- *the Medicare levy.* This direct tax is designed to provide medical insurance to help cover the basic costs of family health care. It is normally levied at a rate of 2 per cent of personal taxable incomes.
- *withholding tax*. This is applied to individuals who fail to register their tax file number when receiving income such as dividends and interest. It is currently levied at the top tax rate of 47 per cent (including the Medicare levy).
- *company tax*. This is a flat or proportional tax levied directly on business profits. In 2018 the government passed a law to reduce this tax to 25 per cent by 2021–22.

taxation a government levy or revenue measure that can be used as part of the budget to affect the level of prices, the growth rate and the distribution of income

- *fringe benefits tax (FBT).* This represents a direct tax paid by firms on the value of 'perks' provided to employees, such as a company-provided car or house. It is currently levied at 47 per cent of the taxable benefit.
- *superannuation fund tax*. This tax is levied at 15 per cent of most contributions as well as on the interest from fund investments. People aged over 60 can currently withdraw their super tax-free.
- *petroleum resource rent tax (PRRT).* This is levied at 40 per cent of the profits made from petroleum operations.

Indirect taxes

Examples of indirect taxes include:

- *excise duty*. This is an indirect tax imposed on selected, locally produced goods such as petrol, LPG, beer, spirits, wine and tobacco. It is a flat percentage added to the cost of the product. For example, the excise on unleaded petrol is about 30 per cent of the price of each litre sold. The precise rates applied are adjusted twice a year and are generally linked to changes in the Consumer Price Index.
- *customs duties.* These are taxes levied on certain imported goods to raise revenue and protect local producers from foreign competition. Since the 1970s governments have had a policy of reducing tariffs to increase competition in Australia and to reduce prices for consumers.

FIGURE 4 The tax on petrol provides the government with a significant source of revenue.

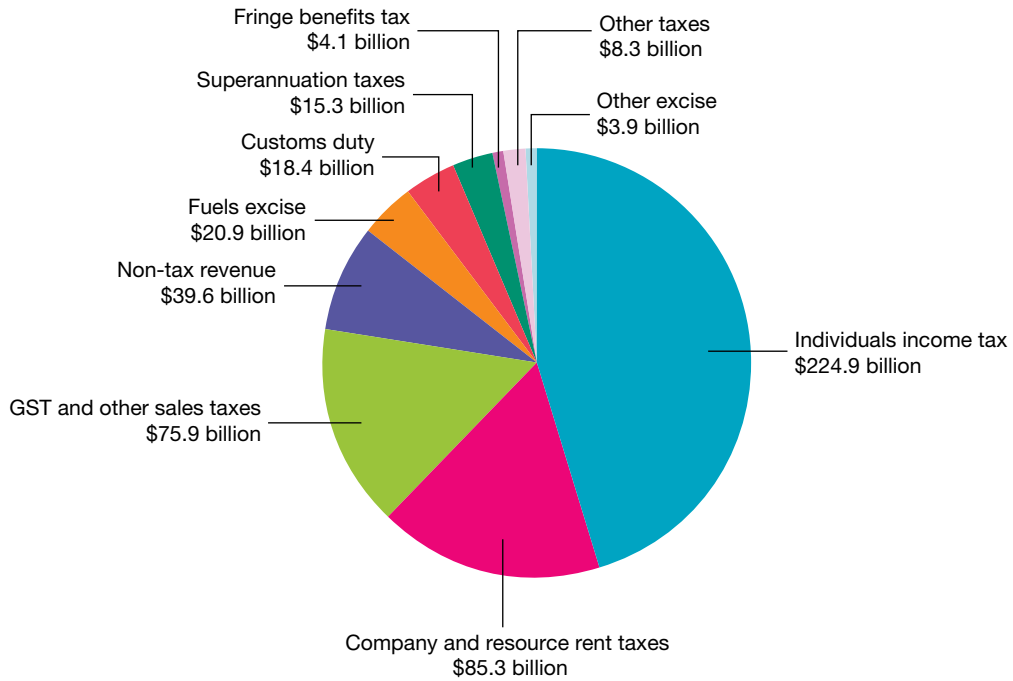


- *goods and services tax (GST).* This tax was introduced in July 2000. It is a broad-based, indirect tax levied at the rate of 10 per cent on many goods and services in the economy.

FIGURE 5 summarises the sources of government revenue in 2021–22. Income tax on individuals is easily the main source of receipts, followed by revenues from company and resource rent taxes.

tlvd-10794

FIGURE 5 Sources of government budget revenue for 2021–22



Government budget spending

Budget spending is how the government uses the receipts it collects to provide certain goods and services for the community. Government spending is designed to affect the incomes of consumers, the level of demand and economic activity in the economy, inflation, trade and living standards. Government budget spending is allocated mainly to:

- *social security and welfare*. These payments go to the neediest groups in society including the unemployed, aged pensioners and people with disabilities. The main aim is to redistribute income, thereby helping to reduce poverty and improve general living standards.
- *health.* This involves providing medical attention to consumers, paying the wages and salaries of hospital staff, and outlays on building and furnishing hospitals.
- *defence.* This money is used for the payment of staff and day-to-day running expenses for the armed services, which includes payments for peacekeeping activities.
- *education.* Public education is provided by paying staff at universities, supporting state and non-government schools; vocational education and training; and building programs.
- *transport and communications*. This involves spending on government infrastructure such as roads, shipping, aviation and rail services.
- *housing and community amenities*. This includes spending on public housing and the First Home Owner Grant.
- *public-debt interest*. This is the cost to the government of paying interest on its debts or borrowings. Much of the debt incurred by the government comes from having to finance a budget deficit.
- *net payments to other governments*. These are federal payments to state and local governments to enable them to provide community services including public education, health, housing and transport.

Other areas to which government budget spending is allocated include mining, manufacturing and construction, other economic affairs, agriculture, forestry and fishing, recreation and culture, public order and safety, and fuel and energy.

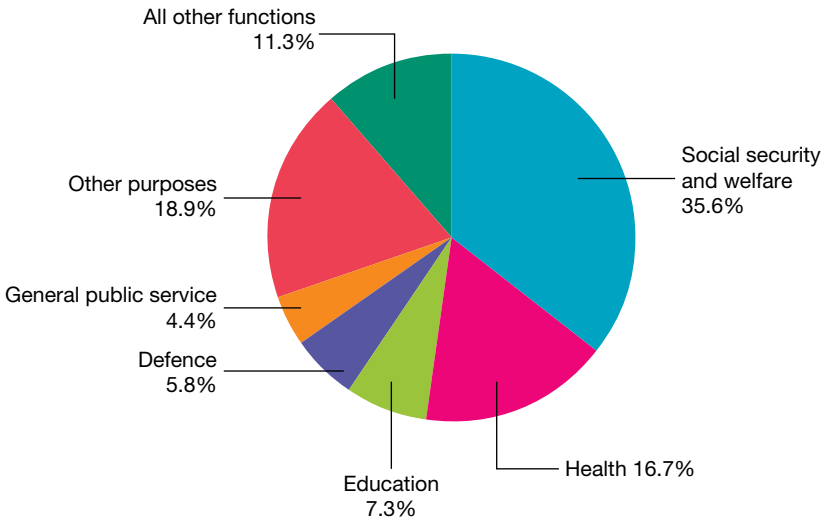
FIGURE 6 A part of government spending goes to the provision of welfare.



FIGURE 7 shows the relative importance of the government's main areas of spending in 2021–22.

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FIGURE 7 Allocation of government spending for 2021–22



Impact of the budget outcome

When the government delivers its budget it has an outcome in mind.

Budget deficits are designed to be expansionary; they encourage spending through tax reductions and increased government spending. It is expected that the increase in spending by the government and by consumers (due to lower taxation payments) will lead to increased economic growth and consequently increased living standards.

Budget surpluses are designed to be contractionary; they discourage spending through tax increases and decreased government spending. It is expected that the decrease in spending by the government and by consumers (due to higher taxation payments) will lead to a slowing of the economy.

21.7.3 Monetary policy

In addition to altering the level of spending in the economy through taxation and direct government spending, the government can also manage the economy through monetary policy. The government may announce major changes during times of dramatic economic events. For example, both during the GFC in 2008 and the COVID-19 pandemic of 2020, the government announced special 'stimulus packages', which led to large amounts of government spending in order to prevent the economy from crashing and causing high levels of unemployment.

FIGURE 8 The Reserve Bank of Australia controls the amount of money in the economy.



Monetary policy is a policy operated by the Reserve Bank of Australia (RBA) that seeks to manage the level of spending in the economy. It involves controlling the money in the economy and the rate at which money flows around the economy. The primary instrument of monetary policy is the manipulation of interest rates to alter the cost, availability and demand for borrowing money. Because interest rates have the capacity to alter the level of spending in the economy, they can help to achieve the government's goals of low inflation, strong and sustainable economic growth and full employment, ultimately improving Australia's living standards. Monetary policy operates without the approval of parliament and can be altered quickly through changes to the cash rate by the RBA at its monthly meetings.

The RBA has three means of influencing the flow of money, which affects how money is spent in the economy. These are:

- *changing interest rates.* It does this through market operations.
- *influencing the exchange rate.* It achieves this by buying and selling Australian dollars.
- *persuasion.* It uses its influence to achieve the desired direction of lending activities.

Changing interest rates

Interest rates represent the cost of borrowing money. Whenever you borrow money you are required to repay that money, generally with interest. There is a price for borrowing money and that price can change. An increase in the price of borrowing money will generally see a decrease in the demand for money. The opposite is also true.

The official price of borrowing money is called the **cash rate**. The cash rate is the interest rate that applies to a specialised market called the short-term money market. This cash rate depends on the overall deposits of cash in the short-term money market, which, in turn, is controlled by the RBA through its market operations. Market operations involve the RBA either buying back or selling second-hand government

monetary policy a major category of government aggregate demand management or macroeconomic policy; it is implemented by the RBA and is designed to influence the cost, availability and demand for credit and money

cash rate the official price of borrowing money; the interest rate that applies to the short-term money market

bonds through the short-term money market. Whether the cash rate rises or falls depends on the RBA's decision to either buy back or sell these bonds.

FIGURE 9 Interest rates are the cost of borrowing money.



Increasing interest rates — a contractionary stance

If the RBA wanted to increase economic growth and inflation, it would encourage interest rates to decrease. This would encourage borrowing and spending. How would this happen? First, the RBA would announce a fall in the cash rate target at its monthly meeting (held on the first Tuesday of each month) and provide the reasons for its decision. This sends a signal to the market of the direction in which the RBA believes the economy is heading. It would then set out to achieve this target by buying government bonds in the short-term money market. Financial institutions such as banks — which are keen to make a profit — would enter the short-term money market and sell these bonds because they are selling at a higher price. This creates a situation where financial institutions receive payments from the RBA for the bonds, meaning banks are holding a lot of money, much more than they need to. To make more profit, they lend out this money, but because they have large amounts of cash on hand they do so at a lower interest rate to attract lenders. They also lower the interest for depositors as they do not need to attract deposits to fund their lending.

The opposite is true if the RBA wishes to raise interest rates to reduce demand. Selling bonds to the banks and other financial institutions provides less funds for the banks to lend, which would raise interest rates and discourage borrowing from consumers.

FIGURE 10 Higher interest rates can lead to mortgage defaults, causing families to lose their homes.



Lower interest rates make borrowing less expensive because the amount of interest to be repaid decreases. This means a lower percentage of a person's income is required to repay debt — and that's more money that can now be used to buy goods and services. This is particularly true for home loans. Because of the high amounts borrowed, interest-rate reductions can mean less income is needed to maintain repayments on home loans, decreasing the financial stress on families. Plus, those with excess cash have less incentive to save due to the lower return, so this helps to encourage spending, create jobs and boost economic growth.

Higher rates will do the opposite. With larger repayments, households will devote more of their income to loan repayments and less to spending on goods and services. At the extreme end, it can lead to **mortgage** defaults and families losing their homes. Those with excess cash may choose to save rather than spend in order to take advantage of the higher returns on offer.

Overall, spending falls, aggregate demand falls and economic growth slows down. The negative impact can be a decline in material living standards as consumers have less access to goods and services. Unemployment can also result from

mortgage a loan used to finance the purchase of a house or property

decreased spending, leading to negative effects on non-material living standards through financial stress, marriage breakdowns and increased bankruptcies.

Influencing the exchange rate

The exchange rate is the price at which the Australian dollar is traded against other currencies. When the Australian dollar appreciates in value, our currency is able to buy more of another currency. In effect, this means imported goods and services become cheaper as fewer Australian dollars are needed to buy the same quantity of imports.

The RBA can influence the value of the exchange rate by entering the foreign exchange market and buying or selling Australian dollars. If the RBA wanted to increase the level of economic activity and employment it would sell Australian dollars, increasing the supply and lowering the price. Imports would become more expensive and consumers would switch to locally produced goods and services. The opposite is also true.

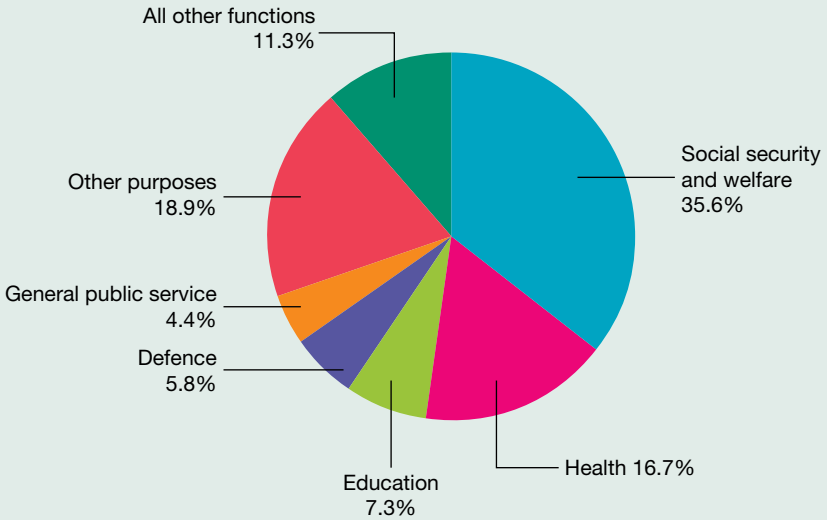
While influencing the exchange rate is an instrument of monetary policy, it is seldom used now and is generally reserved for times when the value of the Australian dollar is changing erratically.

Persuasion

Persuasion is a strategy used by the RBA to talk up or down the level of borrowing, spending and economic activity. As a result of this, consumers and investors react and change their level of spending and borrowing. Statements by the RBA that suggest the economy is performing well will see an increase in consumer and business confidence and therefore an increase in the level of economic activity.

21.7 SKILL ACTIVITY: Questioning and researching

Referring to **FIGURE 7**, the government has a plan for its spending based on its priorities. Imagine you are the Treasurer for the day and have the power to allocate government revenue for the coming year.



1. Allocate government revenue to the areas you **consider** most important.
2. **Justify** your allocation.
3. Share your allocations with the class.
4. As a class, come to a consensus as to how best to allocate the revenue the government collects.
5. **State** your three main considerations in determining your allocation.

21.7 Exercise

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21.7 Exercise

Learning pathways

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

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Check your understanding

1. **Explain** what is meant by the term 'budget'.
   - A. A government's plan for the financial performance and framework for the coming financial year
   - B. A strategy implemented to achieve a specific goal or objective
   - C. A tax imposed on imported goods to make them more expensive
   - D. A cash payment by the government designed to help producers compete by enabling them to sell their product at a lower price than would otherwise occur
2. **Determine** whether the following statements are true or false.
   - a. If a government spends more than it earns, it is said to be in budget deficit.
   - b. Capital gains tax is an example of an indirect tax.
3. **Explain** the term 'cash rate'.
   - A. The price at which the Australian dollar is traded against other currencies
   - B. A loan used to finance the purchase of a house or property
   - C. The official price of borrowing money and the interest rate that applies to the short-term money market
   - D. All of the above
4. **Explain** what is meant by a 'balanced budget'. Why do you think it is very unlikely we would ever have a balanced budget?
5. **Identify** what is meant by 'interest rates'.

Apply your understanding

Communicating

6. **Outline** what is meant by 'budgetary policy'.

Interpreting and analysing

7. **Describe** how a smaller budget deficit may affect economic growth and spending in the economy.
8. **Identify** the difference between a direct tax and an indirect tax.
9. **Explain** how monetary policy works.
10. In 2018 and 2019 banks raised interest rates without waiting for the RBA to change the cash rate. **Elaborate** how this may affect the government's published monetary policy position.
11. In early 2020 the cash rate had fallen to 0.5 per cent. **Determine** the impact you would expect this to have on both borrowing and saving.

LESSON
21.8 What are the different microeconomic policy options?

LEARNING INTENTION

By the end of this lesson you should be able to identify microeconomic policy areas.

TUNE IN

Fixing the issues of an economy can be a daunting task — unemployment, climate change, inflation and government debt are all large-scale problems that require large-scale solutions.

Sometimes it is easier to start small and fix one problem at a time.

Looking at **FIGURE 1**:

1. What is the problem identified by the image?
2. How might this problem be minimised or reduced?
3. Share your ideas with the class.
4. Assuming your solutions work, identify the next 'small' problem we could fix and provide a possible solution.

FIGURE 1 Focusing on one issue at a time can make a big impact.



21.8.1 The smaller picture

Microeconomics involves examining the operation of the smaller fragments or units making up the whole economy, such as a particular business, an industry or a specific market or small sector of the economy.

Microeconomic policies involve government actions to assist industries or markets improve their productivity to make them more competitive and to improve outcomes for consumers through lower prices, greater choice and increased employment opportunities. All of these outcomes should lead to an improvement in the living standards of Australians. This is generally known as microeconomic reform.

In recent years the microeconomic reform policy has centred on four main areas:

- trade liberalisation
- labour market reforms
- market deregulation
- the national reform agenda.

microeconomics the branch of economics that studies the smaller fragments or units making up the whole economy

In addition to these areas, microeconomic policies have also been specifically directed at small areas of the economy such as:

- immigration
- the environment.

Let's look at these areas in more detail.

21.8.2 Trade liberalisation

Trade between nations has often been subject to protection from governments. The imposition of tariffs and **quotas** and the provision of **subsidies** have all worked to protect local industries from overseas competitors.

quota a quantity limit or target for production or imports

subsidy a cash payment by the government designed to help producers compete by enabling them to sell their product at a lower price than would otherwise occur

Tariffs are a tax on imports that raise the price of those imported goods, making the locally produced goods more price competitive. Quotas are a limit on the number of goods allowed into Australia. This meant at some point locally produced goods had to be purchased as there were no imports available to purchase. Subsidies were an amount given to local producers to help them lower their price and compete with imports.

FIGURE 2 Trade liberalisation has had some negative effects on Australian manufacturers, particularly in the motor-vehicle industry.



Trade liberalisation works to reduce these protection mechanisms, making it necessary for local businesses to improve their productivity so they can lower their costs and improve their ability to compete with overseas products on a level playing field. The result should be reduced prices for locally made goods and services so consumers benefit from choice options and lower prices. This enables more goods and services to be purchased and so material living standards are raised.

Trade liberalisation operates through:

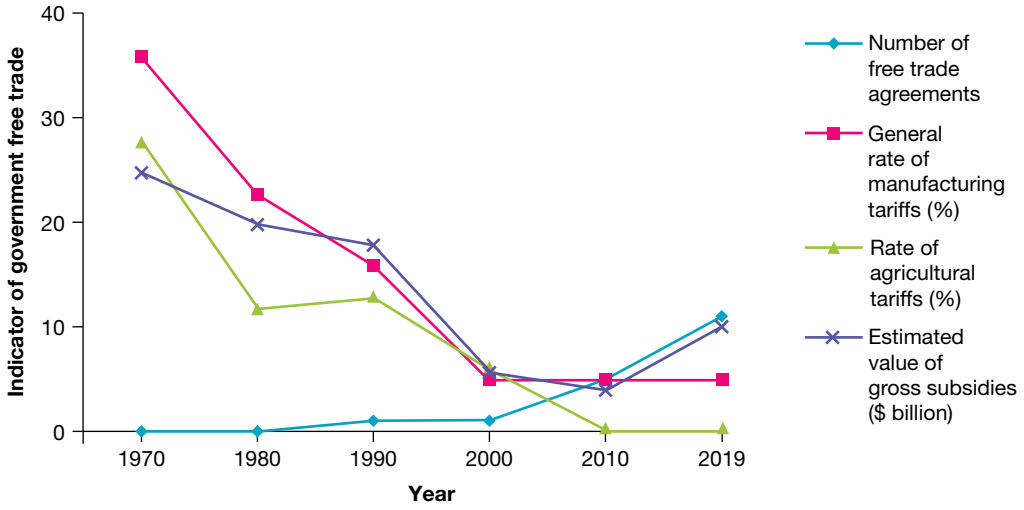
- cutting tariffs
- reducing subsidies
- abolishing import quotas
- increasing the number of bilateral free-trade agreements.

Reducing the level of protection has had some negative impacts. Industries where local manufacturers were unable to significantly change have ceased to operate, causing unemployment (the motor vehicle industry is an example). The rise in unemployment has negative impacts on non-material living standards because stress, financial pressures, mortgage defaults and marriage breakdowns often result.

FIGURE 3 summarises changes made to Australia's level of protection since 1970.

int-9160

FIGURE 3 Indicators of the Australian government's adoption of trade liberalisation measures between 1970 and 2019



Year	1970	1980	1990	2000	2010	2019
Number of free-trade agreements	0	0	1	1	5	11
General rate of manufacturing tariffs (percentage)	36	23	16	5	5	5
Rate of agricultural tariffs (percentage)	28	12	13	6	0	0
Estimated value or gross subsidies ($ billion)	25	20	18	6	4	9

21.8.3 Labour market reforms

The **labour market** is the market in which wage levels and working conditions, such as hours of work, leave and terms of dismissal, are determined. Since the 1980s, various governments have introduced major microeconomic reforms by reducing their control over wages and wage determination. In tandem with trade liberalisation, these policies were aimed at lifting labour efficiency (a higher level of GDP per hour worked), keeping labour costs down and increasing Australia's productive capacity.

FIGURE 4 Labour market reforms have resulted in many employees signing individual contracts with their employers.



This was done by shifting from the centralised wage system to one involving greater deregulation of wages based on collective bargaining or individual workplace agreements. In most cases this created a situation where wages were linked to efficiency and determined at the workplace level, rather than by the government. Since 2010 more than 85 per cent of workers have been covered by enterprise bargaining or other arrangements.

The deregulation of the labour market enabled some workers to access wage increases as a result of their increased productivity. This benefited both employer and employee

labour market the place, region or institution where buyers and sellers of labour negotiate wages

as increased productivity meant lower costs and improved competitiveness. Wage increases could then be sourced from improved profits.

Improved competitiveness can also lead to increased employment levels and improved material living standards. On the other hand, non-material living standards may fall because increasing productivity usually means working more hours.

21.8.4 Market deregulation

Deregulation is the removal of unnecessary government controls, restrictions and supervision in various areas of the economy. In Australia this has seen progressive changes to key markets such as telecommunications, airlines, ports, shipping, primary produce and retail. Because economists believe that markets allocate resources most efficiently, a deregulated market should lead to lower prices due to stronger competition.

FIGURE 5 Market deregulation has led to increased competition in markets previously dominated by one company.



Market deregulation is seen as an important area of government microeconomic reform because it is a way of promoting many government economic goals including:

- *lower cost inflation* through lower prices due to competition between firms
- *strong and sustainable economic growth* through increased spending on goods and services due to lower prices (meaning higher demand)
- *higher employment in the long term* because new businesses will open in markets previously blocked, creating new jobs
- *external stability* through increased exports and less reliance on imports as locally produced goods become price competitive.

The result is that both material and non-material living standards will improve over time as the new competitors establish a share of the market.

deregulation the removal of unnecessary direct government controls, restrictions and supervision in various areas of the economy

21.8.5 National reform agenda

Microeconomic reform in Australia is currently undertaken as part of a national reform agenda designed to improve the lives of all Australians. From 1995 to 2005, reform occurred under the National Competition Policy (NCP), a broad collection of microeconomic reform measures designed to strengthen the level of competition and efficiency in markets. Strong competition results in greater efficiency, lower costs of production, cheaper prices and better quality of service and product.

FIGURE 6 Firms should be able to compete on a level playing field without one firm getting an unfair advantage because of its size or power.



In 1995, as part of the NCP reforms, the Australian Competition and Consumer Commission (ACCC) was established to help prevent powerful companies from artificially raising prices to exploit consumers. The ACCC now enforces the *Competition and Consumer Act 2010*, under which a number of anti-competitive practices are illegal, including:

- *price fixing*. This is when firms collaborate to set common or similar prices that are higher than normal.
- *exclusive dealing*. This occurs when companies refuse to supply their products or services to one or more firms.
- *collusive bidding*. This is when supposedly competing firms that are submitting a tender or quote for the completion of works or to supply goods or services meet secretly beforehand to agree whose tender should be most attractive, cheapest and likely to win the contract.
- *predatory pricing*. This is when dominant firms conduct a price war involving big cuts in selling prices with the intention of driving rival firms bankrupt, then later enjoying the market without competition.
- *market zoning*. This happens when competing firms in a region divide the market into zones, areas or regions within which they agree not to compete with each other over prices.

In 2006, the Council of Australian Governments, which represents all of the state and territory governments and the federal government, adopted a national reform agenda to continue competition and regulatory reform.

on Resources

Weblink Anti-competitive behaviour

21.8.6 Immigration policy

Australia's immigration policy has been used as an approach to managing the number and composition of migrants coming to Australia from overseas. In other words, apart from important humanitarian and family considerations, the federal government's current immigration program tries to attract young and suitably skilled people who are likely to make a valuable and ongoing contribution to the labour force and the Australian economy.

FIGURE 7 Skilled migrants can improve the productivity of local businesses.



By prioritising skilled persons as the majority of our yearly immigration intake, Australia is able to fill vacancies in industries where local skills are lacking. This can result in improved productivity, leading to expansion in those industries as they increase their profits.

These migrants also assist in improving non-material living standards as they further develop our multicultural society, bringing elements of their culture to Australia.

It can be argued, however, that if money was spent on training within Australia, we could fill these skill vacancies with people who are currently unemployed, raising their incomes and living standards.

21.8.7 Environmental policy

Environmental policy refers to specific policies created by the government to improve the quality of our environment and move away from traditional power generation methods by promoting industries that offer an alternative. Some measures introduced include:

- a government scheme that provides rebates for households that install domestic water tanks to collect rainwater and cut down on water usage from dams
- a government scheme that provides rebates for households that install insulation in their homes to reduce power bills
- a government scheme that provides rebates to households that install solar panels to provide their household with solar power and possibly return unused energy into the power grid, reducing reliance on fossil-fuel generated power
- the creation of the Renewable Energy Target (RET) scheme, whereby 23.5 per cent of Australia's electricity now comes from renewable energy sources
- the signing of the Kyoto agreement in 2008 to commit Australia to reduce emissions
- the imposition of a carbon tax (repealed in 2014).

FIGURE 8 Our environmental policy has led to the creation of a number of new industries.



These policies, among others, aimed to create new industries and provide a cleaner environment for future generations — a means of improving our non-material living standards. They also create jobs in new industries and make it important for traditional energy providers to become more efficient to remain competitive.

21.8 SKILL ACTIVITY: Evaluating, concluding and decision-making

1. Complete the following table to compare the sole providers of services during the 1980s with the range of providers available today. Conduct research or consult an adult you know to help you with this task. The first item has been completed for you.

Service	Previous provider	Providers today
Telecommunication	Telecom	Telstra, Optus, Vodafone
Electricity		
Water		
Gas		

2. Competition is good for the economy and the consumer. The government has acted in the past to increase competition in the market.
   a. **Explain** how consumers benefit from competition in the market.

b. **Consider** the infrastructure involved in the electricity market. What might be one issue of having multiple providers of electricity?
c. Can you **identify** other markets where increased competition might be beneficial to consumers?
d. **Outline** any negatives associated with the increased competition in the four identified markets and **propose** a reason why the government should have kept control of them.



21.8 Exercise

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21.8 Exercise

Learning pathways

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

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Check your understanding

1. **State** which of the areas have been a point of focus in microeconomic reform policy in recent years.
   A. labour market reforms
   B. market deregulation
   C. the national reform agenda
   D. All of the above
2. **Explain** what is meant by a 'subsidy'.
   A. A cash payment by the government designed to help producers compete by enabling them to sell their product at a lower price than would otherwise occur
   B. A tax rebate by the government designed to help producers compete by enabling them to sell their product at a lower price than would otherwise occur
   C. A bulk purchase of goods by the government to enable producers to sell their product at a lower price than would otherwise occur
   D. A cash payment by the government designed to help consumers purchase goods at a higher price than would otherwise occur
3. **Determine** whether the following statements are true or false.
   a. Strong competition results in greater efficiency, cheaper prices and better quality of service and product, though it can increase the cost of production.
   b. Deregulation is the addition of unnecessary government controls, restrictions and supervision in various areas of the economy.
4. **Explain** how one microeconomic reform can assist the government in achieving one economic objective.
5. **Outline** two key areas of government microeconomic policy.

Apply your understanding

Interpreting and analysing

6. In 2018 and 2019 the US government and the Chinese government both introduced tariffs on imported goods from each other. **Analyse** how these tariffs may affect the Australian economy.
7. In your opinion, should Australia follow the lead of the US government and impose tariffs on Chinese imports? **Justify** your answer.

Communicating

8. **Define** what is meant by environmental policies, listing two important examples of such measures.
9. **Explain** how our immigration policy can work to improve both material and non-material living standards.
10. Government policies can overlap — the government has offered subsidies (or rebates) to consumers who install water tanks, home insulation and solar power panels. **Determine** how these subsidies form part of a government's environment policy.

LESSON
21.9 What is direct government intervention in the market?

LEARNING INTENTION

By the end of this lesson you should be able to describe direct government intervention in the market, and identify the reasons for this.

TUNE IN

We have all been to a food court — lots of choices but only time for one meal. Sometimes we go with friends and we all select a different type of food.

This is the perfect example of opportunity cost — the cost of what we don't buy by making a decision to buy something else (you can't buy pizza if you buy Chinese food).

Governments have to make similar choices. We know from lesson 21.7 that the government collects revenue from taxpayers and then distributes it back into the economy through government spending. But why? Why is it necessary for the government to intervene in the economy?

Propose a list of the government services that would not be provided if the government didn't provide them and consumers had to pay for them directly.

FIGURE 1 Every decision has a trade-off — understanding opportunity cost helps us make better choices.



21.9.1 Reasons for government intervention

So far we have identified the economic goals of the government, how it measures its performance in relation to those goals and the impact that achieving or not achieving those goals has on the living standards of Australians. Setting economic goals and implementing policies to achieve them is one key way the government is actively involved in the economy. However, the government also intervenes in other areas.

FIGURE 2 The government plays an important role in the market.



The reasons governments directly intervene in the market are:

- to stabilise the economy
- to reallocate resources
- to distribute income.

21.9.2 Stabilisation of the economy

The level of economic activity involves the overall pace or speed at which the economy is performing and production is growing. The speed at which this occurs can affect:

- *inflation.* If the economy is moving too quickly, inflation will result as demand will pull prices upwards.
- *unemployment.* If the economy is moving too slowly, demand will fall and businesses may be forced to lay off workers or close down, leading to rising unemployment.

If the economy is unregulated, it can be very unstable and it can sometimes experience large and sudden changes to production and activity. It is the government's job to directly intervene in the market to stabilise the level of economic activity. As we have seen, the government does this through the implementation of budgetary, monetary and microeconomic reform policies.

FIGURE 3 The government is responsible for stabilising the economy to ensure economic goals are met and living standards are maintained.



21.9.3 Reallocation of resources

If left to itself, a market can be an efficient allocator of resources. This is because the owners of those resources are always seeking to maximise their profits and incomes. They do this by producing only those goods and services that are likely to deliver the most profit because they are the most in demand.

However, this is not always the case and there are a number of circumstances where the market does not use resources efficiently, for example:

- *The market may not produce enough socially desirable goods and services*. The government intervenes to ensure an adequate supply of these products. The private sector may under-produce these goods because they are expensive to produce and it is difficult to make a profit from them. Such items include products related to health care, education, public housing and public transport.
- *The government may intervene to provide goods that the private sector won't supply*. These are services such as defence, public toilets and street lighting, which are not profitable because it is not possible to make users pay for such services.
- *The market may produce socially undesirable items*. Some products are deemed to be undesirable but can still be profitable. For example, the existence and availability of certain guns and other weapons can have negative effects on communities, so the government tries to shift resources away from the production and provision of these things. The government has passed laws banning specific types of guns and weapons so there is less production of these items, meaning resources will be used in the production of other goods.

- *The government may, in some instances, intervene to allocate resources*. These resources may be used for producing goods and services that compete with the private sector to ensure the product is available to everyone, not just to those who can afford it. One example is the ABC (Australian Broadcasting Corporation). This company initially provided television and radio services to all Australians because commercial television channels (7, 9 and 10) did not provide a service to remote areas. The same applied to telephone services through Telecom (now Telstra) and banking services (the Commonwealth Bank was originally established to compete with private banks before it was privatised).

FIGURE 4 The government will intervene to provide services such as public toilets, which offer no profit appeal to the private sector.



21.9.4 Distribution of income

In a market economy, people earn an income according to the demand and supply of the labour they offer. Some people earn high incomes and some earn low incomes. We also know that because of changes in the level of economic activity some people lose their jobs and spend some time earning no income.

The private sector does not provide for people who don't, can't or are limited in their ability to earn an income. In these circumstances the government intervenes to provide these people with a minimum level of income through welfare payments.

FIGURE 5 The government uses taxation and its budget to ensure a minimum level of income for all Australians.



Modern Australia (and society in general) recognises that it has an obligation to look after the more vulnerable in our society and that those who can most afford to should carry the majority of the burden for providing for these vulnerable people. As a result, the following government measures are used to redistribute income and provide support to some groups in society.

- *Welfare benefits*. The government provides direct payments through its welfare system to vulnerable Australians. Unemployment benefits are the most visible payment made, but the government also makes welfare payments to aged pensioners, disabled people, veterans and First Nations Australians. The government also makes payments to certain groups for various reasons from time to time. Examples include:
  - the First Home Owner Grant. This helps young people move into their first home and out of renting or public housing.
  - an extra Family Tax Benefit payment. This is an extra amount for eligible families when a child is born. It helps with the cost of raising children.

- *Progressive taxes*. Income tax is applied progressively. Higher income earners pay a larger percentage of their income in tax than low-income earners. The money collected from this taxation can be used to pay for welfare benefits to those in need and to provide necessary government services such as health care, education and housing. Taxation rates change periodically according to government policy and aims for the economy.
- *Provision of essential services*. The government does not only pay money directly to underprivileged people. It also redistributes income by providing services to low-income earners, giving them benefits such as health care, public education, concession travel cards for school children and rental assistance.
- *Compulsory superannuation*. To protect the future of Australians and reduce future reliance on government pensions, the government introduced a compulsory national superannuation scheme for all employees through a levy (currently 9.5 per cent of wages earned) on employers. The objective is for workers to be able to live off this superannuation and have less need for welfare when they retire.

DISCUSS

Income inequality has risen substantially in Australia over the past two decades, even with the current distribution-of-income methods in place. Do you think the Australian government should do more to try to reduce income inequality?

21.9 SKILL ACTIVITY: Interpreting and analysing

The government intervenes in the market for a variety of reasons as has been discussed. Sometimes the intervention is designed to benefit the economy in both the short and long term. For over 10 years the federal (and now Victorian) government had a scheme where the cost of installing solar panels on the roof of your house was subsidised (made cheaper).



This scheme was designed to improve the economy in both the short term and the long term.

1. Copy the table below into your notebook.
2. Complete the table below **outlining** the short-term and long-term benefits of each scheme. (*Note:* You will need to undertake some **research**.)

Scheme	Short-term benefit	Long-term benefit
Solar panel rebate scheme		
Home insulation rebate scheme		
Water tank rebate scheme		

3. **Analyse** the information and **create** a report [200 words] detailing why the government implemented these schemes and **summarising** the commonality in each scheme.

21.9 Exercise

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21.9 Exercise

Learning pathways

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

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Check your understanding

1. **Select** which of the following is not one of the three main reasons the government intervenes in the market.
   - A. To stabilise the economy
   - B. To reallocate resources
   - C. To stimulate economic growth
   - D. To distribute income
2. **Determine** whether the following statements are true or false.
   - a. The market does not provide all the goods and services Australians need because the owners of those resources are always seeking to maximise their profits and incomes. True or false?
   - b. When the private sector does not provide for people who don't, can't or are limited in their ability to earn an income, the government intervenes to provide these people with a minimum level of income through welfare payments. True or false?
3. **Select** which of the following is **not** one of the measures used to redistribute income and provide support to some groups in society.
   - A. Compulsory superannuation
   - B. Price fixing
   - C. Welfare benefits
   - D. Provision of essential services
4. For what reasons might the government need to reallocate resources?
5. How can the pace at which the economy is performing affect:
   - a. inflation
   - b. unemployment

Apply your understanding

Communicating

6. **Explain** why the government needs to allocate resources.
7. **Identify** why the government needs to redistribute income.
8. **Explain** what is meant by a 'progressive tax system'.
9. **Discuss** what is meant by 'compulsory superannuation' and why it is needed.

Evaluating, concluding and decision-making

10. **Evaluate** why government welfare benefits are needed in the economy.

LESSON
21.10 INQUIRY: How does Australia measure up?

LEARNING INTENTION

By the end of this lesson you should have a comprehensive understanding of how Australia's economic performance compares to that of other countries around the world.

Background

You have considered data showing Australia's performance in terms of economic measures such as inflation, unemployment and economic growth, and have made comparisons with four other countries of importance to Australia's economy: China, New Zealand, the United Kingdom and the United States. But these are not the only countries of importance to Australia, and the economic measures identified above are not the only measures that are important to the citizens of a country.

Before you begin

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

Inquiry steps

How does Australia measure up when compared with many other countries, and on measures beyond pure economic performance?

Select a country that Australia has a relationship with other than China, New Zealand, the United Kingdom and the United States.

You might choose India — in 2022 Australia and India signed a Free Trade Agreement — or Japan which has long been a major trading partner.

Step 1: Questioning and researching

Identify statistics that measure Australia's performance as well as the performance of the selected country. The measures should consider economic data such as unemployment, inflation and economic growth as well as other measures of performance — the Human Development Index, the Quality of Life Index and the Genuine Progress Indicator.

Step 2: Interpreting and analysing

Determine the relevant performance of each country, **identifying** areas where Australia has performed well relative to the selected country and vice versa. **Select** a way to organise your data, such as a table, spreadsheet, graph or similar, to help you analyse it.

Step 3: Evaluating, concluding and decision-making

Conclude your study by **determining** which country has performed better and include a **justification** of that conclusion.

Step 4: Communicating

Communicate your findings in a report using PowerPoint.

Complete your self-assessment using the **Inquiry rubric** or access the 21.10 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-39967)

LESSON
21.11 Review

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21.11.1 Key knowledge summary

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

21.2 How does economic growth indicate Australia's economic performance?

- Assessing the performance of an economy is important because it enables a country to evaluate how it is performing its role as 'manager'.
- Measuring an economy's performance also enables us to assess the wellbeing of a country's citizens.
- Economic growth is one important area that can be used to measure economic performance.

21.3 How do employment trends indicate Australia's economic performance?

- Unemployment is one important area that can be used to measure economic performance.
- In Australia, the unemployment rate is measured using the monthly Labour Force Survey.

21.4 How do inflation rates indicate Australia's economic performance?

- Inflation is one important area that can be used to measure economic performance.
- Inflation occurs when there is an increase in the general level of prices across the economy.
- Inflation in Australia is measured quarterly by calculating the Consumer Price Index (CPI).
- Inflation can have a negative impact on the living standards of consumers.

21.5 How do sustainability indices indicate Australia's economic performance?

- Sustainability indices and other indicators of economic performance provide a lot of information about the economy.
- The Human Development Index (HDI), the Genuine Progress Indicator (GPI) and the World Happiness Report are alternative measures of an economy's performance.
- Quantitative measures are those that measure the dollar value or the percentage value change in an item.
- Qualitative measures determine or measure the quality of our life and the economy.
- By using a combination of quantitative and qualitative indicators, we are able to get a clearer understanding of the state of the economy.
- It is important to understand how these indicators are measured and the effects these problems have on our living standards.
- The Liveability Ranking and the World Happiness Report are used to determine whether a strong economy improves our quality of life.

21.6 What are living standards and how are they related to economic performance?

- How an economy performs in terms of achieving its economic goals will affect the living standards of citizens of that country.
- There are two types of living standards: material and non-material.
  - Material living standards relate to the acquisition of material goods and services.
  - Non-material living standards relate to the qualitative elements of human wellbeing, which influence the aspects of living standards unconnected with material possessions.

- Living standards are very important to individuals and families.
- By calculating GDP per capita, we can use this figure as a measure of change in living standards.
- Achieving full employment, low inflation, strong economic growth and external stability through balanced trade will work to improve our living standards.
- The government is involved in assisting the economy in order to improve living standards.

21.7 What are the different macroeconomic policy options?

- Macroeconomic policies aim to keep inflation under control, minimise unemployment, create a sustainable level of economic growth and keep our trade situation balanced by looking at the general influences on national spending, national output, national income, employment and overall material living standards.
- Macroeconomic policies involve two key areas of influence by the government: budgetary/fiscal policy and monetary policy.
- Budget spending is how the government uses the receipts it collects to provide certain goods and services for the community.

21.8 What are the different microeconomic policy options?

- Microeconomic policies aim to keep inflation under control, minimise unemployment, create a sustainable level of economic growth and keep our trade situation balanced by examining the operation of the smaller fragments or units making up the whole economy.

21.9 What is direct government intervention in the market?

- Governments directly intervene in the market to:
  - stabilise the economy
  - reallocate resources
  - distribute income.
- In a market economy, people earn an income according to the demand and supply of the labour they offer.

21.10 INQUIRY: How does Australia measure up?

- How does Australia compare to other countries in terms of economic growth and living standards?
- Other countries will focus on different measures of living standards.

21.11.2 Key terms

budget a plan for the future; in economics it is a plan about the government's financial performance and framework for the coming financial year, and is estimated by calculating its expected revenues and expenditures

budgetary policy (or fiscal policy) a macroeconomic or aggregate demand management strategy involving the government's estimates of the expected value of its receipts and the expected value of its outlays

cash rate the official price of borrowing money; the interest rate that applies to the short-term money market

consume to purchase goods and services for direct use or ownership

cost inflation a sustained increase in the price of goods and services caused by producers passing on increased production costs to consumers

demand inflation price increases that result from an excess of demand over supply for the economy as a whole

deregulation the removal of unnecessary direct government controls, restrictions and supervision in various areas of the economy

economic growth a measurement of the increase in a country's gross domestic product (GDP)

income the reward earned from supplying productive resources; providing labour earns income in the form of wages or salaries

inflation a general rise in the prices of goods and services within an economy

labour market the place, region or institution where buyers and sellers of labour negotiate wages

macroeconomics the branch of economics that emphasises the central role played by the level of expenditure or aggregate demand

mark-up a fixed percentage or dollar figure added to the cost price of goods and services to determine the selling price

material living standards refers to the number of goods and services we can afford to buy

microeconomics the branch of economics that studies the smaller fragments or units making up the whole economy

monetary policy a major category of government aggregate demand management or macroeconomic policy; it is implemented by the RBA and is designed to influence the cost, availability and demand for credit and money

mortgage a loan used to finance the purchase of a house or property

negative externality a production outcome that was not intended and that negatively affects our economy and/or society

non-material living standards value-based elements of human wellbeing that are not connected to material possessions

qualitative indicators subjective measures that cannot easily be calculated or measured; e.g. indices that measure a particular aspect of quality of life or that describe living conditions, such as freedom or security

quantitative indicators objective indices that are easily measured and can be stated numerically, such as annual income or the number of doctors in a country

quarterly every three months

quota a quantity limit or target for production or imports

recession a technical term referring to two consecutive quarters of negative growth in an economy

regimen a basket of goods and services whose prices are surveyed to calculate inflation

subsidy a cash payment by the government designed to help producers compete by enabling them to sell their product at a lower price than would otherwise occur

sustainable able to last or continue for a long time

tariff a tax imposed on imported goods to make them more expensive

taxation a government levy or revenue measure that can be used as part of the budget to affect the level of prices, the growth rate and the distribution of income

21.11.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What can our purchases and level of happiness tell us about the health of the economy?

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

on Resources

eWorkbooks Customisable worksheets for this topic (ewbk-11524)
Reflection (ewbk-11845)
Crossword (ewbk-11846)

Interactivity Economic performance and living standards crossword (int-7681)

21.11 Review exercise

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Multiple choice

1. Which of the following is used to measure economic growth?
   - A. Gross domestic product
   - B. Genuine Progress Indicator
   - C. Unemployment rate
   - D. Consumer Price Index
2. What growth rate does the Australian government hope to achieve?
   - A. Between 1 and 2 per cent
   - B. Between 2 and 3 per cent
   - C. Between 3 and 4 per cent
   - D. Between 4 and 5 per cent
3. The government considers the economy to be at full employment when the unemployment rate is approximately what percentage?
   - A. 2 per cent
   - B. 3 per cent
   - C. 4 per cent
   - D. 5 per cent
4. What type of unemployment results from a downturn in the level of economic activity?
   - A. Cyclical unemployment
   - B. Hidden unemployment
   - C. Seasonal unemployment
   - D. Structural unemployment
5. To be considered unemployed, during a survey period a person must do paid work for less than how long?
   - A. One month
   - B. One week
   - C. One day
   - D. One hour
6. Which of the following are *not* considered sustainability indices?
   - A. Genuine Progress Indicator
   - B. Current Account Deficit
   - C. Business Confidence Index
   - D. Human Development Index
7. Which of the following is *not* an indicator of a non-material living standard?
   - A. GDP per capita
   - B. The crime rate
   - C. The divorce rate
   - D. Working hours per week

8. Which of the following is *not* an assumed result from an increase in GDP?
   - **A.** Better employment opportunities
   - **B.** Better health and education services
   - **C.** Increased life expectancy
   - **D.** Decrease in crime rates
9. Which of the following is *not* an alternative measure of living standards?
   - **A.** Genuine Progress Indicator
   - **B.** Quality-of-life index
   - **C.** The social wage
   - **D.** Human Development Index
10. Which of the following is *not* a quality-of-life factor according to the quality-of-life index?
   - **A.** Life expectancy at birth
   - **B.** Job security
   - **C.** Access to health care
   - **D.** Gender equality

Short answer

Communicating

11. **Explain** the most common measure of economic growth and Australia's target growth rate per year.
12. **Explain** how being unemployed can negatively affect a person's material and non-material living standards.
13. **State** what the Genuine Progress Indicator (GPI) is.
14. There are two broad factors affecting prices in Australia: demand factors and supply factors. **Describe** two demand factors and two supply factors that could negatively affect the rate of inflation in Australia.
15. **Identify** one measure of living standards and describe how it works.

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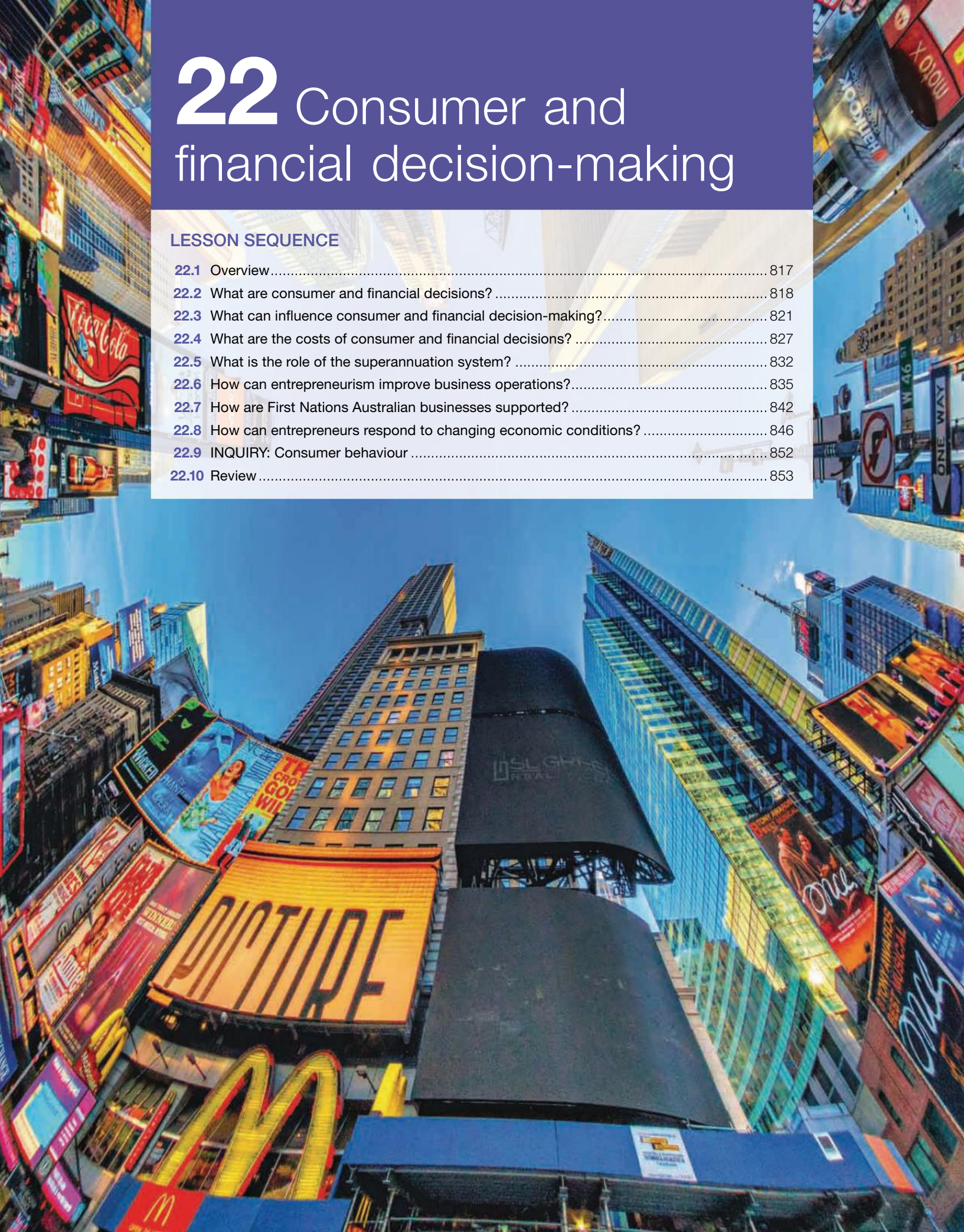
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22 Consumer and financial decision-making



LESSON SEQUENCE

22.1 Overview 817
22.2 What are consumer and financial decisions? 818
22.3 What can influence consumer and financial decision-making? 821
22.4 What are the costs of consumer and financial decisions? 827
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22.6 How can entrepreneurism improve business operations? 835
22.7 How are First Nations Australian businesses supported? 842
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LESSON
22.1 Overview

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What factors influence economic decision-making within consumer and financial contexts and how are participants involved?

22.1.1 Introduction

Think about your day so far. What decisions have you made? Did these decisions include making a purchase? Perhaps you paid for your lunch or a train fare?

Or maybe you are thinking about purchasing something more exciting like a new watch or a phone? Which business are you thinking about buying from and why? Is it a new business? Is it a small business or large business, or a business that is continually evolving to provide its customers with innovative and exciting products?

FIGURE 1 Businesses need to try to differentiate themselves from their competitors and convince consumers to purchase their products.



There are many factors that influence what you purchase and whom you purchase from. In this topic you will consider the purchases that you make, both minor and major, and what influences your decisions to buy, remembering that the bigger the purchase, the more considerations you might need to make.

Of course, it is not just consumers who buy things: businesses also make purchases. These purchases are of a different kind to consumer decisions and may involve a business making investments in new technology or increasing its expenditure on marketing to gain more customers.

on Resources

eWorkbook Customisable worksheets for this topic (ewbk-11526)

Video eLesson Consumer and financial decision-making (eles-6139)

LESSON
22.2 What are consumer and financial decisions?

LEARNING INTENTION

By the end of this lesson you should be able to identify examples of minor and major consumer and financial decisions, and explain the processes that guide decision-making.

TUNE IN

Imagine that you are a business professional who works in the city. You do not own a car, instead you use public transport to commute to work. You often start work early in the morning and work until after 5 pm on most days, except for Friday when you finish early.

1. Make a list of the purchases that you might make as the business professional who works in the city.
2. Group your purchases into minor and major purchases.
3. For each purchase, think about whether the purchase would be classed as a necessity.
4. For each purchase, think about what would be the main influence on your purchasing decision.

FIGURE 1 What influences the purchase we make?



22.2.1 Consumer decisions

Consumer decisions are the decisions that we make to buy certain goods and services. We make these decisions every single day; sometimes we agonise over a purchase and at other times we purchase something very quickly, with little obvious thought. Academics who study business behaviour have identified five stages in consumer decision-making.

These are:

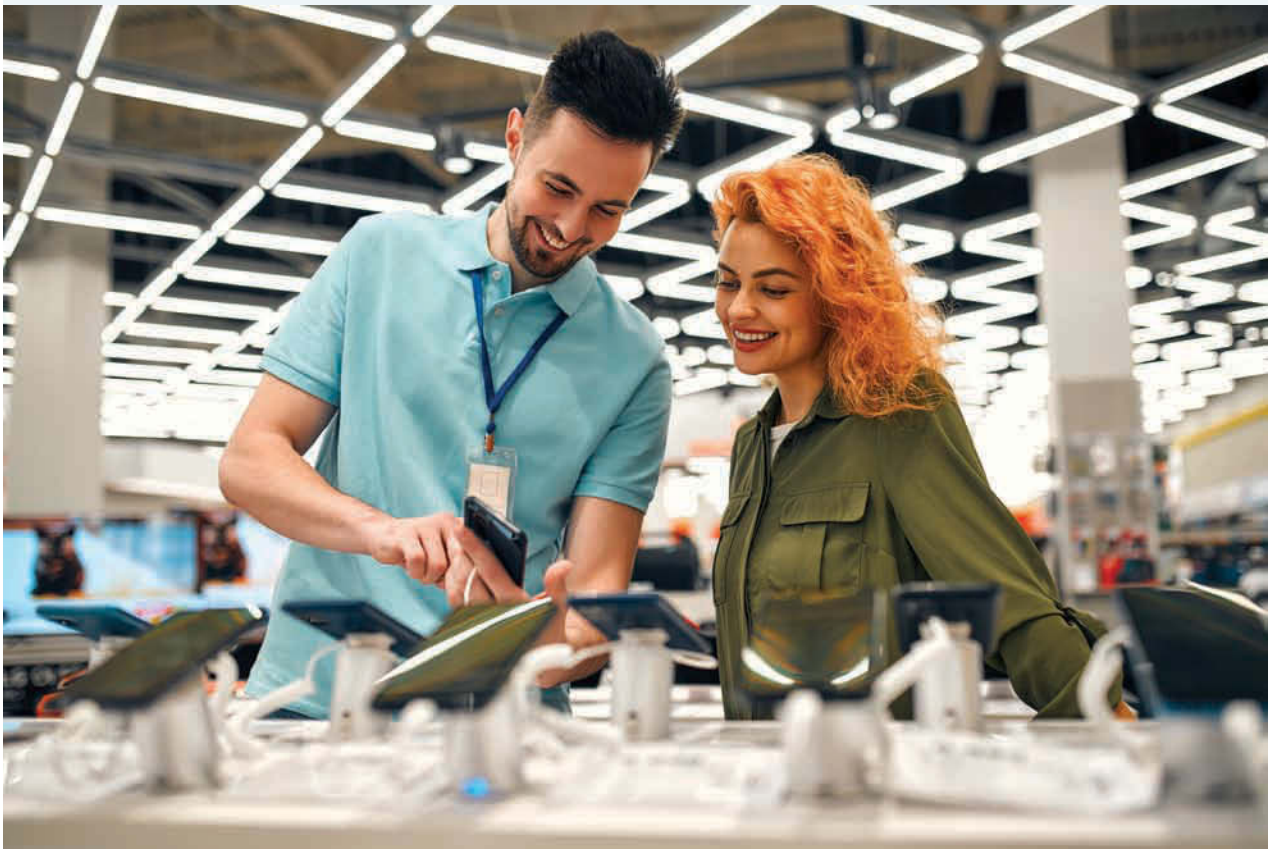
- recognising the need for something; 'a thirst' for a drink, for example
- gaining information on a product
- comparing alternative product offerings from different businesses
- purchase of the item
- post-purchase feelings of satisfaction, pleasure or, sometimes, regret.

Our daily purchases as consumers are often small and regular — bread, milk, coffee. These types of decisions are classed as minor consumer decisions. While our larger purchases as consumers are more infrequent, these may include high-priced items such as bikes, cars, phones and houses. The decision-making that goes into these purchases is far greater. Consumers typically undertake the following:

- lots of research into the type of product they need
- evaluations of brands and selecting brands that are 'acceptable' or 'unacceptable'
- comparisons of price within a range.

In fact, it is best practice to approach any 'big spends' in this way, and this includes plans for buying shares and investing.

FIGURE 2 Major consumer purchases that happen infrequently usually require a lot of research.



22.2.2 Financial decisions

Financial decisions differ from consumer decisions because they are decisions taken by consumers and businesses that generally involve decisions to buy things such as assets which are likely to generate extra money for the consumer or business. An example for a consumer is the financial decision to buy a second home that could be rented out for income.
An example for a business is the financial decision to invest in new machinery to improve productivity and, therefore, business profits. This is an example of a major purchase; however, businesses may also make minor financial purchases such as the purchase of a new computer.

FIGURE 3 Financial decisions are business decisions that generally involve expenditure on day to day items; however, they also include major equipment decisions, such as new robotics technology.



Business decision-making, like consumer decision-making, is typically carefully considered. Before making any financial decisions, businesses will do the following:

- assess their retained profits
- consider the return on their investment (i.e., whether spending money on one thing will likely lead to the business cutting costs or being more profitable)
- consider the cost of finance if they have to take a business loan.

DISCUSS

Major consumer and financial decisions come with risks. Discuss the risks associated with purchasing a new house or new business premises.

22.2 SKILL ACTIVITY: Evaluating, concluding and decision-making

Making a sound consumer decision should involve comparing alternative product offerings from different businesses.

1. **Select** a product that you either have bought or would like to buy.
2. **Identify** two similar, but alternative, offerings to this product.
3. **Create** a table which effectively compares the three products — you will need to decide on categories for comparison such as price, availability, size and colour.
4. Which product should you choose? **Justify** your answer.

22.2 Exercise

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22.2 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. A mobile phone is considered a minor purchase for an individual.
   b. Major purchases are those that we make on a regular basis.
   c. Purchasing an item comes *after* the five stages of consumer decision-making.
2. **Identify** two minor purchases that a business might make.
   A. A new production line machine
   B. A new computer
   C. A new phone
   D. A promotional campaign
   E. A company car
3. _____ decisions are decisions taken by managers of a _____ to buy things such as business _____, or to invest in the _____ of employees.
4. **Differentiate** between a minor consumer purchase and a major consumer purchase.

Apply your understanding

Communicating

5. **State** three examples of major financial decisions.
6. **Outline** the five steps in consumer decision-making.
7. **Explain** why we sometimes feel regret, even after a minor purchase.
8. **Explain** why it is important for consumers to gain information on products before they make a major purchase.
9. **Outline** two things that a business might consider before making a major purchase.
10. What advice would you give to a consumer who was looking to purchase a new laptop computer?

LESSON
22.3 What can influence consumer and financial decision-making?

LEARNING INTENTION

By the end of this lesson you should be able to explain the factors influencing both consumer and financial decisions.

TUNE IN

FIGURE 1 shows seven things that have been shown to influence a consumer purchasing decision.

tlvd-10771

FIGURE 1 A selection of the main factors influencing consumer choice



1. Think of five more things that might influence your decision to buy something.
2. From the factors that influence consumer choice, choose two which you think have the most influence on a consumer. Why do you think these are so significant?
3. Which two factors do you think are least important in influencing a consumer's choice?
4. Think of two significant purchases that you have made recently. Explain, using the diagram, why you made these purchases.

22.3.1 Factors affecting consumer decisions

Consumers make purchases daily, but have you ever stopped to think why you may have chosen to purchase one product over the other? Was it because a product was on special offer or because it was available at a convenient location? **FIGURE 1** shows some of the main factors that are thought to affect a consumer's purchasing decisions.

Psychological factors

Psychological factors are those things which are to do with what we think or feel. As individuals we tend to act on our **perceptions** of products, and we are influenced to purchase products that we feel are good quality or have a good reputation.

We also have **motives**, or reasons, for choosing certain products over others. This might be because we seek safety, pleasure or the approval of others. Finally, we may find that we decide to buy a certain product because of our personality — some people seek bright and fun brands of clothing to reflect their outgoing nature.

Sociocultural factors

Sociocultural factors describe our roles within our families and society, and our relations to our peer groups. These factors also include the common beliefs present in a specific population or group. For example, while gender-specific roles are outdated, research shows that males are more likely to make purchases related to home maintenance or cars. We may make purchases because our peers do, and if we belong to a certain **sub-culture**, our purchases will be heavily influenced by what others in that group are doing.

FIGURE 2 Subcultures and interests tend to influence our purchasing decisions.



Economic factors

Economic conditions impact whether a consumer is willing or able to make a purchase. If the economy is performing well and employment is high, consumers will have the confidence to make more purchases. This may mean increasing the frequency and type of smaller purchases, but also increasing the number of major purchases made. This might include buying a new car or new TV.

Government factors

The government affects our choices and purchasing habits through several direct and indirect ways. Government policy (to increase interest rates, for example) will have an indirect effect on our spending. Interest rate rises will mean that any major purchases made on credit are more expensive for a consumer and, as a consequence, consumers may limit, or postpone, their major purchases during that time.

Price

Is it true that we buy the cheapest products? Does price always influence our purchasing decisions? Price is an interesting factor, which is related to other factors. We may be very much persuaded by a low price if we are young or earning a low income, or if price is part of our inbuilt motive to buy. However, some of us may always perceive a high price as being reflective of a high quality and, as a result, a low price would not persuade this type of consumer to make a purchase.

Environmental considerations

Consumers are increasingly tuned in to environmental issues and this is reflected in their consumer decision-making. Research shows that a significant percentage of consumers would like to buy more environmentally friendly products. However, sometimes other factors get in the way, such as higher price, and so consumers do not always follow through with this decision.

Marketing

Marketing is more than selling a product. It is the whole process of providing goods and services to satisfy the needs and wants of consumers at the right place and time, using the right promotions. A catchy definition of marketing is 'the right product, in the right place, at the right time, at the right price'. This is sometimes called the 4Ps: product, price, place and promotion.

marketing the process of planning and executing the development, pricing, promotion and distribution of products to create exchanges that satisfy individual and organisational objectives

FIGURE 3 The 4Ps of marketing



Successful marketing needs to involve the following elements:

- *research* — gathering information from potential consumers about their wants and needs
- *publicity* — providing information about a new product or service
- *promotions* — assisting the launch of products and services (for example, events)
- *advertising* — promoting new behaviours (for example, anti-litter, Quit campaign, road safety programs)
- *evaluation* — finding out the success of the product or campaign.

In conjunction with traditional methods of promotion such as billboard advertisements and commercials, many elements of marketing take place online and through various social media platforms.

DISCUSS

Businesses use Facebook and other social media platforms to reach potential customers in several ways, including to gather information about consumers and as a platform to promote new products.

1. Provide three examples of businesses that use social media platforms to reach potential customers. You may have seen these businesses in your own social media feed.
2. Discuss the effectiveness of this type of marketing. Remember a discussion considers both the positives and negatives.

FIGURE 4 A lot of marketing takes place online or through various social media platforms.



DISCUSS

Businesses will split up a market to identify similar customers with similar needs.

What different groups can you identify in the market for a takeaway pizza? How would you categorise the different groups of people that these types of businesses might target? What age might they be? What factors are influencing them the most?

FIGURE 5 What is your favourite type of pizza?



Target markets

Consumer decisions are undoubtedly influenced by the products that are available to them. Entrepreneurs are careful to craft their product offerings and aim them at very specific target markets. This means breaking the market down into smaller groups or segments and targeting customers by age, gender, income, occupation, education or geographical location.

Marketing analysts break down target markets further to show how the types of products and brands purchased reflect the personality and lifestyle of the user (psychographic segmentation).

Through market research, such as online surveys or 'telemarketing', information about products and users is gathered. Feedback may reveal information about brand loyalty, or how memorable a brand or advertisement is.

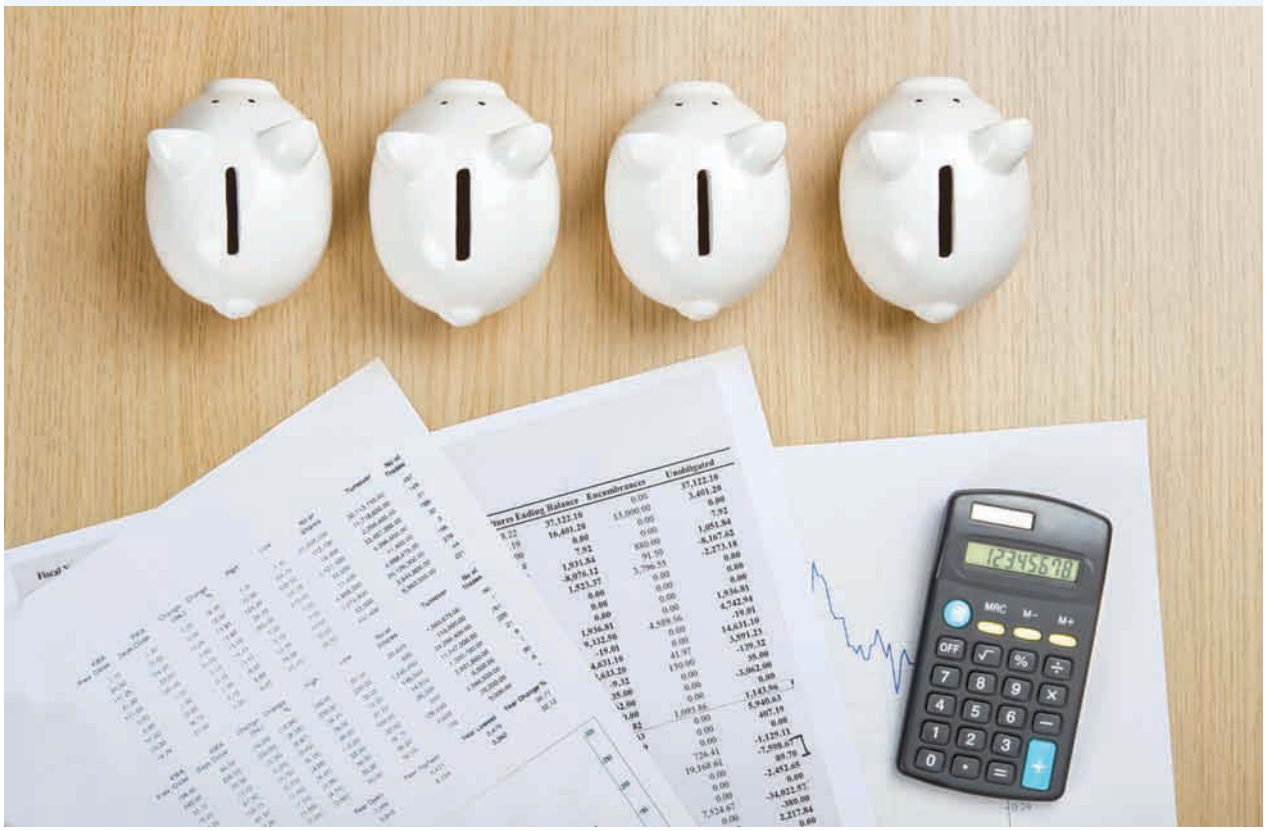
22.3.2 Factors affecting financial decisions

As you already know, both consumers and businesses make financial decisions which are focused on investment and generating more money or an income. Financial decisions are influenced by a different set of factors than consumer decisions.

Let us consider the decision by a business to undertake a large financial decision. The business is considering investing in the innovation of a new product. It expects that this financial decision will earn the business extra profits in the future. This decision will be affected by influences such as the state of the economy and the cost of finance and the ability of the business to pay back a loan if needed.

When there is a downturn in the economy, a business will be reluctant to make a major financial decision for fear that it will not be able to earn enough money back to make it worthwhile. Consumers making financial decisions are also influenced by a number of factors including: the cost of borrowing and the amount of savings that they have.

FIGURE 6 Save or spend? Businesses also face these tough decisions.



22.3 SKILL ACTIVITY: Evaluating, concluding and decision-making

Brand loyalty is when customers favour one company's brand of goods (or services) over a competing brand; for example, you may know someone who will purchase only an Apple iPhone as their smartphone.

1. **Discuss** the advantages and disadvantages of being loyal to brands.
2. **Select** a branded product. **Identify** what market segment this product is aimed at. Remember that customers are targeted by factors such as age, gender, income, occupation, education or geographical location.
3. **Select** one of the 4Ps of marketing (product, price, place or promotion). **Describe** how this element is presented in the case of your chosen product.



22.3 Exercise

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22.3 Exercise

Learning pathways

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

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Check your understanding

1. **Determine** whether the following statements are true or false.
   a. A target market means breaking the market down into smaller segments and targeting customers by certain factors. True or false?
   b. Price is always the most important factor in purchasing decisions. True or false?
2. **Identify** the 4Ps of marketing.
   A. Price, place, purchase and promotion
   B. Price, product, place and promotion
   C. Price, purchase, promotion and packaging
   D. Price, product, place and public
3. _____ refers to how much a consumer is willing to pay for a _____. Sometimes a low price is chosen if we have a lower _____. It is perceived that products of higher price are of higher _____.
4. **List** four factors influencing consumer behaviour and give an example of each.
5. **Outline** what is meant by a consumer decision.

Apply your understanding

Communicating

6. **Outline** the main points of difference between consumer decisions and financial decisions.
7. **Identify** two market segments.
8. **Identify** an advertising campaign that you have seen recently. **Explain** how two of the 4Ps of marketing were used.

Interpreting and analysing

9. **Explain** how peer groups might influence buying behaviour.
10. **Examine** why a financial decision may need more planning than a typical consumer decision.

LESSON
22.4 What are the costs of consumer and financial decisions?

LEARNING INTENTION

By the end of this lesson you should be able to identify the costs over time related to consumer and financial decisions.

TUNE IN

You will make many purchasing decisions when you move out of home or once you are an adult.

1. Think of five major purchases you might need to make.
2. Buying a car could be the first major purchase of your life. What should you consider when deciding what kind of car to buy (e.g. fuel consumption)?
3. What three factors would influence you most if you were making a major purchase such as buying a car?
4. Brainstorm the sources of help that you could use to research a major purchasing decision.

FIGURE 1 A car is probably the first major purchase you will make in your life.



In this topic we have considered different types of purchases, both minor and major, and the factors that influence us to make those purchases. In this lesson we will consider some of the important considerations that consumers need to make for major purchases such as cars or houses. This information will allow you to evaluate some of your future decisions effectively, as you will identify the costs incurred over time of relevant consumer and economic decisions.

22.4.1 Choosing a car

Before making a major purchase such as a car, you may spend some time deciding what it is that you really want or need. In this respect you may spend much more time considering the purchase than you would with a minor inexpensive purchase. You may consider the needs that you have, such as the need for a fuel-efficient car, or one that is smaller and easier to park. Your most important influence might be affordability (price) or the model and brand that your parents always chose.

Alternatively, you may look for safe options and find that you need to do additional research. Websites such as **RedBook** and **Carsales** (use the weblinks in your Resources panel) contain detailed statistics on new and used cars. You can search these sites for your preferred car and find lists of previous sales, safety records and other useful information. Another valuable website is **How safe is your car?** (go to the weblink in your Resources panel). This site provides independent safety information on new and used cars. If you purchase a used car, the seller is required by law to obtain a **roadworthy certificate**. This document is proof that the car meets the necessary mechanical and safety standards.

roadworthy certificate official proof that a used car has been properly tested and is safe to operate and drive

Motoring organisations such as the RAC, and some insurance companies, provide pre-purchase, pre-selling and end-of-warranty inspections on new and used cars, as well as independent valuations and owners' reports. These services can inform you of the history and condition of the car and whether it has been in an accident. This helps you make an informed purchase — you know what you are buying. Your last choice in these initial stages of purchasing a car is perhaps your most important one — deciding how you will pay for it.

While there are many factors to consider to making a major purchase such as a car, it can of course bring many benefits, such as freedom, responsibility, and the convenience that comes with being able to get to and from employment, further education and leisure activities.

FIGURE 2 Safety should be a major factor of concern when buying a car.



DISCUSS

All new cars sold in Australia have to meet specified minimum safety standards. As a result, newer cars perform significantly better than older cars in accidents. Should there be increased safety standards for second-hand cars to bring them in line with the new-car safety standards?

on Resources

Weblinks RedBook
Carsales
How safe is your car?

22.4.2 Influences on decision-making for major purchases

There are some factors that are specific influences on the decision-making for major purchases, these are detailed below.

Savings

You may be able to make a major purchasing decision with a lot more ease if you have some savings in your bank account. You may have been able to save money from a part-time job, or perhaps you have diligently saved up all your allowance or gifted money. Making a major purchase with your savings is most straightforward, although it comes with the disadvantage that you will have depleted your savings.

Loans

You may not have enough money to make a major purchase; however, once you are eighteen you can take out a **loan**. This involves borrowing a sum of money from a bank or other financial institution on the understanding that you pay them back over an agreed time period (between one and five years). This is done by making periodic repayments, which include a percentage of interest. It is through these interest payments that lenders make their money. Interest is the amount paid by a borrower to a lender for the privilege of borrowing money. A fixed or variable interest rate is usually agreed upon at the beginning of the loan. For example, a lender could charge an interest rate of 7.25 per cent.

Maintenance and insurance costs

Major purchases such as cars and houses come with a range of additional costs that occur throughout the life of the item. Most major purchases need maintenance; for example, when you consider buying a car you will need to factor in the costs of maintaining the car and repairing it when things go wrong.

loan the temporary lending of money, usually by a financial institution

FIGURE 3 Only comprehensive car insurance protects you regardless of who is at fault.



All car owners need to purchase car insurance. This can be expensive, but it provides a safeguard in the event of an accident. Comprehensive car insurance protects you no matter who is at fault. 'Third-party' insurance is compulsory and protects others if you are at fault and protects you if others are at fault. If you cause an accident while driving an uninsured car, the damage to your car and other cars could cost tens of thousands of dollars.

Joining an emergency road-side assistance provider is another cost for car owners. While joining these services is not essential, they can help you if your vehicle breaks down in a remote area or on a freeway. There is also the cost of any permanent additions you may want to add to the car (for example, a sound system, tinted windows, alloy wheels). These additions are a personal choice but can add significant costs to car ownership.

Depreciation

Finally, you need to consider that some purchases will never be worth as much as they were the day you bought them. Typically, as most cars gets older, they depreciate. This means that they fall in value over time and therefore you are never guaranteed to get back what you paid for them.

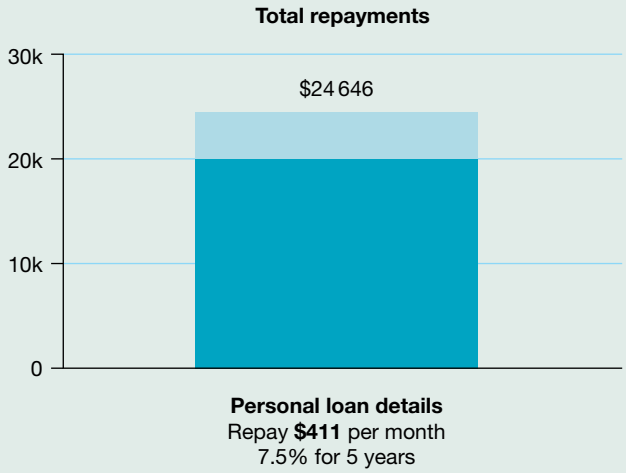
SkillBuilders to support skill development

- 20.6 SkillBuilder: Predicting the outcomes of economic and business decisions

22.4 SKILL ACTIVITY: Interpreting and analysing

1. **Identify** how much you will need to pay back in total. State how much the loan has cost you.
2. **Money Smart** is a government website which offers advice for consumers (see the weblink in the Resources panel).
   a. Using the loan calculator, enter the following amounts and, for each, **identify** how much you need to pay back in total and how much the loan has cost you at an interest rate of 8.6%:
      – $20 000
      – $15 000
      – $150 000
   b. **Discuss** the advantages and disadvantages associated with taking out a loan for a major purchase.
3. Use the table below to research your ideal first car. **Explain** what other information you might wish to include to make your decision more informed.

FIGURE 4 The graph shows the typical loan repayments both per month and in total of a five-year loan of $20 000 with an interest rate of 7.5%.



Make	
Model and year	
Body type	
Transmission	
Condition	
Fuel efficiency	
Safety rating	

Resources

Weblink Money Smart

22.4 Exercise

learnon

22.4 Exercise

Learning pathways

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

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Check your understanding

1. A loan is
   - A. lending a sum of money to a bank or other financial institution.
   - B. a down-payment or a deposit on a major purchase.
   - C. borrowing a sum of money from a bank or other financial institution.
   - D. protection and safeguard from accidents.
2. Interest on a loan is
   - A. the amount paid by a borrower to a lender for the privilege of borrowing money.
   - B. the amount paid by a lender to a borrower for the privilege of borrowing money.
   - C. a percentage rate that changes daily when borrowing money.
   - D. the fall in value of an item over time.
3. **Determine** whether the following statements are true or false.
   - a. Depreciation is considered as the fall in value of an item over a period of time.
   - b. Maintenance and insurance costs do not need to be planned for.
4. **Identify** the largest purchase that you have made in your life so far. Or consider a major purchase that a teenager may make. Remember teenage years extend to the age of 19!
5. **Explain** how the funds might be obtained by a teenager to purchase a major item.

Apply your understanding

Evaluating, concluding and decision-making

6. **State** the costs involved with car ownership. Choose three costs and **examine** them in more detail.
7. **Explain** why insurance is essential for all car owners.

Communicating

8. **Outline** the difference between comprehensive car insurance and third-party car insurance.
9. Insurance costs and loan repayment costs need to be considered when making a major purchase such as a car. **Identify** and **explain** two other costs of car ownership.
10. **Describe** the benefits that come with car ownership.

LESSON
22.5 What is the role of the superannuation system?

LEARNING INTENTION

By the end of this lesson you should be able to explain the superannuation system and its importance to the Australian economy.

TUNE IN

As a student, you may have a part-time job or you may rely on an adult for the money that you spend. Either way, the last thing on your mind is savings and retirement. However, soon you will finish your formal education and move into tertiary study or employment.

With advances in medical technology and health care, it is likely that a student in Year 10 today will enter the workforce at the age of 18 to 25 and live until the age of 89 or more. If you retire between the ages of 68 and 72, then you have about 50 years of work ahead of you.

So retirement isn't something at the front of your mind. However, consider the following questions.

1. Why should you plan for your retirement?
2. Why will you need money in your retirement?
3. What are some of the costs you might have in retirement?
4. Discuss your answers with the class.

FIGURE 1 It's never too early to plan for the future.



22.5.1 What is superannuation?

Superannuation, usually referred to as 'super', is a retirement pension benefit scheme. The scheme was introduced in an attempt to make employees save for their retirement and reduce their future dependence on government welfare handouts — the 'old age pension'. It has undergone many changes over the years and will continue to change until July 2025 when the most recent legislated changes come into effect.

FIGURE 2 Superannuation has highlighted the importance of saving for your future.



22.5.2 How superannuation works

Every employee over the age of 18 earning over $450 per month is required to pay a set percentage of their income (before tax) into a fund opened on their behalf. Employers make similar regular contributions. The contributions made started at 3 per cent in 1983, and increased slowly to 9 per cent by July 2002. The rate was increased further to 10 per cent by July 2021 and will increase incrementally to 12 per cent by July 2025.

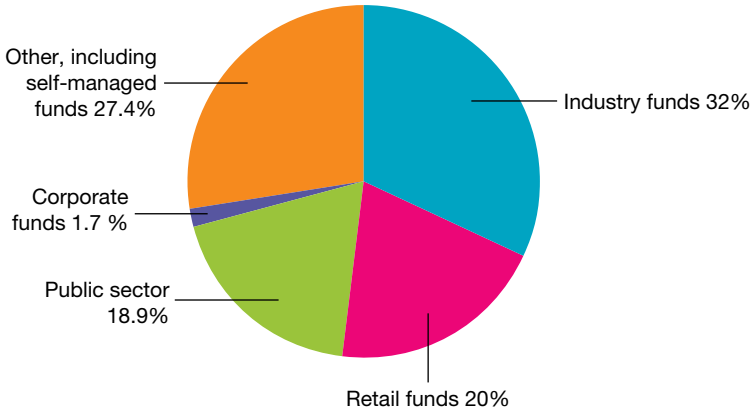
Increases in the contribution rate allow consumers to increase their balance and benefit from the increased interest returns gained. The higher the balance upon retirement, the greater the amount retirees will have to live on, allowing them to make better decisions about their future. It will also reduce the need to access the pension from the government.

superannuation a retirement pension benefit scheme

22.5.3 Superannuation funds

Employees have a choice of the type of fund they join. Most employees contribute to large funds, known as industry funds. These types of funds are run jointly by unions and employers. They may also join a retail fund managed by a financial institution. The third type of fund is a self-managed fund. More than a million Australians have a self-managed superannuation fund. Other types of funds include Wholesale Master Trusts, Employer Funds and Public Sector Funds.

FIGURE 3 The share of superannuation funds in Australia in 2021



22.5.4 Superannuation today

Since July 2005, many Australian employees have been able to choose the fund that they and their employer pay into. The system also allows employees to change their superannuation fund. If they have more than one superannuation fund they are able to maintain both of their superannuation accounts or 'roll over' one account into the other.

They may choose to change funds, for example, because:

- their current fund is not available with a new employer
- they wish to consolidate superannuation accounts to cut costs and paperwork
- a lower-fee and/or better service superannuation fund is available
- a better performing superannuation fund is available
- a fund invests in assets and companies that align with their personal beliefs.

In 2019–20 the federal government allowed people financially affected by COVID-19 to access their superannuation account early so as to relieve some of the financial burden of COVID-19 and the lockdowns. People could access up to $10 000.

Employees are also able to make additional contributions to their superannuation fund over and above the minimum amount required. This allows consumers to build their fund in anticipation of retirement.

22.5 SKILL ACTIVITY: Interpreting and analysing, Communicating

How much will I have? Let's **consider** how much money a person will need when they retire.

Consider the following two people:

a. Adam has just completed Year 12 and enters the workforce as an 18 year old. He will be earning the minimum wage, which in 2022 was $1305 per week.

b. Benita has just graduated from university with a teaching degree and at the age of 22 is about to commence her first teaching job. Her average wage as a teacher in 2022 will be $1728 per week.



Assuming the superannuation from the employer and employee is 10 per cent.

1. **Calculate** how much each employee would contribute:
   - per week
   - per year
   - over their working life (assume 50 years of working).
2. Recalculate these figures assuming each employee receives a 10 per cent wage increase every 10 years.
3. **Explain** if you think the amounts calculated are sufficient for a person to retire on, assuming they live to be 89 years old.
4. **Analyse** what other factors we need to consider when determining if the amount in their superannuation fund is sufficient for retirement.
5. **Discuss** your answers with the class.

22.5 Exercise

learnon

22.5 Exercise

Learning pathways

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

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- Track results and progress

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Check your understanding

1. **Define** superannuation.
2. Employees over the age of 18 are required to contribute to superannuation once their income reaches:
   - A. $450 per week.
   - B. $450 per fortnight.
   - C. $450 per month.
   - D. $450 per quarter.
3. **Determine** whether the following statements are true or false.
   - a. The employee can't make contributions to a superannuation fund over and above the contributions made by their employer.
   - b. The current rate of superannuation is 9 percent.
4. What is the current percentage of employer contributions to superannuation?
5. **Identify** two types of superannuation funds.

Apply your understanding

Communicating

6. Is it possible for employees to have more than one superannuation account? **Explain** your answer.
7. **Identify** the term used to describe when a person combines multiple superannuation accounts.
8. **Describe** what is meant by an industry super fund.
9. **Explain** what is meant by a self-managed superannuation account.
10. **Identify** what percentage the government is raising employer contributions by 2025.

LESSON
22.6 How can entrepreneurism improve business operations?

LEARNING INTENTION

By the end of this lesson you should be able to explain what is meant by an entrepreneur, and outline how entrepreneurism can improve workforce management, and productivity in a business.

TUNE IN

If you watch the news or use social media, you've probably heard a lot about entrepreneurs such as Elon Musk.

1. Brainstorm 10 people that you know, or have heard of, and who you consider to be entrepreneurs.
2. Select five people from your list and discuss exactly what it is that makes them entrepreneurial.
3. Mind map the skills that entrepreneurs might need to possess.

FIGURE 1 How many entrepreneurs can you name?



22.6.1 Entrepreneurism

The term entrepreneur is a somewhat evolving and fluid term. The name 'entrepreneur' has historically been given to someone who starts their own business, especially when this involves seeing a new opportunity. When someone acts upon a business opportunity and decides to market and sell a product, they could be described as 'entrepreneurial'. It is also accepted that entrepreneurs can be existing business owners and managers of businesses who pursue new ideas or take risks to seize a specific opportunity or fulfil a need.

FIGURE 2 When do the best ideas happen?



22.6.2 How entrepreneurism improves productivity

One of the main objectives of a business is to improc **productivity**, which can lead to an increase in profit. According to our explanation of an entrepreneur, it is understood that entrepreneurs can be existing business owners and managers who are working to improve the business. This means that entrepreneurs will be instigators of changes which will allow the business to be more efficient and productive.

productivity a measure of efficiency; the amount of output produced compared to the amount of input required in production

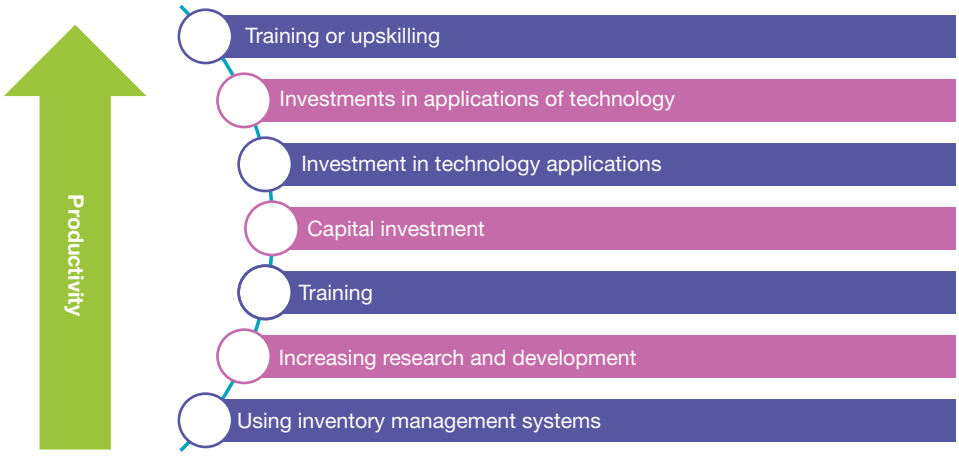
DISCUSS

Entrepreneurial behaviour is associated with new ideas. In pairs, brainstorm a topic such as how to make doing homework more enjoyable. Discuss which of your ideas would be feasible.

Productivity measures the amount of **output** compared to the amount of **input** that goes into production. By coming up with ways to improve productivity (for example, through reducing waste) a business can be more competitive as it produces products at lower costs than competitors. Productivity can be improved by reducing the number of inputs required to obtain the same level of output or an increased output. Alternatively, productivity can be improved if inputs remain the same but output increases, therefore obtaining more from the inputs. There are many strategies that businesses can use to improve productivity. These are summarised and explored below.

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FIGURE 3 There are many factors that can increase productivity within a business.



Training or up-skilling

Upskilling is a workplace strategy that improves the productivity of employees. To be upskilled means that an employee is given the opportunity to develop their knowledge, abilities and skills. The employer will do this through providing appropriate training programs for the employee.

When an employee has received relevant training, this should mean that they can perform their job more efficiently and effectively. New employees and existing employees require training, depending on their level of experience. By giving employees the opportunity to develop their skills and knowledge, employees are more likely to feel valued within the business. Well-trained staff are likely to be more motivated and perform their jobs more efficiently. They will have the capacity to explore new ideas and all this combined will result in improved productivity. Staff who are well-trained are also less likely to leave the business, which results in reduced costs.

Training can take many forms. Common methods of training include:

- off-the-job training. This takes place at a site away from the workplace. It may involve classroom activities, lectures and simulations.
- on-the-job training. This takes place at the workplace. It may involve coaching, hands-on training and job rotation (where workers move from one area of a business to another).
- competency-based training. This involves employees learning one competency and identifying areas where further training is required.

output the end result of a business's efforts; the good or service that is delivered or provided to a consumer

input the resources — including materials, equipment and labour — used in the process of production

upskilling where an employee is given the opportunity to develop their knowledge, abilities and skills; this is done through various forms of training

Capital investment

Capital investment involves putting financial resources into improved physical resources such as new machinery, equipment and facilities. Entrepreneurs are the ideal people to make these decisions, which some of us would describe as risky. These investments are essential for a business to be able to provide quality goods and services to customers. Investing in **capital** can improve productivity. For example, building a modern assembly line in a factory will reduce costs and the use of labour while producing more products, which increases the productivity of the business's capital. An investment in capital also increases the productivity of labour and other resources employed by a business.

Investment in applications of technology

Regardless of whether they are manufacturing a good or producing a service, businesses can use applications of technology to speed up or shorten processes and maximise the use of resources. Using technology means production can take place using less labour or fewer materials, which improves productivity.

Using technology also enables businesses to drive **innovation**. New technology can support a business in designing or developing new products or processes. It can also be used to produce new or improved products or as part of a new innovative process. For example, where fruit growers once used employees to inspect and pick fruit, they can now consider emerging technology which makes use of robotic fruit pickers that can map, detect spoilage and pick the fruits with more accuracy than a human being.

FIGURE 4 It is hoped fruit-picking robots will address the seasonal worker shortage.



Robotics

Robotics is form of technology capable of complex tasks. Robots are used in manufacturing, on assembly lines, in engineering or in research where a programmable machine capable of doing several different tasks is required. Such machines can perform some tasks with greater precision and accuracy than any human worker can. Robots work without complaint and do not demand higher wages.

They work in conditions that are often far too dangerous for employees. By performing tasks faster and with greater accuracy in places where humans often cannot, robots improve productivity. However, robots come with disadvantages such as high installation costs and the loss of employees' jobs.

capital physical resources owned by a business and used in production, including factories, machinery and equipment

innovation adding a new product (which can be a good or a service) to an existing product line, or significantly improving an existing product or process

DISCUSS

FIGURE 5 shows robotics technology that is used in many areas of business, including manufacturing and packing. Discuss the effects of introducing such technology into a business.

FIGURE 5 Robotics speeds up production, but does it bring benefits for all members of a business?



Using inventory management systems

The use of inventory systems is part of materials management. **Materials management** concerns managing the way materials are received and stored, and making sure they are available to the operations process when required. Many businesses have large quantities of materials on hand to complete production. This is called stock or **inventory**. Businesses hold large inventories to make sure they do not run out of materials.

However, this can become a huge cost for a business because the stock must be stored. Stock that takes up storage space for a long time can also result in the business missing opportunities to invest money in other places. In addition, materials can become spoiled, outdated and unusable after a certain period of time.

The 'just-in-time' inventory system

When faced with managing materials, some businesses use an inventory system called **just-in-time** (JIT). This system functions exactly like it sounds. It ensures that the correct materials arrive just as they are needed for production, which can reduce storage costs and the risk of waste occurring in storage, thereby improving the business's productivity. Just-in-time relies on prompt delivery from suppliers, if this does not occur the business can be left without enough stock for manufacturing. Therefore, just-in-time systems rely on data analysis which can detect stock levels and trigger automatic re-order for when it is needed.

22.6.3 How entrepreneurism improves workforce management

Entrepreneurs may bring new ideas into the workplace to help better organise working environments. This might involve providing flexible working conditions, which will help employees achieve a better work–life balance. Flexible working conditions include variations to the hours that employees work; varying where employees may work from; making additional leave entitlements available, including sick leave and long-service leave; or offering other arrangements such as childcare facilities.

A flexible workplace means that employees are more able to achieve the right combination of time devoted to work, and time devoted to family and personal life. Many businesses actively seek to improve their employees' work–life balance to improve productivity. Flexible workplace conditions enable employers to attract and retain staff by facilitating flexible employment options to meet individual staff needs and to access a larger pool of employees.

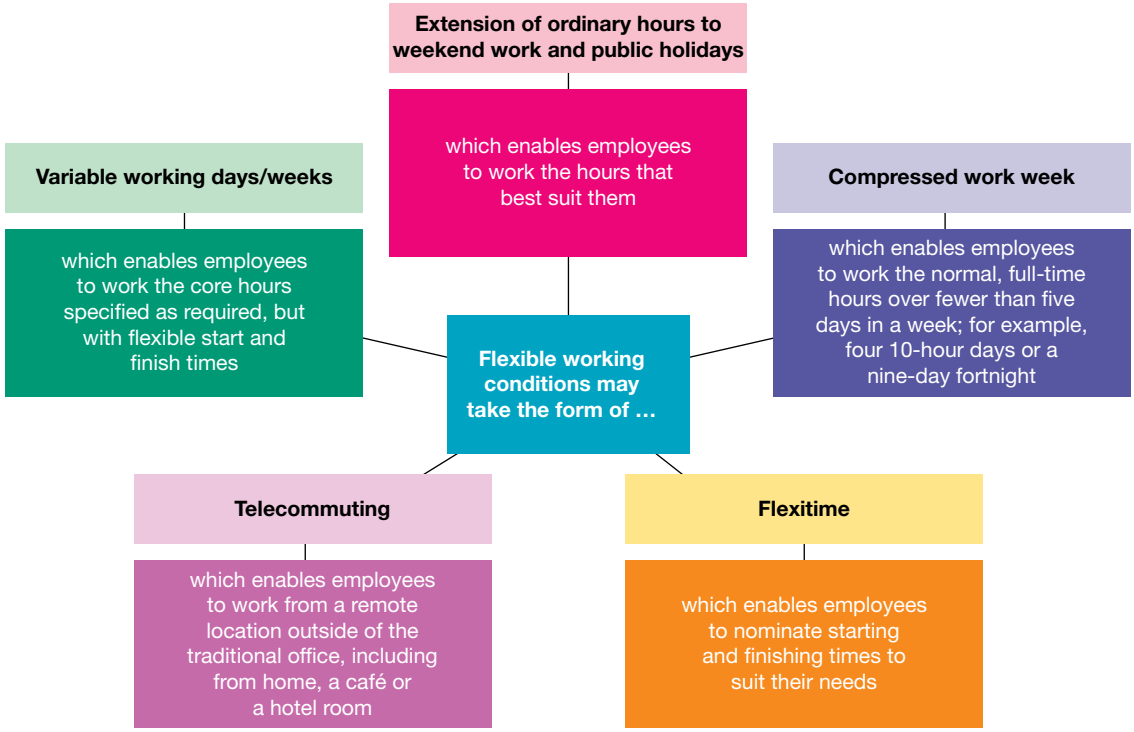
materials management an operations strategy that manages the use, storage and delivery of materials to ensure the correct number of inputs is available to the operations system when required

inventory the goods and materials held as stock by a business

just-in-time an inventory system that ensures the correct materials arrive just as they are needed in the operations process

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FIGURE 6 There are many ways businesses can offer flexible working conditions.



DISCUSS

Study **FIGURE 6** and choose the three flexible work conditions that you think are most important. Explain the reasons for your choices.

Horizontal or vertical organisational structures

Finding creative ways of organising the workplace can also lead to improved workforce management. There are two main ways that a workforce might be organised; however, a entrepreneur might adapt these to benefit the employees and the business. **Vertical organisational structures** have clearly defined roles with specific responsibilities for each person, which reduces the level of employee autonomy. Some businesses rely on **horizontal structures**, which have fewer levels, often providing employees with more autonomy and equal opportunities. The downside to this is a lack of control.

vertical organisational structure has a well-defined reporting procedure, decisions usually move from the top down, layer by layer, and people at the bottom have the least autonomy

horizontal organisational structure has only a few layers of management; managers oversee a greater number of employees and allow them more autonomy in decision-making

FIGURE 7 A horizontal organisational structure



Transparency in decision-making

Transparency in decision-making means that everyone understands both the decision-making process and the thinking behind any decisions that take place in the work environment. Entrepreneurs have a big role to play in fostering transparency in decision-making, as they are responsible for fostering the culture within a business. When there is transparency in decision-making, employees tend to feel more involved, and this in itself can be motivating and can lead to increases in employee productivity.

Showing initiative

When employees are allowed to show initiative, this means they are being encouraged to do things without being told. Many employees show initiative naturally, and you may do this yourself — particularly if you are the kind of person who finds out what you need to know; who keeps going when things get tough; and who spots and take advantage of opportunities that others pass by. Using initiative is acting instead of reacting. An entrepreneur may encourage initiative by rewarding it through praise or promotion.

Paid parental leave

Paid parental leave is a leave entitlement for the primary carer of a newborn or adopted child. If a parent or primary care giver meets the criteria for paid parental leave as set out in the Australian Government Parental Leave Pay Scheme, they are eligible for 18 weeks paid parental leave from work.

Some employers may choose to offer paid parental leave above and beyond the standard requirement. If they do so, employees may feel more motivated and encouraged to work more productively in the business once they return.

FIGURE 8 Paid parental leave above and beyond what is required has benefits for the business.



22.6 SKILL ACTIVITY: Questioning and researching, Communicating

Entrepreneurs can be responsible for new ideas and innovations that aim to improve the productivity and working conditions in a business.

1. Use the **FM magazine** weblink in the Resources panel to locate an article on one of the following topics:
   a. a new improved production process
   b. a change to working environments.
2. **Explain** how the innovation or change will have a positive effect on workplace productivity or workplace flexibility.
3. **Communicate** your findings to the class.

FIGURE 9 Changing the ways of doing things in the workplace can have many benefits.



on Resources

Weblink FM Magazine

22.6 Exercise

learnon

22.6 Exercise

Learning pathways

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

These questions are even better in jacPLUS!



- Receive immediate feedback
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Check your understanding

1. **Define** what is meant by an entrepreneur. **Select** all options that apply.
   - A. Anyone who starts a business
   - B. Someone who starts their own business, especially involving seeing a new opportunity
   - C. Anyone who runs a business
   - D. Business owners who pursue new ideas or take risks to seize a specific opportunity
2. **Identify** three ways that businesses can provide flexible workplaces.
   - A. Making everyone work in the office rather than at home or at a café
   - B. Ensuring all workers are in the office between the hours of 9 am and 5 pm
   - C. Varying the hours their employees work
   - D. Making leave entitlements available
   - E. Offering other arrangements, such as childcare facilities
3. **Determine** whether the following statements are true or false.
   - a. Four ways that a business can provide a flexible workplace are: a compressed work week, telecommuting, flexitime and variable working times. True or false?
   - b. Just-in-case inventory system ensures the correct materials arrive just as they are needed in the operations process. True or false?
4. Materials management concerns managing the way _____ are received and stored and making sure they are available to the _____ process when required.
5. **Explain** how an entrepreneur can improve the productivity of a business.

Apply your understanding

Evaluating, concluding and decision-making

6. Shell Australia provides flexible working conditions for office roles wherever possible. Employees may be able to 'telecommute' and work from home or start their working day earlier or later, depending on staffing needs. Shell attempts to provide a working environment in which employees can balance their work and family commitments.
   Shell also offers an Employee Assistance Program, which is a professional, confidential counselling service for employees and their immediate family members. More than half of Shell's workforce have taken advantage of the flexible work arrangements.
   - a. **List** some of the ways Shell offers flexible working conditions.
   - b. **Explain** how Shell might benefit from offering its employees flexible work arrangements.
7. **Outline** the benefits of upskilling to employees and businesses.
8. **Outline** what might happen to a business if it does not use human resource management strategies such as offering training or flexible working conditions to staff.

Communicating

9. Do you think more workplaces will offer flexible working in the future? **Justify** your answer.
10. **Explain** what is meant by transparency in decision-making.

LESSON
22.7 How are First Nations Australian businesses supported?

LEARNING INTENTION

By the end of this lesson you should be able to explain the processes used to support First Nations start-up businesses, and the initiatives that First Nations entrepreneurs may use to improve workforce participation.

TUNE IN

Cole Supplies is a proudly Noongar-owned and-operated, Supply Nation-certified supplier of high-quality bulk corporate apparel and industrial supplies. Cole Supplies were the first, and are the only, First Nations Australian safety wholesaler in Australia, bringing quality back to workwear.

The business was founded in late 2013 as Cole Workwear, when Perth businessman and Noongar community leader, Gordon Cole, joined forces with Michael Cima, experienced importer and founder of Australia's first First Nations workwear company, with a shared focus on supporting local communities.

FIGURE 1 Cole Supplies offers a range of workwear for various industries.



1. Make a list of five business enterprises that you have heard of or know, that do not have profit as their main objective. What are the objectives of these businesses?
2. Brainstorm the sources of help that new and growing businesses can access.
3. What benefits do businesses bring to local, rural and First Nations communities?

22.7.1 Supporting start-up businesses

All start-up businesses are different. Some start-ups operate as sole traders, and others as partnerships. Many start-up businesses engage with support services. This means that they might initiate collaborations and joint business ventures with supporting groups such as businesses, government and non-government organisations.

These collaborations are able to assist entrepreneurs in managing their workforce and improving business productivity, while also addressing societal issues and producing outcomes that governments, businesses and not-for-profit organisations could not achieve alone.

All business entrepreneurs have the opportunity to work with others and form corporate community partnerships. Some businesses choose to work with St John Ambulance, for example, while others may collaborate with a well-known bank. Examples include Bendigo Bank, or CSR and Assistance Dogs Australia. First Nations entrepreneurs often collaborate and work with supporting organisations in the same way.

The assistance of extra capital and sometimes expertise can help First Nations Australians to achieve their business ideas, and this in turn provides many benefits for the First Nations Australian community. This includes the benefit of additional jobs and incomes. First Nations Australian businesses can have a competitive advantage in many industries, especially those associated with culture and tourism. This is especially true where interest in authentic cultural experiences through goods and services (such as paintings, tours and retreats) can drive tourist demand in rural and otherwise remote areas.

DISCUSS

Explore the benefits that a successful business venture can bring for First Nations Australians and those living in rural and remote Australia.

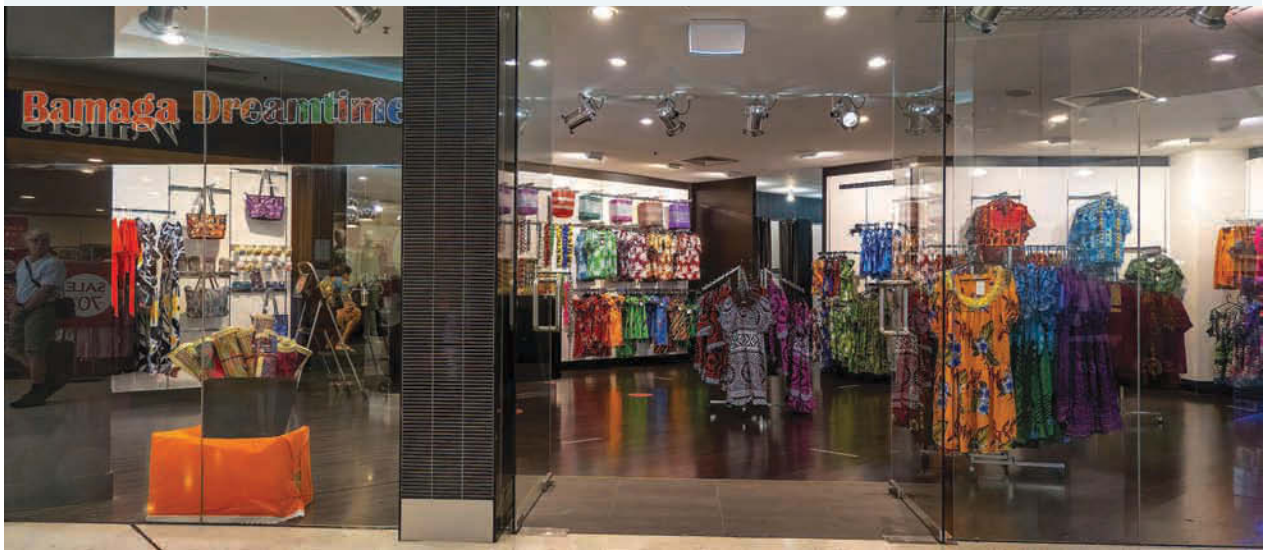
22.7.2 Government and non-government support

There are many support services for entrepreneurs who wish to establish start-up businesses. For example, First Australians Capital is a **non-government organisation** that provides a range of services to assist First Nations Australian entrepreneurs, including advice and access to start-up finance.

non-government organisation set up and operated independently from local, state or federal governments, but can receive government funding in some cases; usually address social and political issues

First Australians Capital itself is funded by charitable donations and social impact investors. These are people who invest their money in businesses that benefit local communities and society. There are in addition many philanthropic entrepreneurs and investors themselves who support First Nations Australians by sharing advice and making capital available through investment.

FIGURE 2 Bamaga Dreamtime Store in Queensland is 100 per cent owned and operated by First Nations Australians.



Both state and federal government offer assistance to First Nations Australian businesses, much as they do for any other business in Australia. First Nations Australian entrepreneurs and business owners may be eligible for additional support and assistance to start, develop and grow their businesses. This assistance is provided in the form of advice, training and grants from business.gov.au. Furthermore, opportunities to promote the success of First Nations Australian entrepreneurs such as the Indigenous Business Month Awards are vital in maintaining motivation and productivity.

Indigenous Business Australia (IBA) is an additional government organisation whose objective is to assist First Nations Australians in achieving greater economic participation and self-reliance. IBA provides workshops, advice and business support programmes. They also provide business finance to eligible First Nations business owners. A further source of government assistance is the Indigenous Procurement Policy (IPP). The primary purpose of the IPP is to 'stimulate Indigenous entrepreneurship, business and economic development, providing First Nations Australians with more opportunities to participate in the economy'. The IPP allows First Nations businesses to be given the first chance on contracts or tenders to supply to participating businesses.

The Indigenous Business Month Awards showcase the outstanding achievements of First Nations Australian businesses, and provide identifiable national and local role models to inspire all Australians.

Improving workforce participation

First Nations Australian entrepreneurs are often engaged in businesses which keep their connection to culture and community alive.

All Australian governments continue to work with First Nations Australian entrepreneurs, businesses and associated organisations to implement the National Agreement on Closing the Gap at the national, state and territory, and local levels.

Many First Nations Australians and their communities have a strong connection to their culture. However, the impact of removal from Country, policies such as the forced removal of children (Stolen Generations) and experiences of systemic racism and discrimination have led to poorer economic outcomes and workforce participation.

Closing the Gap was established as an Australian government strategy in 2008 and aimed to reduce disadvantage among First Nations Australians, based on seven targets. These include the encouragement of strong economic participation and development of people and their communities. The targets for reducing the gaps in unemployment and education in First Nations Australians are part of an ongoing process to grow the workforce and improve productivity.

22.7 SKILL ACTIVITY: Interpreting and analysing

Phil and Cherie Thompson are co-founders of Native Secrets. Native Secrets is a skincare business founded on ancient knowledge about Australian native flora and fauna. This is knowledge that has been passed down to Phil Thompson, a Bidjara Bidjara/Kara Kara man, and his wife Cherie, a Wailwan woman.

FIGURE 3 Phil and Cherie Thompson



Phil and Cherie work to help restore the habitat of creatures and native flora in regional and mining areas. At the same time, they extract white cypress pine oil (a tree known for crowding out other plant life) for use in their shampoos and skin care ranges.

1. Native Secrets is a successful First Nations Australian business. Brainstorm the benefits that this type of business can bring to a rural community in Australia.
2. **Outline** the type of government assistance that this type of business might receive.
3. **Analyse** what you think the objectives of a business such as Native Secrets might be. **Explain** how these objectives might differ from another business that you are familiar with.

22.7 Exercise

learnon

22.7 Exercise

Learning pathways

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

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Check your knowledge

1. Relationships between different organisations can assist First Nations entrepreneurs by
   - A. allowing entrepreneurs to maximise sales and profits.
   - B. providing opportunities for support, promotion of success and the sharing of expertise.
   - C. providing charity and donations to entrepreneurs.
   - D. allowing entrepreneurs to have the orders that other businesses cannot fulfil.
2. Closing the Gap is
   - A. a start up finance scheme for First Nations entrepreneurs.
   - B. a private business support group for First Nations entrepreneurs.
   - C. a government strategy to reduce disadvantage and improve workforce participation and productivity for First Nations Australians.
   - D. a First Nations Australian charity.
3. **Determine** whether the following statements are true or false.
   - a. Philanthropic entrepreneurs only support businesses that aim for maximum productivity and profit.
   - b. A non-government organisation is set up and operated independently from local, state or federal governments, but can receive government funding in some cases.
4. **Identify** two specific government assistance schemes that are aimed at First Nations entrepreneurs.
5. **Outline** the different types of support that the government can offer to new and emerging businesses.
6. **Explain** how First Nations entrepreneurs might work with other organisations to achieve success.

Apply your knowledge

Communicating

7. **Outline** the main benefits of government support for First Nations Australian entrepreneurs.
8. **State** what is meant by a social impact investor.
9. **Explain** the difference between government support and non-government support for businesses.

Interpreting and analysing

10. Support is crucial for all emerging businesses. **Discuss**.

LESSON
22.8 How can entrepreneurs respond to changing economic conditions?

LEARNING INTENTION

By the end of this lesson you should be able to explain how entrepreneurs lead responses to changing economic conditions.

TUNE IN

A skilled workforce is important for a strong economy.

FIGURE 1 What is a skilled workforce?



1. What do you think is meant by a 'skilled workforce'?
2. Make a list of skills that a worker may possess.
3. How could you categorise a worker's skills?
4. Come up with reasons why a skilled workforce is important for a strong economy.

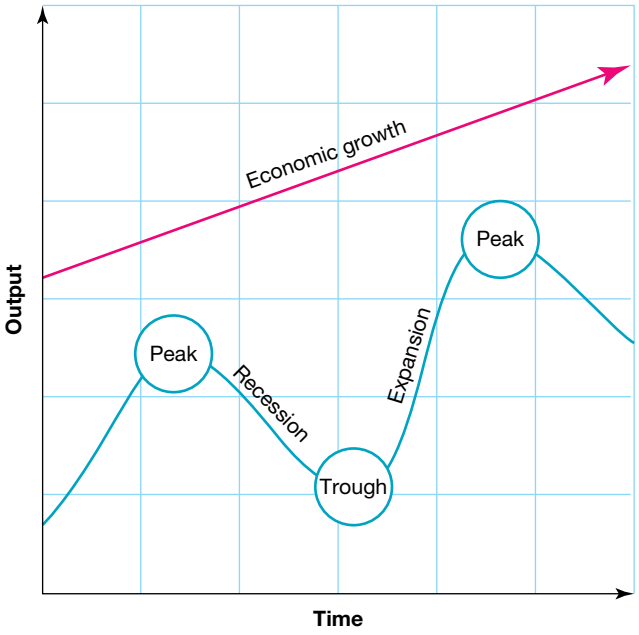
22.8.1 Changing economic conditions

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We know that economic growth occurs when an economy increases the volume of goods and services produced over time. Economic growth is measured by Gross Domestic Product (GDP). GDP represents the total market value of final goods and services produced by a country over a period of time. Economic growth does not stay the same; rather, it changes based on the spending patterns of both businesses and consumers.

FIGURE 2 shows us that the economy can be in various stages in a business cycle. These include a peak, a recession, a trough and an expansion. At each of these stages, different economic conditions exist. As an example, during a trough, businesses may need to respond to falling demand for their goods and services.

FIGURE 2 The economy moves through various stages — known as the economic cycle or the business cycle.



Australia aims for an economic growth rate of around 3 to 4 per cent per year to achieve strong and sustainable economic growth. This will ensure that businesses can prosper, people will have access to all the goods and services that they may need and that unemployment will stay low.

The unemployment rate is also a key measure of economic performance. This tells us about the percentage of the total labour force that is without a job but actively looking for work. The unemployment rate is measured using the labour force survey, which involves Australians aged over 15. The Australian government aims for a low unemployment rate of approximately 5 per cent.

The inflation rate measures the change in the price of goods and services in the economy. To ensure that prices remain stable, Australia's monetary policy aims for an inflation rate of 2 to 3 per cent.

22.8.2 How entrepreneurs respond to economic conditions

Changing economic conditions provide an opportunity for an entrepreneur to change their business strategy, particularly in times of an economic peak or trough. An entrepreneur may be challenged by fewer sales during a recession. In times of a peak they may find that it is a perfect opportunity to introduce a new product. Furthermore, in a peak, a business might need to keep up with consumer demand and improvements in productivity will need to be made. This may require an upgrade in technology.

FIGURE 3 Entrepreneurs may need to respond to the changing economy in several different ways.



Increasing research and development to innovate new products

Research and development (R&D) includes activities that businesses (and the entrepreneurs within them) undertake to innovate and introduce new products and services. Research and development is often the first stage in the development process. The goal is typically to introduce new or improved products to the market, in the hope of making more sales and expanding market share. R&D is expensive, as it may require the introduction of new technology and an increasingly skilled workforce. As a result, R&D might only be feasible in an economic climate when the business is doing well.

FIGURE 4 Research and development relies on new technology and a skilled workforce.



DISCUSS

Research and development can be expensive and relies on an analysis of what the market might want, but it is a key step in innovating new products. Discuss the risks of research and development.

Adjusting marketing strategies

A marketing strategy is the business's overall approach towards marketing its products. A marketing strategy should combine the business's marketing activities to concentrate its resources and efforts on the most effective way to increase sales and achieve a sustainable competitive advantage.

There are many different theories about marketing strategies; however, most businesses tend to focus on the combination of the 4Ps. As economic conditions change there may be an opportunity make changes to the marketing strategy. As an example, during a recession (otherwise known as an economic downturn), a business may choose to reduce the price of a product to try to stimulate demand.

Upskilling the workforce

It is vital that both managers and employees have skills that help them complete tasks effectively. The term 'skill' can refer to:

- general cognitive and non-cognitive abilities; for example, information-processing skills, teamwork and problem-solving skills
- knowledge and abilities that are specific to a particular job, occupation or sector; for example, an accounting degree for accounting or a practical training course for hair colouring.

Upskilling involves providing training and further education for a business's workforce so it can learn any additional skills that it needs to. This is especially important if the business wants to develop and improve productivity. Employees who have appropriate skills are more likely to be productive and motivated. They are also more likely to earn more. Upskilling workers can make them more able to change jobs if needed — especially in reaction to changing economic conditions.

The Organisation for Economic Co-operation and Development (OECD) collects and analyses data that assists governments around the world in understanding the level and distribution of skills among their adult populations, as well as the use of skills in different contexts, as part of its Programme for the International Assessment of Adult Competencies (PIAAC). Developed with the support of the Australian Council for Educational Research (ACER), the study assessed people aged from 15 to 74 years in 25 countries in terms of proficiency in literacy, numeracy and problem solving in a technology-rich environment. Australia scores above the OECD average in areas such as literacy and problem solving in technology-rich environments, indicating a further strength in ICT-related skills. However, Australia performs less well in numeracy skills.

Using technologies to drive innovation

Investment in technology is another way a business can respond to changing economic conditions. Regardless of whether they are manufacturing a good or producing a service, businesses can use technology to speed up or shorten processes and maximise the use of resources. Using technology means production can take place using less labour or fewer materials. This is important in times of an expansion, as they can increase production quickly without having to hire new staff.

FIGURE 5 Innovative crop growing methods use water and light technology to grow produce which uses fewer resources and lessens damage to the environment.



Technology also enables businesses to drive innovation. New technology can support a business in designing or developing new products or processes. An innovation may be pioneered in the production process, which relates to how materials are used or the sustainable use of energy in production.

Collecting and analysing data

Businesses collect data on customers through customer relationship management (CRM) systems. These are the systems that businesses use to maintain customer contact. CRM applications can be used to improve productivity by storing information about existing and potential customers. This includes information such as purchasing habits, which signal to a business when production needs to increase.

Customer information can be entered and retrieved by employees from different areas in the business, including the sales, marketing and operations departments.

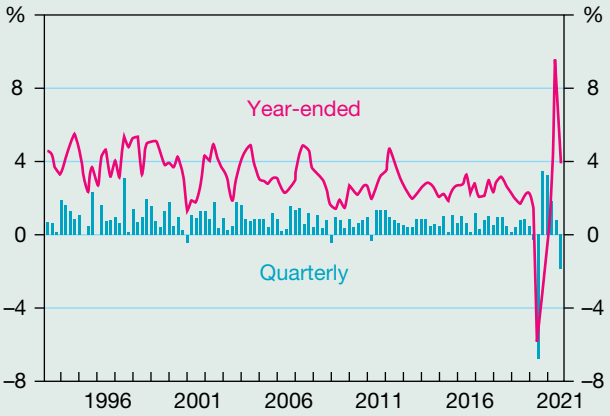
22.8 SKILL ACTIVITY: Interpreting and analysing

The charts below show two indicators of economic conditions in Australia: the level of economic growth and the level of unemployment.

1. **Describe** the information shown in **FIGURE 6**. **Outline** the trend in economic growth within the last 10 years.
2. **Describe** the information shown in **FIGURE 7**. **Outline** the trend in Australia's unemployment rate (shown in blue).
3. **Identify** some of the issues that a business might face in a period of economic growth.
4. **Discuss** the problems associated with periods of high unemployment.

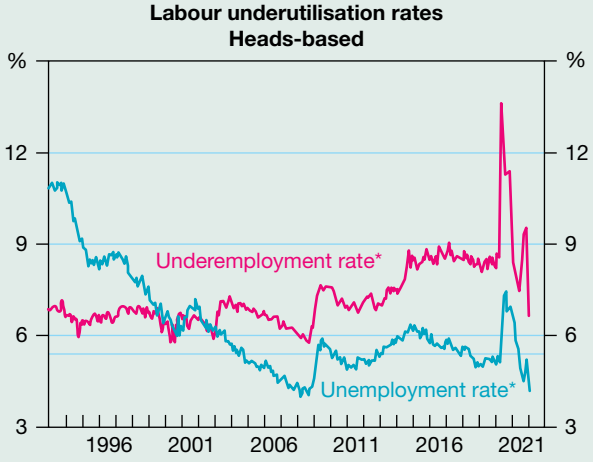
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FIGURE 6 Gross Domestic Product (Economic Growth) for Australia



Source: https://www.rba.gov.au/chart-pack/

FIGURE 7 The underemployment rate for working Australians and the underlying unemployment rate



* Full-time workers on reduced hours for economic reasons and part-time workers who would like, and are available, to work more hours.

22.8 Exercise

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22.8 Exercise

Learning pathways

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

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Check your knowledge

1. **Select** what is meant by the business cycle.
   - A. The different stages that exist for a business during different economic conditions
   - B. The rise and fall of interest rates
   - C. The different stages that exist for a government during different economic conditions
   - D. The cyclical nature of business
2. **Determine** whether the following statements are true or false.
   - a. The four different stages of the business cycle are: boom, peak, recession and downturn. True or false?
   - b. Changing economic conditions require an entrepreneur to maintain the same business strategy. True or false?
3. **Define** the term 'research and development'. (**select** the option that is most correct.)
   - A. Development of alternative versions of existing products
   - B. Includes activities that businesses (and the entrepreneurs within them) undertake to innovate and introduce new products and services
   - C. Market research into consumer preferences
   - D. Activities that employees carry out in order to promote new goods and services
4. **Describe** how a business might be affected during an economic peak.
5. **Explain** what is meant by the phrase 'technologies to drive innovation'.

Apply your knowledge

Communicating

6. In relation to the economic cycle, **explain** when a business might need to consider innovating new production processes or new products.
7. **Describe** what is meant by a business's marketing strategy.
8. In relation to the economic cycle, **explain** when a business may need to develop a new marketing strategy.
9. Complete the following table. The first column has been done for you.

Economic conditions	Expansion	Peak	Recession	Trough
Unemployment	Low			
Inflation	Increasing		Falling	
Business and marketing strategy	Innovate a new product or production technique Increase production			

10. **Describe** how a business's marketing strategy might change during a peak in the economy.

LESSON
22.9 INQUIRY: Consumer behaviour

LEARNING INTENTION

By the end of this lesson you should be able to identify and describe the factors that influence economic decision-making within consumer and financial contexts.

Background

In this inquiry, you will investigate contemporary economic and business issues surrounding consumer and business behaviour and the influences on each.

Before you begin

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

Inquiry steps



Step 1: Questioning and researching

Discuss the following:

a. *Why* do we buy the things that we buy?
b. *What* do businesses do to try to persuade us to buy products?

Consider the advertisement provided. Who is this aimed at?
Explain how it is trying to influence a consumer.

Investigate. Name a similar or substitute product to the one shown. Using a Venn diagram or table comparison, answer the following questions:

- What is the same about the products?
- What is different?
- Why are there differences?
- Which product is most innovative?
- Which product would you choose and why?

Step 2: Interpreting and analysing

Working in a small group, **select** a well-known advertisement for a product. You may use an online, TV, magazine or social media example.

Analyse the advertisement. **Identify** the target market and the market segments that the advertisement is aimed at.

Step 3: Evaluating, concluding and decision-making

Decide. Discuss the benefits that this product brings to society.

Step 4: Communicating

Communicate your findings to the class through an appropriate presentation of your research.

Complete your self-assessment using the **Inquiry rubric** or access the 22.9 exercise set to complete it online.

on Resources

Digital document Inquiry rubric (doc-40176)

LESSON
22.10 Review

Hey students! Now that it's time to revise this topic, go online to:

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22.10.1 Key knowledge summary

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

22.2 What are consumer and financial decisions?

- Consumers make minor purchases daily and these can happen without much thought.
- When consumers make major purchases (including ones relating to investment), they generally undertake a lot more research before buying.
- Businesses also make purchase decisions and these are sometimes referred to as financial decisions. These decisions also require careful consideration and must make good business sense.

22.3 What can influence consumer and financial decision-making?

- The decisions consumers make can affect not only their own lives but also the viability of businesses and markets.
- Businesses and companies go to considerable lengths to understand consumer attitudes and desires.
- Consumers need to be aware of the various strategies employed by businesses.
- Some businesses and companies may indulge in unethical behaviour.

22.4 What are the costs of consumer and financial decisions?

- Consumers should conduct thorough research on companies and the products they offer.
- Before making a major purchase such as a car, you need to decide exactly what you want. It is crucial that you conduct proper research on the car itself and the method of payment you choose to purchase that car.

22.5 What is the role of the superannuation system?

- Superannuation is a retirement pension benefit scheme.
- Employers and employees contribute a percentage of an employee's salary to a fund for their retirement.

22.6 How can entrepreneurism improve business operations?

- Entrepreneurism is a conceptual term to describe someone who sees opportunities and acts on them to fulfil a market need.
- Entrepreneurs will work to improve productivity by trying to find better ways of doing things.
- Highly trained employees can improve a business's productivity.
- Robotics and investment in technology can improve a business's productivity.
- Productivity can be improved through effective management and exceptional treatment of employees.

22.7 How are First Nations Australian businesses supported?

- All start-up businesses can access and benefit from a wide range of support services.
- The federal and state governments provides support for First Nations Australian entrepreneurs.
- Many non-government organisations work with First Nations Australian entrepreneurs to develop their business ideas.

22.8 How can entrepreneurs respond to changing economic conditions?

- The economy changes and businesses need to be able to react to the resulting changes in consumer spending to survive.
- Investing in research and development and technology can help a business increase its sales despite changes in the economy.
- Having a skilled workforce means that Australia's labour market can adapt as the economy changes.

22.9 INQUIRY: Consumer behaviour

- Consumer behaviour is a concept that allows us to think about why we make the choices that we do in relation to buying goods and services.
- Sometimes consumer purchasing decisions are conscious and well thought through; at other times, they may be highly influenced by advertising and media.
- Businesses cleverly target specific markets for the products that they sell.

22.10.2 Key terms

capital physical resources owned by a business and used in production, including factories, machinery and equipment

horizontal organisational structure has only a few layers of management; managers oversee a greater number of employees and allow them more autonomy in decision-making

innovation adding a new product (which can be a good or a service) to an existing product line, or significantly improving an existing product or process

input the resources — including materials, equipment and labour — used in the process of production

inventory the goods and materials held as stock by a business

just-in-time an inventory system that ensures the correct materials arrive just as they are needed in the operations process

loan the temporary lending of money, usually by a financial institution

marketing the process of planning and executing the development, pricing, promotion and distribution of products to create exchanges that satisfy individual and organisational objectives

materials management an operations strategy that manages the use, storage and delivery of materials to ensure the correct number of inputs is available to the operations system when required

non-government organisation set up and operated independently from local, state or federal governments, but can receive government funding in some cases; usually address social and political issues

output the end result of a business's efforts; the good or service that is delivered or provided to a consumer

productivity a measure of efficiency; the amount of output produced compared to the amount of input required in production

superannuation a retirement pension benefit scheme

roadworthy certificate official proof that a used car has been properly tested and is safe to operate and drive

upskilling where an employee is given the opportunity to develop their knowledge, abilities and skills; this is done through various forms of training

vertical organisational structure has a well-defined reporting procedure, decisions usually move from the top down, layer by layer, and people at the bottom have the least autonomy

22.10.3 Reflection

Complete the following to reflect on your learning.

Revisit the inquiry question posed in the Overview:

What factors influence economic decision-making within consumer and financial contexts?

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

Resources

eWorkbooks Customisable worksheet for this topic (ewbk-11526)
Reflection (ewbk-12766)
Crossword (ewbk-12767)

Interactivity Consumer and financial decision-making crossword (int-7682)

22.10 Review exercise

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Multiple choice

1. What are the four main influences on consumer behaviour?
   - A. Psychological, socioeconomic, cultural and governmental
   - B. Psychological, socioeconomic, emotional and governmental
   - C. Psychological, sociocultural, economic and governmental
   - D. Psychological, sociocultural, emotional and governmental
2. Which of the following is not a psychological factor that influences consumer behaviour?
   - A. Perception
   - B. Motive
   - C. Attitude
   - D. Guilt
3. The consequences of buying a car are
   - A. long-term.
   - B. short-term.
   - C. immediate.
   - D. both short-term and long-term.
4. What does productivity measure?
   - A. The amount of output produced
   - B. The amount of output compared to the amount of inputs that go into production
   - C. The cost of producing output
   - D. The amount of input compared to the amount of output that goes into production
5. How can productivity be improved?
   - A. Keeping inputs the same and increasing output
   - B. Increasing inputs to obtain the same output
   - C. Reducing input to obtain less output
   - D. All of the above

6. Which of the options below is the main reason businesses allow employees to have flexible working conditions?
   - **A.** To increase productivity
   - **B.** To enable employers to attract and retain staff
   - **C.** To allow employees to have a better work–life balance
   - **D.** To allow employers to hire more staff
7. Businesses that invest in and undertake research and development are able to
   - **A.** improve the planning, pricing, promotion and distribution of new products.
   - **B.** improve the efficiency under which products are produced.
   - **C.** increase Australia's knowledge and existing products, as well as creating new products.
   - **D.** do all of the above.
8. What is the inventory system that can reduce storage costs and improve productivity?
   - **A.** Training
   - **B.** Robotics
   - **C.** Just-in-time
   - **D.** Marketing
9. Why is economic growth desirable in an economy?
   - **A.** To help businesses to earn an income
   - **B.** To keep unemployment low
   - **C.** To allow people to have the products that they want and need
   - **D.** All of the above
10. The main effect of technology on a business is to:
    - **A.** increase costs and increase productivity.
    - **B.** reduce costs and increase productivity.
    - **C.** reduce wastage and slow production down.
    - **D.** replace all workers.

Short answer

Communicating

11. **Describe** the difference influences on decision-making between a minor and major purchase.
12. **Explain** how the 4Ps of marketing might work to persuade a consumer to buy a new product.
13. **Outline** two benefits of the superannuation scheme that exists in Australia.

Interpreting and analysing

14. **Discuss** two ways in which economic conditions can impact a business.
15. **Describe** the relationship between new technology and innovation.

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GLOSSARY

absolute majority half the number of votes received in an election plus one
absolute poverty where income levels are inadequate to enjoy a minimum standard of living (also known as extreme poverty)
Abyssinia the only independent African state in 1935; now called Ethiopia
advocacy active support
advocate to actively speak out and stand up for particular causes
ageing population an increase in the number and percentage of people in the older age groups (usually 60 years and over)
aid (foreign or international) the voluntary transfer of resources from one country to another, given at least partly with the aim of benefiting the receiving country
Ailan Kastom (island custom) the body of customs, traditions, observances and beliefs of some or all of the Torres Strait Islander peoples living in the Torres Strait area
algal bloom rapid growth of algae caused by high levels of nutrients (particularly phosphates and nitrates) in water
alien a person born in another country who is not yet a citizen of the country in which they live
alienate to cause someone to feel isolated or separated
Allied powers the name for the countries that allied themselves against the Axis powers during World War II. They included the United States, the Soviet Union and Britain and her former colonies.
alluvial plain an area where rich sediments are deposited by flooding
Anglo-Celtic having ancestry originating in the British Isles, including England, Ireland, Scotland and Wales
anthropocentric the belief that humans are the central and most important component of the universe
anthropogenic caused by humans or their activity
Aquarius relating to the Age of Aquarius — a period of transition, according to astrologers
aquifers layers of porous rock that can hold large quantities of water in the pore spaces
arbitration a dispute resolution process with a legally binding decision from a third party rather than as the result of court proceedings
artefact an object made or changed by humans
Aryan term used by the Nazis to describe 'pure-blooded' Germanic peoples
assimilate the process in which individuals or groups of differing origins take on the basic attitudes, habits and lifestyles of another culture
assimilation the process in which individuals or groups of differing origins take on the basic attitudes, habits and lifestyles of another culture
asylum seeker a person who has crossed an international border and is awaiting a decision as to whether they will be granted refugee status
atoll a ring-shaped coral reef or string of small coral islands surrounding a shallow
Australian Security Intelligence Organisation (ASIO) a body responsible for collecting information on terrorism and other dangers to Australia's security
authoritarian a form of government characterised by absolute obedience to the state, an authority figure or group
Bar Exam an exam taken by a lawyer to demonstrate they are competent to work within the legal system and undertake the work of a barrister in court
base flow water entering a stream from groundwater seepage, usually through the banks and bed of the stream
beat generation a subculture, first associated with American writers and poets, that rejected conventional work, possessions, clothing and lifestyle, and promoted radical ideas
bicameral a parliament consisting of two legislative houses, or chambers
biocapacity the capacity of a biome or ecosystem to generate a renewable and ongoing supply of resources and to process or absorb its wastes
biodiversity the variety of plant and animal life within an area

biodiversity hotspot a biodiversity region with significant levels of biodiversity that is threatened by human habitation
biophysical environment all elements or features of the natural or physical and the human or urban environment, including the interaction of these elements
bipartisan supported by the two major political parties
brackish water that contains more salt than fresh water but not as much as sea water
budget a plan for the future; in economics it is a plan about the government's financial performance and framework for the coming financial year, and is estimated by calculating its expected revenues and expenditures
budgetary policy (or fiscal policy) a macroeconomic or aggregate demand management strategy involving the government's estimates of the expected value of its receipts and the expected value of its outlays
bunker a fortified underground shelter, usually with openings from which to fire at enemies
business any activity conducted by an individual or individuals to produce and sell goods and services to make a profit
Cabinet group of select government ministers that meets regularly to decide major issues of government
capital physical resources owned by a business and used in production, including factories, machinery and equipment
carbon credit a tradeable certificate representing the right of a company to emit one metric tonne of carbon dioxide into the atmosphere
carrying capacity the ability of the land to support livestock
cash rate the official price of borrowing money; the interest rate that applies to the short-term money market
catchment (or drainage basin) any area of land where precipitation collects and drains off into a common outlet, such as a river, bay or other body of water
cause and effect the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent effects or consequences
ceasefire a temporary or permanent suspension of fighting
censorship government controls and restrictions on the free flow of information in the media
census an official, usually periodic, count of a population
change refers to using time to better understand a place, an environment, a spatial pattern or a geographical problem. The concept of change involves both time and space — change can take place over a period of time, or over an area.
charter an official document describing the goals and principles of an organisation
child any person below 18 years of age
child soldier a child who is, or who has been, recruited or used by an armed force or armed group in any capacity, including but not limited to children, boys and girls, used as fighters, cooks, porters, messengers, spies or for sexual purposes. This term does not refer only to a child who is taking or has taken a direct part in hostilities.
chlamydia a sexually transmitted disease infecting koalas
civil rights the rights belonging to an individual by virtue of citizenship
climate change any change in climate over time, whether due to natural processes or human activities
coastal dune vegetation succession the process of change in the plant types of a vegetation community over time — moving from pioneering plants in the high-tide zone to fully developed inland area vegetation
Cold War a power struggle and battle of ideologies, after World War II, between the Western bloc nations led by the superpower United States and the Eastern Bloc nations led by the superpower USSR
colonial nation a nation that has foreign settlements, or colonies, under its control
colonised describes a country or region whose government has been replaced by one from another country
communism a system of government in which the state controls the economy, in an attempt to ensure that all goods are equally shared by the people
communist a person who follows an economic and political system that is based on the idea of a classless society. All property and wealth are communally owned by the state, members of the public work and the state provides for the needs of the population.
concentration camps prison camps where people were beaten, tortured, starved and used as slave labour

conciliator a person who acts as an independent third party between two disputing parties, often with specialist technical expertise
conscription compulsory enlistment, especially in the armed forces; also called the draft
constitution a set of fundamental principles according to which a nation or state is governed
constitutional monarchy a type of government based on a constitution with a queen or king as its head of state
consume to purchase goods and services for direct use or ownership
contestability when particular interpretations of the past are open to debate
continuity and change the concept that while many changes occur over time, some things remain constant
conurbation an urban area formed when two or more towns or cities (e.g. Tokyo and Yokohama) spread into and merge with each other
Coriolis force a force that results from the Earth's rotation. Moving bodies, such as wind and ocean currents, are deflected to the left in the southern hemisphere and to the right in the northern hemisphere.
cost inflation a sustained increase in the price of goods and services caused by producers passing on increased production costs to consumers
Crown the King's authority in the Australian parliament, represented by the governor-general at the federal level and a governor at the state level
cull selective reduction of a species by killing
culpability state of guilt; being responsible or blameworthy
culturally integrated describes communities that consist of different cultural groups living in unity
custodial management a sense of responsibility towards land and the landscape. Includes the concepts of sustainable natural resource management and managing natural resources, both now and in the future.
defamation a civil wrong involving a written or verbal communication that lowers a person's reputation in the community
deforestation the removal of trees or forest
delegation a person or group appointed to represent others
deltaic plain flat area where a river(s) empties into a basin
demand inflation price increases that result from an excess of demand over supply for the economy as a whole
democratic society a system where people have the power to elect their leaders and participate in making decisions that affect them
deregulation the removal of unnecessary direct government controls, restrictions and supervision in various areas of the economy
desertification the transformation of land once suitable for agriculture into desert by processes such as climate change or human practices such as deforestation and overgrazing
developing nation a country whose economy is not well developed or diversified, although it may be showing growth in key areas such as agriculture, industries, tourism or telecommunications
development defined as 'to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community' according to the United Nations
dictatorship a form of government where power rests with one person or group, which has absolute power without effective checks or limits imposed by a constitution
disc jockey also known as a DJ, a disc jockey announces and plays music on the radio
discrimination the unfair, biased or prejudicial treatment of a person based on a personal characteristic such as race, gender, religion, ability or age
displaced person a person driven from their homeland by war or political upheaval
dispute resolution a process involving a group of strategies to settle legal issues outside of court
drainage area (or basin) an area drained by a river and its tributaries
dryland ecosystems characterised by a lack of water, including cultivated lands, scrublands, shrublands, grasslands, savannas and semi-deserts; the lack of water constrains the production of crops, wood and other ecosystem services
dyke an embankment constructed to prevent flooding by the sea or a river

dynamic equilibrium when the input of a coastal system such as winds and waves moving sediments onshore is equal to the output that moves sediments offshore, the system is said to be in a steady state. It is therefore not unstable and it has a dynamic equilibrium.
echo chamber when views and opinions are reinforced and repeated by a group of like-minded people, creating a shared narrative
ecological corridor wildlife corridor that connects wildlife habitats that have been separated by human activity or structures such as roads, enabling wildlife to move between habitats that have become fragmented
ecological footprint a measure of human demand on the Earth's natural systems in general and ecosystems in particular; the amount of productive land required by each person in the world for food, water, transport, housing, waste management and other purposes
ecological service the benefits to humanity from the resources and processes that are supplied by natural ecosystems
ecological species species that helps maintain or care for the ecology of an area, and creates and maintains habitats for other species
ecology the environment as it relates to living organisms
economic downturn a recession or downturn in economic activity that includes increased unemployment and decreased consumer spending
economic growth a measurement of the increase in a country's gross domestic product (GDP)
economic performance the measure of how well an economy is performing based on whether it is achieving its economic objectives
economic system a way of organising the production and distribution of the nation's goods, services and incomes
economics a social science (study of human behaviour) that analyses the decisions made by individuals, businesses and governments about how limited resources are used to satisfy society's unlimited needs and wants
ecosystems systems formed by the interactions between the living organisms (plants, animals, humans) and the physical elements of an environment
ecotourism tourism to places with unspoiled natural resources
egalitarian having the belief that all people are equal and deserve equal rights
electoral process the way in which people vote to choose their representatives and leaders in a fair and organised manner
embassy the residence or place of official business of an ambassador, who represents a foreign country
embezzlement the theft or misuse of funds belonging to your employer or organisation
empathy the ability to understand and share another person's thoughts and feelings
endemic a plant or animal restricted to a certain place
enhanced greenhouse effect increasing concentrations of greenhouse gases in the Earth's atmosphere, contributing to global warming and climate change
entrepreneur a person who sets up a business or businesses, taking on financial risks in the hope of profit
environment the physical and biological world around us, which supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, and being a source of enjoyment and inspiration to people
environmental flows the quantity, quality and timing of water flows required to sustain freshwater ecosystems
environmental impact assessment a tool used to identify the environmental, social and economic impacts, both positive and negative, of a project prior to decision making and construction
environmental stewardship a worldview that maintains we have an ethical responsibility to care for and manage the environment in a responsible manner, and that humans should act as the caretakers of the environment
environmental worldview varying viewpoints, such as Earth-centred as opposed to human-centred, in managing ecological services
ephemeral describes a stream or river that flows only occasionally, usually after heavy rain
eradicate wipe out, obliterate
eutrophication a process where water bodies receive excess nutrients that stimulate excessive plant growth
evidence information that indicates whether something is true or really happened

executive another name for the government
exotic species species introduced from a foreign country
experienced wellbeing an individual's subjective perception of personal wellbeing
extreme poverty a state of living below the poverty line (US$1.90 per day), and lacking resources to meet basic life necessities (also known as absolute poverty)
fallout the fall of radioactive particles after a nuclear explosion
fascist the political viewpoint that one's nation/race is superior to all others
favela an area of informal housing usually located on the edge of many Brazilian cities. Residents occupy the land illegally and build their own housing. Dwellers often live without basic infrastructure such as running water, sewerage or garbage collection.
Federation the joining of the six Australian colonies to establish the federal and state parliaments
female infanticide the killing of female babies, either via abortion or after birth
fertility rate the number of live births per 1000 women of childbearing age (usually 15–44) in a given year
First Nations Peoples of Australia (or First Nations Australians) an inclusive term used to refer to groups that make up the Aboriginal and Torres Strait Islander communities
first-past-the-post a voting system where a candidate wins by receiving more votes than any other candidate
flexible work arrangements changes to existing work patterns such as changes to hours, shift patterns or locations of work (e.g. working from home)
floating settlements anchored buildings that float on water and are able to move up and down with the tides
flood mitigation managing the effects of floods rather than trying to prevent them altogether
folly foolishness; lack of good sense
formal vote a ballot paper that has been filled out correctly
Fortress Europa the term used by Hitler to describe the defences along the coastline of Europe from Denmark to southern France
fossil fuels carbon-based fuels formed over millions of years, which include coal, petroleum and natural gas. They are called non-renewable fuels as reserves are being depleted at a faster rate than the process of formation.
foxhole a concealed dugout or pit used by one person to shelter from and shoot at the enemy
free-rider problem the notion that a country can enjoy the benefits of global efforts to reduce emissions and limit climate change without having to contribute at an equal level
generalisation a statement which claims that something is true when, in fact, it may only sometimes be true
geothermal (power) power that is generated from molten magma at the Earth's core and stored in hot rocks under the surface. It is cost-effective, reliable, sustainable and environmentally friendly.
geyser a natural hot spring that intermittently ejects a column of water and steam into the air
global warming the observable rising trend in the Earth's atmospheric temperatures, generally attributed to the enhanced greenhouse effect
globalisation the idea that, through improved communications and increased international and multinational trade, the significance of national borders is reduced as the world becomes one global marketplace
grandfather clause a provision whereby existing rules continue to apply and a new rule can apply to future cases
grassroots involving ordinary people in a community or organisation
grassroots movements action by ordinary citizens, as compared with the government, aid or a social organisation
green energy sustainable or alternative energy (e.g. wind, solar and tidal)
gross domestic product (GDP) the value of all goods and services produced within a country in a given period, usually discussed in terms of GDP per capita (total GDP divided by the population of the country)
groundwater water held underground within water-bearing rocks or aquifers
groundwater salinity presence of salty water that has replaced fresh water in the subsurface layers of soil
hinterland the land behind a coast or shoreline extending a few kilometres inland
historical architecture urban environment that has significant value due to its unique form and history of development
holistic relating to the whole of something or to the total system instead of just to its parts. The environment is made up of many parts, all interconnected.

horizontal organisational structure has only a few layers of management. Managers oversee a greater number of employees and allow them more autonomy in decision -making.
Human Development Index (HDI) measures the standard of living and wellbeing by measuring life expectancy, education and income
human–environment systems thinking using thinking skills such as analysis and evaluation to understand the interaction of the human and biophysical or natural parts of the Earth's environment
humanitarianism concern for the welfare of other human beings
humus decaying organic matter that is rich in nutrients needed for plant growth
hydrothermal vent an opening on the seafloor from which geothermally heated water is released. They are commonly found near volcanically active places.
hyperinflation such an extreme rise in prices that a currency loses any real value
hypothesis (plural: hypotheses) a theory or possible explanation
icon sites six sites located in the Murray–Darling Basin that are earmarked for environmental flows. They were chosen for their environmental, cultural and international significance.
iconic important or enduring
ideologies sets of ideas or beliefs that guide an individual, group, society or nation and provide the basis of political systems
impervious a rock layer that does not allow water to move through it due to a lack of cracks and fissures
inalienable belonging to a thing by its nature; not able to be taken away
inclusive behaviours or policies that include all members of a society
income the reward earned from supplying productive resources. Providing labour earns income in the form of wages or salaries.
indicator a value that informs us of a condition or progress. It can be defined as something that helps us to understand where we are, where we are going and how far we are from the goal.
Indigenous peoples a distinct cultural group that shares collective ancestral ties to the traditional land and natural resources where they live, regardless of whether they have been displaced from that land
Industrial Revolution the period from the mid 1700s into the 1800s that saw major technological changes in agriculture, manufacturing, mining and transportation, with far-reaching social and economic impacts
industrialised having developed a wide range of industries or having highly developed industries
infer to form a conclusion based on evidence
inflation a general rise in the prices of goods and services within an economy
infrastructure the basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society
innovation adding a new product (which can be a good or a service) to an existing product line, or significantly improving an existing product or process
input the resources — including materials, equipment and labour — used in the process of production
integration policy requiring immigrants to publicly adopt the new country's culture while still being able to celebrate their own culture privately
interconnection the fact that people and things are connected to other people and things in their own and other places around the world
intergovernmental organisation (IGO) an organisation made up of sovereign states, through treaties to collaborate on issues of common interest. They are governed by international law. Examples include the United Nations and International Criminal Court.
International Bill of Human Rights the informal name given to the Universal Declaration of Human Rights and the two International Covenants
International Covenant a multilateral treaty adopted by the United Nations General Assembly, in force from 1976; it commits those who have signed the Covenant to respect the civil and political rights of individuals and their economic, social and cultural rights
international sanctions actions or penalties — usually economic but also diplomatic or military — imposed on a country by a group of other countries
internment to be put in prison for political or military reasons, either real or perceived
invasive plant species commonly seen as weeds; any species that dominates an area outside its normal region and requires action to control its spread

inventory the goods and materials held as stock by a business
isolationist foreign policy based on avoiding involvement in the affairs of other countries
judiciary the collective name given to the judges who preside over law courts
just-in-time an inventory system that ensures the correct materials arrive just as they are needed in the operations process
justice treating everyone fairly, holding people accountable for their actions, and making sure that everyone has equal opportunities and rights
Kyoto Protocol an internationally agreed set of rules developed by the United Nations aimed at reducing climate change through the stabilisation of greenhouse gas emissions into the atmosphere
labour market the place, region or institution where buyers and sellers of labour negotiate wages
lagoon a shallow body of water separated from the sea by a sand barrier or coral reef
land rights the rights of First Nations Australians to possess land they traditionally owned and occupied
left-wing support for progressive beliefs, such as the intervention of government in society to create greater equality
legally binding an agreement that is enforceable by law
life expectancy the number of years a person can expect to live, based on the average living conditions within a country
loan the temporary lending of money, usually by a financial institution
Luftwaffe the German air force during World War II
macroeconomics the branch of economics that emphasises the central role played by the level of expenditure or aggregate demand
Makarrata a word from the language of the Yolngu people of Arnhem Land, referring to the process of conflict resolution, peacemaking and justice
marginalisation a social process by which groups or individuals are pushed to the fringes of society
Marine Protected Areas areas of the oceans set aside to be conserved for biodiversity conservation, species protection or to protect economic resources. There are strict guidelines on what is permitted in these zones.
mark-up a fixed percentage or dollar figure added to the cost price of goods and services to determine the selling price
market the place where goods, services or resources are exchanged between buyers and sellers
market capitalist economy an economic system that relies on the market to allocate resources based on the actions of consumers and producers, and where resources are generally owned by private individuals and businesses
marketing the process of planning and executing the development, pricing, promotion and distribution of products to create exchanges that satisfy individual and organisational objectives
martial law when a country's government/s bring in the military to enforce law in a society and suspend normal legal processes
mass wasting the movement of rock and other debris downslope in bulk, due to a destabilising force such as undermining compounded by the pull of gravity
material living standards refers to the number of goods and services we can afford to buy
materials management an operations strategy that manages the use, storage and delivery of materials to ensure the correct number of inputs is available to the operations system when required
maternal mortality the death of a woman while pregnant or within 42 days of termination of pregnancy
mediation a dispute resolution process involving a third party who is trained to promote a mutually agreeable outcome
Mediterranean (climate) characterised by hot, dry summers and cool, wet winters
medium-density housing a form of residential development such as detached, semi-attached and multi-unit housing that can range from about 25 to 80 dwellings per hectare
megacity a settlement with 10 million or more inhabitants
micro hydro-dams dams that produce hydro-electric power on a scale serving a small community (less than 10 MW). They usually require minimal construction and have very little environmental impact.
micro-credit the provision of small loans to borrowers who usually would not be eligible to obtain loans due to having few assets and/or irregular employment

microeconomics the branch of economics that studies the smaller fragments or units making up the whole economy
militarism excessive influence of military values and pro-war ideas
militia a body of men called up for military service only in emergencies
monetary policy a major category of government aggregate demand management or macroeconomic policy. It is implemented by the RBA and is designed to influence the cost, availability and demand for credit and money.
monoculture cultivating a single crop or plant species over a wide area over a prolonged period of time
moral relating to right and wrong behaviour
mortgage a loan used to finance the purchase of a house or property
mulch organic matter such as grass clippings
multiculturalism policy recognising an immigrant's right to practise whichever culture they wish to, as long as they do not break the law; respect for, and appreciation of, cultural diversity
multilateral describes a policy or program that involves three or more countries or parties
multilateral treaty a treaty with more than one signatory
multinational describes an organisation operating in several countries
napalm a highly flammable, sticky jelly used in incendiary bombs and flamethrowers
national park an area set aside for the purpose of conservation
native title a 'bundle of rights' of First Nations Australians to possess land they traditionally owned and continue to occupy
natural increase the difference between the birth rate (births per thousand) and the death rate (deaths per thousand). This does not include changes due to migration.
needs goods or services that consumers consider necessary to maintain their standard of living
negative externality a production outcome that was not intended and that negatively affects our economy and/or society
non-government organisation (NGO) an organisation that operates independently of government, usually to deliver resources or serve some social or political purpose
non-material living standards value-based elements of human wellbeing that are not connected to material possessions
non-refoulment the principle that a refugee should not be sent to a country where they face serious threats to their life or freedom, such as torture, inhumane treatment or death
Normandy a region of France on the Atlantic coast
nutrients essential chemical substances in the soil needed for plants to grow and develop
ocker (slang) a boorish or uncultivated Australian
opportunity cost the next best alternative given up whenever a choice is made
oral history a method of gathering and preserving historical information through recorded interviews with participants in past events and ways of life
output the end result of a business's efforts; the good or service that is delivered or provided to a consumer
paramilitary armed forces outside the official military
Paris Agreement United Nations Framework Convention on Climate Change (UNFCCC) agreement outlining steps to reduce greenhouse gas emissions and tackle global warming
partisans irregular fighters using guerrilla tactics behind enemy lines
pastoral run an area or tract of land for grazing livestock
pastoralist a person who runs sheep or cattle on a property
perennial describes a stream or river that flows permanently
permaculture landscapes that are designed to mimic the patterns and relationships found in nature and yield an abundance of food, fibre and energy
permanent residency status allowing a person to live indefinitely in a country, while retaining citizenship of another country
persecution hostility toward or mistreatment of an individual or group by another individual or groups, due to factors such as race, religion or political beliefs
perspective the way in which a person views things based on their current position; reflects current views and is affected by personal circumstances

picket a group of people who try to persuade others from doing something; for example, trade unionists dissuading workers from working during a strike
place an area on the Earth's surface which is identified and has meaning for people
Politburo (or political bureau) the executive committee or policy-making body in the CCP
political ideologies sets of ideas and beliefs about how societies should be organised and governed, influencing people's views on issues like power, equality and the role of government
population structure the number or percentage of males and females in a particular age group
poverty cycle circumstances whereby poor families become trapped in poverty from one generation to the next
poverty line an official measure used by governments to define those living below this income level as living in poverty
power vacuum a situation in which there is a lack of political leadership
precedent an action or decision on which later actions or decisions might be based; a law made by a superior court that must be applied by lower courts in future cases with the same or similar facts
preferential voting a system in which voters are required to number all candidates on the ballot paper in order of preference. If no candidate wins more than 50 per cent of the vote, the preferences are distributed until one candidate has a majority of votes.
presumption of innocence a person is considered innocent until proven guilty in a court of law, and they should be treated as such
primary sources objects and documents that were created or written in the period that the historian is investigating
productivity a measure of efficiency; the amount of output produced compared to the amount of input required in production
proportional representation a system where candidates are elected according to the proportion (or quota) of the vote achieved by their party
qualitative indicators subjective measures that cannot easily be calculated or measured; e.g. indices that measure a particular aspect of quality of life or that describe living conditions, such as freedom or security
quantitative indicators objective indices that are easily measured and can be stated numerically, such as annual income or the number of doctors in a country
quarterly every three months
quota a quantity limit or target for production or imports
radicalised when a person has adopted radical political or social ideologies after prolonged or intense exposure to those views
rafting when small marine creatures attach themselves to floating objects and are moved around by wave and current action
rainwater harvesting the accumulation and storage of rainwater for reuse before it soaks into underground aquifers
Ramsar Convention an international treaty for the conservation and sustainable use of wetlands
ratify to formally consent to and agree to be bound by a treaty, contract or agreement
rationing controlling the distribution of something when supplies are low
rearguard action direct engagement with the enemy by troops protecting a retreating force
recession a technical term referring to two consecutive quarters of negative growth in an economy
recharge the process by which groundwater is replenished by the slow movement of water down through soil and rock layers
referendum a ballot in which people decide on an important political issue
refugee a person who has fled war, violence, conflict or persecution, has crossed an international border seek safety and has been granted refugee status
regimen a basket of goods and services whose prices are surveyed to calculate inflation
Reichstag the German Parliament
relative poverty where income levels are relatively too low to enjoy a reasonable standard of living in that society
repatriation assistance given to ex-service men and women returning to a civilian way of life

replacement rate the number of children each woman would need to have in order to ensure a stable population level — that is, to 'replace' the children's parents. This fertility rate is 2.1 children.
representative democracy a system in which the people elect the members of government to make laws and policies on their behalf. It is sometimes referred to as an indirect democracy.
republic a form of government where supreme power is held by the people and their elected representatives, rather than by a monarch
reservations pieces of land set apart by the federal government for a special purpose, especially to hold and control a Native American people
reservoir large natural or artificial lake used to store water, created behind a barrier or dam wall
resource allocation relates to decisions about how scarce resources are distributed among producers, and which types of goods and services will be produced to satisfy wants and needs
resources items of value that we use to produce goods and services to satisfy needs and wants, which include land, labour, capital and enterprise
right-wingers supporters of conservative beliefs, such as individual enterprise, and the belief that government should not intervene in the economy
rights those things that a person is entitled to by virtue of being a member of society
ringbark removing the bark from a tree in a ring that goes all the way around the trunk; the tree usually dies because the nutrient-carrying layer is destroyed in the process
river delta a landform composed of deposited sediments at the mouth of a river where it flows into the sea
river fragmentation the interruption of a river's natural flow by dams, withdrawals or transfers
river regime the pattern of seasonal variation in the volume of a river
roadworthy certificate official proof that a used car has been properly tested and is safe to operate and drive
Royal Air Force (RAF) Britain's Royal Air Force
Royal Commission a public judicial inquiry into an important issue, with powers to make recommendations to government
rule of law a legal principal that all citizens are subject to the law and equal before the law. The law applies equally to all citizens, regardless of status or wealth.
rural–urban fringe the transition zone where rural (country) and urban (city) areas meet
Sahel a semi-arid region in sub-Saharan Africa; a transition zone between the Sahara Desert to the north and the wetter tropical regions to the south, it stretches across the continent, west from Senegal to Ethiopia in the east, crossing 11 borders
salinity an excess of salt in soil or water, making it less useful for agriculture
salt scald the visible presence of salt crystals on the surface of the land, giving it a crust-like appearance
sanitation facilities that safely dispose of human waste (urine, faeces and menstrual waste)
satellite state a country dependent on and dominated by a more powerful country
scale the way that geographical phenomena and processes can be examined at different spatial levels. Scale can be applied from personal and local levels to regional, national or global levels.
scarcity the economic problem of having unlimited needs and wants, but limited resources to satisfy them
'scorched earth' military strategy of destroying or removing everything that could be used by an advancing enemy
sea mount under-sea mountains, usually formed from volcanic activity on the seabed. They are known for their rich biodiversity.
secondary sources reconstructions of the past written or created by people living at a time after the period that the historian is studying
self-determination the freedom for a people to determine their own course of action
seminal original and influential
separation of powers the division of government into the legislature (parliament), executive (ministers and the public service) and judiciary with the aim of providing a system of checks and balances that prevents the excessive concentration of power in one group
sex ratio the number of females per 1000 males
significance the importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites
slum rundown area of a city with substandard housing

social cohesion the ties within a diverse community that create a sense of connection
social consensus a commonly shared viewpoint or ideology that appropriately represents that community
socioeconomic of, relating to or involving a combination of social and economic factors
South-West Pacific Zone area, including New Guinea and what is now Indonesia, within which Australian conscripts could be sent to fight after February 1943
sovereign nation a nation that has the right to determine its own laws and future
space where things are located and distributed on the surface of the Earth
spatial variation difference observed (in a particular measure) over an area of the Earth's surface
spearhead to lead an attack
specialisation a method of production where a worker, business or nation focuses on the production of a limited range of goods or services in order to increase production and make the most efficient use of resources
standard of living a level of material comfort in terms of goods and services available. This is often measured on a continuum; for example, a 'high' or 'excellent' standard of living compared to a 'low' or 'poor' standard of living.
statistician a compiler of statistical data
stewardship the belief that humans have a responsibility to care for the Earth to protect its future
STI sexually transmitted infection
storm surge a temporary increase in sea level from storm activity
subsidence the gradual sinking of landforms to a lower level as a result of earth movements, mining operations or over-withdrawal of water
subsidy a cash payment by the government designed to help producers compete by enabling them to sell their product at a lower price than would otherwise occur
superannuation a retirement pension benefit scheme
sustainability refers to maintaining the capacity of the environment to support our lives and those of other living creatures now and into the future
sustainable able to last or continue for a long time
Sustainable Development Goals (SDGs) a set of 17 goals established by the United Nations Development Programme, which aim to end poverty, protect the Earth and promote peace, equality and prosperity
tariffs taxes imposed on imported goods and services to make them more expensive
taxation a government levy or revenue measure that can be used as part of the budget to affect the level of prices, the growth rate and the distribution of income
tenure a system by which particular individuals or groups are given a legally recognised right to occupy a defined area of land
terminal lake a lake where the water does not drain into a river or sea. Water can leave only through evaporation, which can increase salt levels in arid regions. Also known as an endorheic lake.
terra nullius ('land belonging to no-one') in Australia, the legal idea that since no-one was 'using' the land when the first Europeans arrived, it could be claimed by the British Crown
the right to a fair trial every person accused of a crime has the right to be heard in court and have their case decided impartially, with proper legal procedures in place
the rule of law everyone is subject to the same laws and should be treated fairly and equally, regardless of their position or power
thermohaline relating to the combined influence of temperature and salinity
Third Reich the Nazi name for their regime in Germany. Reich means empire.
timeline a diagrammatic tool representing a period of time, on which events are placed in chronological order
topsoil the top layers of soil that contain the nutrients necessary for healthy plant growth
trade the activity of buying, selling or exchanging goods and services between producers and consumers and/or countries
training walls a pair of rock walls built at a river's mouth to force the water into a deeper and more stable channel. The walls improve navigation and reduce sand blockages.
treaty an agreement between two or more sovereign states (countries) to undertake a particular course of action. It usually involves matters such as human rights, the environment or trade.
tried in absentia tried even though the accused is not present in court

turbid water that contains sediment and is cloudy rather than clear
ultra vires acting beyond the power of the law maker. It usually refers to situations where parliaments pass a law that is outside their area of authority.
unconstitutional not in accord with the principles set forth in the Constitution
UNESCO (United Nations Educational, Scientific and Cultural Organization) a UN body tasked with promoting peace and security through international cooperation in the fields of education, science and culture
UNESCO biosphere reserve The Man and Biosphere Programme is an international scientific program established by the United Nations to create biosphere reserves as 'learning places for sustainable development'.
unfettered unrestricted
unicameral a parliament consisting of one legislative house, or chamber
unitary state a political system where most or all of the governing power rests with a central government that has control of the whole country
United Fronts policy of communist parties forming alliances with other parties to combat fascism
Universal Declaration of Human Rights the first specific global expression of rights to which all human beings are inherently entitled
upskilling means that an employee is given the opportunity to develop their knowledge, abilities and skills. This is done through various forms of training.
uranium a radioactive element used in the construction of nuclear fuels and weapons
urban environment the human-made or built structures and spaces in which people live, work and recreate on a day-to-day basis
urban infilling the division of larger house sites into multiple sites for new homes
urban renewal redevelopment of old urban areas, including the modernisation of household interiors
urban sprawl the spreading of urban developments into areas on the city boundary
utopia an ideal, perfect place, especially in its social, political and moral aspects
vertical organisational structure has a well defined reporting procedure, decisions usually move from the top down, layer by layer, and people at the bottom have the least autonomy
visa a government document allowing the holder to enter or exit a country
wants goods or services that are desired in order to provide satisfaction to the user, but which are not necessary for survival or to meet the basic standard of living in a community
water rights refers to the right to use water from a water source such as a river, stream, pond or groundwater source
water security the reliable availability of acceptable quality water to sustain a population
watertable upper level of groundwater; the level below which the earth is saturated with water
weed any plant species that dominates an area outside its normal region and requires action to control its spread
Weimar Republic the democratic system of government in Germany from 1919 to early 1933, so called because its constitution was written in the city of Weimar
weir wall or dam built across a river channel to raise the level of water behind; this can then be used for gravity-fed irrigation
wellbeing a good or satisfactory condition of existence; a state characterised by health, happiness, prosperity and welfare
Westminster system the democratic parliamentary system based on the British system of parliament
wetland an area covered by water permanently, seasonally or ephemerally. They include fresh, salt and brackish waters, such as rivers, lakes, rice paddies and areas of marine water, the depth of which at low tide does not exceed 6 metres.
White Australia policy an Australian government policy from the early 1900s that restricted immigration to Australia to white migrants
worldview reflects your fundamental beliefs and values based on your idea of what is fair and right; may be aligned with the values of the wider community or time in which you live
xenophobia the fear or hatred of foreigners or strangers

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