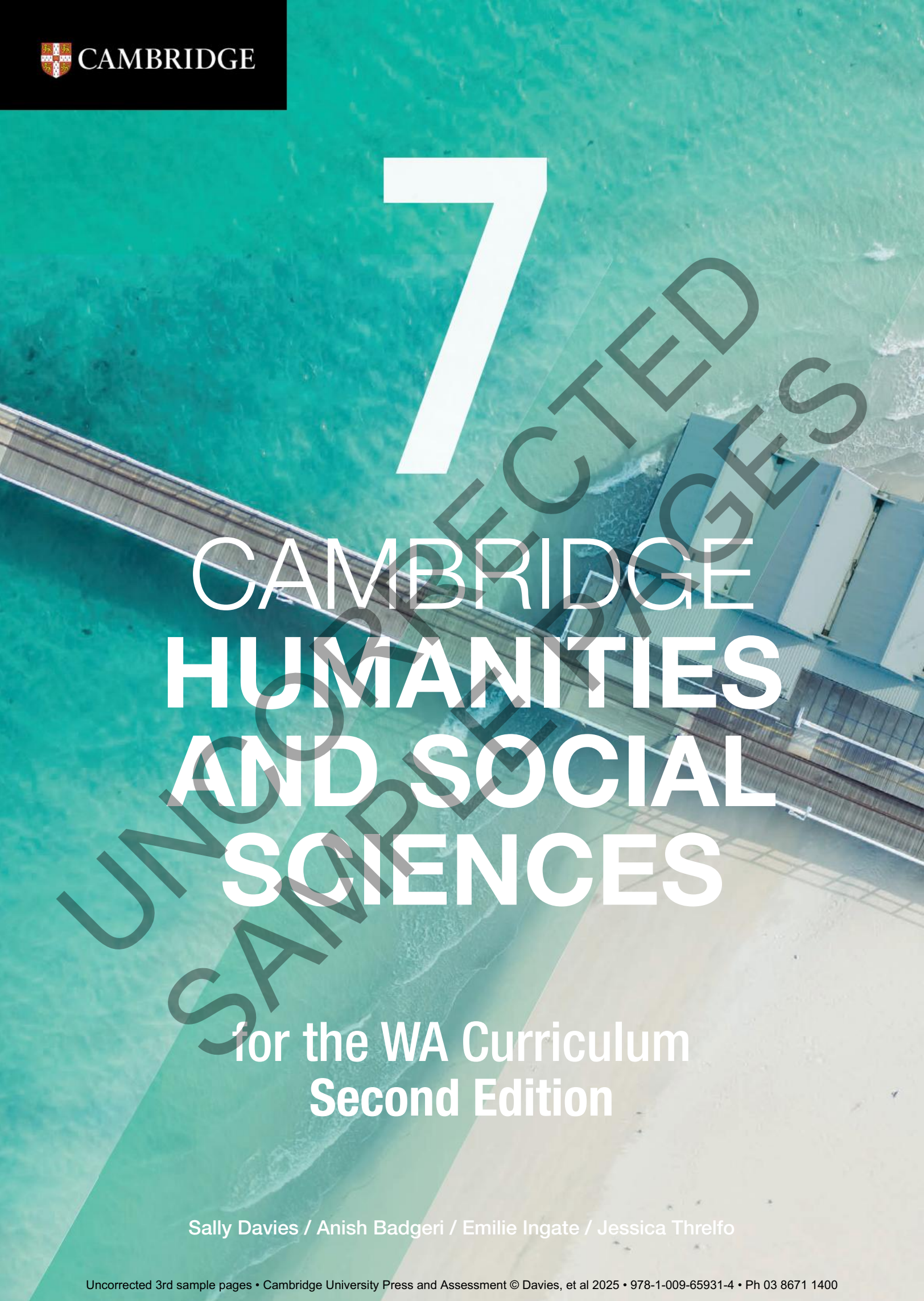


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CAMBRIDGE HUMANITIES AND SOCIAL SCIENCES

for the WA Curriculum

Second Edition

Sally Davies / Anish Badgeri / Emilie Ingate / Jessica Threlfo

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CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre,
New Delhi – 110025, India

103 Penang Road, #05–06/07, Visioncrest Commercial, Singapore 238467

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First published 2021
Second Edition 2025

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Cover and text designed by Loupe Studio
Typeset by QBS Learning
Printed in <TBC>

A catalogue record for this book is available from the National Library of Australia at www.nla.gov.au

ISBN 978-1-009-65931-4

Additional resources for this publication at www.cambridge.edu.au/GO

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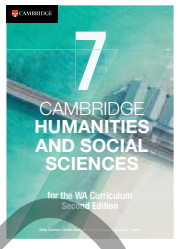
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About the cover



The heritage-listed Busselton Jetty, built in 1865, is the longest timber-piled jetty in the Southern Hemisphere, extending over 1.8 km into Geographe Bay.

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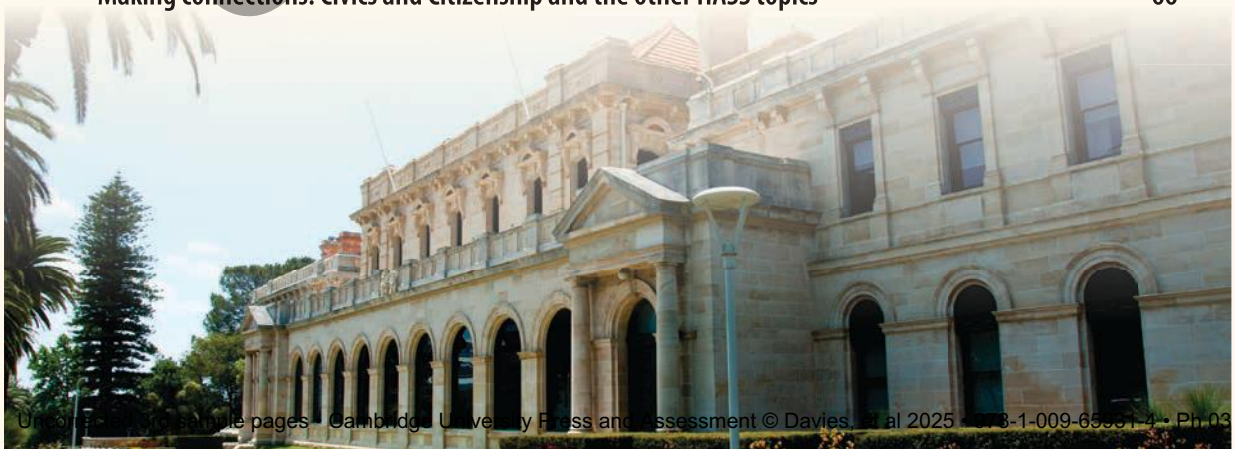
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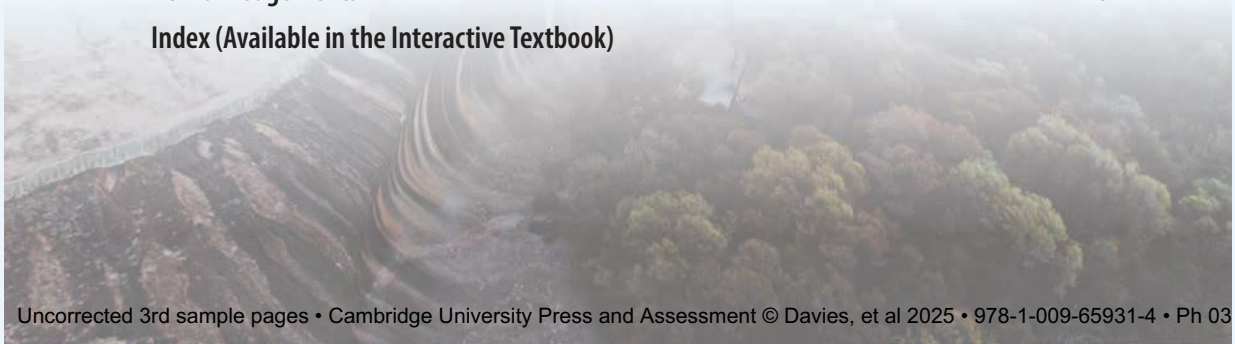
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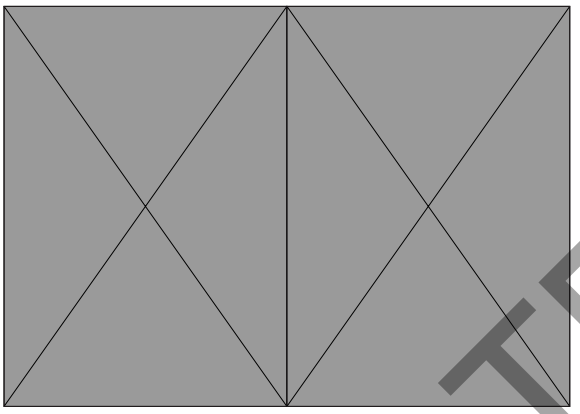
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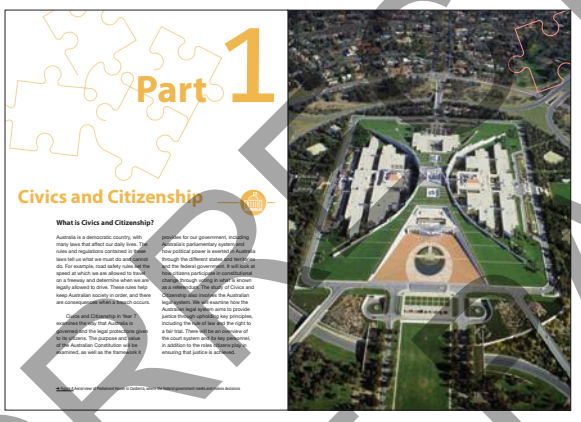
How to use this resource

The **Key concepts and skills** model on page **xi** shows how this book has used an interconnected approach to integrate the subject matter and skills required throughout the Western Australian Curriculum for Humanities and Social Sciences.



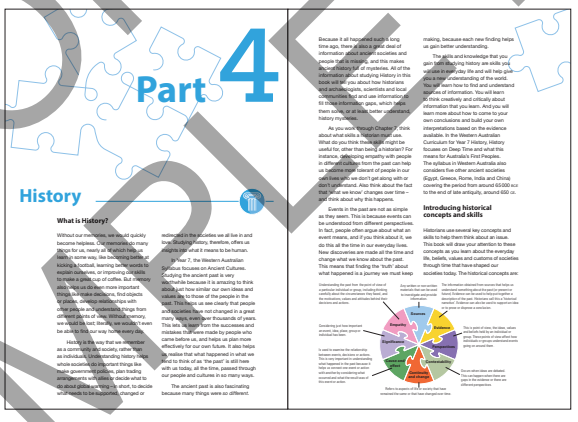
The pedagogical approach to supporting and developing learning growth that underpins this resource is represented by the **Learning SOLO** model on page **xii**, including suggestions for students and teachers on how to use this framework.

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



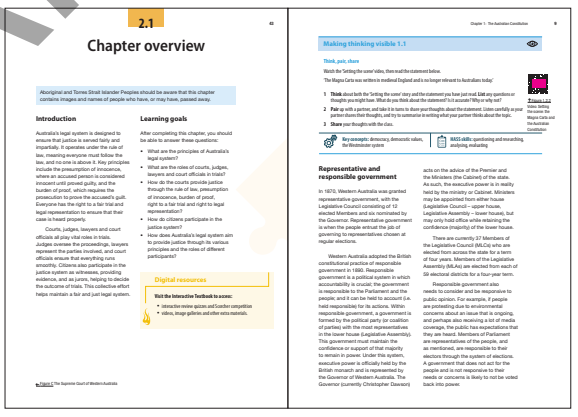
All chapters have been closely aligned to the Western Australian Curriculum for Humanities and Social Sciences (HASS) for this year level.

Each part of the book begins with a range of overview pages introducing you to the subject at hand.



The History topic includes a detailed **Historical overview**. Each chapter within the History Topics also opens with timelines of key events.

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



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

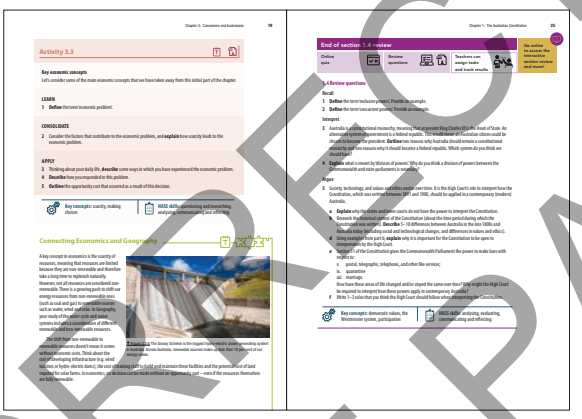
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Glossary terms are bolded in the text, defined on the page and collated in the digital versions of the textbook for easy reference.



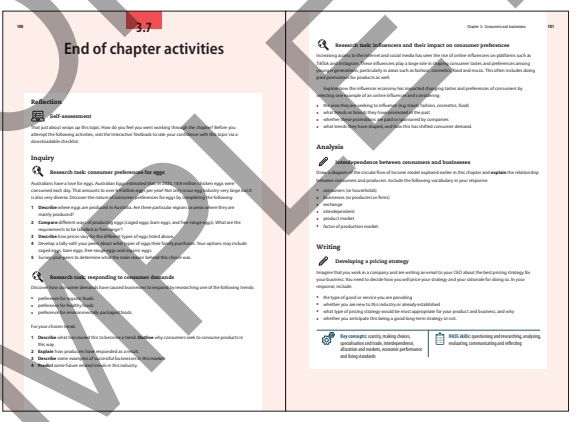
A variety of **activities** explore key concepts and enable you to develop HASS skills while engaging with the topic.

Every chapter also includes many **skill-based activities** aligned to the curriculum.

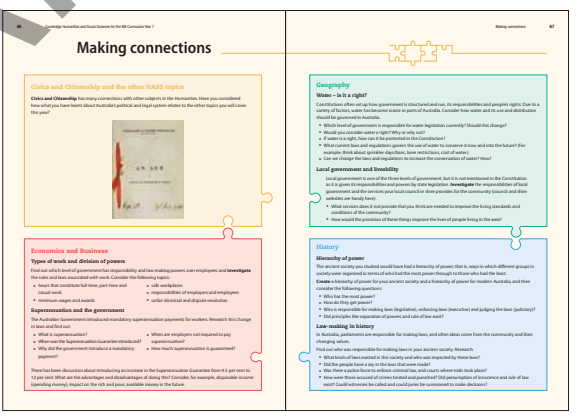


Each chapter section ends with a set of **end of section review questions**, to check your recall of the material, as well as the ability to interpret it and create arguments. Throughout the Year 9 and 10 books, there are also application questions for students looking for a challenge.

The **end of chapter activities** contain a variety of concluding tasks to consolidate and extend your learning.



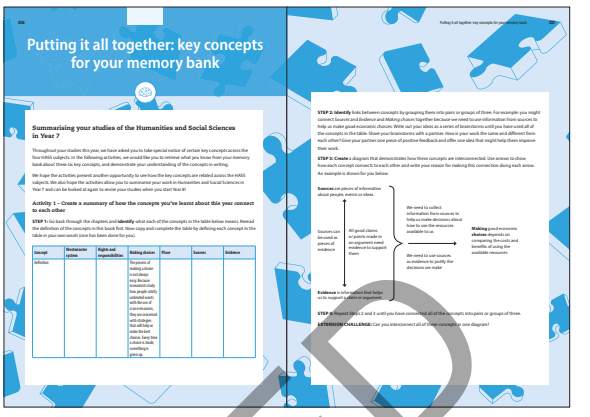
Making connections between the HASS topics: at the end of each topic area, we include a range of activities to help students and teachers make connections between the topics and expand their understanding of HASS concepts.



These activities are different for each topic, so they are useful no matter in which order the topics are learnt.

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At the end of the book is another activity, which brings the four topics together, called **Putting it all together: key concepts for your memory bank**. The authors have chosen certain key concepts per topic area to highlight in each year of the course from the Western Australian Curriculum. This activity brings these concepts together and can be used to consolidate the year's learning in HASS, for revision, or as an assessment task.



This series offers a suite of digital tools in the Interactive Textbook and Online Teaching Suite, both powered by Cambridge Edjin.

Digital resources

- This series offers a suite of digital tools in the Interactive Textbook and Online Teaching Suite, both powered by Cambridge Edjin.

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- Editable and downloadable resources, including:
  - Chapter tests with answers
  - Work planners for each chapter
  - PowerPoint chapter summaries
  - General capabilities projects with marking rubrics
  - Worksheets with suggested responses

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Key concepts and skills

The key concepts and skills model below represents the interconnected approach in the Western Australian Curriculum for Humanities and Social Sciences, designed to integrate subject matter and skills. This book has been written with this framework in mind.

KEY CONCEPTS

The Humanities and Social Sciences knowledge and understanding identifies key concepts that are the high-level ideas involved in teaching students to think from a Humanities and Social Sciences perspective. The concepts from Civics and Citizenship, Economics and Business, Geography, and History are introduced across the appropriate phases of schooling and continue to build through to Year 10 to develop students' understanding of the Humanities and Social Sciences.

SKILLS

The Humanities and Social Sciences subjects include a range of skills that can be represented broadly as questioning and researching, analysing, evaluating, and communicating and reflecting. Students apply these skills to their everyday learning activities and as part of an inquiry approach to investigate historical and contemporary events, developments, issues, and/or phenomena. Inquiry is not necessarily implemented in a linear fashion and not all investigations will involve all skills. The Humanities and Social Sciences skills are applied across the learning area from pre-primary to Year 10 and should be taught explicitly.



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Learning SOLO

The Learning SOLO model below presents SOLO taxonomy as an accessible scaffold for use by students and teachers alike, both in and out of the classroom, as an aid to learning growth. Students can visualise how to build on their knowledge using this model. All of the activities in this book have been structured in this way to develop understanding.

Students: this box can help you to understand how:

1. well you have learnt something
2. you might clarify and build your learning so that you feel more confident
3. to use your teacher's feedback to help you build your success
4. to use the different HASS skills to help you improve in class and assessment

Extended-abstract Communication and reflecting + Questioning and researching + Analysing + Evaluating	create, evaluate, assess, argue, hypothesise, debate, predict, measure, criticise
Relational Communication and reflecting + Questioning and researching + Analysing	analyse, compare and contrast, correlate, question, integrate, structure, explain, deduce, link
Multistructural Communication and reflecting + Questioning and researching	explain, articulate, organise, question, choose, determine, make simple judgements, infer
Unistructural Communication and reflecting	describe, outline, identify, summarise, copy, select, memorise, define, match, retrieve, repeat, find

How to use this box:

1. In white writing are the skills you will be using in your HASS classes and in assessments to demonstrate what you have Learnt.
   - You will notice that the higher boxes add on skills to the boxes below them.
   - This represents how your learning becomes more complex because you are connecting skills and/or ideas.
2. Use the black writing to help you understand how much you are connecting your skills and your ideas.

   For example:

   Unistructural – You are *identifying* something you have Learnt

   Multistructural – You are working *with* information you have Learnt

   Relational – You are *connecting* pieces of information that you have Learnt

   Extended-abstract – You are *connecting* content you have Learnt with previous learning and learning from other areas

In each section are words that you will use in the learning activities that you do in your classes.

- You will notice that these words are different as you move through the sections.
- The words in each section tell you about changes in *how* you are learning.
- As you move through each section, *what and how* you are working is becoming more complex because you are connecting skills and/or ideas.

For example:

Unistructural – You are using your learning and your communication skills to copy, list or identify. These are some of the simpler skills to use.

Multistructural – You are using your communication and thinking skills to start describing and explaining connections in what you have Learnt.

Relational – You are using your communication and thinking skills to explain and analyse your learning by connecting different parts of what have Learnt.

Extended-abstract – You are using your communication and thinking skills to assess, debate and evaluate what is important from what you have Learnt by connecting different parts of your learning with other things you already know.

FPO

Teachers: SOLO stands for **Structure of the Observed Learning Outcome**. It's a way to understand how students learn and how their learning becomes more complex over time.

1. **Unistructural:** At first, students learn just one or a few basic things.
2. **Multistructural:** Then, they learn several things, but they don't see how they connect.
3. **Relational:** Next, they start to see how these things fit together and form a whole.
4. **Extended-abstract:** Finally, they can use what they've learnt in new and different ways.

It's like building blocks: you start with a few, then add more, connect them, and eventually create something new and unique with them.

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About the authors


Sally Davies

Sally Davies (lead and History author) has a degree in Classics and Ancient History and has been teaching Humanities, Ancient and Modern History and English for 25 years. She is passionate about her speciality, Roman (and all other things Ancient) History, but best loves working with young people to engage them in the core skills of critical thinking and problem solving, which the HASS Learning Area does best. She has worked with the School Curriculum Standards Authority as an EST writer, ATAR Chief Examiner and Chief Marker and has written for ACARA. Sally has developed ATAR and General Course syllabuses through her involvement with the Ancient History Course Advisory Committee, which she currently chairs. Sally is Vice President of the History Teachers Association of WA (HTAWA). In this role she writes study skills books, edits the ATAR Good Answer Guides, and facilitates learning for teachers and students.


Anish Badgeri

Anish Badgeri (Economics and Business author) is an experienced Humanities and Social Sciences Teacher who has taught across a range of public secondary schools in Western Australia. His academic background in Politics, International Relations, and Economics makes him well placed to explore the importance of these concepts in our increasingly interconnected world. Anish is passionate about the power of education in fostering a more inclusive and diverse society.

Anish would like to express his gratitude to the educators that have shaped his life and contributed to his appreciation for the Humanities.


Emilie Ingate

Emilie Ingate (Civics and Citizenship author) is a senior teacher who has been teaching Humanities and Social Sciences for over 12 years. She has recently added a Certificate IV in Legal Studies to her Bachelor of Arts in Politics and International studies. She believes Civics and Citizenship is a subject connected in many ways to our everyday lives, hoping to show students the relationships between laws, justice, people, power and decision-making that influence their lives. She has experience teaching both ATAR and General subjects such as Politics and Law, Modern History and Psychology

Emilie would like to thank her people (too many to mention) who have provided encouragement and reassurance during this process, and she sincerely appreciates her fur family who have calmly sat with her while writing providing emotional support and distraction via walks.


Jessica Threlfo

Jessica Threlfo (Geography author) is a Humanities and Social Sciences teacher, specialising in the delivery of ATAR Geography. She has taught a range of HASS subjects in Western Australian public secondary schools for more than 15 years, with a particular passion for differentiated learning and assessment. Jessica is a passionate advocate for the inclusion of skills-based learning and the use of ICT to enrich Geography education.

Jessica would like to thank her husband Adrian and their two children, as well as her work family, for their support in the writing of this book.

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Part 1

Civics and Citizenship



What is Civics and Citizenship?

Australia is a democratic country, with many laws that affect our daily lives. The rules and regulations contained in these laws tell us what we must do and cannot do. For example, road safety rules set the speed at which we are allowed to travel on a freeway and determine when we are legally allowed to drive. These rules help keep Australian society in order, and there are consequences when a breach occurs.

Civics and Citizenship in Year 7 examines the way that Australia is governed and the legal protections given to its citizens. The purpose and value of the Australian Constitution will be examined, as well as the framework it provides for our government, including Australia's parliamentary system and how political power is exerted in Australia through the different states and territories and the federal government. It will look at how citizens participate in constitutional change through voting in what is known as a referendum. The study of Civics and Citizenship also involves the Australian legal system. We will examine how the Australian legal system aims to provide justice through upholding key principles, including the rule of law and the right to a fair trial. There will be an overview of the court system and its key personnel, in addition to the roles citizens play in ensuring that justice is achieved.

➜ Figure A Aerial view of Parliament House in Canberra, where the federal government meets and makes decisions

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Topic 1

The Australian Constitution

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Overview

Throughout this unit there will be a focus on developing your understanding of democracy, government and law. In Civics and Citizenship, the concept of democracy is a cornerstone of protecting people's rights and freedoms and measuring the political and legal system. It includes the broad definition of 'people power' and the characteristics of rule of law, open political participation, independent and impartial legal systems, separation of power and transparent and accountable governments. Government is a group or individual that controls rules and systems for a particular country, state or community. Governments are determined by who has power and how they got it. Not all governments are given power legitimately (by agreement), such as through elections; some governments seize power by force and manipulation. Through their actions and treatment of the people, a government can be seen as 'good' or 'bad'. Through the authority they hold, governments create laws, which are the rules they create for society that are punishable by the courts when broken. Laws set standards for behaviour, relationships, trade and commerce, safety and education for citizens, businesses and other organisations. Everyone should be treated equally when laws are created, and everyone is expected to follow the law, including the law-makers (government). Laws should be above power; this is known as the 'rule of law'.

The concept of 'rule of law' is about *everyone* being responsible for their actions and obeying the law, without exception. Rule of law can be achieved through:

- adherence to democratic principles and ideals
- protecting rights and freedoms
- ensuring multiple methods and independent and impartial organisations to monitor, investigate and apply consequences for corruption and misuse or abuse of power.

Although this unit has a specific focus on democracy, government and law, these concepts are parts of the wider ideas of power and justice.

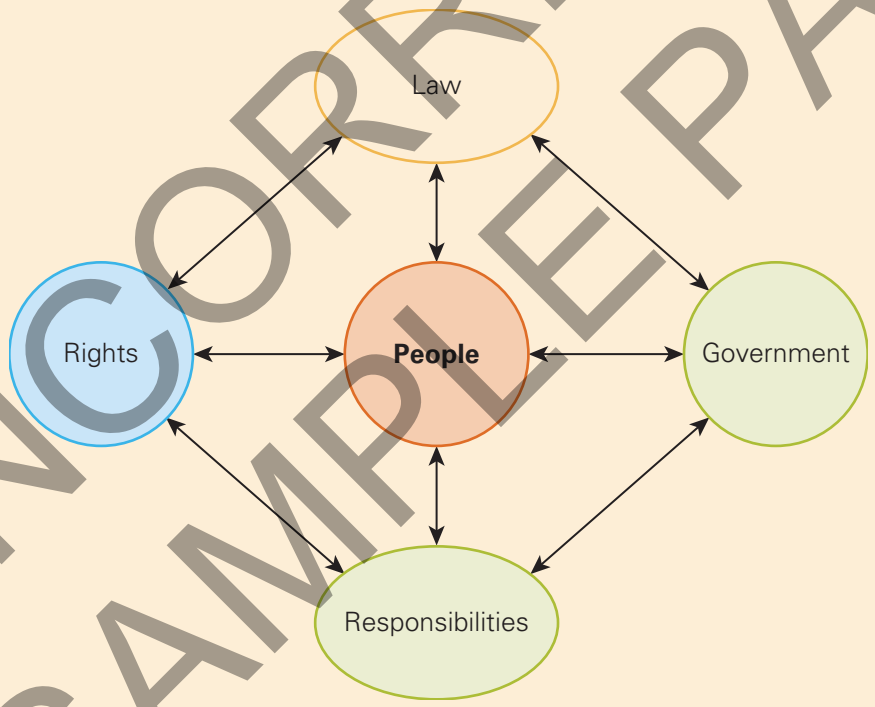
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Introducing Civics and Citizenship concepts

People are at the core of this unit and, as shown in the following diagram, the people are connected to government, law, rights and responsibilities. The arrows move both ways because each has an influence or acts upon the other.

In a democracy:

- the people elect the government, and the government should represent and be made up of representatives of the people
- the people can help create ideas and support for laws; at the same time, they must follow these laws
- the government can create laws through Parliament; however, the highest law (the constitution) can restrict governments from making unfair laws; they must act responsibly
- the people have rights as members of a democratic society, yet they must make sure they do not stop others from enjoying their rights
- the people have rights or entitlements when members of a country. This can include the right to vote in elections and the right to have their legal dispute heard in a court. To exercise these rights, people must also ensure that they fulfil their responsibilities associated with these rights, such as attending a polling place and filling in a ballot paper and following the law.



↑ Figure B In Civics and Citizenship, people are connected to government, law, rights and responsibilities.

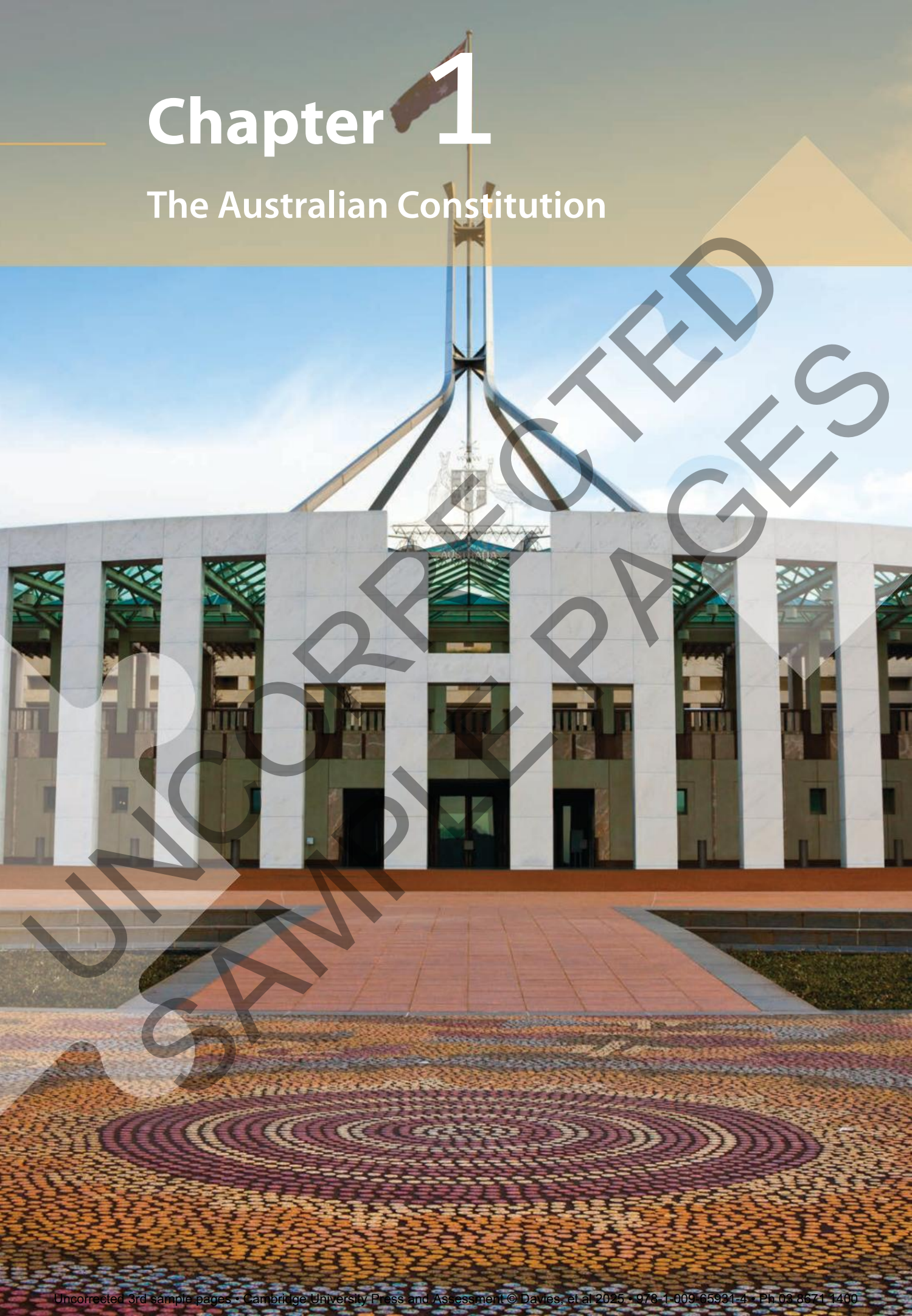
Key concepts for your memory bank

Rights and responsibilities refer to the various freedoms and obligations that individuals have within a democracy. For example, all Australian citizens over 18 have the right to vote in elections, but due to voting being compulsory in our country, individuals also have a responsibility to participate in the election process. *Pop this concept into your memory bank. At the end of this book is an activity that will test your understanding of this and other key HASS concepts.*

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Chapter 1

The Australian Constitution



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Chapter overview

Introduction

The *Commonwealth of Australia Constitution Act 1900* established the principles of representative and responsible government that are highly valued in our society. The Constitution contains the set of rules by which Australia is governed. These rules are important and cannot be changed unless the change is approved by the people through the process of a referendum. Changing the words of the Constitution is hard due to the double-majority requirement – a feature we will examine in detail.

We will look at important concepts for the way our democracy operates and how power is kept in check in the Australian system of government, including the 'separation of powers', the 'division of powers' and the different roles of the House of Representatives and the Senate in our Parliament.

Learning goals

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

- What is a democracy?
- What is a constitution?
- How does Australia's democracy operate?
- What is the structure of government in Australia?
- How does the structure of the Australian Government uphold and protect democracy?
- How are the powers and responsibilities of government organised in Australia?
- How can citizens influence a change in the law?
- How do we change the Australian Constitution?

Digital resources

Visit the Interactive Textbook to access:

- interactive review quizzes and Scorcher competition
- videos, image galleries and other extra materials.

← Parliament House is the meeting place of the Parliament of Australia, the legislative body of Australia's federal system of government. Centremost in the forecourt is the mosaic pavement designed by Warlpiri artist Michael Nelson Jagamara AM. The mosaic is surrounded by a ceremonial pool of water, referencing Australia as a land surrounded by sea. It is a symbolic reminder, at the heart of Australia's democracy, of Aboriginal and Torres Strait Islander Peoples' ongoing connection to this land, the oldest continuous civilisation on Earth.

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1.2

The purpose and value of the Australian Constitution

Focus questions

- What is democracy?
- What is a constitution?

Democracy

democracy a political system where a government's power is vested in its citizens, who vote through elections to shape decisions

The Western Australian Curriculum states that a **democracy** is:

> A system of government based on the people of an entity, that is, 'government by the people'; a form of government where the supreme power is vested in the people and exercised directly by them or by their elected representatives under a free and fair electoral system.

Source: Western Australian Curriculum, Humanities and Social Sciences, Glossary

In the *Cambridge Dictionary,* the definition of democracy is:

> the belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves.

Source: *Cambridge Dictionary* website

Australia's government processes and structures of Parliament are designed to uphold representative democracy. Representative democracy refers to a system of government where citizens choose representatives from among themselves to form a government through the process of an election.

↓ Figure 1.2.1 Pro-Palestinian demonstrators hold placards during a rally on 5 October 2024 in Perth. The legal right to protest is fundamental to our democracy.



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Making thinking visible 1.1

Think, pair, share

Watch the 'Setting the scene' video, then read the statement below.

'The Magna Carta was written in medieval England and is no longer relevant to Australians today.'

1 **Think** about both the 'Setting the scene' story and the statement you have just read. **List** any questions or thoughts you might have. What do you think about the statement? Is it accurate? Why or why not?
2 **Pair** up with a partner, and take it in turns to share your thoughts about the statement. Listen carefully as your partner shares their thoughts, and try to summarise in writing what your partner thinks about the topic.
3 **Share** your thoughts with the class.

FPO

↑ Figure 1.2.2 Video: Setting the scene: the Magna Carta and the Australian Constitution

Key concepts: democracy, democratic values, the Westminster system

HASS skills: questioning and researching, analysing, evaluating

Representative and responsible government

In 1870, Western Australia was granted representative government, with the Legislative Council consisting of 12 elected Members and six nominated by the Governor. Representative government is when the people entrust the job of governing to representatives chosen at regular elections.

Western Australia adopted the British constitutional practice of responsible government in 1890. Responsible government is a political system in which accountability is crucial; the government is responsible to the Parliament and the people; and it can be held to account (i.e. held responsible) for its actions. Within responsible government, a government is formed by the political party (or coalition of parties) with the most representatives in the lower house (Legislative Assembly). This government must maintain the confidence or support of that majority to remain in power. Under this system, executive power is officially held by the British monarch and is represented by the Governor of Western Australia. The Governor (currently Christopher Dawson) acts on the advice of the Premier and the Ministers (the Cabinet) of the state. As such, the executive power is in reality held by the ministry or Cabinet. Ministers may be appointed from either house (Legislative Council – upper house, Legislative Assembly – lower house), but may only hold office while retaining the confidence (majority) of the lower house.

There are currently 37 Members of the Legislative Council (MLCs) who are elected from across the state for a term of four years. Members of the Legislative Assembly (MLAs) are elected from each of 59 electoral districts for a four-year term.

Responsible government also needs to consider and be responsive to public opinion. For example, if people are protesting due to environmental concerns about an issue that is ongoing, and perhaps also receiving a lot of media coverage, the public has expectations that they are heard. Members of Parliament are representatives of the people, and as mentioned, are responsible to their electors through the system of elections. A government that does not act for the people and is not responsive to their needs or concerns is likely to not be voted back into power.

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Ministerial responsibility

A shared ministerial responsibility is the main component of responsible government. The expectation is that the ministry or Cabinet 'speak with one voice', and so a Minister is obliged to resign if they are unable or not willing to publicly support a key ministry or Cabinet decision. If the Opposition is successful in raising a breach of individual ministerial responsibility within Parliament, this is known as a *censure motion*. It may generate negative public opinion and lead to the resignation of a Minister.



↑ Figure 1.2.3 King Charles III receives the Governor of Western Australia, Chris Dawson, during an audience at Buckingham Palace in London.

The values of 'unity, solidarity and secrecy' are key components of ministerial responsibility. Another component of this principle is that Cabinet decisions are made 'behind closed doors' and its discussions remain 'secret'. So with discussions remaining private and an expectation to publicly support decisions, these practices are known as 'Cabinet solidarity'. Other expectations of a responsible government are:

- individual ministerial responsibility. A Minister is responsible to the Parliament for the management and administrative decisions in matters under the Minister's control.
- the expectation of integrity. Some are included in the Ministerial Code of Conduct, including:
  i. Ministers must not mislead Parliament.
  ii. Ministers must not use their position for personal gain.
  iii. Ministers should avoid any conflict of interest between their private actions and their official duties.
  iv. Ministers must not engage in any unethical behaviour that is unacceptable to the community.

Activity 1.1

Check your understanding

1 **Recall** the year Western Australia adopted the British constitutional practice of responsible government.

2 **Explain**, in your own words, what a censure motion against a Minister is. (Remember, when you **'explain'**, you should include causes and effects).

Key concepts: democracy, the Westminster system | **HASS skills:** analysing

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Civics and Citizenship through acts and actions

Edith Cowan



↑ Figure 1.2.4 Edith Cowan, the first woman elected to an Australian Parliament

Edith Cowan (1861–1932) was a pioneering Australian social reformer and politician. Born near Geraldton, Western Australia, her early life had many personal challenges, including the death of her mother and the execution of her father – experiences that shaped her commitment to social justice.

Cowan was deeply involved in community work, focusing on the rights and welfare of women and children. She helped establish several organisations, including the Karrakatta Club, which was Australia's first women's club, and the Women's Service Guild. Her advocacy contributed to the creation of the King Edward Memorial Hospital for Women.

In 1921, Cowan made history by becoming the first woman elected to an Australian Parliament, representing the Nationalist Party in the Western Australian Legislative Assembly. Her election was a significant milestone for women's political representation in Australia.

During her term, Cowan focused on issues such as education, health, and the welfare of women and children. She advocated for the establishment of the Children's Court, which provided a more compassionate approach to juvenile justice. Cowan also supported legislation that improved the legal status of women, including the introduction of the *Women's Legal Status Act 1923*, which allowed women to practise law and serve on juries.

Cowan's work had a lasting impact on Australian society. Her efforts in Parliament helped pave the way for future generations of women in politics and contributed to significant social reforms. Her legacy is honoured through various memorials, including her depiction on the Australian $50 note and the naming of Edith Cowan University.

Analysis questions

Research online to learn more about Edith Cowan's career and her contributions to society. Develop a timeline highlighting key events in Edith Cowan's political career and then answer the following questions based on your research.

1 **Identify** Edith Cowan's key legislative achievements (laws she was able to introduce or change) during her term in the Western Australian Legislative Assembly.
2 **Explain** how her work helped improve the lives and welfare of women and children in Western Australia.
3 **Discuss** the significance of Edith Cowan being the first woman elected to an Australian Parliament. In your response, you could consider:
- why her election was significant at the time
- why her election is still considered significant
- how her election impacted women's rights in Australia
- how her election impacted women's political representation
- how Edith Cowan's election and her achievements are remembered today
- issues regarding women's rights and political representation that exist today.

Key concepts: democracy; democratic values; justice; participation; rights and responsibilities

HASS skills: evaluating, researching, communicating and reflecting

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Australian Constitution

The Western Australian Curriculum states that a constitution is:

> The fundamental principles on which a state or other organisation (such as a club) is governed. Usually this takes the form of a legal document setting out specific powers for the government or governing of that entity.

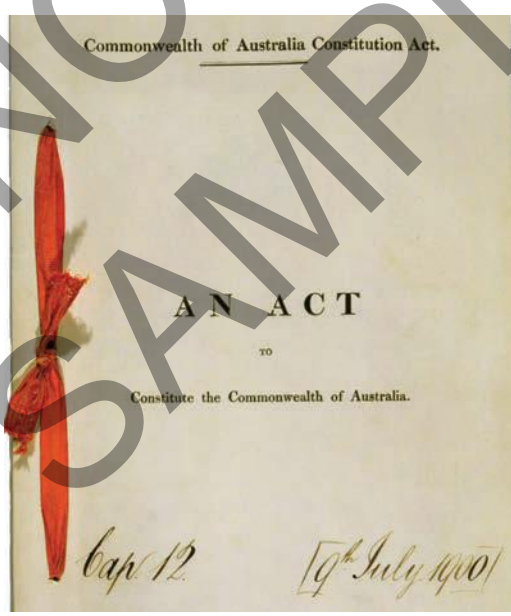
Source: Western Australian Curriculum, Humanities and Social Sciences, Glossary

In the *Cambridge Dictionary,* the definition of a constitution is:

> the set of political principles by which a state or organization is governed, especially in relation to the rights of the people it governs.

Source: *Cambridge Dictionary* website

On 1 January 1901, Australia gained a Commonwealth Constitution, which outlined the legal framework and rules that apply to the governance of Australia. Prior to the **Australian Constitution** coming into force, Australia consisted of six colonies, which were independent of each other and had the right to govern within their own borders. These six colonies were not answerable to any authority in Australia, but rather to the British Government. Throughout the 1800s, many groups and individuals began to promote the concept that Australia would be better off if the six colonies amalgamated into one nation, under one centralised government. An emotional and sometimes bitter debate raged for the two decades in the lead-up to **Federation** in 1901.



↑ Figure 1.2.5 *Commonwealth of Australia Constitution Act 1900*: Original Public Record Copy (1900). Parliament House Art Collection, Art Services Parliament House.

The different viewpoints and the fears of the smaller colonies of being 'consumed' by New South Wales and Victoria played a substantial role in shaping the final Constitution document. As with any democratic process, politicians have to persuade the public to vote for their proposals, and sometimes they have to make trade-offs to gain voter confidence. This was essential to get the necessary votes in each of the Federation **referendums**.

Amazing but true…

Did you know that Western Australia was the last colony to agree to join the Federation of Australia? In fact, Western Australia only decided to join after a second referendum in 1900, influenced by the promise of a transcontinental railway linking the east and west coasts. This decision was crucial in shaping the Australian Constitution and ensuring the unity of the nation.

After a series of referendums in 1898, 1899 and 1900, the colonies eventually found a compromise position on a proposed constitution, but, before it could take effect, approval from the British Parliament was required. The *Commonwealth of Australia Constitution Act 1900* (UK) was passed and Australia came into existence as a nation on 1 January 1901.

Australian Constitution a set of rules that came into effect on 1 January 1901. It outlines some of the rights of Australians and how power is shared between federal and state parliaments.

Federation the process of uniting several states to form a single national government

referendum a general vote on an issue affecting the Australian Constitution that all enrolled voters must vote on

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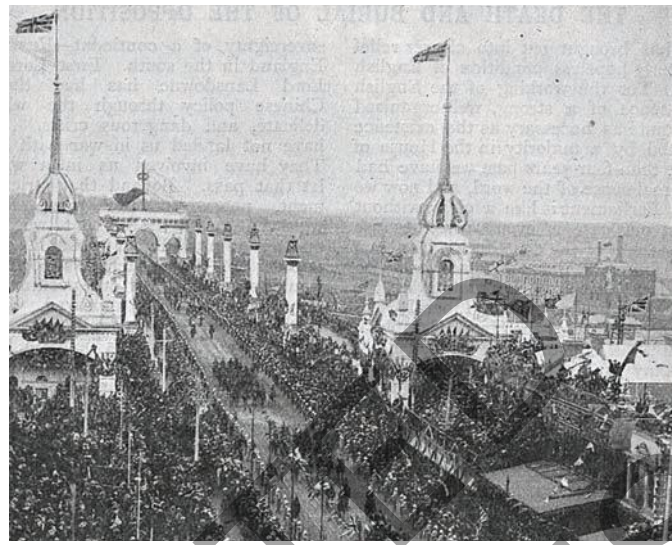
The following are the key features of the British Act:

- Australia was a federated nation consisting of six states (Western Australia joined shortly after the other states). The Northern Territory gained self-government in 1978 and the Australian Capital Territory in 1988.
- There was a bicameral federal Parliament (House of Representatives and Senate).
- The High Court of Australia was established to oversee any other courts and provide 'final and conclusive' judgments upon any appeals it hears (s 73 Australian Constitution).
- It outlined both the division of power between the state and federal governments (s 51) and the separation of powers (Chapters I, II and III) as they would apply in Australia.
- It enabled the Constitution to be altered by a referendum (s 128 Australian Constitution).

The Constitution itself is clause 9 of the Act. Although the Constitution came into force through an Act of the British Parliament, the Act brought the Commonwealth of Australia into existence as a nation, and the Constitution can only be changed by a referendum of Australian voters.

The Australian Constitution contains certain mechanisms to limit the power of the new federal Parliament that resulted from debate and discussion during the Federation process:

- The Senate provides a 'check' (restraint) on the power of the House of Representatives.
- The Senate is sometimes called the 'states house', since all states have the same number of senators (12) regardless of population. Each territory has two senators.
- Section 128, which covers the process for altering the Constitution, specifies that a majority of states need to vote 'yes' on a proposal for it to succeed, that is, four out of six states. In addition, an absolute majority of voters Australia-wide must vote 'yes', that is, 50 per cent of voters plus one. This strict requirement has made constitutional change very difficult: no referendum has succeeded since 1977.
- 'Division of powers' ensures that the federal and state parliaments have separate law-making responsibilities. Section 51 outlines the law-making responsibilities of the federal Parliament. Some of these are shared with the states, such as trade; however, responsibilities not mentioned in s 51 are the responsibility of the state parliaments, such as law and order and public transport.



↑ Figure 1.2.6 A procession to mark the opening of the federal Parliament makes its way down Swanston Street, Melbourne, May 1901.

Australia's representative democracy is enshrined in the Australian Constitution. Members of the upper and lower houses of Parliament must be elected, as sections 7 and 24 of the Constitution dictate that Members of both of the houses of federal Parliament need to be 'directly chosen by the people'.

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

election a local, state or national ballot cast by citizens who vote for a person from a political party or a person standing independently

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

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The Opposition and scrutiny

In Parliament, the structure of the House of Representatives also shapes who will form the official Opposition. The party (or coalition of parties) that has the most non-government Members in the House of Representatives becomes the Opposition party and its leader becomes the Leader of the Opposition.

The Opposition has the officially recognised objective of challenging the government. Its job is to make sure that different points of view are raised and that it scrutinises the government. It is considered an 'alternative government'. This means that it would form government if the existing government loses an election.

The Opposition and other non-government Members have opportunities to initiate debate on subjects of their own choosing and to question Ministers. This may be on matters for which they are administratively responsible. Most discussions of matters of public importance (held daily except Mondays) are on topics proposed by non-government Members. These are usually critical of some aspect of government policy or administration.



↑ Figure 1.2.7 Leader of the Opposition Peter Dutton (left) and Prime Minister Anthony Albanese during question time on 3 July 2024 in the House of Representatives at Parliament House in Canberra. Discussions can sometimes be quite heated between the parties.

Go online to access the interactive section review and more!

End of section 1.2 review

Online quiz | Review questions | Teachers can assign tasks and track results

1.2 Review questions

Recall

1 **Define** the term 'election'.

2 **Explain** the difference between 'direct democracy' and 'representative democracy'.

Interpret

3 **Recall** why sections 7 and 24 of the Australian Constitution are important.

4 **Discuss** the role of the Opposition and why this role is important.

Argue

5 Research two (or more) examples of when a Minister has resigned from their position. Your examples can be from the federal Parliament or the WA state Parliament. **Analyse** each example through the following questions.

- **a** Which parliament (federal or state) and chamber (upper or lower house) was the Minister elected to?
- **b** Which electoral division or electorate did they represent (i.e. where in Australia were they elected / who did they represent)?
- **c** What ministry were they the Minister of?
- **d** **Explain** why they resigned from their position. Did their resignation have to do with the principles of ministerial responsibility (discussed in section 1.2)?
- **e** Do you think Ministers should be able to resign from their positions? Refer to your researched example, and **explai**n reasons for and against Ministers being able to resign in your response.

Key concepts: democracy, democratic values, the Westminster system

HASS skills: analysing, evaluating, communicating and reflecting

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The separation of powers: arms and levels of government in Australia

Focus questions

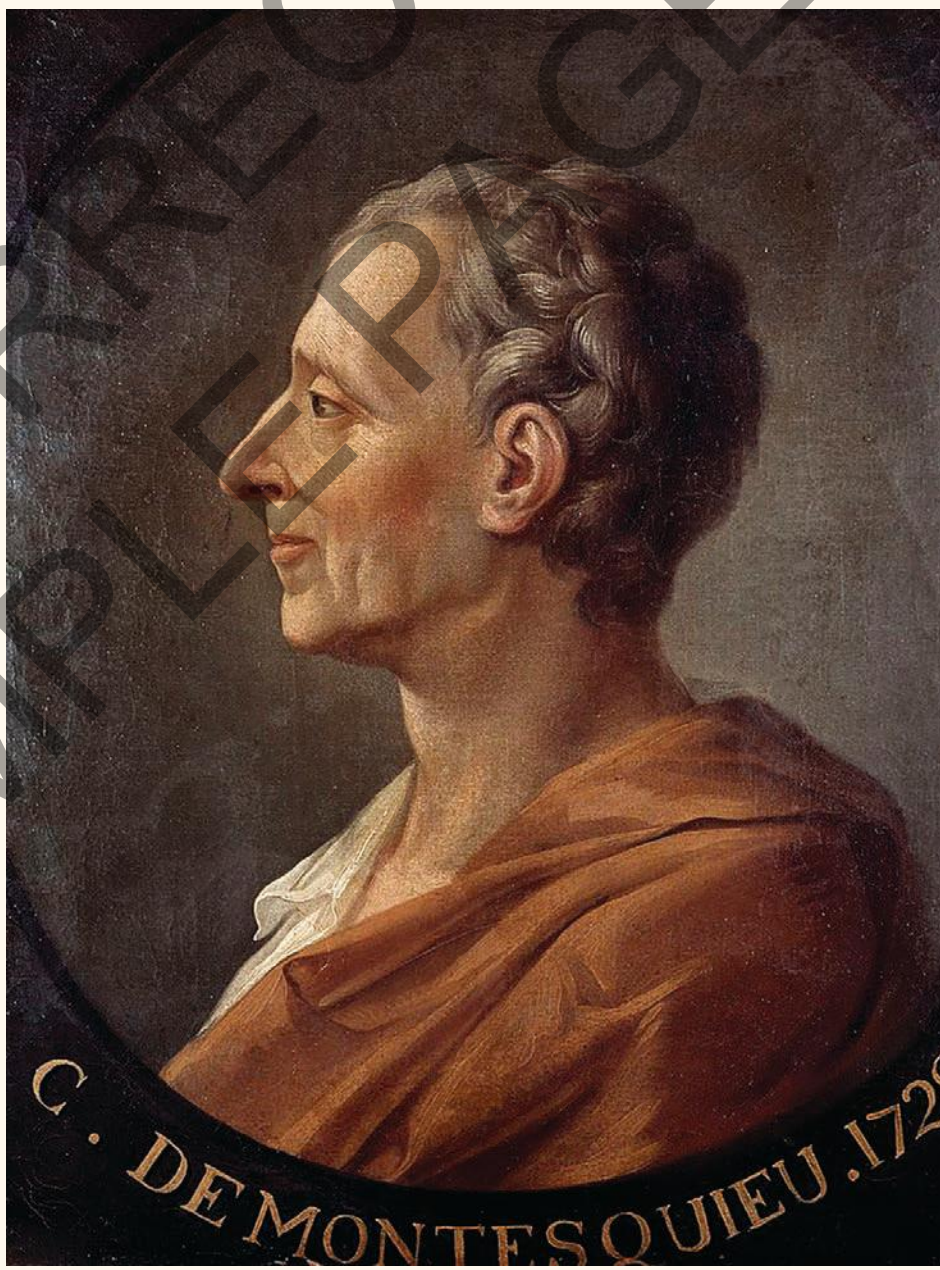
- What is the separation of powers between the legislature, executive and judiciary?
- What is the composition of the legislature, executive and judiciary?

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Separation of powers

In 1887, Lord Acton, an English historian, writer and member of the British House of Commons, famously stated: 'Power tends to corrupt, and absolute power corrupts absolutely.'

This well-known quote is often credited with outlining the core reasoning behind the separation of powers principle that modern democracies are built upon. The concept of the separation of powers was developed by the 18th-century French political philosopher Baron de Montesquieu, Charles-Louis de Secondat. He believed that the civil liberties of society were at risk if the key organs of government were controlled by one person or group.



↑ Figure 1.3.1 Portrait of Baron de Montesquieu, Charles-Louis de Secondat (1689–1755), French philosopher, jurist and historian. Painted in 1728.

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Baron de Montesquieu identified these key organs of government (branches or arms of government) with separate roles in governing a state as:

- the legislature: the law-makers (in Australia, this is the Parliament: the House of Representatives and the Senate)
- the executive: the Ministers and government departments who administer the laws made by the Parliament (in Australia, the Governor-General, the Prime Minister and Cabinet are members of the executive)
- the judiciary: the courts that interpret and apply the law.

If one person or group controls all three organs or arms of government, then that person or group has unregulated power and the risk of dictatorship is very real. If the three arms are independent, each acts as a **check and balance** on the others, guaranteeing that no branch has absolute power and is accountable for its actions, and that **civil liberties** are protected.

Australia's founders wanted the doctrine of the separation of powers to apply upon Federation. The first three chapters of the Constitution are set out in accordance with the doctrine:

- Chapter I: The Parliament (ss 1–60)
- Chapter II: The Executive (ss 61–70)
- Chapter III: The Judicature (ss 71–80).

In theory, Australia has adopted the doctrine of the separation of powers but, in fact, the Australian Constitution only partially realised this because some members of the executive are also members of the legislature. The Ministers and the Prime Minister are members of both the executive and the legislature. The separation of powers does not exist in its pure form in Australia.

The key feature of the separation of powers in Australia with regard to the functioning of democracy is that there is a clear distinction between the judiciary and the other arms of government. For a true democracy to operate, and in the interests of **justice**, it is crucial that there be no overlap between the judicial and non-judicial arms of government.

Protecting the independence of the judiciary is one of the cornerstones of our democracy. An independent and impartial judiciary ensures that the separation of powers functions effectively and that the judiciary, through its decisions, can 'check' the work of the executive and legislature, thus ensuring that their actions are lawful.

check and balance the sharing of power between groups, individuals and institutions that allows one group to prevent the abuse of power by another group

civil liberties basic rights of individuals that are protected by law (e.g. freedom of religion and freedom of speech)

justice the system of laws in a country that judges and punishes people, but can also mean fairness in the way people are treated

Activity 1.2

Check your understanding

1 **Outline** the role of the three 'organs' of government. **Explain** how the separation of powers operates in Australia.

2 **Outline** the significance of the separation of powers for the operation of a democracy.

Key concepts: democratic values, the Westminster system

HASS skills: analysing, evaluating

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Role of the High Court

Chapter III of the Australian Constitution is titled 'The Judicature' and it is within this chapter that the judicial system of the Commonwealth is created. Section 71 creates the High Court of Australia and specifies that it must contain one Chief Justice and at least two other judges.

The first sitting of the High Court was on 6 October 1903, with three judges. In 1906, the number of judges was increased to five; in 1912, the number of judges was further increased to its current number, seven.

Section 71 also allows the Commonwealth Parliament to create other courts. Over time, Parliament has created the Federal Court, the Family Court and the Federal Circuit Court of Australia, which are all under federal jurisdiction. In 2021, the Morrison government introduced legislation merging the Family Court with the Federal Circuit Court of Australia to form the Federal Circuit and Family Court of Australia.

Figure 1.3.2 High Court of Australia in Canberra



Section 72 outlines how High Court judges are appointed and, as a result of a successful referendum in 1977, specifies that they must retire when they reach the age of 70. Most High Court judges come from the bench of the state Supreme Courts or the Federal Court. They are chosen by the 'Governor-General in Council', which means they are chosen by the government of the day. While most sittings are in Canberra, cases can be heard in the other capital cities and even by video link if it is necessary.

Judicial review

The system of judicial review involves review of the actions of a government official or department by a court of law. Generally, the system involves investigating the legality of a decision or action. The High Court exercises judicial review whenever it makes a decision about whether a particular law is constitutionally valid or not. It has almost unlimited jurisdiction to review Commonwealth administrative decisions.

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The Federal Court undertakes most judicial reviews by applying the *Administrative Decisions (Judicial Review) Act 1977* (Cth). It is important to understand that this Act applies strict rules and does not give the Federal Court the power to review a decision on its merits or fairness, but only on whether the decision is made in accordance with the law. Appeals can go to the High Court.

A far more effective and efficient way for individuals to appeal the decision of a government official or body is through non-judicial review of administrative action in the Administrative Review Tribunal (ART), which has jurisdiction to review the merits, that is, decide the case again.

Courts other than federal courts may also review decisions on the merits, if they have statutory authority to do so. Generally, judicial review involves the court with appropriate jurisdiction investigating whether a government official or department has acted *ultra vires* (beyond the legal power or authority of the person performing an action), or whether they or it have followed the rules of natural justice (procedural fairness).

Go online to access the interactive section review and more!

End of section 1.3 review

Online quiz

Review questions

Teachers can assign tasks and track results

1.3 Review questions

Recall

1 **Define** the term 'the legislature'.
2 **Define** the term 'the executive'.
3 **Define** the term 'the judiciary'.

Interpret

4 **Create** a visual representation of the roles of three branches (legislature, executive, judiciary) of government (e.g. diagram, images, cartoon, caricatures, symbols).
5 **Identify** what feature of the Australian system of responsible government means that the separation of powers does not exist in its pure form.
6 **Discuss** why it is important that the High Court has almost unlimited jurisdiction to review Commonwealth administrative decisions.

Argue

7 'Power tends to corrupt, and absolute power corrupts absolutely.'

a Rewrite this statement by Lord Acton in your own words.
b **Explain** what Lord Acton was warning against with this statement. Why is 'absolute power' a threat to democracy?
c **Identify** and **explain** the features of the Australian system of government that aim to prevent 'absolute power'.

Key concepts: democratic values, the Westminster system, justice

HASS skills: analysing, evaluating

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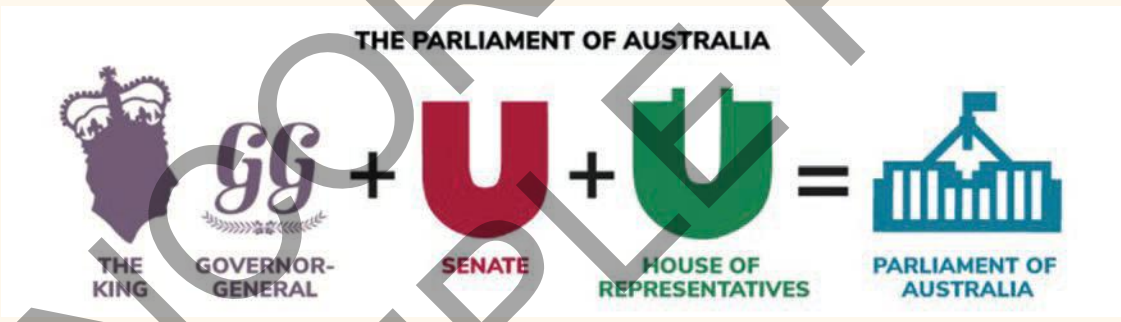
The division of powers between state/territory and federal levels of government in Australia

Focus questions

- What is the structure of government in Australia?
- Why is there a division of power between the states and territories and the federal government?

Australia's system of government

Australia's federal system of government is modelled on the British **Westminster system**. This Federation consists of six **states** and two **territories** as well as a federal body known as the Commonwealth Parliament, making up nine parliaments in total in Australia. The Commonwealth Parliament is located in Parliament House in Canberra, the capital of Australia.



↑ Figure 1.4.1 The Parliament of Australia is made up of the Governor-General, who represents the King, the upper house (Senate) and the lower house (House of Representatives).

Key concepts for your memory bank

The Westminster system is a key concept that you should work hard to understand well. 'Westminster' refers to the UK Parliament, or the part of London where the Parliament buildings are located. Due to Australia's history as a British colony and adoption of a similar legal and political system, we have inherited many shared values, traditions and processes. These include a constitutional monarchy, a bicameral Parliament and parliamentary system of government. However, other influences, such as from the United States, have meant that Australia's system is different from that of the United Kingdom. *Pop this concept into your memory bank. At the end of this book is an activity that will test your understanding of this and other key HASS concepts.*

Westminster system based on the British political system developed in Westminster, London. It is another term for parliamentary government, in which the executive is drawn from the legislature. Government is formed by the majority party or coalition in the lower house of Parliament. The leader of that party or coalition becomes the Prime Minister.

state a defined area within Australia controlled by its own political unit, which has the power to pass its own laws. These laws are protected by the Australian Constitution, except where they contradict Commonwealth law.

territory a defined area within Australia controlled by its own political unit, but its laws can be revoked by the federal government

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Making thinking visible 1.2

Think, pair, share

Look at Figure 1.4.1. Think about which of the three branches of government each part of the equation would belong to. What responsibilities would they have in these branches of government? Journal one point for each part. **Discuss** this with your partner or class.

Key concepts: democratic values, the Westminster system

HASS skills: analysing

bicameral refers to the two houses of Parliament in New South Wales, Victoria, Western Australia, South Australia and Tasmania

unicameral refers to a Parliament having one house, such as in Queensland, the Northern Territory and the Australian Capital Territory

A Parliament is a body of elected representatives. It debates proposed legislation, passes or rejects it, and amends legislation. Apart from Queensland and the territories, all state parliaments and the federal Parliament are **bicameral**. This means that they have two houses, an upper house and a lower house. The Australian Capital Territory's Parliament is **unicameral**: it only has a lower house, called the Legislative Assembly. In Western Australia, the lower house is known as the Legislative Assembly and the upper house is called the Legislative Council.

In federal Parliament, the upper house is the Senate and the lower house is the House of Representatives. Lower houses are elected based on population. For each of the 150 federal electorates with roughly the same voting population, one representative is chosen. The states with a greater population will have more representatives. Upper houses are usually formed on equal representation, so that each state or region has the same number of Senators or Councillors.

The upper and lower houses of Parliament have different roles, as seen in Table 1.4.1.

Roles of the houses of Parliament and the Governor-General

Table 1.4.1 The roles of the Governor-General and the upper and lower houses of Parliament are distinct.

Lower house	Upper house	Governor/Governor-General
• Forms government • Decides matters of national interest • Represents the interests of the people in their electorates • Proposes, debates and votes on Bills and amendments • Examines issues in committees • Scrutinises executive government	• Decides matters of national interest • Represents the interests of people in their states/territories • Proposes, debates and votes on Bills and amendments • Examines issues in committees • Scrutinises executive government	• Gives Royal Assent (approval) to a Bill passed by the House of Representatives and the Senate; makes recommendations to change a Bill • Starts the process for a federal election • Appoints times for sessions of Parliament to be held • Appoints and dismisses Ministers

↓ Figure 1.4.2 Parliament House, Canberra.



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↑ Figure 1.4.3 On King Charles III's first visit to Australia as monarch, the Governor-General of the Commonwealth of Australia, Her Excellency the Honourable Sam Mostyn, escorts the King to meet members of Their Majesties' affiliated units, the 1st Armoured Regiment and the Royal Australian Corps of Military Police, at the Sydney Opera House.

State parliaments delegate their law-making authority to local councils. Local councils are comprised of elected members from a council electorate. The number of members who make up local councils varies, and this depends on the size of an electorate.

Australia is a **constitutional monarchy**. This means that the monarch of the United Kingdom is also the monarch of Australia. The monarch is represented by the **Governor-General** at the federal level and by the **Governor** at a state level. Governors-general and governors are appointed by the monarch based on advice from the respective federal and state governments.

Why is there a division of power between the states and territories and the federal government?

The actual make-up of the Australian Constitution clearly reflects the chief concerns of the Federation process. The reluctance of the states to hand over complete control to the Commonwealth is evident in Chapter I, Part V of the Constitution, in sections 51 to 60. These sections provided the split (or division) of powers between the Commonwealth and the states.

constitutional monarchy a form of government where the monarch is the head of state

Governor-General the monarch's representative at a federal level

Governor the monarch's representative at a state level

Activity 1.3

Check your understanding

1 **Recall** how many states and territories make up Australia's Federation.
2 The Western Australian Parliament is bicameral in nature. **Recall** what this term means.
3 **Suggest** why you think the upper house does not form government.
4 **Outline** two strengths and weaknesses of Australia's bicameral Parliament.

Key concepts: the Westminster system, participation

HASS skills: analysing, evaluating

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legislative power the legal power or capacity to make laws

concurrent powers existing at the same time; powers held by both state and federal parliaments

exclusive powers powers that can be exercised only by the federal Parliament

Section 51 of the Constitution specifies the **legislative powers** of the federal Parliament. The federal Parliament has the power to make laws with respect to all of the matters listed in s 51. These are sometimes referred to as the 'enumerated powers'. It is important to realise that the states can also make laws in many of the areas listed in s 51 – namely, those areas over which the federal and state governments have **concurrent powers**.

Section 52 outlines the **exclusive powers** of the federal government. Only the Commonwealth (federal) Parliament can legislate on:

i. the seat of government of the Commonwealth, and all places acquired by the Commonwealth for public purposes
ii. matters relating to any department of the public service (controlled by the Commonwealth, according to the Constitution)
iii. other matters declared by the Constitution to be within the exclusive power of the Parliament.

Section 52(iii) refers to other sections of the Constitution that give the Commonwealth exclusive powers or restrict the states from making laws in that area. Section 90 gives the Commonwealth exclusive powers over customs and excise duties for goods and services entering the country, and s 114 restricts the states from raising or maintaining a military force, giving the Commonwealth sole responsibility for national defence. Section 115 also prevents states from creating money and currency, making this exclusive to the Commonwealth Parliament.

Connecting Civics and Economics

Section 90 of the Constitution gives the Commonwealth exclusive powers over customs and excise duties for goods and services entering the country.

Analysis questions

1 **Define** 'customs' and 'excise duties'.
2 Using your own knowledge and research, **list** 4–8 goods and services that Australia imports. Include at least one example of an imported service, and **explain** how a 'service' can be imported.
3 Conduct further research to **identify** what excise duties the Commonwealth Government imposes on your listed imported goods and services.
4 Using your responses to Questions 2 and 3 above, **explain** why the Commonwealth Government imposes excise duties.
5 **Explain** the impacts of increasing and decreasing excise duties on imported goods.
6 Why do you think the power to impose excise duties is an exclusive power of the Commonwealth? In other words, why do you think the states and territories are not allowed to impose excise duties?

Key concepts: democracy; participation; rights and responsibilities; specialisation and trade; economic performance and living standards

HASS skills: questioning and researching, communicating and reflecting

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The Constitution is an old document and it is not very flexible. As society, technology, values and ethics have evolved over time, it has been the job of the High Court to interpret how the Constitution applies in a contemporary context and which Parliament – state or Commonwealth – has power in particular areas. The High Court has had to make decisions about who has law-making responsibility in areas such as trade and commerce with other nations and foreign affairs.

Obviously there needs to be a conflict-resolution mechanism in place if a state and the Commonwealth make contradictory laws. This is found in s 109:

> When a law of a State is inconsistent with a law of the Commonwealth, the latter shall prevail, and the former shall, to the extent of the inconsistency, be invalid.

Source: Constitution of Australia, section 109

Those powers that belong solely to the states are known as the **residual powers**, that is, all the powers left over that are not otherwise given to the Commonwealth exclusively. Each state has its own constitution, which enables the state to make laws in various areas. This excludes any area directly denied to the states by the Australian Constitution.

Chapter V of the Constitution outlines some of these prohibitions.

Some of the key residual powers are in the areas of public housing, criminal/civil law, development, schools, police, hospitals and public transport. Environmental protection is another area that was not a consideration at the time the Constitution was drafted and is thus considered a 'residual power'.

There is a provision in s 51(xxxvii) that allows for a 'referral of powers', which means states are able to 'give' power to the Commonwealth to make laws with regard to a specific matter. States such as New South Wales, Victoria, Queensland and Tasmania have done this in family law, whereas Western Australia has kept this power. All states have referred power to the Commonwealth with regard to anti-terrorism laws.

Voluntary assisted dying

An example of an issue in which a state can legislate as it is not referred to in the Australian Constitution is the matter of voluntary assisted dying (VAD). In 2019, Western Australia passed legislation that enabled voluntary assisted dying to become a choice available to people in mid-2021. The reason for the time delay was so that there would be an 18-month implementation period.

As of early 2021, voluntary assisted dying was only available in Victoria. It involves the permission for a person to access medication to legally choose the time and manner of their death. Sometimes a person with an incurable or terminal illness who may be suffering from debilitating pain may want to opt for VAD. There are certain criteria associated with this option. The criteria for VAD in Western Australia are that the person must:

- be aged 18 years or over
- be an Australian citizen or permanent resident who has been ordinarily resident in Western Australia for at least 12 months
- have been diagnosed with at least one disease, illness or medical condition that is advanced, progressive and will cause death; and, will, on the balance of probabilities, cause death within a period of six months (or 12 months for neurodegenerative); and, is causing suffering that cannot be relieved in a manner that the person considers tolerable
- have decision-making capacity in relation to voluntary assisted dying
- be acting voluntarily and without coercion
- have an enduring request for access to voluntary assisted dying.

residual powers those matters on which the states can legislate, as they are not referred to in the Australian Constitution

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↑ Figure 1.4.4 Labor Minister Alannah MacTiernan joins in with the congratulatory cheers after Belinda Teh spoke on the steps of the WA Parliament on 6 August 2019 in Perth. Teh met with Premier Mark McGowan and Health Minister Roger Cook, coinciding with the Voluntary Assisted Dying Bill being introduced to the WA Parliament.

The person would then need to be assessed by two doctors who have met certain conditions and undergone required training. These doctors are also able to refer the person for additional assessments if they feel this is necessary.

The next step in the procedure is that the person must make three separate requests, which include an initial request, a written declaration (witnessed by two people who meet specific requirements) and finally a third request.

The death certificate must not include any reference to voluntary assisted dying.

Essential to the process is that it remains voluntary and the person can withdraw from the process at any stage.

Progress through Parliament

Table 1.4.2 is a timeline of how the matter of VAD came to be passed as legislation in Western Australia during 2019.

VAD legislative timeline

Table 1.4.2 Timeline of the passage of the voluntary assisted dying legislation in Western Australia during 2019

Legislative Assembly	Date
Introduced	7 August 2019
First reading	7 August 2019
Second reading	7 August 2019
Second reading agreed	3 September 2019
Consideration in detail	3 September 2019
Third reading	24 September 2019
Legislative Council	**Date**
Introduced	26 September 2019
First reading	26 September 2019
Second reading	26 September 2019
Second reading agreed	23 October 2019
Committee of the whole	23 October 2019
Amendments adopted	4 December 2019
Third reading	5 December 2019

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End of section 1.4 review

Online quiz 

Review questions 

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1.4 Review questions

Recall

1 **Define** the term 'exclusive powers'. Provide an example.

2 **Define** the term 'concurrent powers'. Provide an example.

Interpret

3 Australia is a constitutional monarchy, meaning that at present King Charles III is the Head of State. An alternative system of government is a federal republic. This would mean an Australian citizen could be chosen to become the president. **Outline** two reasons why Australia should remain a constitutional monarchy and two reasons why it should become a federal republic. Which system do you think we should have?

4 **Explain** what is meant by 'division of powers'. Why do you think a division of powers between the Commonwealth and state parliaments is necessary?

Argue

5 Society, technology, and values and ethics evolve over time. It is the High Court's role to interpret how the Constitution, which was written between 1891 and 1900, should be applied in a contemporary (modern) Australia.

- **a** **Explain** why the states and lower courts do not have the power to interpret the Constitution.
- **b** Research the historical context of the Constitution (about the time period during which the Constitution was written). **Describe** 5–10 differences between Australia in the late 1800s and Australia today (including social and technological changes, and differences in values and ethics).
- **d** Using examples from part b, **explain** why it is important for the Constitution to be open to interpretation by the High Court.
- **e** Section 51 of the Consititution gives the Commonwealth Parliament the power to make laws with respect to:
  - v. postal, telegraphic, telephonic, and other like services;
  - ix. quarantine
  - xxi. marriage.

  How have these areas of life changed and/or stayed the same over time? Why might the High Court be required to interpret how these powers apply in contemporary Australia?
- **f** Write 1–3 rules that you think the High Court should follow when interpreting the Constitution.



Key concepts: democratic values, the Westminster system, participation



HASS skills: analysing, evaluating, communicating and reflecting

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1.5

The different roles of the House of Representatives and the Senate in Australia's bicameral Parliament

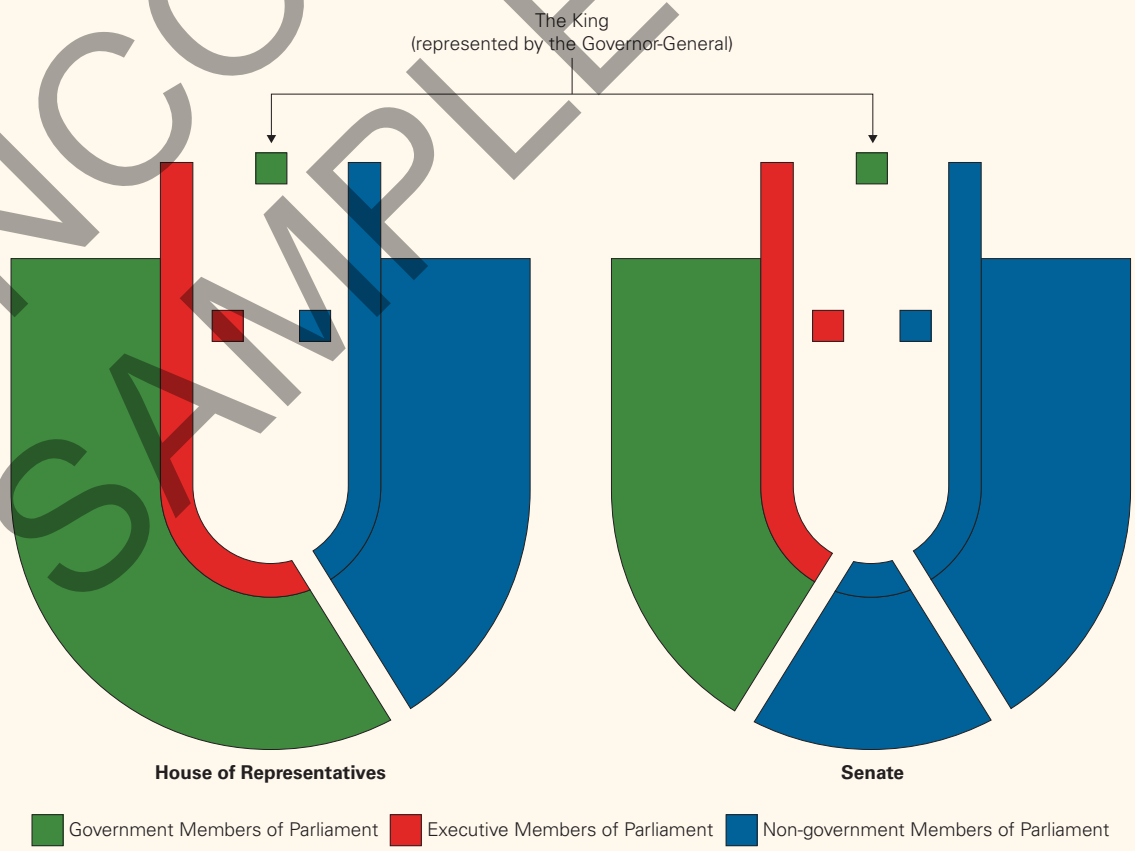
Focus questions

- What does the Governor-General do?
- What are the different roles of the House of Representatives and the Senate?
- What is the role of the Prime Minister, Ministers or the Cabinet, and courts?

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The role and structure of Parliament

The political party that wins the majority of seats in the lower house forms the government. Sometimes different parties will unite to form a government (such as the Liberal–National Coalition). The leader of the winning party becomes the Prime Minister and is the leader of the government. The political party or coalition of parties with the second-largest number of seats in the lower house forms the Opposition.



↑ Figure 1.5.1 The Parliament of Australia. The number of Members in each house is determined at the conclusion of each election.



↑ Figure 1.5.2 Australian Prime Minister Anthony Albanese is seen alongside Mayor Linda Aitken and Member for Pearce Tracey Roberts on 10 January 2025 in Perth, ahead of the 2025 federal election.

Ministers are those members of the government who have a special responsibility for particular departments – for example, Minister for Education and Minister for the Environment.

The Prime Minister offers positions (or portfolios) to them and these Ministers usually form the Cabinet, or the 'front bench' as they sit at the front in Parliament sittings. Cabinet makes decisions on policy and laws to be drafted for consideration by Parliament. Non-ministerial Members of Parliament are known as the 'back bench'. When changes are made to the front bench positions, this is known as 'reshuffling the Cabinet'.

The Opposition party appoints shadow Ministers who are responsible for forming and promoting the Opposition's position on such areas as defence, health and education. The Executive Council is made up of the Governor or Governor-General and selected Ministers. It is the body that enables legislation to be put into operation.

The British monarchy still plays a role in the Parliament in Australia. The King must assent to laws. At the federal level, he is represented by the Governor-General and at the state level by the Governor of each state.

Statute law

Statute law is the law made by Parliament. It is also known as 'legislation' or 'Acts of Parliament'. In Australia, any Parliament has the power to make statute law. This means that state, territory and federal governments all have the right to make laws.

The Australian Constitution sets out the powers of the state and federal parliaments with respect to making law. The Constitution also sets out what **Bills** the House of Representatives and the Senate can introduce. Section 53 gives both houses equal legislative powers, except that the Senate is not allowed to introduce laws about supply and taxation (government revenue and spending).

Bill a drafted law that has not yet been passed by Parliament

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The legislative process

Passing legislation

Act of Parliament statute law, resulting from a Bill successfully passing through Parliament and gaining royal assent

One of the most important functions of Parliament is the passing of laws. The government introduces most laws. A proposed new law is known as a Bill. Ministers, who are responsible for their preparation, usually introduce Bills. Any Member of Parliament can introduce a Bill; however, if a Member who is not a Minister (called a backbencher) introduces a Bill, the Bill is known as a private member's Bill.

The making of a law can be time-consuming and difficult. The process is open to public scrutiny and, as a result, well-organised pressure groups and members of the public can influence parliamentarians' opinions.

As Members of Parliament are subject to elections every few years, they are well aware of the consequences of passing unpopular legislation. This means that proposed legislation often undergoes much discussion in Parliament and may be redrafted many times. Before a Bill passes and becomes federal law, it requires the approval of both Houses of Parliament and the Governor-General. It then becomes an **Act of Parliament**.

The process for passing laws through the Western Australian Parliament (as well as other states with bicameral parliaments) is generally the same as passing laws through federal Parliament. This process is outlined in Figure 1.5.4.

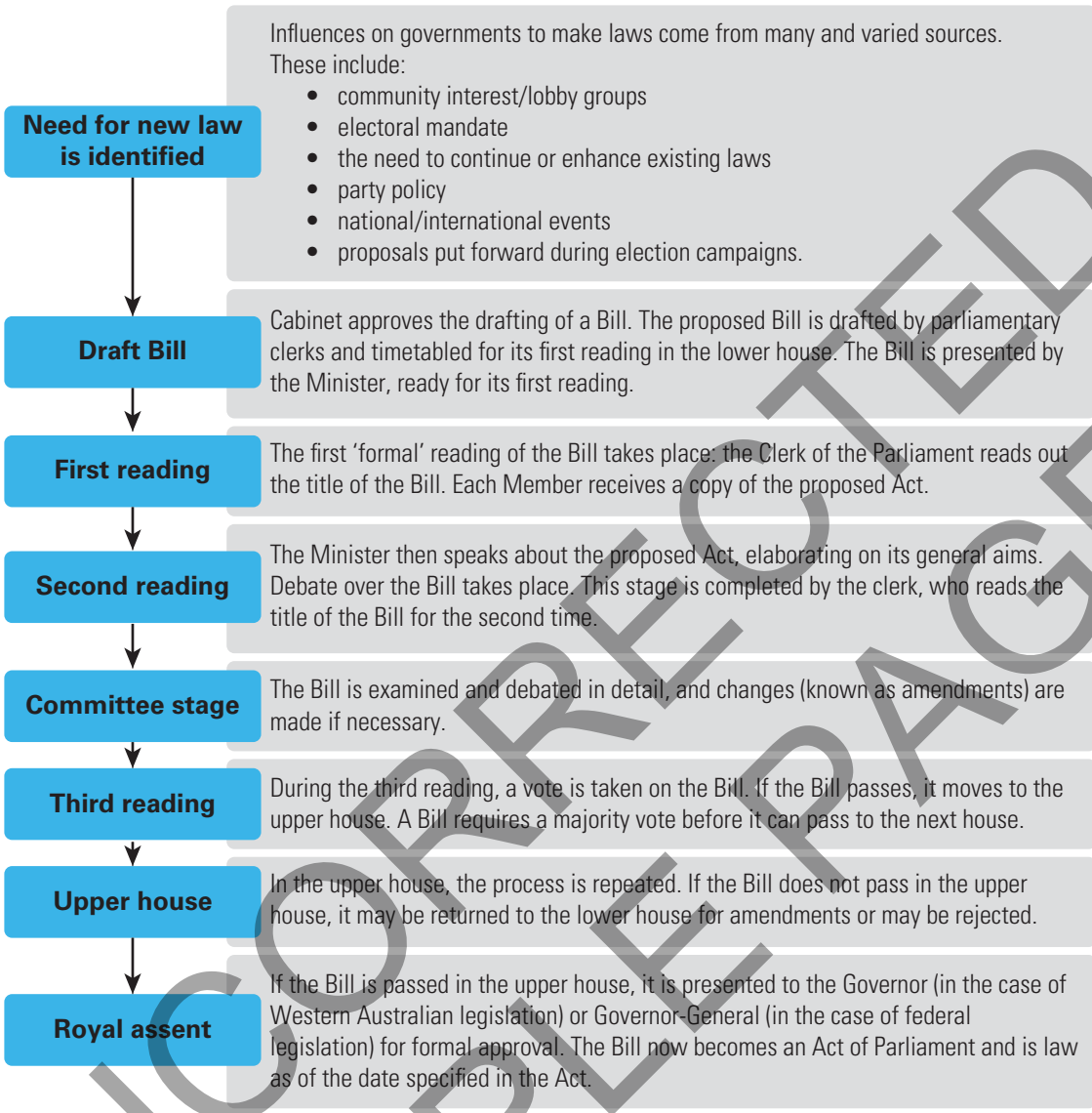
The process for passing laws in the Legislative Assembly of the Australian Capital Territory has fewer steps, as there is only one legislative chamber. Bills of the Australian Capital Territory are not given royal assent by the Governor-General, and this territory has no governor or administrator.

↓ Figure 1.5.3 The Parliament of Western Australia in Perth.



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The process of passing a Bill through Parliament



↑ Figure 1.5.4 The passage of a Bill through Parliament

Making thinking visible 1.3

See, think, wonder

Look at the flow chart in Figure 1.5.4, which shows the process of passing a Bill through Parliament.

1 *See:* What do you see?

2 *Think:* **Explain** what you think is happening. What does it remind you of or what prior knowledge does it connect with?

3 *Wonder:* What does it make you wonder? Record new questions you now have.

Key concepts: the Westminster system, participation

HASS skills: questioning and researching

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Delegated legislation

delegated legislation laws made by authorities other than Parliament, which are delegated the power to do this by an Act of Parliament

Delegated legislation is legislation made by non-parliamentary bodies. It involves 'less important' laws that Parliament does not have time to draft, consider and pass, and so delegates (passes on) the responsibility to 'subordinate' bodies such as government departments or local councils. The Act that authorises a body to make delegated legislation is called an 'enabling Act'.

Types of delegated legislation include:

- regulations: laws made by the Governor-General, state governors or members of the Executive Council
- ordinances: laws made for Australian territories (e.g. Norfolk Island and the Australian Antarctic Territory)
- rules: legislation made for government departments, usually by the department involved
- by-laws: laws made by local councils, which are restricted to the area governed by that council.

Examining Bills and issues in committees

A parliamentary committee is a group of representatives and senators who are chosen to investigate proposed laws and issues of concern. Committees are comprised of members of the House of Representatives and the Senate, except for government Ministers. Some committees have members from both houses, and these are called joint committees.

A committee aims to ensure that the Parliament's work is beneficial for Australians and that the laws it makes do not unfairly impact upon groups and individuals. Members of the public, experts and those who work in government are often asked to present their views on Bills and issues in the community. A committee can also ask people to attend a question-and-answer session in order to gather information. It is one method for ensuring the accountability of the government because it means it can be questioned on its activities.

Senate estimates are particular committees designed to investigate government spending. Ministers, government department officials and staff can be called on to explain how money is spent, on what programs and services it is spent and the impact it has.

Scrutinising executive government

The government is responsible for creating policies and implementing laws to run the country. The Parliament has an additional role to ensure that the government is acting responsibly as it carries out its business. To scrutinise is to examine in detail and question the actions of people. In Parliament, this means asking members of the government to provide details about the work they are doing. Question time is one method where the Opposition, minor parties and independents have the opportunity to ask Ministers questions about their decisions and actions. These questions may raise issues of importance or highlight areas of weakness in the government. A member of the government is also allowed to ask questions; however, these often will highlight the positive work of the government instead of critically questioning it about its performance. Question time lasts for one hour, four times a week, while Parliament is sitting, and is broadcast to the public.

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↑ Figure 1.5.5 The House of Representatives chamber during question time at Parliament House on 14 May 2024 as the Labor government prepares to unveil its federal budget

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Activity 1.4

Check your understanding

The Australian Constitution sets out the structure and powers of the federal government, including the roles of the executive, legislative and judicial branches. The Constitution also outlines the principles of representative and responsible government, ensuring that power is distributed and checked to protect the rights and freedoms of the people. In Australia, the rule of law and the structure of our federal system highlight the importance of these concepts in maintaining a fair and just society.

LEARN

1 **Identify** the year the Commonwealth of Australia Constitution Act was established.
2 **List** three key features of the Australian Constitution.
3 **Define** the term 'representative democracy'.

CONSOLIDATE

4 **Explain** why the Constitution is difficult to change.
5 **Describe** the role of the High Court of Australia.
6 **Compare** the responsibilities of the House of Representatives and the Senate in the Australian Parliament.

APPLY

7 **Analyse** how the separation of powers helps to prevent the abuse of power in the Australian Government.
8 **Evaluate** the importance of the rule of law in maintaining a fair and just society.

Key concepts: democracy; democratic values; the Westminster system

HASS skills: analysing, evaluating, communicating and reflecting

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End of section 1.5 review

Online quiz

Review questions

Teachers can assign tasks and track results

1.5 Review questions

Recall

1 **Define** the term 'Bill'.

2 **Define** the term 'committee' and its role in Parliament.

3 **Define** 'statute law'. What are some other terms for 'statute law'?

Interpret

4 Refer to Figure 1.5.4. **List** the steps in the legislative process. For each step, draw a visual representation of each step (e.g. cartoon or symbol).

5 Which step in the legislative process do you think is the most important. Provide at least two arguments for your judgement.

6 Any Member of Parliament can introduce a Bill. However, for a Bill to pass, it must have the support of a majority of Members. **Analyse** the problems this might present for the Opposition and smaller parties and independents in passing laws.

7 **Explain** why you think the process from idea to Bill and, finally, to law is comprehensive and has many steps before becoming an Act of Parliament.

Argue

8 'Parliament spends too much time arguing and debating and nothing gets done.' With reference to the roles of Parliament studied in this section, **discuss** this statement. **Explain** two arguments in support of the statement, and two arguments against the statement.

9 Imagine you are a Member of the House of Representatives and you would like to propose a new Bill to be considered in Parliament. Prepare a 1-minute Second Reading speech. **Name** your Bill, briefly **outline** how it will work, and summarise the aims of the Bill. Your Bill will be debated during the Second Reading stage. **Identify** 2–3 potential arguments against your Bill and prepare your responses to these arguments.

Your teacher may choose to use your preparation to hold an in-class Second Reading Debate.

Key concepts: the Westminster system, participation

HASS skills: analysing, evaluating, communicating and reflecting

↑ Figure 1.5.6 A view inside the Senate inside Parliament House.



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The process for constitutional change in Australia through a referendum

Focus question

- How do we change the Australian Constitution?

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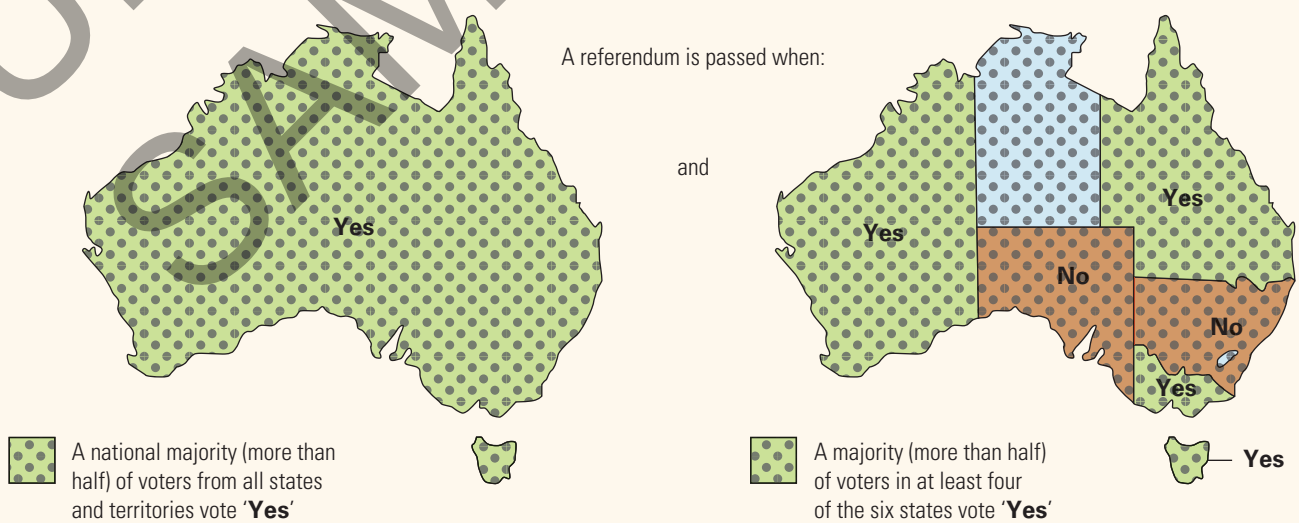
The *Commonwealth of Australia Constitution Act 1900* is often referred to as the 'birth certificate of the nation'. The Act contains eight chapters and 128 sections, and provides the rules on how Australia is to be governed. The Act outlines the different areas in which the states, territories and the Commonwealth can make laws. For example, Chapter 1 describes the composition and powers of the federal Parliament, and its bicameral nature. Chapter 5 outlines the law-making relationship between federal and state parliaments. Overall, the rules in the Act are there to guide state and federal parliaments.

Changing the Australian Constitution

Chapter 8 of the Commonwealth of Australia Constitution Act outlines the process and rules in relation to changing the Australian Constitution. Section 128 states that the words of the Australian Constitution can only be changed by referendum. A referendum is a national ballot on a question to change the Australian Constitution. In order for a national vote to take place, the proposed change must first be approved through a Bill by the federal Parliament. The Bill is then sent to the Governor-General, who issues a **writ** so that a referendum can occur.

writ a form of written command that is legally binding

To change the Australian Constitution, each proposed alteration must be approved by a double majority of voters in a referendum



↑ Figure 1.6.1 Double majority

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For a referendum to be successful, a national majority (more than half) of voters from all states and territories *and* a majority (more than half) of voters in at least four out of six states must vote 'yes'. This is commonly referred to as the 'double-majority' test. Considering these dual standards, referendums require a high level of public support for them to be successful. If the double-majority test is passed, the federal government is bound by the outcome of the referendum.

Making thinking visible 1.4

Tug of war

Consider this statement: The double-majority test is too difficult to pass. We should get rid of this test. Instead, we should pass referendums only with a national majority.

1 **Identify** factors that *pull* at each side of this dilemma.
2 **List** reasons why you agree or disagree with this statement.
3 **Propose** two 'What if' questions to help support your contention.

Key concepts: democracy, democratic values

HASS skills: questioning and researching, analysing, evaluating

Since 1901, Australia has held 45 referendums. Only eight of these have been successful due to the difficulty of achieving the double-majority requirement. The Constitution Alteration (Establishment of Republic) 1999 referendum asked Australians to vote yes if they thought Australia should become a republic. An overwhelming number of Australians voted no to this question, which made this referendum unsuccessful.

A successful referendum

One example of a successful referendum in Australia was the Constitution Alteration (Aboriginals) 1967 referendum. Read Case study 1.1 to learn more about this change to the Australian Constitution through a successful referendum.

Case study 1.1

Successful referendums

The last successful referendum in Australia was in 1977, when three questions were proposed to voters:

- to have Senate vacancies filled by persons from the same political party as the person vacating the position
- to allow Territorians (Australian Capital Territory and Northern Territory) to vote in constitutional referendums
- to set a fixed retirement age for High Court judges at the age of 70.

The most successful referendum in Australia was in 1967, where only one of the two proposals was carried, that being changes to the Constitution to count First Nations Peoples in the national census and to allow the Commonwealth Parliament to make laws for First Nations Peoples (this had previously been a law-making responsibility of the states). This proposal was passed with over 90 per cent support. In contrast, the other proposal, to be able to increase numbers in the House of Representatives without necessarily increasing the numbers in the Senate, was not passed at the same time.

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Unsuccessful referendums

preamble an introductory statement or declaration

A referendum held in 1999 proposed changes to the Australian Constitution that would effectively change the system of government from a constitutional monarchy to a republic, where the head of state would be a president chosen by the Parliament instead of Queen Elizabeth II and her representative the Governor-General. It also asked whether or not a **preamble** should be inserted into the Constitution. The first change would have a significant impact on Australia's political system, but the preamble would simply allow the inclusion of a written statement acknowledging Australia as a modern nation, our values and aspirations and recognition of First Nations Peoples. Both proposals were unable to achieve a popular vote of the people or a majority of states.

In October 2023, Australia held a referendum proposing the establishment of an Indigenous Voice to Parliament, which aimed to create an advisory body to represent First Nations communities on matters affecting them. Despite strong campaigning, the referendum failed to achieve the required double majority, with over 60 per cent of Australians voting against it. Key factors contributing to its failure included a lack of bipartisan support, insufficient public education on the proposal, and widespread misinformation. The result was a setback for First Nations representation and highlighted the challenges of achieving constitutional change in Australia.

Reasons

Why were these referendums successful or unsuccessful? We have already mentioned the problems associated with achieving the double majority required for a referendum to be successful. However, it is not the only reason referendums do or do not pass. Some of the key factors that influence the success of a referendum include the following:



↑ Figure 1.6.2 'Vote No' and 'Vote Yes' signage at a polling location during the Indigenous Voice to Parliament referendum on Saturday, 14 October 2023

- Bipartisan support: when the various political parties show support for a change, the public is likely to reinforce and vote in favour of a change. If interest groups and political parties differ in their opinions, voters presented with many options will be forced to choose a side. This is in part the reason for the success of the 1967 referendum, as there was not a 'No' campaign.
- Public education: if the public is educated about the changes and the impacts that a change will have, a 'Yes' vote is more likely. People are disinclined to make changes if they do not understand their impacts or influences on their lives.
- Voter ownership: when all citizens and voters are involved in a referendum proposal, it has personal value to them and it will positively impact upon them, they will support a change. If the change appears to only be for the benefit of politicians or small groups, they are less likely to support a change.

Analysis questions

1 **Explain** why the 1967 referendum is considered the most successful in Australian history.
2 **Discuss** the significance of the 1999 referendum and the reasons why the proposals were unsuccessful.
3 **Compare** the factors that contributed to the success of the 1967 referendum with those that led to the failure of the 1999 referendum.
4 **Evaluate** the impact of bipartisan support on the success of a referendum and the role of public education in influencing the outcome.
5 **Discuss** the significance of the 2023 referendum on the Indigenous Voice to Parliament and **analyse** the reasons why it was unsuccessful.

Key concepts: democracy, democratic values

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

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End of section 1.6 review

Online quiz

Review questions

Teachers can assign tasks and track results

1.6 Review questions

Recall

1 **Recall** the aim of the *Commonwealth of Australia Constitution Act 1900*.
2 **Outline** the process of altering the Australian Constitution.

Interpret

3 **Explain** why it is difficult for a referendum to pass the double-majority test.

Argue

4 Search for information about the 1999 referendum, then answer the following questions.
   a **Recall** the two questions put to Australian voters in the 1999 referendum.
   b **Identify** the percentage of the population that was in favour of changing the Australian Constitution and how many states voted in favour of changing the Australian Constitution.
   c **Recall** two arguments for the 'No' case and two arguments for the 'Yes' case to change the Australian Constitution.
   d **Suggest** why you think Australians voted against this change.

Key concepts: democracy, democratic values

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

1.7 Conclusion: why does it matter?

Understanding the Australian Constitution is important because it sets the rules for how our country is run. The Constitution ensures that power is shared and checked between different parts of the government, which helps protect our rights and freedoms. This system ensures that elected officials are responsible to the people, making it easier for us to trust and take part in the political process.

The Constitution also includes rules to prevent any one person or group from having too much power. This helps keep our government fair and balanced, protecting our democracy and our rights. Additionally, the Constitution can be changed through referendums, which means that the public has a say in how our country is governed.

In short, the Australian Constitution is important because it provides the foundation for our government, ensuring stability, fairness and the protection of our rights. By learning about these principles, we can better understand our role in the democratic process and help build a fair and just society.

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End of chapter activities

Reflection

Self-assessment

That just about wraps up this topic. How do you feel you went working through the chapter?

Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic via a downloadable checklist.

Inquiry

Research task: the 1967 referendum

Using the internet and library, research Australia's 1967 referendum.

- What was this referendum about?
- What changes did the referendum propose?
- Why do you think the referendum called for these changes?
- What was the outcome of the referendum vote? Find out how each state and territory voted, stating whether the double majority was achieved and explaining how it was achieved.
- What did the referendum achieve for First Nations Peoples in Australia?
- Going further, what new referendum topics have been proposed for Aboriginal and Torres Strait Islander Peoples?

Present your research in the form of a poster, presentation, infographic, booklet or website.

Research task: plebiscites and referendums

A plebiscite is a survey for the Australian population about potential changes that do not affect the Constitution. Unlike a referendum, it has no legal applications. A plebiscite was held in 2017 to determine the opinions of Australians to a change in the *Marriage Act 1961* (Cth) to allow marriage between same-sex individuals.

Using the internet and library, research the 2017 Australian Marriage Law Postal Survey (the same-sex marriage plebiscite) and find answers to the following questions.

1. What was this plebiscite about?
2. **Recall** the changes did that plebiscite proposed.
3. **Recall** why these changes were proposed.
4. What was the outcome of the survey? **Investigate** how each state and territory voted, and the national total.
5. What happened after results were received? Did a change occur?
6. Going further, do you think there are other topics where the government should conduct a plebiscite to propose changes to the law? **Discuss**.

Present your research in the form of a poster, presentation, infographic, booklet or website.

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Creative task

2050 – a future referendum

It is 2050, you are an Australian voter and you believe the Constitution needs to be amended, as its composition does not meet the values and aspirations of future Australians. **Propose** a change to the Australian Constitution for a future Australia. Develop a campaign that outlines the 'Yes' and 'No' arguments, **predict** what factors would lead to its success, and then conduct a survey of your classmates and teachers to determine its likelihood of success.

Some possible changes you could consider include:

- recognition of Aboriginal and Torres Strait Islander Peoples and/or local government
- a bill of rights
- a republic (perhaps with a new model different from the one proposed in 1999)
- protection of the environment.

Present your campaign in the form of a poster, presentation, infographic, booklet or website.

• Analysis

Communism and the 1951 referendum

In 1951, a referendum was put to the people of Australia that proposed giving power to the Commonwealth Parliament to make laws regarding communists and communism. Communism is an economic system in which resources are owned by the government and distributed equally among people. It is often associated with authoritarian political systems and dictatorships and, at the time, the USSR, China, North Korea and Vietnam (progressing) were under communist rule.

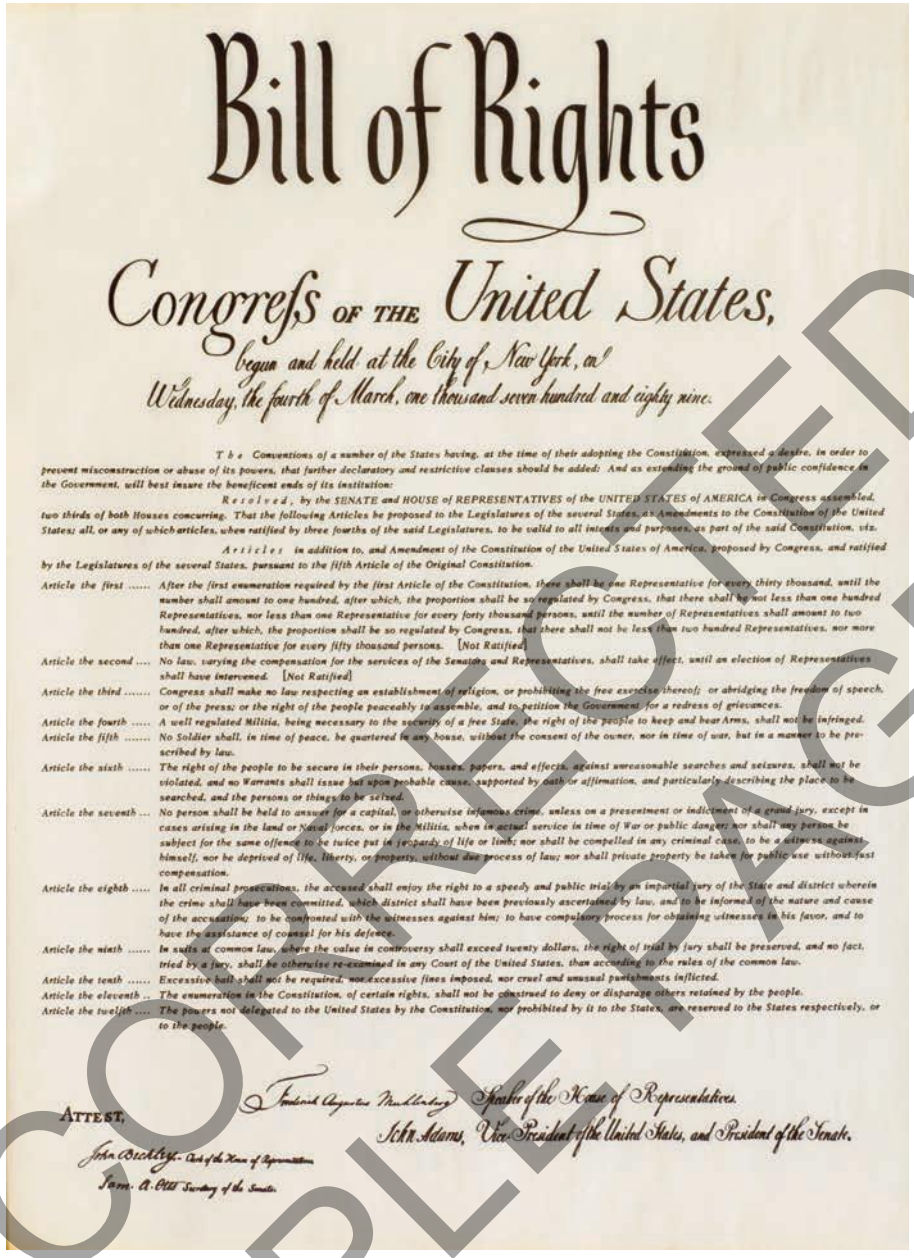
- Why would the Australian Parliament want to make laws about communism and communists, but not about other political parties?
- Do you think this is fair? Why or why not?
- The referendum was unsuccessful – only three states were in favour and 49 per cent of the population voted in favour. Why do you think the results were so close?
- What may have happened if it had been successful?

Comparison – the Constitution of the United States

The US Constitution was signed on 17 September 1787. It influenced the development of the Australian Constitution. In 1791, the US Constitution included 10 amendments known as the Bill of Rights. The Bill of Rights guaranteed certain rights and freedoms to the people of the United States. These include the First Amendment (freedom of speech, freedom of religion and the right to protest peacefully); the Second Amendment (the right to keep and bear arms [weapons]); the Fourth Amendment (freedom from unreasonable search and seizure in your home); and the Fifth, Sixth and Seventh Amendments (guaranteeing legal rights such as the right against self-incrimination, the right to a fair and speedy public trial, and the right to seek remuneration for wrongdoings). Australia does not have a Bill of Rights.

- Why do you think a Bill of Rights is important in the governing of a country?
- Which rights that existed in 1791 are still relevant and which ones need to be amended or adjusted? **Explain** your choices.
- Do you think Australia should have a Bill of Rights? If so, what would it include?

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Bill of Rights

Congress of the United States,

begun and held at the City of New York, on
Wednesday, the fourth of March, one thousand seven hundred and eighty nine.

The Conventions of a number of the States having, at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best insure the beneficent ends of its institution:

Resolved, by the SENATE and HOUSE of REPRESENTATIVES of the UNITED STATES of AMERICA in Congress assembled, two thirds of both Houses concurring, That the following Articles be proposed to the Legislatures of the several States, as Amendments to the Constitution of the United States; all, or any of which articles, when ratified by three fourths of the said Legislatures, to be valid to all intents and purposes, as part of the said Constitution, viz.

Articles in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the several States, pursuant to the fifth Article of the Original Constitution.

Article the first ..... After the first enumeration required by the first Article of the Constitution, there shall be one Representative for every thirty thousand, until the number shall amount to one hundred, after which, the proportion shall be so regulated by Congress, that there shall be not less than one hundred Representatives, nor less than one Representative for every forty thousand persons, until the number of Representatives shall amount to two hundred, after which, the proportion shall be so regulated by Congress, that there shall not be less than two hundred Representatives, nor more than one Representative for every fifty thousand persons. [Not Ratified]

Article the second .... No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened. [Not Ratified]

Article the third ..... Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Article the fourth ..... A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Article the fifth ..... No Soldier shall, in time of peace, be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Article the sixth ..... The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Article the seventh ... No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or Naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case, to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

Article the eighth ..... In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defence.

Article the ninth ..... In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact, tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Article the tenth ..... Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Article the eleventh ... The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Article the twelfth .... The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Frederick Augustus Muhlenberg Speaker of the House of Representatives.
John Adams, Vice President of the United States, and President of the Senate.

ATTEST,
John Beckley, Clerk of the House of Representatives.
Sam. A. Otis Secretary of the Senate.

↑ Figure 1.8.1 The United States Bill of Rights.

A Martian constitution

Mars is about to be colonised, but first it requires a structure for how it will be governed, and who will have power and over what areas. This requires a constitution to be written. Your task is to **create** a new Martian Constitution. It will need to have the following:

- system of government (Will you choose constitutional monarchy or a republic?)
- separation of powers (Will you separate the roles of government?)
- roles and responsibilities (What laws can the government/parliament make?)
- law-making process (Will you include how laws are passed/approved?)
- rights and freedoms (Will you include a list of rights that all Martians will have? What will they be?)
- rules for changing the constitution (How can the constitution of Mars be amended?).

Key concepts: democracy, democratic values, the Westminster system, justice, participation, rights and responsibilities

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

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Topic 2

Australia's legal system



↑ Figure A Representation of the legal system in Western Australia: a statuette of Lady Justice in front of the flag of Western Australia.

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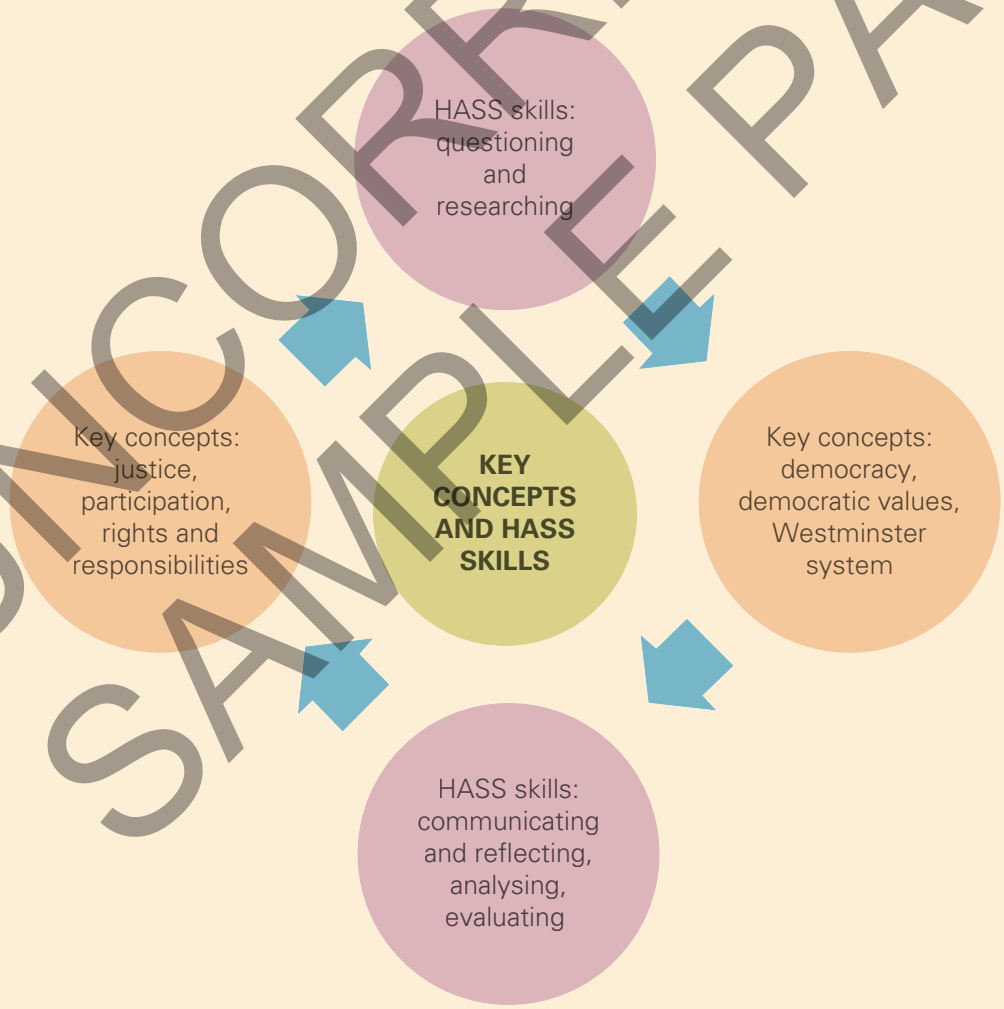
Overview

Australia's legal system includes a written constitution, statutes (laws made by Parliament), regulations and common law (judge-made law). The system is designed to ensure that justice is served fairly and impartially.

The rule of law is a fundamental principle, meaning everyone must follow the law, and no one is above it. The legal system also includes key principles, such as the presumption of innocence, where an accused person is considered innocent until proved guilty, and the burden of proof, which requires the prosecution to prove the accused's guilt. Everyone has the right to a fair trial and legal representation to ensure that their case is heard properly.

Introducing Civics and Citizenship concepts and skills

The Western Australian Humanities and Social Sciences (HASS) curriculum includes a variety of skills that apply across all subject areas, along with key concepts specific to each subject. These HASS skills and key concepts are interconnected. The following diagram shows how the connection between these skills and ideas can be applied in Civics and Citizenship. This integration develops understanding of how to use what you learn about civics in real-life situations. It is all about seeing the big picture and how everything fits together.

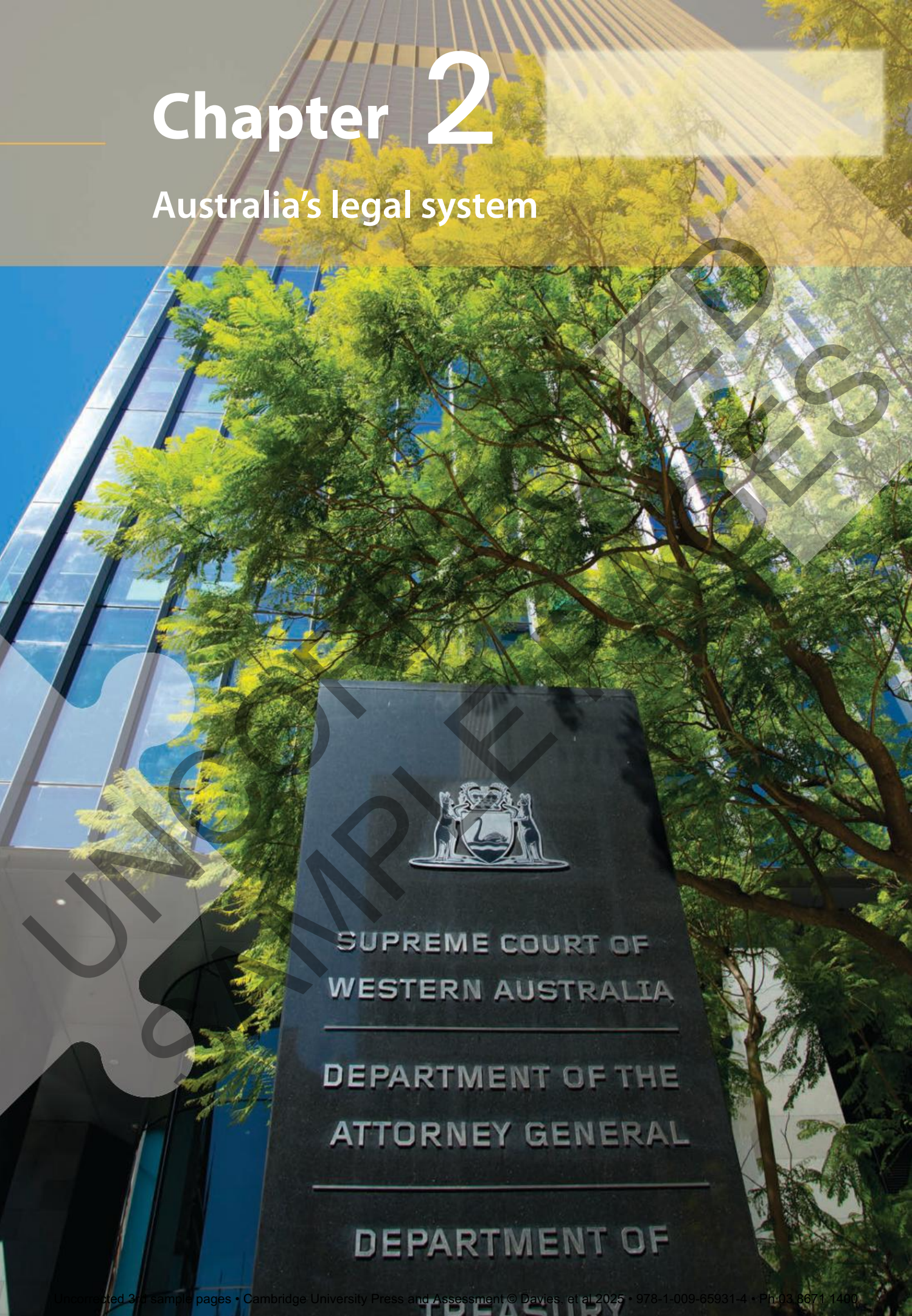


↑ Figure B Civics and Citizenship concepts and skills in the Western Australian Humanities and Social Sciences curriculum.

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Chapter 2

Australia's legal system



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Chapter overview

Aboriginal and Torres Strait Islander Peoples should be aware that this chapter contains images and names of people who have, or may have, passed away.

Introduction

Australia's legal system is designed to ensure that justice is served fairly and impartially. It operates under the rule of law, meaning everyone must follow the law, and no one is above it. Key principles include the presumption of innocence, where an accused person is considered innocent until proved guilty, and the burden of proof, which requires the prosecution to prove the accused's guilt. Everyone has the right to a fair trial and legal representation to ensure that their case is heard properly.

Courts, judges, lawyers and court officials all play vital roles in trials. Judges oversee the proceedings, lawyers represent the parties involved, and court officials ensure that everything runs smoothly. Citizens also participate in the justice system as witnesses, providing evidence, and as jurors, helping to decide the outcome of trials. This collective effort helps maintain a fair and just legal system.

Learning goals

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

- What are the principles of Australia's legal system?
- What are the roles of courts, judges, lawyers and court officials in trials?
- How do the courts provide justice through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation?
- How do citizens participate in the justice system?
- How does Australia's legal system aim to provide justice through its various principles and the roles of different participants?

Digital resources

Visit the Interactive Textbook to access:

- interactive review quizzes and Scorcher competition
- videos, image galleries and other extra materials.

← Figure C The Supreme Court of Western Australia

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2.2

How Australia's legal system aims to provide justice

Focus questions

- What are the elements of a fair trial?
- How can citizens access legal representation?
- What is the meaning and importance of the rule of law, presumption of innocence and burden of proof?

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The right to a fair trial

The right to a fair trial is an important part of the Australian legal system and it is recognised in a number of international declarations, including Article 10 of the United Nations' Universal Declaration of Human Rights and Article 14 of the International Covenant on Civil and Political Rights. The High Court of Australia, in *McKinney v The Queen* (1991) 171 CLR 468, held 'the central thesis of the administration of criminal justice is the entitlement of an accused person to a fair trial according to law'.

The elements included in the right to a fair trial are encompassed in Article 14 of the International Covenant on Civil and Political Rights. The following is a summary of these rights:

- Independent court: the court must be 'competent, independent and impartial'.
- Public trial: the trial should be held in public and judgment given in public.
- Presumption of innocence: the defendant should be presumed innocent until proved guilty – the prosecution therefore bears the onus of proof and must prove guilt beyond reasonable doubt.

↓Figure 2.2.1 A statue of Lady Justice, a blindfolded woman carrying a sword and a set of scales, which is a common symbol at courthouses in many countries.



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- Defendant told of charge: the defendant should be informed of the nature and cause of the charge against them – promptly, in detail, and in a language that he or she understands.
- Time and facilities to prepare: the defendant must have adequate time and facilities to prepare a defence and to communicate with counsel of their own choosing.
- Trial without undue delay: the defendant must be tried without undue delay – that is, undue delay between arrest and the trial, perhaps having regard to such things as the length of the delay, reason for the delay, and whether there was any prejudice against the accused.
- Right to a lawyer: the defendant must have the right to defend themselves, or have legal representation of their own choosing or legal assistance assigned to them if they cannot afford their own lawyer.
- Right to examine witnesses: the defendant must have the opportunity to 'examine, or have examined, the witnesses against him [or her] and to obtain the attendance and examination of witnesses on his [or her] behalf under the same conditions as witnesses against him [or her]'.
- Right to an interpreter: the defendant is entitled to the 'free assistance of an interpreter if he [or she] cannot understand or speak the language used in court'.
- Right not to testify against oneself: the defendant has a right 'not to be compelled to testify against himself [or herself] or to confess guilt'.
- No double jeopardy: no one shall be 'liable to be tried or punished again for an offence for which he [or she] has already been finally convicted or acquitted in accordance with the law and penal procedure of each country'.

The right to legal representation

Unlike the United States, Australia does not provide all of its citizens with the right to free legal representation. However, the complexity of court procedure makes legal representation important, because it improves a person's ability to receive a fair trial. Being poorly represented or not represented at court may impede this. In the case of *Dietrich v The Queen* [1992] HCA 57, the High Court stated:

> Australian law does not recognise that an indigent accused on trial for a serious criminal offence has a right to the provision of counsel at public expense. Instead, Australian law acknowledges that an accused has the right to a fair trial and that, depending on all the circumstances of the particular case, lack of representation may mean that an accused is unable to receive, or did not receive, a fair trial.

Source: *Dietrich v The Queen* [1992] HCA 57

However, due to the high legal costs associated with legal representation, legal aid and assistance can be sought from agencies such as Legal Aid WA. According to its website, Legal Aid WA offers free or low-cost legal services to the community. It can help with questions about the law, assist people going to court and provide advice on legal problems. It aims to:

- improve how people access legal services and participate in the justice system
- think about all of the legal needs a person might have
- target legal assistance for people who experience, or are at risk of experiencing, social exclusion
- help people avoid legal problems, and resolve them earlier, through relevant education, information, advice and referrals
- enhance how different service providers in the legal sector work together and alongside each other.

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rule of law the principle that nobody is above the law. This can be seen in the requirement that government actions and decisions must be in line with the laws the government creates.



↑Figure 2.2.2 Legal Aid WA offers free or low-cost legal services to the community.

Access to legal aid services is vital, particularly for people and groups within the community who are faced with multiple disadvantages or legal issues. If a person is unable to access legal representation and requires this to understand the process and achieve a fair trial, their case can be 'stayed' or put on hold until they are able to access a lawyer.

Rule of law

The core of the **rule of law** is that no one is above the law, including those who make the law. This means that all the groups and individuals who are involved in the legal system – such as the legislators and judges who make, administer and interpret the laws, the police officers who enforce the law and the lawyers who represent and advise people about the law – are answerable to the same laws as every other citizen. Thus, the rule of law means that everyone is subject to the same laws. Obvious breaches of the rule of law occur when officials make favourable decisions for relatives and friends but apply the law fully for everyone else.

Amazing but true...

Section 22 of the *Marketing of Potatoes Act 1946* prohibits anyone from selling, delivering, purchasing or taking delivery of 50 kilograms or more of potatoes unless they are a member of the Potato Corporation or an authorised agent. The penalty for breaking this law is a fine of up to $2000 for a first offence or $5000 for a subsequent offence, in addition to an amount up to twice the value of the potatoes.

Making thinking visible 2.1

Compass points

Reflect on the issue of accessing legal representation. Record your responses to the following compass questions.

Discuss this with your class.

1. E = Excited
   What excites you about the issue? What's the upside?
2. W = Worrisome
   What do you find worrisome about it? What's the downside?
3. N = Need to know
   What else do you need to help you evaluate this issue?
4. S = Stance or Suggestion for moving forward
   What is your current opinion on it? How might you move forward in your evaluation of this issue?

Key concepts: democratic values, justice, rights and responsibilities

HASS skills: questioning and researching, analysing

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The presumption of innocence

Australia is signatory to the United Nations' International Covenant on Civil and Political Rights, an international human rights treaty. Article 14(2) of this treaty guarantees that a person who faces a court trial in Australia is presumed innocent until proved guilty by a court of law. Therefore, no guilt can be presumed until the charge is proved **beyond reasonable doubt**.

The burden and standard of proof

The burden of proof is different for criminal and civil cases. For criminal cases, the burden of proof lies with the prosecution. This means that the prosecution has the onus of proving the guilt. In criminal cases, the accused is given the presumption of innocence. This means that no guilt can be presumed of the accused until the standard of proof is achieved. The standard of proof for criminal cases is beyond reasonable doubt. It is the highest standard of proof in the Australian judicial system. This means that after examining all the evidence presented by the prosecution, the jury must be convinced that there is no doubt that the accused committed the crime.

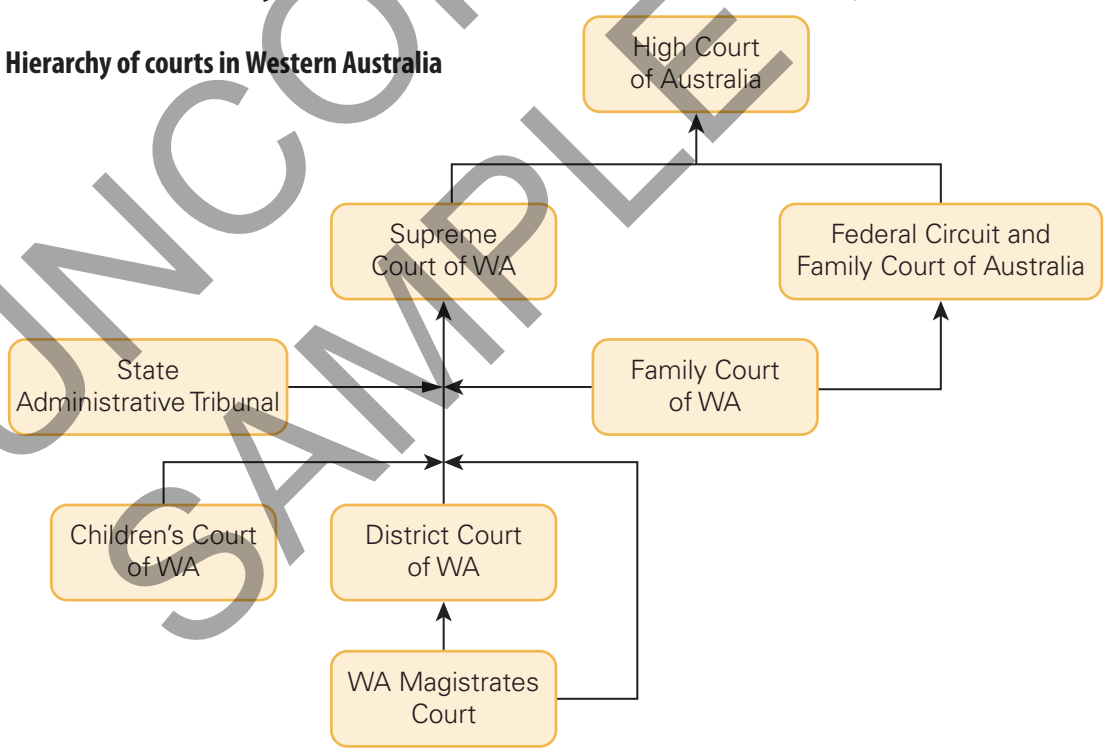
For civil cases, the burden of proof rests with the **plaintiff**. This means that the plaintiff has the onus of proving that they have been wronged, suffered a loss and/or had their rights infringed. The standard of proof for civil cases is on the balance of probabilities. This means the onus is on the plaintiff to prove that, based on the majority of the evidence presented, they have mostly been harmed or have suffered the loss claimed. This means civil cases do not operate in terms of guilt or innocence; rather, it is whether the plaintiff is able to show enough evidence to convince a court that they have been wronged.

beyond reasonable doubt a legal concept in a criminal trial in which a person can only be found guilty if the judge or jury, after examining the evidence, finds that it conclusively shows the accused committed the crime and there is no other likely cause

plaintiff the person making a legal complaint against someone else in court in a civil case

Court hierarchy

Hierarchy of courts in Western Australia



↑ Figure 2.2.3 The hierarchy of courts in the legal system of Western Australia.

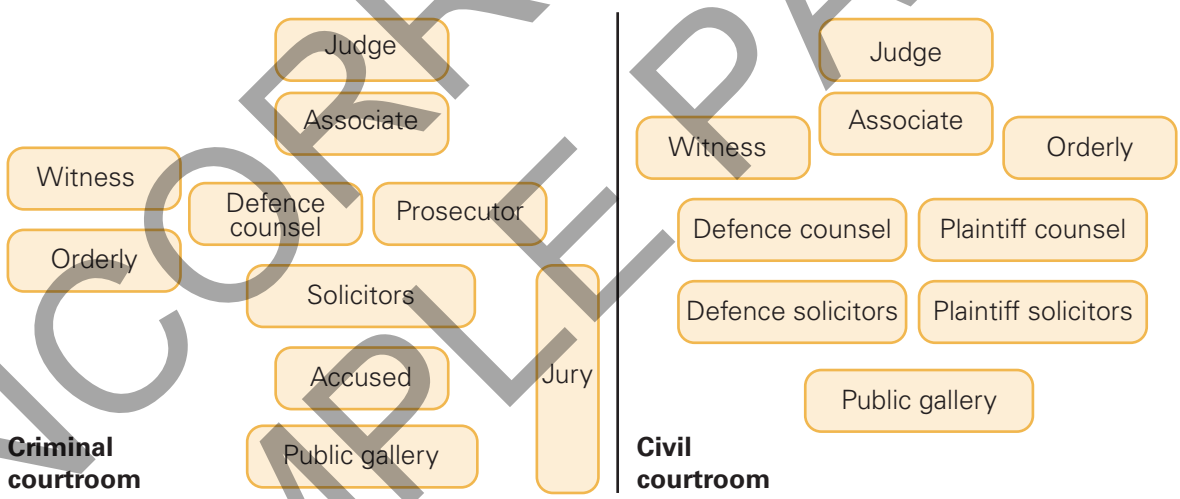
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↑Figure 2.2.4 The Supreme Court of Western Australia is the highest state court in Western Australia. The current Chief Justice of the Supreme Court is Peter Quinlan SC, who was appointed to the position in August 2018.

The people in the court

The courtrooms of criminal and civil trials



↑Figure 2.2.5 The people involved in the courtrooms of criminal and civil trials in Western Australia.

Civics and Citizenship through acts and actions

Aboriginal justice, tax help for have-nots feature in Law Awards

A tireless advocate for Aboriginal legal rights and a pro bono tax service are among the winners of the 2024 Attorney General's Community Service Law Awards.

The 2024 Awards celebrated the following people and organisations for their work in the legal field. Here are the winners:

- Peter Collins won the Individual award for his nearly 30 years of service at the Aboriginal Legal Service of Western Australia. Peter has been a strong advocate for First Nations justice and has helped many people get fair treatment under the law.
- Curtin Tax Clinic received the Not-for-Profit award for providing free tax services to people who need help, including those in remote communities and prisons. Last year, Curtin Tax Clinic helped over 1000 taxpayers.
- Jennifer Solliss won the Legal Aid Panel Member award for her work as a criminal defence lawyer. Jennifer has represented many people who needed legal help, including those with psychological issues and intellectual disabilities.

continued …

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- Norton Rose Fulbright law firm won the Legal Firm award for its pro bono work (free legal services) and for sending its lawyers to help not-for-profit groups.

These awards highlight the important work done by lawyers and organisations to help people who might not otherwise get the legal support they need. Read more at https://cambridge.edu.au/redirect/11208.

Analysis questions

1 **Recall** who won the Individual award at the 2024 Attorney General's Community Service Law Awards.
2 **Recall** the kind of services the Curtin Tax Clinic provides and who it helps.
3 **Identify** why Jennifer Solliss won the Legal Aid Panel Member award.
4 **Identify** what Norton Rose Fulbright did to win the Legal Firm award.
5 **Describe** why these awards are important for the community.

Key concepts: justice; participation

HASS skills: evaluating, communicating and reflecting

End of section 2.2 review

Online quiz

Review questions

Teachers can assign tasks and track results

Go online to access the interactive section review and more!

2.2 Review questions

Recall

1 **Define** the term 'rule of law'.
2 **Define** the term 'plaintiff'.

Interpret

3 Using the features of a fair trial listed on pages 44–47, rank them in order of importance, with 1 being the most important to achieve a fair trial, 2 the second-most important to achieve a fair trial and so on. Once you have ranked them in order, **explain** the reasons why you made your first and last choices.
4 **Discuss** why civil cases do not operate in terms of guilt or innocence and whether you think this is fair.

Argue

5 A person who faces a court trial in Australia is presumed innocent until proved guilty by a court of law. Therefore, no guilt can be presumed until the charge has been proved beyond reasonable doubt.

- **a** **Discuss** the importance of the presumption of innocence. **Explain**, using examples, reasons why the principle is important. **Explain** limitations or disadvantages of the principle.
- **b** Choose one of the following tasks.
  - **i** Write a persuasive speech to argue either that Australia should maintain (keep) the presumption of innocence, or that Australia should remove this principle from our legal system (and follow the principle that an accused is guilty until proved innocent).
  - **ii** **Create** a propaganda (one-sided poster) either promoting or rejecting the presumption of innocence in the Australian legal system.
  - **iii** Participate in a class debate on whether the presumption of innocence should apply in Australia. Use tasks i or ii to help you prepare for the class debate.

Key concepts: justice, rights and responsibilities

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

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2.3

The role of courts, judges, lawyers and court officials in trials

Focus question

- What is the role of courts, judges, lawyers and court officials in trials?

Courts are essential institutions where legal cases are heard and decided, ensuring that laws are followed and justice is served. There are various types of courts, including local courts, district courts and the Supreme Court, each responsible for handling different kinds of cases. Judges oversee court proceedings, ensuring that trials are fair and the law is applied correctly. They listen to evidence, make rulings on legal issues and sometimes decide the case's outcome.

Lawyers represent the parties involved in a trial, with two main types: prosecutors and defence lawyers. Prosecutors represent the state or government, aiming to prove the accused person's guilt, while defence lawyers represent the accused, striving to show their client's innocence or argue for a lesser punishment. Court officials, such as court clerks, bailiffs and court reporters, play crucial roles in maintaining the court's smooth operation. Court clerks manage paperwork and records, bailiffs maintain order and ensure safety, and court reporters transcribe trial proceedings to create an official record.

Making thinking visible 2.2

Think, pair, share

Understand the roles of courts, judges, lawyers and court officials in trials.

1 **Think:** Think about the roles of courts, judges, lawyers and court officials in trials. **List** your thoughts about what each role involves and why it is important for the legal system.

2 **Pair:** Pair up with a classmate and share your thoughts. **Compare** your notes and see if you can add any new insights based on your partner's perspective.
   - What did you think the role of the judge is?
   - How do lawyers contribute to a trial?
   - What are the responsibilities of court officials such as clerks and bailiffs?

3 **Share:** Share your findings with the class.
   - **Identify** the key roles and responsibilities of courts, judges, lawyers and court officials.
   - **Discuss** why each role is crucial for ensuring a fair trial and the correct application of laws.

Key concepts: justice, participation, rights and responsibilities

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

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The role of courts in trials

Courts play a crucial role in ensuring that justice is served by hearing and deciding legal cases. They are responsible for adjudicating disputes, which include criminal cases where the government prosecutes individuals or organisations accused of breaking the law, and civil cases where private disputes, such as disagreements over contracts or property, are resolved. One of the main functions of courts is fact-finding, which involves hearing evidence from witnesses, reviewing documents and assessing the credibility of the evidence and witnesses.

Courts also interpret and apply the law to the facts of the case. Judges make legal rulings on issues that arise during the trial and provide instructions to the jury on how to apply the relevant laws. Ensuring fairness is another critical role of courts, requiring judges to remain impartial and follow due process, giving both parties a fair opportunity to present their case. Finally, courts render decisions based on the facts and the law, delivering verdicts in criminal cases and determining liability in civil cases. If the accused is found guilty in a criminal case, the judge imposes a sentence, which could include fines, community service or imprisonment.



↑Figure 2.3.1 The historic courthouse (1912) of the town of Wagin in the Western Australian wheatbelt.

Activity 2.1

1 **Investigate** a well-known court case in Western Australia. Write a report detailing the facts of the case, the court's decision, and its impact on society.
2 Watch a documentary or read an article about a recent trial. **Identify** the key stages of the trial and the role of the court in each stage. Write a summary of your findings.
3 In groups, **discuss** why it is important for courts to be impartial and follow due process. How does this ensure that justice is served? Share your thoughts with the class.

Key concepts: justice; participation; rights and responsibilities

HASS skills: questioning and researching, communicating and reflecting

The role of judges in trials

Judges play a vital role in the justice system by ensuring that trials are fair and that the law is applied correctly. They manage the courtroom, making sure that both parties have a fair opportunity to present their case. Judges interpret legal principles, case law, statutes and constitutional matters to make decisions on legal issues that arise during the trial. They also make rulings on various matters, such as the admissibility of evidence and procedural issues, to guide the trial and ensure that it proceeds smoothly.

In cases with a jury, judges provide instructions on the relevant laws and how to apply them to the facts of the case, helping the jury make an informed decision.

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Figure 2.3.2 On 29 January 2024, the Governor made three new appointments to the Supreme Court of Western Australia.

In cases without a jury, judges determine the outcome based on the evidence presented, deciding whether the accused is guilty or not guilty in criminal cases, or who is liable in civil cases. If the accused is found guilty, the judge imposes a sentence, which could include fines, community service, or imprisonment, depending on the severity of the crime and other factors.

To become a judge in Australia, one must have a distinguished legal career, typically involving many years of experience as a lawyer and a strong understanding of the law. Judges are appointed based on their expertise, integrity and ability to make fair and impartial decisions.

Activity 2.2

Cultural Immersion Program – judges visit the Kimberley

In September 2022, 26 judges from the District, Supreme and Federal Courts travelled to the Kimberley for a Cultural Immersion Program. Hosted by the University of Notre Dame in Broome, the program aimed to enhance the judges' understanding of Aboriginal cultures, history and languages. This initiative was intended to help judges become more aware of the challenges that Aboriginal Peoples may face when attending court.

Watch the video at https://cambridge.edu.au/redirect/11209 and reflect on what you have learnt using the questions below.

LEARN

1 **Recall** the purpose of the Cultural Immersion Program that the judges attended in the Kimberley.
2 **Outline** why you think it is important for judges to understand Aboriginal cultures, history and languages.

CONSOLIDATE

3 **Suggest** how participating in this program may change the way judges interact with Aboriginal Peoples in court.
4 **Describe** the challenges Aboriginal Peoples might face when attending court.

APPLY

5 **Propose** how learning about different cultures can help people in positions of authority, like judges, make fairer decisions.
6 **Evaluate** how programs like this one help improve relationships between Aboriginal communities and the legal system.

Key concepts: justice; participation; rights and responsibilities

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

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The role of lawyers in trials

Lawyers play a crucial role in the legal system by representing and advising individuals, businesses and government agencies on legal matters. In Australia, there are two main types of lawyers: solicitors and barristers.

Solicitors are usually the first point of contact for people seeking legal advice. They handle a wide range of legal issues and perform various tasks. These include providing legal advice to help clients understand their rights and obligations, drafting legal documents such as contracts and wills, and negotiating settlements to resolve disputes without going to court. Solicitors also manage legal files, keeping detailed records of their clients' cases, and may instruct barristers to represent their clients in court by providing them with all necessary information and documents.

Barristers are specialists in court advocacy and litigation. They represent clients in court, presenting cases, examining and cross-examining witnesses, and making legal arguments to persuade the judge or jury. Barristers also provide specialist advice on complex legal issues, draft detailed legal submissions for court, and conduct legal research to build strong arguments for their clients. They stay up to date with changes in the law and legal developments to ensure that they provide the best possible representation.

solicitor a lawyer who is trained to prepare cases and give advice on legal subjects, who can also represent people in lower courts

barrister a lawyer who can give specialised legal advice and can argue a case in both higher and lower courts

Activity 2.3

Discuss

In groups, talk about the importance of having both solicitors and barristers in the legal system. How do their roles complement each other? Share your thoughts with the class.

Visit the Legal Aid WA website and watch the video explaining the duty lawyer service at https://cambridge.edu.au/redirect/11210, then reflect on what you have learnt using the questions below.

LEARN

1 **Describe** the duty lawyer service and who can use it. Why is this service important for people who need legal help?

2 **Recall** the main responsibilities of a duty lawyer. **Identify** how they assist people in court.

CONSOLIDATE

3 **Explain** how having access to a duty lawyer might change the experience of someone going to court for the first time. Can you think of a situation where you or someone you know might need the help of a duty lawyer?

APPLY

4 Why is it important for everyone to have access to legal representation, regardless of their financial situation? How does the duty lawyer service contribute to a fair and just legal system?

Key concepts: justice; participation; rights and responsibilities

HASS skills: analysing, evaluating, communicating and reflecting

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The role of court officials in trials

Court officials play essential roles in ensuring that court proceedings run smoothly and efficiently. Some of the key court officials you might encounter include court clerks, bailiffs, court reporters, judge's associates and registrars.

Court clerks manage the administrative tasks of the court. They maintain accurate records of all court proceedings, filings and decisions. They also organise the court's calendar, schedule hearings and trials, and provide administrative support to judges by preparing documents and managing case files.

Bailiffs are responsible for maintaining order and security in the courtroom. They protect everyone in the courtroom, including the judge, jury, lawyers and the public. Bailiffs also manage the jury by escorting jurors to and from the courtroom and ensuring that they follow court rules. Additionally, they enforce court orders, such as taking a defendant into custody.

Court reporters create a verbatim record of everything said during court proceedings. They use shorthand or stenography machines to transcribe spoken words into written text and prepare official transcripts of court proceedings, which can be used for appeals or future reference.

Judge's associates assist judges with various tasks to ensure the smooth running of the court. They handle documents and exhibits used in the case, communicate with lawyers, witnesses, and other court personnel, and keep a record of court proceedings and verdicts.

Registrars are senior court officials who manage the administrative functions of the court. They oversee the work of court clerks and other administrative staff, manage the filing of legal documents and ensure that they are processed correctly. Registrars also help the public with court-related inquiries and provide information about court procedures.

These court officials work together to ensure that the legal process is efficient, fair and orderly. Learn more about the role of court officials in trials at https://cambridge.edu.au/redirect/11211.

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Activity 2.4

Apply your knowledge

Role-play a trial in class. Students will be randomly assigned roles (judge, prosecutor, defence lawyer, court clerk, jury, etc.) and act out a simple case. Afterwards, **discuss** what you learnt about each role.



↑ Figure 2.3.3 There are many different roles for legal specialists in a courtroom.

Key concepts: justice; participation

HASS skills: questioning and researching, communicating and reflecting

Case study 2.1

Learning about the legal system through movies

Apply your learning about the roles of courts, judges, lawyers and court officials in trials by watching and discussing the Australian movie *The Castle*.

1 Watch *The Castle* as a class. Pay attention to the courtroom scenes and the journey of the Kerrigan family through the legal system.
2 **Identify** the roles of the judges, lawyers and court officials depicted in the movie. Take notes on how each character contributes to the trial process and the legal arguments presented.
3 **Discuss** the different levels of courts shown in the movie. **Create** a chart that outlines the progression of the Kerrigan family's case from local courts to the High Court of Australia.
4 **Analyse** the legal arguments and advocacy techniques used by the characters. Write a summary of how the lawyers present their cases, examine witnesses and make legal submissions.
5 Reflect on the importance of fairness and justice in the legal system as portrayed in the movie. Write a short paragraph on how the movie illustrates the role of the courts in ensuring fair trials and the correct application of laws.
6 Hold a class discussion about the movie. **List** the roles of the legal professionals and the impact of the legal decisions on the Kerrigan family and broader community.

Key concepts: justice; participation; rights and responsibilities

HASS skills: analysing, evaluating, communicating and reflecting

End of section 2.3 review

Online quiz

Review questions

Teachers can assign tasks and track results

Go online to access the interactive section review and more!

2.3 Review questions

Recall

1 **Recall** the different types of courts mentioned in the text.
2 **Identify** who oversees court proceedings to ensure that trials are fair and the law is applied correctly.
3 **Recall** the two main types of lawyers in the Australian legal system.
4 **Name** three key court officials and their roles.

Interpret

5 **Explain** the role of judges in ensuring fairness during a trial.
6 **Describe** the difference between the responsibilities of solicitors and barristers.
7 **Outline** how court clerks contribute to the smooth operation of the court.
8 **Explain** why it is important for bailiffs to maintain order and security in the courtroom.

Argue

9 **Discuss** why it is essential for courts to have different levels, such as local courts, district courts and the Supreme Court.
10 **Evaluate** the importance of having both prosecutors and defence lawyers in a trial.
11 **Explain** the significance of court reporters creating a verbatim record of court proceedings.
12 Consider the role of registrars and **explain** why their administrative functions are crucial for the legal process.

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

HASS skills: analysing, evaluating, communicating and reflecting

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2.4

How citizens participate in providing justice through their roles as witnesses and jurors

Focus question

- What can citizens do to ensure that justice is upheld?

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The role of a witness

The role of a witness is crucial to ensuring that a fair trial is conducted. One of the most important types of evidence is that of a witness. Witnesses can be called to give evidence in court by either the prosecution or the defence and may be examined by either in court. A witness might be someone who saw some aspect of the crime take place, or someone who simply has some relevant knowledge about an aspect of the case that supports the prosecution's or defendant's argument. Anyone who witnessed a crime or was interviewed by police may be subpoenaed to appear later in court. A subpoena is a formal court document ordering a person to attend at court at a certain time and place, and cannot be ignored – if it is, it may result in a charge of contempt of court.

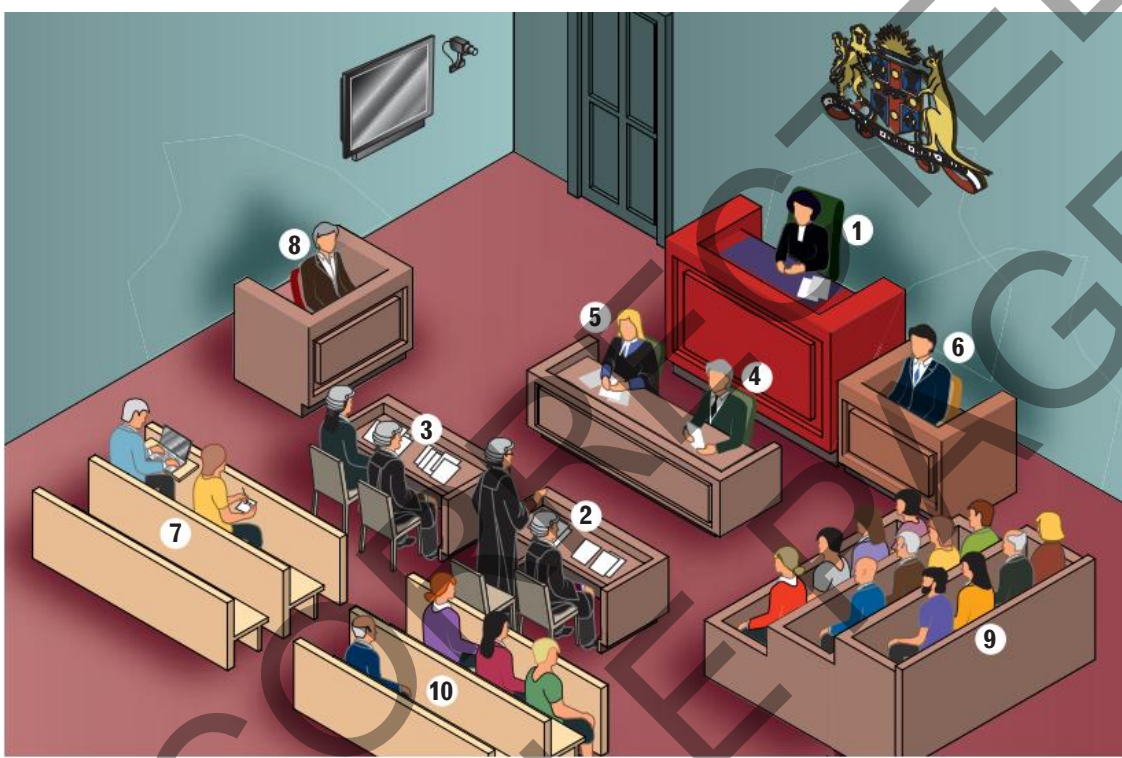
A witness giving evidence will be asked to take an oath or affirmation to tell the truth and will be asked a series of questions, usually by both the prosecution and the defence. There are rules around the order and type of questions that a witness can be asked. The information the prosecution and the defence seek is about the witness's factual first-hand knowledge or eyewitness testimony and will often be supported by an earlier statement made by the witness and recorded. Witnesses must answer questions truthfully; if they do not do so, they may be guilty of perjury, which is telling an untruth to a court.



←Figure 2.4.1 There were approximately 200 witnesses called at the judge-alone trial of Bradley Robert Edwards.

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Another type of witness evidence is that of an expert witness. This is a person who has studied some element of the evidence as an independent expert during the investigation (for example, someone who examined DNA, blood spatter or handwriting, or someone who assessed the defendant, such as a psychiatrist). Their job is to give testimony based on their expert or specialised knowledge and give an opinion or interpretation of the evidence. If a witness is deemed to be an expert, they will be able to give an opinion based on questions put to them. The evidence of an expert witness can often be valuable in that it provides insight into the case that other witnesses cannot give.



↑ Figure 2.4.2 Court cases involve a number of key participants, including but not limited to: (1) judge or magistrate; (2) prosecutor (for example, police prosecutor or Director of Public Prosecutions); (3) accused's barrister or solicitor; (4) judge's associate; (5) court reporter; (6) accused; (7) media; (8) witness; (9) jury; and (10) public gallery.

Making thinking visible 2.3

Perceive, know about, care about

After reading about the role of a witness, answer the following questions.

1 **Explain** what perjury means and why it is important.
2 **Recall** why the evidence of a witness is important in a court case.
3 What type of court case would an expert witness be asked to attend?
4 **Analyse** how reliable you think eyewitness testimony is.

Key concepts: justice, rights and responsibilities

HASS skills: analysing, evaluating

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The role of a jury

To assist in making the court system as fair as possible, major trials require 12 to 18 citizens to attend as jurors. Their job is to decide, from the evidence presented, if a person is not guilty or guilty. A jury is a panel of citizens, selected at random from a list compiled from the electoral roll, whose job it is to determine the guilt or innocence of the accused based on the evidence presented to them at trial. Their decision is called a verdict. It is a right of all people accused of serious crimes to have the option of a jury to determine their innocence or guilt. This right has its origins in the Magna Carta, as well as being written in the Constitution (s 80). It is a task that brings with it enormous responsibility. See the following article on jury duty.

Jury duty explained: From allowances to exemptions, here's what you need to know

If you're an Australian citizen and you're enrolled to vote, there's a good chance that one day you'll open your mailbox to find a fancy letter requiring you to attend your local court for jury duty.

If you haven't the faintest clue how the legal system works and your courtroom knowledge is limited to the storylines of TV legal dramas, you'll likely have a lot of questions.

For starters, what exactly does a juror do? If you've got to work, can you skip jury duty? What if you have family to look after or live far away from the court?

The good news is we've done the hard yards for you – so here's what you need to know.

What do juries do? And why do we have them?

Juries are a key part of our legal system. They're generally made up of 12 people who are tasked with hearing evidence presented in a trial and returning a verdict of guilty or not guilty.

So why do we have juries? And why don't we let judges decide everything?

The key reason is that juries help people trust the justice system. Without juries, trials would be decided by a single judge (who might not be representative of the broader population) instead of a group of people representing a cross-section of society.

Think about someone who is particularly biased or prejudiced: if they were deciding on a case themselves, the outcome could be very different than if they had to reach agreement with 11 other people in a jury room.

Having a jury also forces lawyers to explain things in terms an average person can understand, rather than a bunch of legal mumbo jumbo.

After all, we need to understand the law if we're going to avoid breaking it, says Jacqui Horan, a jury researcher and associate professor at Monash University.

How can you get excused from jury duty?

Look, I get it. You saw the jury duty letter and thought, 'How I am going to get out of this?'

We all have busy lives and jury duty can be a major inconvenience. But, like voting, it's an important civic duty that we shouldn't take for granted. (I'll get to this shortly.)

All that said, sometimes jury duty is going to be impractical or impossible, which is why courts allow people to be exempted or excused in certain circumstances.

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Here's a short and abridged list of some of the reasons you might be excused, courtesy of David Tait, a professor of justice research at Western Sydney University:

- if you are self-employed or run a small business that would be affected by your absence
- if you are a student or apprentice
- if you have a health issue or live with a disability that would make jury service difficult
- if you aren't living in the state where you have been summoned to attend court, or if you have transport difficulties (e.g. you live very far from the court)
- some professions may exempt you from serving on a jury; this usually covers criminal lawyers, police officers and other people who work in the criminal justice system, but each jurisdiction is different.



↑ Figure 2.4.3 Jury duty

For most people though, simply having to work is not going to be a good enough reason to avoid jury service.

For a case in point, consider the chief financial officer who tried to dodge jury duty in Victoria because he had meetings to attend. For his indiscretion, he was fined $2000 and ordered to do 80 hours of community service.

How are juries selected?

If you're called to court, it's not a given that you'll be put on a jury immediately.

For one, lawyers have an opportunity to veto potential jurors by using what's called a 'peremptory challenge'.

The reasoning for these challenges tend to be based on little more than superstition or folklore, says Professor Horan.

In Victoria, for instance, teachers and nurses are often challenged because of pervasive stereotypes that they have 'strong views' or are overly sympathetic to victims.

In many cases, lawyers will challenge potential jurors simply because of the way they look, Professor Horan adds.

If you are excused, challenged or otherwise exempted, you might be required to come back to court another time.

What does jury duty pay?

Jurors are paid allowances by the court for their time (and sometimes travel), which can range from $40 per day to more than $100 depending on the state*.

In longer trials, jurors are typically paid more to make up for the inconvenience.

Your work may also pay you while you're on jury duty.

Under the National Employer Standards, all employers are required to top up their staff's jury pay to their normal wage for the first 10 days of jury service, but this does not cover casual workers.

Some states like Victoria require employers to keep paying their staff at full pay. Some lucky employees (often public servants) will get full pay even when it isn't required by law.

But, if you don't have access to these generous perks, you're a casual worker, or if you're assigned to a particularly long trial, there's a real chance you could be left worse off financially for serving on a jury.

* Standard fees payable for jury attendance in Western Australia, according to the regulations, are: half a day $10, full day $15 or $20 for every full day after the third day.

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How long do people serve on juries?

Jurors typically serve on trials that take between seven and 12 days, though more involved matters – such as those for alleged terrorists – can take months or even a year or more, says Professor Tait.

Jurors are often asked about their availability in advance if they could be selected for a particularly long trial.

What happens in the courtroom?

In court, the role of the juror is to be a 'fact finder', Professor Horan says. In a jury trial, jurors are asked to decide upon the key facts of the case and return a verdict of guilty or not guilty. (In judge-only trials, the judge also takes on this responsibility.)

Consider someone on trial for allegedly driving a getaway car in a robbery: the jurors have to decide whether the accused intended to rob something, the extent of their involvement and whether they were acting in concert or alone, Professor Tait says. The judge's role in jury trials, by comparison, is to deal with questions of law, such as what evidence can be presented to the court.

Juries in the internet and social media age

When jurors are empanelled, they are usually given stern instructions not to talk to anyone about the case or to look up information online.

The reason is fairness, Professor Tait says. In a courtroom, the defence lawyers have an opportunity to explain or question any evidence that's presented to the jury.



↑ Figure 2.4.4 Why would it be bad for a jury member to be able to access social media during a trial?

When a juror is searching around online in their private time, they might be reading something mistaken or misleading [without] knowing it. The defence doesn't have an opportunity to point this out, which could lead to a miscarriage of justice.

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Similarly, jurors are often warned to keep off social media. The fear is that jurors could become aware of information that wasn't heard in court, that they contact people involved in the trial, or that they use social media to discuss the trial with others.

Judges take this stuff very seriously, and have even dismissed jurors who have researched online or posted about their cases on social media.

What's the experience like?

While most people are initially apprehensive about serving on a jury, those who have gone through it often value the experience. 'What we have learnt from surveying jurors is that although jurors are often initially nervous and hesitant – after they've been on a jury, they're far more inclined to do it again because they really appreciate what an amazing experience it can be,' Professor Horan says. 'You get to see what it's like being a judge for a week or two.'

For some people though, jury duty can be confronting and even traumatic.

If you're serving on a sexual assault or murder trial, you are likely to encounter confronting evidence. Jurors also feel pressure to make the right decision, which can be difficult when evidence is conflicting or confusing.

Sometimes, there are disagreements in the jury room. (In Australia, juries often have to come to [a] unanimous verdict, though in some circumstances judges will still accept verdicts of juries with one dissenting vote.)

It's a lot to deal with, so it's no surprise that one study found that 70 per cent of Australian jurors found the experience stressful in some way. Today, many courts offer jurors counselling services to help manage this problem.

While it is not always going to be pleasant, jury duty can be a great experience – and one that we shouldn't necessarily shy away from.

'This is one of the most interesting experiences as a citizen you could possibly have,' Professor Tait says. 'You will meet people you would never meet otherwise, and you will have really momentous decisions resting on your shoulders. It's not just a duty, it's an opportunity.'

Source: Patrick Wright, 'Jury duty explained: From allowances to exemptions, here's what you need to know', *ABC News*, 15 October 2019

Connecting Civics and History



Investigate how historical events and developments have influenced how Australia's legal system functions to provide justice. Develop your understanding of how justice is applied and the importance of citizen participation.

Analysis questions

1 Research a significant historical event in Australia where the legal system played a crucial role (e.g. the Mabo Case or the Eureka Stockade).
   - Write a brief summary of the event, focusing on how the legal system was involved and its impact on justice.

2 **Identify** how the principles of the rule of law, presumption of innocence, burden of proof, right to a fair trial, and right to legal representation were applied or challenged in the historical event.
   - **Create** a chart that outlines each principle and provides examples from the event.

3 **Discuss** the roles of courts, judges, lawyers and court officials in the historical event.
   - In a paragraph, **explain** how these roles contributed to the trial and the outcome of the event.

4 Reflect on how citizens participated in providing justice through their roles as witnesses and jurors in the historical event.
   - Write a short reflection on the importance of citizen participation in the legal system.

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Questions

1 **Recall**: What was the historical event you researched, and what role did the legal system play in it?
2 Interpret: How were the principles of the rule of law and the right to a fair trial applied or challenged in the event?
3 **Analyse**: What impact did the roles of judges, lawyers and court officials have on the outcome of the event?
4 **Evaluate**: Why is citizen participation as witnesses and jurors important in the legal system?
5 Argue: How did the historical event you researched influence the development of Australia's legal system?

Key concepts: sources; evidence; cause and effect; significance; perspectives; democracy; democratic values; the Westminster system; justice; participation; rights and responsibilities

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

Go online to access the interactive section review and more!

End of section 2.4 review

Online quiz

Review questions

Teachers can assign tasks and track results

2.4 Review questions

Recall

1 **Define** the term 'witness'.
2 **Recall** the role of the jury.

Interpret

3 **Discuss** why a person may not want to appear as a witness at a court case.
4 **Outline** how and why it would be difficult to achieve a unanimous (everyone agrees) verdict.

Argue

5 A jury is a panel of citizens, selected at random from a list compiled from the electoral roll, whose job it is to determine whether an accused person is guilty or not guilty based on the evidence presented to them at trial. **Investigate** some of the reasons why a person may not be the right choice at a criminal trial. Write a paragraph or two on this topic.

Key concepts: participation, rights and responsibilities

HASS skills: analysing, evaluating, communicating and reflecting



➜Figure 2.4.5 Why might someone not be the right fit to serve on a jury at a criminal trial?

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2.5 Conclusion: why does it matter?

It is easy to look around the world and see conflict in a number of countries.

Russia's invasion of Ukraine, and the ongoing conflict between Israel and Palestine are two of the most well known examples.

In Syria, where a civil war has continued since 2011, citizens fight against their own government for improved conditions and more freedom. Hundreds of thousands of people have died, many are missing and millions have fled to protect themselves.

In the United States, on 6 January 2021, individuals stormed, looted and damaged the legislative branch of government, the Capitol Building, under the guise of peaceful protests aimed at 'fixing' American democracy.

Ongoing conflict in Sudan has caused widespread violence, and many people have had to leave their homes to find safety.

Myanmar has experienced ongoing conflict and violence following a military coup in February 2021. The military's crackdown on protests and armed resistance from various ethnic groups has made the country unstable and unsafe for the citizens.

Civil war in the Tigray region of Ethiopia has caused many people to be hurt or killed, and there are shortages of food and medicine. The fighting has made life very hard for the people living there.

In a well-governed country, events such as these should not occur.

Systems of government and nations are only as strong as the institutions and processes they have in place to ensure fairness and the good order of society. This includes making sure that power is distributed fairly and that there are mechanisms to address abuses of power and protect the rights and freedoms of people.

While Australia itself is not a perfect example of a well-governed country, it does have strong democratic processes and institutions that prevent corruption, allow for participation of people in civic and economic life and, to some extent, protect the rights and freedoms of people that allow for prosperity, freedom and fairness. Australia often scores highly on global scales of freedom and democracy.



↑Figure 2.5.1 Civil war erupted in Sudan in 2023 and has been ongoing ever since.

In one of the oldest political concepts, known as the 'social contract', the people of a nation are willing to cede power to another authority in return for protection and safety. If the authority abuses that power, the people must be able to change it. Australia's system of democracy reflects the social contract in that it upholds principles, such as the separation of powers and the rule of law, that limit the power of government, and it weaves into its institutions accountability measures to hold government responsible for its actions, such as elections, question time and committees.

People are provided with ways to participate in political and legal life, such as voting and jury duty. People can also influence the system, accepting that they need to be part of it in order to live a good life. Without strong democratic systems and institutions, fair distribution of resources and the protection of rights and freedoms, societies are at risk of conflict and anarchy.

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2.6

End of chapter activities

Reflection

Self-assessment

That just about wraps up this topic. How do you feel you went working through the chapter?

Before you attempt the following activities, visit the Interactive Textbook to rate your confidence with this topic via a downloadable checklist.

Reflect on the importance of the presumption of innocence in the legal system

In a paragraph, **explain** how this principle protects individuals. Consider how it might feel to be accused of a crime and how the presumption of innocence ensures fairness. Think about the consequences if this principle did not exist.

Inquiry

Investigate how the rule of law is applied in another country

Choose a country and research its legal system. **Compare** it with Australia's legal system by identifying at least three similarities and three differences. Present your findings in a short report, including examples and explanations of how the rule of law operates in both countries.

Analysis

Analyse the role of judges and lawyers in ensuring a fair trial

Create a mind map that outlines the responsibilities of judges and lawyers. Include how their roles contribute to justice being served. Use specific examples to illustrate their duties and the impact they have on the trial process.

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Writing

Essay

Separation of powers is a key feature of democracy in Australia. **Explain** why it is important that there is a clear distinction between the judiciary and the other arms of government. **Discuss** the reasons why there can be no overlap between the judicial and non-judicial arms of government for a true democracy to operate, and how this upholds justice.

Essay

Write a short essay on the significance of legal representation in achieving a fair trial. In your essay, **discuss** why legal representation is important, especially for those who cannot afford it. Use examples to support your points. Consider the role of legal aid and how it helps ensure fairness in the legal system. Aim for 300–400 words.



↑ Figure 2.6.1 Australia has a strong system in place to support civic life and justice throughout the country.

Key concepts: democracy, democratic values, the Westminster system, justice, participation, rights and responsibilities

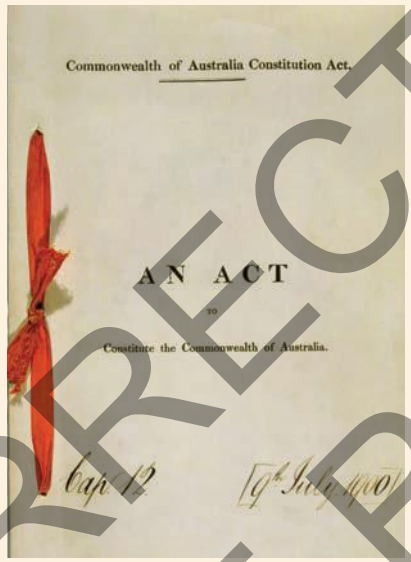
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Making connections

Civics and Citizenship and the other HASS topics

Civics and Citizenship has many connections with other subjects in the Humanities. Have you considered how what you have learnt about Australia's political and legal system relates to the other topics you will cover this year?


Commonwealth of Australia Constitution Act.

AN ACT

to

Constitute the Commonwealth of Australia.

Cap. 12

Economics and Business

Types of work and division of powers

Find out which level of government has responsibility and law-making powers over employees and **investigate** the rules and laws associated with work. Consider the following topics:

- hours that constitute full-time, part-time and casual work
- minimum wages and awards
- safe workplaces
- responsibilities of employers and employees
- unfair dismissal and dispute resolution.

Superannuation and the government

The Australian Government introduced mandatory superannuation payments for workers. Research this change in laws and find out:

- What is superannuation?
- When was the Superannuation Guarantee introduced?
- Why did the government introduce a mandatory payment?
- When are employers not required to pay superannuation?
- How much superannuation is guaranteed?

There has been discussion about introducing an increase in the Superannuation Guarantee from 9.5 per cent to 12 per cent. What are the advantages and disadvantages of doing this? Consider, for example, disposable income (spending money), impact on the rich and poor, available money in the future.

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Geography

Water – is it a right?

Constitutions often set up how government is structured and run, its responsibilities and people's rights. Due to a variety of factors, water has become scarce in parts of Australia. Consider how water and its use and distribution should be governed in Australia.

- Which level of government is responsible for water legislation currently? Should this change?
- Would you consider water a right? Why or why not?
- If water is a right, how can it be protected in the Constitution?
- What current laws and regulations govern the use of water to conserve it now and into the future? (For example, think about sprinkler days/bans, bore restrictions, cost of water.)
- Can we change the laws and regulations to increase the conservation of water? How?

Local government and liveability

Local government is one of the three levels of government, but it is not mentioned in the Constitution as it is given its responsibilities and powers by state legislation. **Investigate** the responsibilities of local government and the services your local council or shire provides for the community (council and shire websites are handy here).

- What services does it not provide that you think are needed to improve the living standards and conditions of the community?
- How would the provision of these things improve the lives of people living in the area?

History

Hierarchy of power

The ancient society you studied would have had a hierarchy of power; that is, ways in which different groups in society were organised in terms of who had the most power through to those who had the least.

Create a hierarchy of power for your ancient society and a hierarchy of power for modern Australia, and then consider the following questions:

- Who has the most power?
- How do they get power?
- Who is responsible for making laws (legislative), enforcing laws (executive) and judging the laws (judiciary)?
- Did principles like separation of powers and rule of law exist?

Law-making in history

In Australia, parliaments are responsible for making laws, and often ideas come from the community and their changing values.

Find out who was responsible for making laws in your ancient society. Research:

- What kinds of laws existed in this society and who was impacted by these laws?
- Did the people have a say in the laws that were made?
- Was there a police force to enforce criminal law, and courts where trials took place?
- How were those accused of crimes treated and punished? Did presumption of innocence and rule of law exist? Could witnesses be called and could juries be summoned to make decisions?

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Part 2

Economics and Business



What is Economics and Business?

For centuries, humans have been engaging in the process of exchange. We initially exchanged products for products, in a concept called 'bartering'. We then introduced the concept of money as a way of valuing and exchanging goods and services with each other. Today, these transactions are a lot more streamlined. When you go to the supermarket, you select what goods you would like to purchase and exchange them for currency (either with cash or through the tap of a bank card).

Economics and Business raises many questions about these exchanges. Who makes the goods or provides the services? How much should these goods and services cost? Who decides the cost of these goods and services? Where are these goods and services made? The study of Economics and Business helps us answer these questions, through an understanding of how the market operates. This helps us become more informed consumers in the economy.

In our increasingly globalised world, a decision made by someone on the other side of the planet can have a significant impact on our choices here in Australia. Understanding Economics and Business can help us navigate the challenges, and opportunities, of this dynamic.

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Topic 1

Consumers and businesses

Overview

Consumers and businesses are the two pillars of our market economy. Consumers, who can also be referred to as 'households', purchase goods and services in the market. Producers, who can also be referred to as 'firms', sell goods and services in the market. But their roles are more complex than that.

In this unit, the relationship between consumers and businesses will be examined to help us understand the way in which they interact and are interdependent. You will have the opportunity to learn about how consumers influence business decisions, and how businesses respond to consumer preferences. You will learn about the fundamental economic dilemma of opportunity cost, and the way in which consumers and producers make decisions in response to this concept.

Learning goals

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

- Why does opportunity cost exist and how can consumers and businesses respond to it?
- How do consumers rely on businesses to satisfy their needs and wants?
- How do businesses adapt and respond to consumer demands and preferences?
- How do businesses set and adjust prices for their goods and services?

Introducing economics concepts and skills: *choice and interdependence*

As humans, we greatly value the ability to make choices about our lives. This is true for personal decisions, political decisions, health decisions and economic decisions. However, the extent to which we are able to act freely and have choice is somewhat limited. In this topic, we will learn about the ways in which we can act freely in the face of the economic problem. Are we really able to exercise as much free choice as we think? Economists often say, 'there is no such thing as a free lunch'. We will explore the theory behind that claim.

This topic will also have a special focus on the concept of interdependence, which looks at the way in which two or more actors in the economy are reliant on each other. We begin by looking at the interdependence between businesses and consumers, which creates a foundation for learning about other actors in the economy.

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Chapter 3

Consumers and businesses



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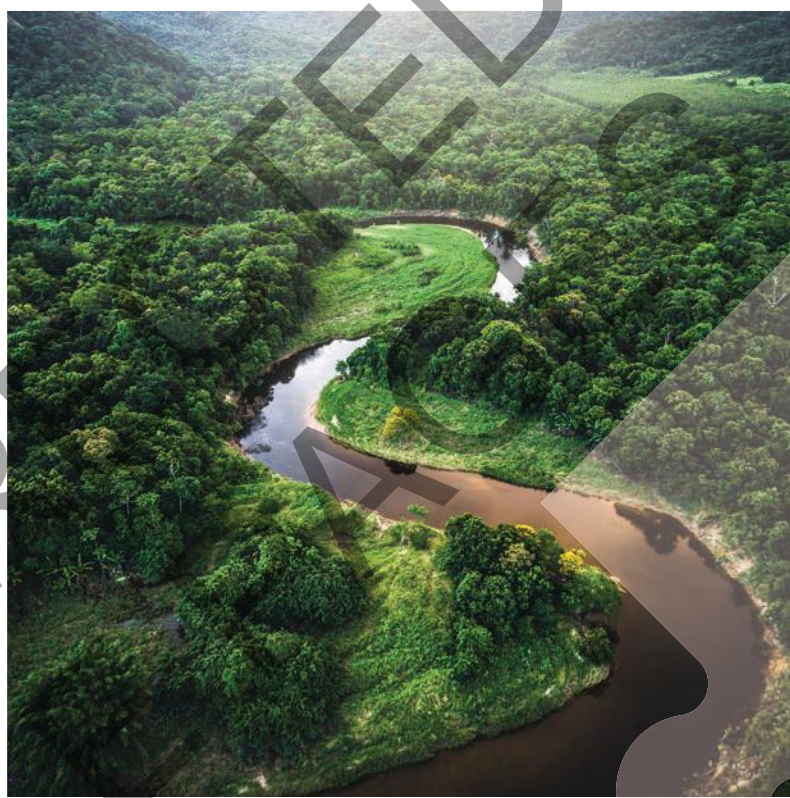
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Chapter overview

Introduction

In this chapter, we will look at the ways in which consumers interact with producers. To do that, we will need to develop an understanding of who consumers are and who producers are to learn about their main roles within the economy.

As part of that discussion, we will look at the key economic problem that consumers and producers face every day and what the origin of that economic problem is. Their response to it, and the opportunity cost associated with that, will be a key feature of the topic explored in this chapter.



↑ Figure 3.1.1 The Amazon rainforest is one of Earth's most precious natural resources. However, it is becoming increasingly used as a source of valuable resources to meet our growing demand. Economics helps us understand how to balance our desire for more resources without exploiting our natural resources.

Learning goals

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

- What is the nature of the economic problem, and how do consumers respond to it?
- What is the circular flow of income model, and how does it illustrate the interactions and interdependence between consumers and businesses in our economy?
- How and why do consumers change their tastes and preferences for products and how do businesses respond to these shifts?
- How do businesses determine their price strategies, and how do they adapt these over time?

Digital resources

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- videos, image galleries and other extra materials.

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3.2

What is opportunity cost and why does it exist?

Focus questions

- What is the economic problem?
- How do we respond to the economic problem?

scarcity the concept that we have limited availability of resources on Earth

needs goods and services that are essential for human survival

wants goods and services that are non-essential for survival but enhance quality of life

economic problem the dilemma of having unlimited needs and wants, but limited resources to satisfy those needs and wants

Earth is our home, and the planet has a finite, or limited, amount of resources that can be used. Some of the resources that form the backbone of our society, such as coal, petroleum and iron ore, are non-renewable, which means they take a long time to be replenished. The **scarcity** of these resources means that we have to make choices on how we use these limited resources.

On the other hand, one of the underlying premises of economic theory is that humans have unlimited **needs** and **wants**. We have an insatiable, or never-ending, demand for new goods and services. The combination of these two ideas poses a dilemma – the challenge of having unlimited needs and wants, yet limited resources to meet those needs and wants. Economists refer to this as the **economic problem**.



↑ Figure 3.2.1 The Pilbara in Western Australia is one of our most resource-rich regions. It has been a large source of Western Australia's wealth and prosperity. However, the quantity of resources available is limited and cannot be used forever.

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Making economic decisions

The way in which we respond to this economic problem is important when studying **economics**. It is said that humans make **rational** decisions (i.e. we make decisions that are in our best interests), but deciding what is in our best interests can be tricky. We make daily decisions about how to best satisfy our needs and wants. Needs refer to goods and services that are fundamental to human survival (such as food, water and shelter), whereas wants are goods and services that help improve our quality of life but are not necessary for survival.



↑ Figure 3.2.2 Water is one of our most valuable resources, and definitely a need for human survival. However, access has become increasingly difficult for some communities.

economics the study of how our society produces goods and services with our limited resources, and how these goods and services are consumed

rational a decision that is made by weighing up the advantages and disadvantages and choosing the best option

Activity 3.1

Needs and wants

LEARN

1 **Define** the term 'needs' and provide an example.
2 **Define** the term 'wants' and provide an example.

CONSOLIDATE

3 **Create** a list of needs and wants in your life.
4 **Compare** which of those are truly needs and which ones are truly wants.
5 **Describe** if there is any overlap between the lists.

APPLY

6 **Identify** a need in our society that some people don't have safe and reliable access to. For example, housing is considered a need, but increasing house prices are making it very difficult for all individuals to access this essential human need.
7 **Explain** what role the government should play in supporting people to access this need.
8 In a paragraph, **outline** your opinions on whether the government should play a larger role in safeguarding needs (e.g. water, food, shelter) for individuals or if you think they should be responsible for this themselves.

Key concepts: scarcity, making choices, interdependence

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

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It is important to note that the line between needs and wants is somewhat blurred. For example, although food is considered a need, it would be difficult to argue that having access to fast-food chains such as McDonald's is essential to human survival. Similarly, in our current developed society, many would argue that surviving without a mobile phone is simply not possible! Therefore, when discussing needs and wants, it is important to consider that grey areas may exist. Nevertheless, the distinction helps us provide some useful context when exploring the way in which we are able to satisfy these needs and wants.

As noted earlier, the economic problem exists due to the scarcity of resources being unable to satisfy our unlimited needs and wants. Therefore, we are forced to make economic decisions on how to use our resources, what to make with them, and what we want to purchase. When we choose to do one thing over the other, we come across the concept of **opportunity cost**.

opportunity cost the value of the next best alternative forgone



↑ Figure 3.2.3 Food is necessary for human survival and therefore a need. Ice-cream is a type of food, but would you say that it is a need to survive? The line between what is a need and a want is somewhat blurred.



↑ Figure 3.2.4 Smartphones have become increasingly commonplace in Australia, and it is difficult to imagine living life without one. However, can we classify a smartphone as a need?

Opportunity cost

When making economic decisions, we often have to **sacrifice** one thing in order to pursue another choice. When you have limited resources, you may have to choose between two options in terms of how those **resources** should be used. This could refer to natural resources, the resource of money or the resource of time.

sacrifice the act of giving up something

resources money, materials or inputs that can be put towards producing a good or service

For example, when you finish school you may only have two hours of free time before you need to sit down and have dinner with your family. In those two hours, you could choose to do homework for school or play cricket with your friends in the local park.



↑ Figure 3.2.5 Playing cricket in the park doesn't cost you anything (assuming you already have the equipment). However, it does cost you your time, which could be spent doing other things.

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If you choose to play cricket, then the opportunity cost of your decision is the knowledge gained from doing homework for school. If you choose to do homework, then the opportunity cost of your decision is the enjoyment gained from spending time with friends.

Opportunity cost refers to the value of the next best alternative option that was given up, or forgone, when making an economic decision. Businesses also have to make decisions in response to the economic problem that creates opportunity cost. For example, a basketball manufacturing business with a single factory currently produces 10 000 units a day (i.e. it makes 10 000 basketballs a day). The company is eager to expand into making netballs as well, but it does not have the capacity or resources to expand production. Perhaps it could switch from producing basketballs to producing netballs. Perhaps it could produce fewer units of basketballs and start producing netballs. Perhaps it may choose not to produce netballs at all and to keep producing basketballs. In each of these scenarios, the business would experience an opportunity cost of its decision.

Activity 3.2

Opportunity cost

LEARN

1 **Define** the term 'opportunity cost'.

CONSOLIDATE

2 **Explain** the reasoning behind opportunity cost.

3 **Outline** why opportunity cost cannot be avoided.

APPLY

4 **Create** a hypothetical scenario of a business facing an opportunity cost decision.

5 **Discuss** the nature of the limited resources, what options are available, what option you would pursue and what the associated opportunity cost is.

Key concepts: scarcity, making choices, allocation and markets

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

Studying economics can help you navigate this economic problem by finding creative solutions to minimise your opportunity cost. For example, with the hypothetical scenario provided before, how could you use your two hours more efficiently? Perhaps you could spend one hour doing homework and one hour playing cricket in the local park as a compromise. Perhaps you could suggest doing homework with your friends so you can gain knowledge and enjoy time with friends!

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Factors of production

When thinking about how goods and services are produced, it is useful to classify the inputs into four categories. These inputs, or factors of production, represent all the resources that are required for producing a good or service. They can be categorised as either: *land*, *labour*, *capital* or *enterprise*. Table 3.2.1 helps illustrate what these factors of production are and how they can be used to produce goods or services.

Table 3.2.1 The factors of production

	*Land* refers to the natural resources that are used to produce a good or service. Land can include common natural resources such as timber, water, iron ore, oil and coal. It is important to remember that some resources are renewable (i.e. they can be replenished relatively quickly), while others are non-renewable (i.e. they require a long time to be replaced).
	*Labour* refers to the human resources that are used to produce a good or service. It can include skilled and unskilled workers who participate in the production process of goods and services. Examples include teachers, builders, factory workers, cleaners, nurses and farmers.
	*Capital* refers to any human-made machinery or equipment that was used to produce a good or service. These items can be referred to as assets that have been purchased to help with the production process, and can include items such as machinery, tools, equipment and vehicles (such as trucks and tractors).
	*Enterprise* refers to the knowledge and skills that are used to combine the other factors of production to produce a good or service. Enterprise is often represented by a manager or the business itself, without which it would not be possible to coordinate the other factors of production.

Key concepts for your memory bank

Making choices (also known as *the economic problem*) arises out of the challenge of balancing unlimited needs and wants with limited resources. This forces us to balance the costs and benefits of our choices and make an economic decision. When you make a decision there is an opportunity cost, which is the value of the next best alternative that was forgone. *Pop this concept into your memory bank. At the end of this book is an activity that will test your understanding of this and other key HASS concepts.*

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Activity 3.3

Key economic concepts

Let's consider some of the main economic concepts that we have taken away from this initial part of the chapter.

LEARN

1 **Define** the term 'economic problem'.

CONSOLIDATE

2 Consider the factors that contribute to the economic problem, and **explain** how scarcity leads to the economic problem.

APPLY

3 Thinking about your daily life, **describe** some ways in which you have experienced the economic problem.

4 **Describe** how you responded to this problem.

5 **Outline** the opportunity cost that occurred as a result of this decision.

Key concepts: scarcity, making choices

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

Connecting Economics and Geography

A key concept in economics is the scarcity of resources, meaning that resources are limited because they are non-renewable and therefore take a long time to replenish naturally. However, not all resources are considered non-renewable. There is a growing push to shift our energy resources from non-renewable ones (such as coal and gas) to renewable sources such as water, wind and solar. In Geography, your study of the water cycle and water systems includes a consideration of different renewable and non-renewable resources.



↑ Figure 3.2.6 The Snowy Scheme is the biggest hydro-electric power generating system in Australia. Across Australia, renewable sources make up less than 10 per cent of our energy needs.

The shift from non-renewable to renewable resources doesn't mean it comes without economic costs. Think about the cost of developing infrastructure (e.g. wind turbines or hydro-electric dams), the cost of training staff to build and maintain these facilities and the potential cost of land required for solar farms. In economics, no decision can be made without an opportunity cost – even if the resources themselves are fully renewable.

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Analysis questions

1 **Outline** the difference between a renewable resource and a non-renewable resource.

2 Water is one of our most precious and scarce resources, yet it is also considered a renewable resource. **Explain** how water can be both renewable and scarce.

3 **Discuss** whether you think the shift from non-renewable energy sources to renewable energy is a good decision. Why or why not?

4 In your own words, **outline** the information in this section of the textbook about how and why we have to make decisions in response to the economic problem.

5 Using your evidence and explanations from your answers to questions 1–3, write one short persuasive paragraph that brings all your ideas together about either

   a **explaining** why we should use non-renewable resources for our energy needs, or

   b **explaining** why we should shift towards renewable resources for our energy needs.



↑ Figure 3.2.7 Coal is a large source of Australian energy. In Western Australia, the regional town of Collie is one of our largest sources of coal. However, proposals to close the Collie coal operations and move towards renewable energy have attracted controversy in Western Australia.

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

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

Go online to access the interactive section review and more!

End of section 3.2 review

Online quiz

Review questions

Teachers can assign tasks and track results

3.2 Review questions

Recall

1 **Outline** the difference between a need and a want.

2 **Define** the term 'scarcity'.

Interpret

3 **Explain** how the concept of scarcity causes the economic problem.

4 **Explain** why we experience opportunity cost.

5 **Explain** what natural resources (factor of production of land) can be used to produce a pencil.

Argue

6 Write your own scenario that explains the concept of opportunity cost. Be sure to **identify** the nature of the economic problem and the opportunity cost of the decision made.

7 With the use of an example, **analyse** how the four factors of production may be used to produce a specific good or service.

Key concepts: scarcity, making choices, allocation and markets

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

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The interdependence between consumers and businesses

Focus questions

- What role do consumers play in the economy?
- What role do businesses play in the economy?
- How are consumers and businesses interdependent?
- What is the circular flow of income model and how does it operate?

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As discussed earlier, **consumers** and **businesses** are forced to make daily decisions about what to consume and what to produce. The forum in which they make these critical decisions is called the economy. In this part of the chapter, we will explore the role of consumers and businesses and examine their complex relationship.



↑ Figure 3.3.1 Hay Street Mall is a popular destination for consumers looking for a variety of goods and services in Perth's central business district.

To consolidate our understanding, we will be introduced to a **fundamental economic model** called the circular flow of income model. Economists use models all the time to help understand how the world works through simplifying economic theories into diagrams. The circular flow of income model illustrates the interaction between consumers and businesses in our economy.

When considering how consumers and businesses interact, it is also important to recognise that they interact in specific types of **economic markets**. An economic market is a forum in which two groups interact and exchange resources with each other. A traditional market is one in which consumers and producers interact to exchange physical goods (think of a fruit market where you can purchase fruit in exchange for money). However, there are also instances of non-physical markets (e.g. a stock market where company shares can be bought or sold).

consumers a key group in the economy who purchase goods and services from businesses

businesses a key group in the economy who use factors of production to produce goods and services

fundamental something that is very important or core to the study of economics

economic model a way of simplifying real-world economics using diagrams to help us study it better

economic markets places where two groups interact and exchange resources with each other. They can be physical or non-physical (i.e. virtual).

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The role of consumers

Consumers are one of the main actors in an economy – they are also sometimes referred to as households. In the economy, they make decisions about what to consume. In our economy, you play the role of consumer when you go to the shops to purchase goods and services.

It is important not to conflate 'consumers' with 'buyers' – they are very different descriptions. While it is true that consumers sometimes *buy* goods and services from businesses, they also have a different role in the market. When thinking about the factors of production (land, labour, capital and enterprise), we can connect some concepts and recognise that households play a second role as workers, or labour, and therefore act as a factor of production in the economy. Consumers are also in a position to offer other factors of production to businesses, although labour is the main resource they provide. In exchange for this labour, they receive wages, or a salary, from the businesses. Using correct terminology in Economics and Business is important to communicate your knowledge and understanding accurately.

As we explore the role of consumers in our economy, it is important to remember the following:

- consumers purchase goods and services from businesses
- consumers provide factors of production (labour) to businesses in return for wages.

independent businesses small and often family/individually run businesses that employ a small number of staff

multinational corporations large businesses that operate across multiple countries and employ large numbers of people

labour one of the four factors of production that include the human resources used to produce goods and services

The role of businesses

Businesses refer to the other main actor within our economy – they can also be referred to as 'firms' or 'producers' because they represent the companies that produce goods and services for consumers.

Businesses can range from local **independent businesses** (such as your corner cafe) to **multinational corporations** such as Nestlé. They can be small or large, produce a range of products, and operate in any geographical area (or even solely online).

Businesses are also responsible for determining how to make their products. Given the scarcity of resources available, they have to make decisions about how to use these resources, or factors of production, to produce goods and services. It is important to distinguish the concept of businesses from 'sellers', as businesses are not exclusively sellers in the market – they can take on other roles as well. For example, businesses also 'purchase' **labour** from households in order to produce their goods and services.

As we explore the role of businesses in our economy, it is important to consider the following:

- Producers sell goods and services to consumers.
- Producers provide wages to consumers in return for their labour.



← Figure 3.3.2 The New York Stock Exchange is the area in which people, called traders, buy and sell shares in a virtual market.

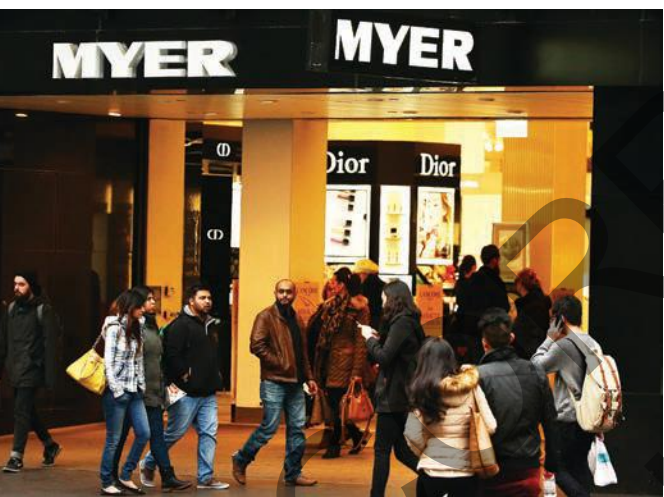
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The circular flow of income model

Now that we understand who consumers and businesses are, we can explore the way in which they interact in the economy. The circular flow of income model helps summarise and visualise the interactions between consumers and producers.

At its core, the circular flow of income model tells us that consumers and businesses interact in two important ways. As consumers represent one sector (or part of the model) and businesses represent another sector, this basic model is referred to as the two-sector circular flow of income model. There are two key ways in which consumers and businesses interact in the circular flow of income model.



↑ Figure 3.3.3 Myer is a large department store based in Australia that has many locations around the country.

Product market

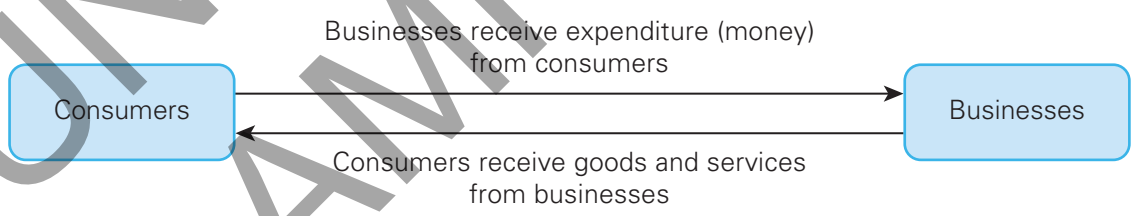
Remember that a market is any place (physical or non-physical) in which exchange of products and/or money occurs. The product market is a specific type of market in which consumers receive goods and services from businesses. In exchange for this, consumers must pay money, which is labelled as 'expenditure'. The product market is also sometimes referred to as the 'goods and services market'.

This exchange is illustrated in Figure 3.3.4.

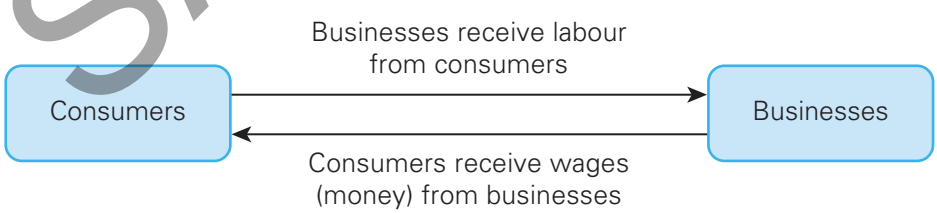
Factor of production market

Consumers and businesses also interact with each other in another type of market called the 'factor of production market'. In this market, businesses receive factors of production (mainly in the form of labour) from consumers. In return, consumers receive wages from businesses.

This exchange is illustrated in Figure 3.3.5.



↑ Figure 3.3.4 The product market is also known as the 'goods and services market'.



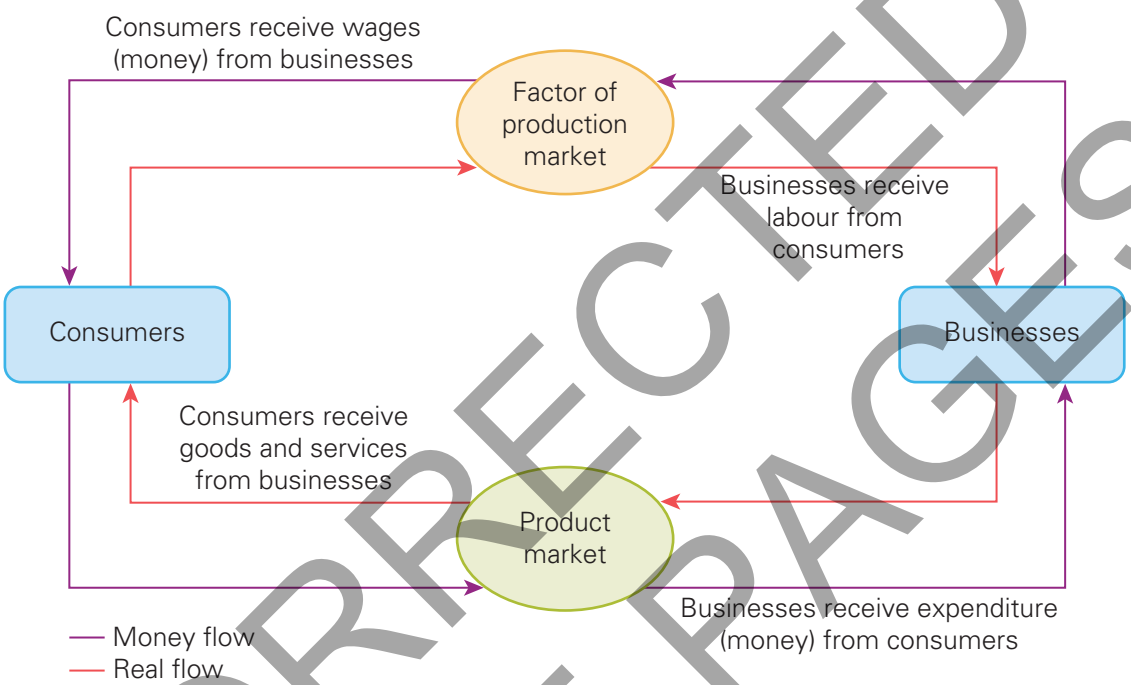
↑ Figure 3.3.5 The factor of production market

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Putting it all together

Now let's consider what happens when we try to visualise this all together. Figure 3.3.6 illustrates the interaction between consumers and businesses in both the product market and the factor of production market simultaneously.

The top half of the model illustrates the factor of production market where labour is exchanged for wages. The lower half of the model illustrates the product market where goods and services are exchanged for expenditure.



↑ Figure 3.3.6 The circular flow of income model

You may have noticed that the anti-clockwise flow in purple on the outside of the diagram represents the exchange of money between consumers and businesses (i.e. consumers receive money in the form of wages from businesses, whereas businesses receive money from consumers in the form of expenditure). This is called the 'money flow' or 'income flow' in the circular flow of income model.

On the other hand, the clockwise flow in orange on the inside of the diagram represents the exchange of real goods and services between consumers and businesses (i.e. consumers receive goods and services, whereas businesses receive labour). This is called the 'real flow' in the circular flow of income model.

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The concept of equilibrium

The circular flow of income model assumes that the state of the economy is stable and everything is equal. This means that the model assumes that the amount of wages earned by households will be equal to the amount of expenditure spent by households (i.e. wages = expenditure). This is called a state of **equilibrium** – a state where economic forces are in balance.

However, we know that is not always true as consumer behaviours and actions are not constant. For example, what do you think would happen if consumers became worried about the future and decided to spend less money? This would decrease their expenditure, which would in turn decrease the amount of goods and services being produced. Therefore, one action can have a flow-on impact on other sectors of the economy. As you learn more about the circular flow of income model in future years, you will learn about what happens when the circular flow of income model is in **disequilibrium** and the impact of this.

equilibrium an economic concept where all economic forces are in balance and stability is created

disequilibrium an economic concept where economic forces are imbalanced and change needs to occur in order to return to equilibrium

End of section 3.3 review

Online quiz

Review questions

Teachers can assign tasks and track results

Go online to access the interactive section review and more!

3.3 Review questions

Recall

1 **Outline** what consumers receive in exchange for providing labour in the circular flow of income model.
2 **Describe** one role of consumers in the economy.
3 **Describe** one role of businesses in the economy.
4 Challenge yourself by drawing the circular flow of income model from scratch on a blank piece of paper without referring to the diagram in this section. Ensure that the arrows are pointing in the right direction referring to money flow and real flow accurately. You may want to use different colours to highlight different exchanges or flows in the model.

Interpret

5 **Explain** the exchange that occurs between consumers and businesses in the product market.
6 **Explain** why consumers and businesses are said to be 'interdependent' in the economy.
7 **Compare** the difference between 'real flow' and 'income flow' in the circular flow of income model.

Argue

8 **Analyse** what would happen in the economy if consumers suddenly decreased the amount of money they spent on goods and services (i.e. decreased expenditure).

Key concepts: allocation and markets, specialisation and trade, interdependence

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

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3.4

How businesses respond to the changing tastes and preferences of consumers

Focus questions

- In what ways do consumer tastes and preferences change over time?
- How do businesses adapt to meet these changing tastes and preferences?

consumer behaviour the way in which consumers make decisions about what to purchase

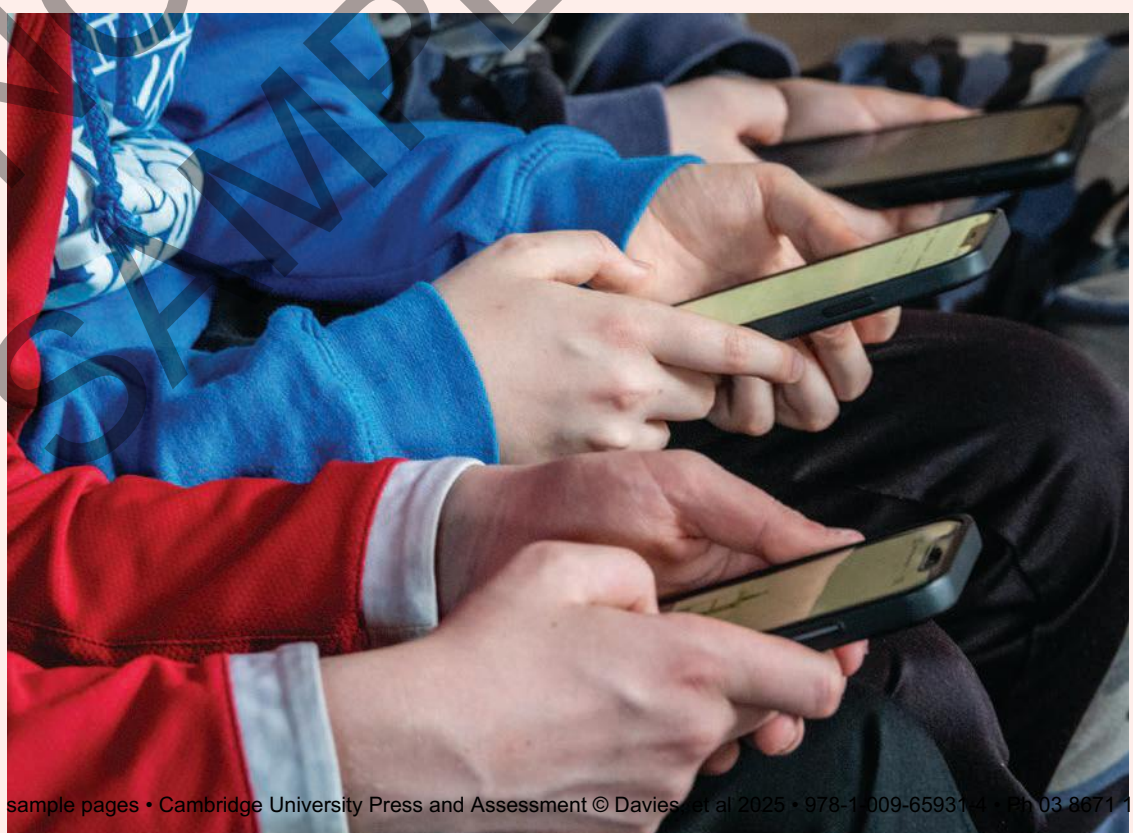
adaptive the ability of producers and businesses to change their practices and products as consumer preferences change

competitive the idea that businesses must stand out compared to their rivals in order to attract consumers and be successful

As our society continues to change, so do the tastes and preferences of consumers. This is true whether it comes to our taste in fashion, food or entertainment. More recently there has been a shift in **consumer behaviour** towards more environmentally friendly products as attitudes towards environmental sustainability change.

In responding to these changes, businesses have to be highly dynamic and **adaptive**. This means that they must pay attention to what consumers prioritise when choosing how to spend their money and meet these expectations. Doing so enables businesses to be **competitive** in the market.

↓ Figure 3.4.1 The internet and smartphones have both greatly changed the way in which we interact with the world, and this has resulted in a shift in how consumers want to spend their money.



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How are consumer preferences changing?

As society's values and priorities change, the preferences and tastes of consumers shift as well. This is evident in the rise of campaigns regarding **ethical consumption** and buying 'local' as well as the popularity of flexible and individualised service delivery companies (such as Uber, Amazon and DoorDash). Successful companies have been effective in identifying and responding to these trends ahead of their competitors.

The role of the internet

The rise of the internet and the growing use of smartphones have encouraged consumers to **prioritise** individually tailored experiences and rapid service delivery. As consumers have become more **accustomed** to accessing social media, instant messaging and news at their fingertips, their expectations for goods and services have evolved.

For example, before access to smartphones became widespread in the late 2000s, use of the internet was often limited to homes and workplaces. Consumers had to go to shops to purchase goods, as online shopping was highly limited in scope. Interstate or international communication was **predominantly** conducted via posted mail, or in some cases fax and email, because mobile phone communication was too expensive. In the space of 20 years, the internet has transformed the way we live our lives and our economic behaviours.

Today, in Australia, we are accustomed to being able to purchase goods online via websites such as Amazon and have access to personalised offerings through platforms such as Netflix. Businesses have had to respond to this by shifting away from the traditional model of selling goods in shops to selling them online.

ethical consumption consumers purchasing goods and services that have been made without causing harm to people or the planet

prioritise to value something more than other things

accustomed to be more used to or familiar with something

predominantly something is done most commonly or often

Figure 3.4.2 You no longer need to wait days to communicate with a friend via the post. Instant communication is possible thanks to the internet and smartphones where you can message, email or text a friend with no delay.



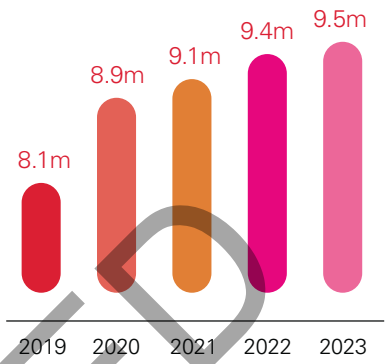
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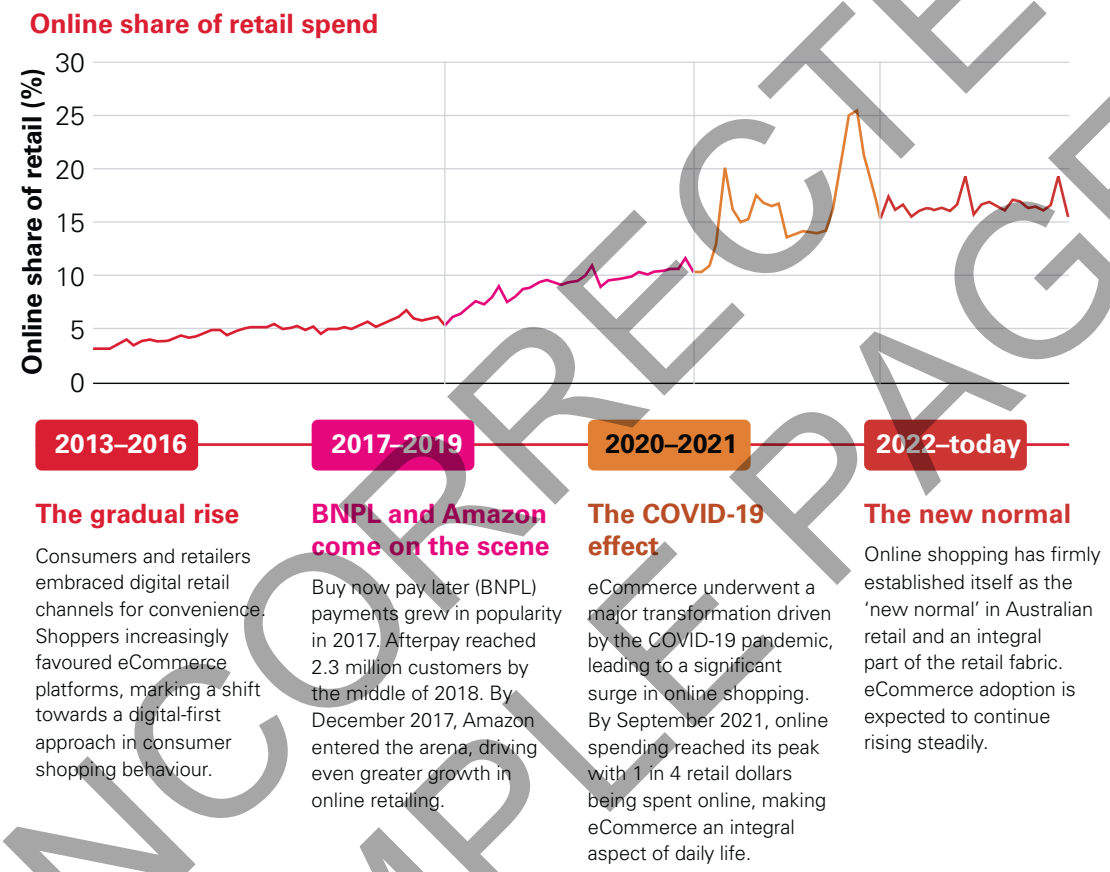
Economics through data

The rise of online shopping in Australia

Evidence shows that online shopping is becoming more and more popular among Australian households. Online shopping involves the consumer browsing online shopping platforms via the internet and purchasing goods and services through these websites. The product is then delivered to the consumer's household, which can be done almost immediately!



➜Figure 3.4.3 Data from Australia Post showing the number of households (in millions) engaging with online shopping in Australia between 2019 and 2023



➜Figure 3.4.4 Data from Australia Post showing the rise of the popularity of online sales in retail companies

Analysis questions

1 Use the data in Figure 3.4.4 to **calculate** the overall trend in the increase in percentage of online share in retail for:
   - **a** 2013 to 2020
   - **b** 2021 to today.

2 Use the data in Figure 3.4.3 to **calculate** how many more households are engaging in online shopping in 2023 compared with 2019.

3 Using the data from questions 1 and 2 and from Figures 3.4.3 and 3.4.4, **describe** the impact of digital media and the internet on household shopping preferences since 2013.

4 Using your analysis skills and your understanding of the role of the internet in changing consumer behaviours and preferences, **identify** and **describe** two or three reasons why you think spending has been affected by the increase of digital technologies.

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

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

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Case study 3.1



↑ Figure 3.4.5 Blockbuster Video was a very popular store to rent DVDs until the mid-2000s.



↑ Figure 3.4.6 Netflix can be accessed on any device, and this has transformed the way we consume media.

The rise of Netflix

Television revolutionised the way in which we were entertained and absorbed information. It first became popular in the 1950s and remained a **dominant** form of household entertainment for decades. Blockbuster Video was a very popular company featuring **DVD** and video game rentals where customers could rent television shows and movies to watch at home.

However, as consumer preferences in the age of the internet started shifting, so did the way in which businesses responded to these demands.

In 2007, a company called Netflix launched a **streaming** media service that enabled customers to watch **videos on demand** via the internet at home, rather than having to go to a physical store to rent DVDs. This concept was expanded to include a **catalogue** of over 60 000 hours' worth of content in 2025. While Netflix has experienced commercial success in the 21st century, the story has not been so positive for Blockbuster Video.

In 2019, the last Australian Blockbuster Video store, located in Morley, Perth, closed down. At its peak, the company had over 9000 stores worldwide. The cause of its decline was a shift in consumer preferences away from wanting to rent physical DVDs to being able to choose streaming options from the convenience of their own home. The rise of Netflix and the demise of Blockbuster Video are closely related and provide a useful case study in the importance of responding to consumer preferences.

dominant something is the most common or major way of doing things

DVD (digital versatile disc) a round disc that stores digital media such as videos and music. The media can be accessed by playing the DVD through a machine called a DVD player.

streaming media content that can be accessed via the internet

video on demand media content that can be accessed by consumers at their convenience without fixed times (which is the case on traditional media formats such as television)

catalogue the complete list of items available for viewing or purchasing

Analysis questions

1 **Outline** why consumer preferences shifted from physical rentals to online streaming services.

2 **Describe** why you think Netflix was so successful in responding to consumer preferences.

3 **Identify** other examples of on-demand services or companies that have replaced more traditional company models.

Key concepts: specialisation and trade, allocation and markets, interdependence

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

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Environmental sustainability

The United Nations describes climate change as 'one of the major challenges of our time'. Since the turn of the century, there has been an increasing focus on promoting environmental sustainability at an individual, business and government level. This has translated into consumers adopting a more environmentally conscious mindset when it comes to consuming goods and services.



↑ Figure 3.4.7 Toilet paper is an everyday necessity, and an Australian company has become hugely popular for its environmentally sustainable approach to producing it.

Amazing but true…

Ethical consumption is becoming increasingly popular today – with people being more mindful of where their products come from and how they are made. This is particularly true for clothing and food; however, an Australian toilet paper company has also become well known for its ethical production. Who Gives A Crap (WGAC) is an Australian company that makes eco-friendly toilet paper out of bamboo and recycled material. It also donates 50 per cent of its profits to build toilet facilities in developing countries. The company's emphasis on environmentally friendly and ethical consumption has earned it a large and loyal consumer base in Australia and overseas.

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Economics through data

Fairtrade chocolate

Chocolate is one of the most popular foods in the world. It is prized for its flavour and taste. There is also scientific evidence to back up the belief that eating chocolate make us feel happier!

However, the way in which chocolate is made around the world faces many **ethical challenges**. The key ingredient in making chocolate is **cocoa**, which is mainly grown in West Africa, Central America and South-East Asia. Some of these regions experience **worker exploitation** and environmental damage due to the poorer **government regulation** around growing cocoa.

Fairtrade is an organisation that seeks to authenticate responsible and ethical producers around the world. The Fairtrade Mark is a label that is used to identify and **certify** products that are ethically produced. Here are some key figures about Fairtrade cocoa:

- Most cocoa farmers in Ghana and Côte d'Ivoire earn less than $2 per day for their work.
- Two-thirds of Fairtrade certified cocoa farmers in Côte d'Ivoire are women.
- In the United Kingdom, Fairtrade chocolate makes up 12 per cent of chocolate sales.

Investigate the website at https://cambridge.edu.au/redirect/11219 to discover the positive impact of Fairtrade on improving the livelihoods of farmers and workers worldwide.

ethical challenges controversies regarding the way in which a good is produced in terms of its impact on people and the environment

cocoa a bean that is the key ingredient in the production of chocolate

worker exploitation when workers experience limited rights and poor pay

government regulation the laws put in place by the government to protect workers and the environment

certify the process of acknowledging or verifying that a good is produced in a certain way



↑ Figure 3.4.8 Fairtrade labelling helps consumers identify how ethical a product is based on the production chain.

Analysis questions

Use the data from Fairtrade.net to demonstrate the extent of Fairtrade in 2022.

1 Use the table 'Top 7 products' to **identify** the amount of Fairtrade Premiums paid to producers and workers, in euros, for the following products:
   - **a** bananas
   - **b** cocoa bean
   - **c** cotton
   - **d** sugar
   - **e** tea.

2 Use the graph 'Total Fairtrade Premium received by producers in recent years' to **describe** the trends in the total Fairtrade Premium that is being received by producers since 2010.

3 In your own words, **explain** what you think the goal of Fairtrade is.

4 Use your analysis skills and the evidence you collected from your answers to Questions 1–3 to **assess** whether you think Fairtrade is achieving its goal in promoting ethical consumption of key resources.

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

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

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Ethical consumption – buy local

global awareness the idea that people are becoming more aware and informed about experiences of people in other parts of the world

ethical something that has been done or made in a morally good way (i.e. it does not harm people or the environment)

forced labour instances when people are made to work against their will or in poor working conditions

As the sharing of information online becomes more available, so does the awareness of how our goods and services are being produced. Increasing **global awareness** about the existence of 'sweatshops' (factories where workers experience unsafe working conditions and low wages) and growing concerns about **ethical** and **forced labour** have encouraged consumers to choose more ethical products.

This has extended to campaigns around encouraging local consumption. For example, the Western Australian Government has initiated a campaign titled 'Buy West Eat Best', which is designed to help consumers purchase locally grown produce.

Case study 3.2

Clothing The Gaps

In 2019, Laura Thompson, a Gunditjmara woman from Victoria, and her business partner Sarah Sheridan created a company that is now called Clothing The Gaps. The enterprise was established as a way of promoting awareness about issues facing First Nations Peoples in Australia while selling fashion that is ethically produced by a workforce of almost entirely First Nations Peoples. The company has won multiple awards for its advocacy and clothing and is accredited by Ethical Clothing Australia for selling ethically produced clothes made in Australia.

Clothing The Gaps has become a very popular enterprise in Australia, and demonstrates the success of businesses adopting community-minded and ethically conscious production means. The name 'Clothing The Gaps' comes from the Australian Government's 'Closing the Gap' framework, which was intended to be a strategy to reduce inequalities between Aboriginal and Torres Strait Islander Peoples and non-Indigenous Australians on key health, economic and education targets.



↑ Figure 3.4.9 Clothing The Gaps is an Australian based ethical clothing company that focuses on First Nations rights and advocacy.

Analysis questions

1 **Explain** why Clothing The Gaps was established and **describe** consumer trends that you think it was responding to.
2 **Explain** why the clothing industry is one that has a number of companies focusing on ethical consumption.
3 **Outline** what the rise of ethical companies in the clothing industry tells us about the fashion industry more broadly.
4 **Describe** any other examples of ethical clothing manufacturing that you are aware of.

Key concepts: making choices, economic performance and living standards

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

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End of section 3.4 review

Online quiz

Review questions

Teachers can assign tasks and track results

Go online to access the interactive section review and more!

3.4 Review questions

Recall

1 **Define** the term 'forced labour'.

2 **Identify** two examples of online service or delivery platforms.

3 **Describe** what it means to 'buy local'.

Interpret

4 **Explain** the role of the internet in changing consumer tastes and preferences.

5 **Explain** why consumers may be more environmentally aware now than they were in the past.

6 **Explain** why Who Gives A Crap has been such a successful business.

Argue

7 Imagine that you are a producer or business owner that has the option of producing products locally at a higher cost, or producing them overseas at a cheaper cost. **Explain** which option you would choose, and why.

8 The internet has reduced our reliance on purchasing goods and services from physical stores as we are increasingly purchasing them online. **Analyse** whether you think this is a positive change or a negative change.

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

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

↓ Figure 3.4.10 Coffee is one of the largest exports in the Central American country of Costa Rica. Fairtrade programs are becoming more prevalent in coffee farms around the world.



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3.5

How businesses set and adjust prices

Focus questions

- What factors influence a business's decision to set prices for its products?
- How and why do businesses adjust the price of their product according to the demand?

strategy a way of making decisions that considers the advantages and disadvantages to make the best decision

pricing the way in which businesses decide how much money to sell their products for

Economists would argue that the biggest factor that determines whether a consumer purchases a good or service is the price. However, setting the price of a good or service is a complicated and difficult decision. On one hand, businesses need to set a price high enough to cover the cost of creating the product and make a profit. On the other hand, prices need to be low enough to attract consumers.

How businesses might set a price for a product

There are a number of different approaches a business could take when deciding the price of its product. Its **strategy** could be guided by the nature of its product, the anticipated demand, the cost of production or the relationship with other products. Consider the **pricing** strategies in Table 3.5.1.

↓ Figure 3.5.1 Sales occur when companies reduce the price of a good or service to encourage more consumers to purchase it. Black Friday sales have become a very common approach to discounting for businesses around the world.



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Table 3.5.1 Pricing strategies

Cost plus pricing	In this approach, a business will charge a price for a product based on the **cost of production** plus a small **profit**. This strategy may be described as an accurate way to set prices because it reflects the cost of making that particular good or service.
Competitive pricing	This is a strategy where a business will set prices based on the prices that have been set by **competitors**.
Market entry pricing or penetration pricing	If a business is introducing a new product, or entering a new market, it may choose to charge a lower price in order to promote its product and attract more consumers. In the short term, this may lead to a financial loss (i.e. the business is losing money), but once the business has attracted enough customers it may increase prices in the long term.
Loss leader pricing	If a business sells multiple products, it may sell a specific product at a lower price (even at a financial loss) in the hope of attracting consumers who then purchase other products at the same time. This model relies on producers selling a diversity of complementary goods, which means that as consumers purchase the 'loss leading' good they are likely to purchase other goods at the same time, thereby creating revenue for the company.
Premium pricing	Sometimes, businesses may set the price of a product higher than required in order to market it as a 'luxury' or 'premium' product. This perception may actually work to attract more consumers by encouraging the exclusivity of the product.
Dynamic pricing	Some businesses, such as ride-share services, adopt a strategy called dynamic pricing where the cost of a ride will depend on the supply and demand of a product. For example, during rush hour, the cost of a ride will be more than it would be during non-peak times.

cost of production the value of the resources (or factors of production) required to produce a good or service

profit the surplus (or extra) money that a business received for selling a good or service after factoring in the cost of production (i.e. price of product – cost of production = profit received)

competitors other businesses in a market that produce similar goods or services and are therefore in competition

↓ Figure 3.5.2 Swedish furniture company IKEA is well known to have very affordable food in its restaurants. This is because its food is often sold at a loss to encourage consumers to come in to the shop in the hope that they will purchase other products. This strategy is called loss leader pricing.



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↑ Figure 3.5.3 Ride-share services such as Uber are known to use dynamic pricing, or surge pricing, where the cost of a trip will be more at busy times.

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Making thinking visible 3.1

SWOT analysis

A SWOT analysis is a way of examining a particular strategy or business and assessing how effective it may be. Select one of the pricing strategies in Table 3.5.1 and respond to the reflective questions below.

1 S = Strength
What is a strength of your chosen pricing strategy? Why is it advantageous?

2 W = Weakness
What is a weakness of your chosen pricing strategy? What is a limitation?

3 O = Opportunity
What is an opportunity for further growth in the business from your pricing strategy?

4 T = Threat
What is a potential threat to the business as a result of your pricing strategy?

Key concepts: allocation and markets

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

How do businesses adjust the price of their product according to demand?

As consumers' preferences and tastes shift, their demand for certain products will also change. Economic theory suggests that as the demand for a product increases, the price must increase. Likewise, if the demand for a product decreases, the price must decrease. Businesses will respond to these shifts in demand by adjusting the prices according to demand.

Case study 3.3

The Big Mac index



↑ Figure 3.5.4 McDonald's is one of the largest and most well known multinational companies in the world. The price of Big Macs around the world allows us to look at how McDonald's has different pricing strategies for its goods around the world.

McDonald's is one of the most well known brands across the world. It has a presence in close to 120 countries and serves millions of customers every day. It is also popular among economists as it allows a fascinating comparison between how McDonald's prices goods and services across different countries, economies and markets. You might think that the price of a Big Mac, a very popular item from McDonald's, would be the same across the world, but in reality there is a huge variance.

To help with this, economists invented the Big Mac index, which was first introduced by *The Economist* magazine in 1986. It helped compare the price, and power of consumers, across different countries.

Today, a number of different sources produce a comparison of Big Macs. For example, the online data-gathering platform Statista released its own research into Big Mac prices in 2024 by country.

The verdict? In Australia, a Big Mac costs $9.40 in Australian dollars (or around $5.50 in US dollars). In Switzerland, the same product is estimated to cost US$8.07. At the other end, in Taiwan, a Big Mac is expected to cost around US$2.28. This huge range represents the very complex way that businesses decide how to price their products across different markets and countries.

Investigate the website at https://cambridge.edu.au/redirect/11355 to discover the price of Big Macs in other countries as well.

Analysis questions

1 **Explain** why you think McDonald's charges different amounts for a Big Mac depending on where it is purchased. Do you think it is acceptable for McDonald's to do this?

2 A Big Mac is cheaper in Australia than it is in Switzerland, but almost double the cost of one in Taiwan. **Explain** why you think this may be the case.

3 **Compare** the price of Big Macs across a range of different countries. **Describe** what you notice about the type of countries in which Big Macs are a lot cheaper. **Describe** what you notice about the countries in which Big Macs are a lot more expensive.

4 Consider some products in your local community that cost different amounts, based on where you purchase them. For example, the price of a litre of milk at a major supermarket like Coles or Woolworths is likely to be different from the price of a litre of milk at a local grocery store or at a fuel station. **Explain** why this difference in pricing exists.

Key concepts: allocation and markets

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

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↑ Figure 3.5.5 McDonald's introduced Mario Kart themed toys as part of its Happy Meals to attract consumers to the business.

What are some non-price strategies for attracting consumers?

Although adjusting prices is the most common and easiest way for attracting more consumers (remember, lower prices and more people will want to buy a product), there are other non-price strategies that can be used. A non-price strategy is a way for businesses to attract more consumers to purchase their product that does not involve changing the price of a good or service.



↑ Figure 3.5.6 Australian airline Qantas offers loyalty benefits to frequent flyers to encourage them to fly with Qantas. This includes extra baggage allowances, access to airport lounges, and other perks.

Strategies that could be used include the following:

- Gamification and collectables: businesses can often encourage consumption of goods or services by turning their product into a game. This can include attaching a competition or award to a specific product that can only be accessed through purchasing products. For example, Coles and Woolworths are known to offer collectables for spending certain amounts at their stores (e.g. Magical Builder characters, Cubeez).
- Introducing prizes: businesses can create demand for their product by creating prize systems for spending money. For example, consumers could receive a raffle entry for every $20 spent, which could win them a prize. This encourages consumers to spend more money to increase their chances of winning a prize.
- Loyalty programs: many businesses have introduced loyalty programs where consumers receive 'points' for spending their money at a business. Coles and Woolworths have Flybuys and Everyday Rewards respectively. Loyalty programs are also very common features of hotels and airlines, with Qantas Frequent Flyer and Virgin Velocity being two popular programs. By introducing these loyalty schemes, businesses have created incentives for consumers to spend their money and develop loyalty to the brand.
- Bundling products: businesses are also known to combine or bundle a range of goods and sell them as one product in order to encourage greater consumption. For example, McDonald's is known for selling its burgers as 'meals' that include a drink and a side. Some fast-food companies extend this practice to include family meals to encourage greater consumption.

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End of section 3.5 review

Online quiz

Review questions

Teachers can assign tasks and track results

Go online to access the interactive section review and more!

3.5 Review questions

Recall

1 **Define** the term 'profit'.

2 **Describe** the pricing strategy of 'cost plus pricing'.

3 **Outline** what the 'demand' for a product refers to.

4 **Outline** what a non-price strategy refers to.

Interpret

5 **Explain** what type of pricing you think would be best for a business that is new to a market or introducing a new product.

6 **Describe** some other examples, apart from Uber, of businesses that use dynamic pricing.

7 Coles and Woolworths are the two largest supermarket chains in Australia and often sell the same products. However, the price of these identical products may differ. **Explain** why this may be the case.

Argue

8 Imagine that you are a business owner selling a product. **Identify** what type of product you are selling and **explain** what type of pricing strategy you would implement. **Outline** your rationale for adopting this pricing strategy.

9 Consider that you are a business that is investigating alternative ways to attract consumer demand without lowering your prices. **Outline** what non-price strategies you could implement for your business and how you would roll them out. Develop a non-price campaign strategy for your business and produce an advertisement (a brochure or poster, for example) that illustrates your strategy to potential consumers.

Key concepts: allocation and markets, interdependence

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

3.6 Conclusion: why does it matter?

We are faced with the economic problem every day of our lives. We have to make decisions about how best to spend our limited time, money and energy to best satisfy our needs and wants. Studying economics can help inform how we respond to this economic problem.

The relationship between businesses and consumers is fundamental to our economic system, and the exchange between businesses and consumers helps set up a foundation to understand the role of other actors in the economy. Your dual role as a consumer is to purchase goods and services from businesses as well as to sell labour in return for wages.

As a consumer, you also play a role in the overall tastes and preferences of society. This drives the types of products offered by businesses and also plays a role in the ways that businesses price their products. Understanding your role can help you navigate this decision-making process better.

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3.7

End of chapter activities

Reflection

Self-assessment

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

Inquiry

Research task: consumer preferences for eggs

Australians have a love for eggs. Australian Eggs estimated that, in 2023, 18.9 million chicken eggs were consumed each day. That amounts to over 6.9 billion eggs per year! Not only is our egg industry very large but it is also very diverse. Discover the nature of consumer preferences for eggs by completing the following:

1. **Describe** where eggs are produced in Australia. Are there particular regions or areas where they are mainly produced?
2. **Compare** different ways of producing eggs (caged eggs, barn eggs, and free-range eggs). What are the requirements to be labelled as 'free range'?
3. **Describe** how prices vary for the different types of eggs listed above.
4. Develop a tally with your peers about what types of eggs their family purchases. Your options may include caged eggs, barn eggs, free-range eggs and organic eggs.
5. Survey your peers to determine what the main reason behind this choice was.

Research task: responding to consumer demands

Discover how consumer demands have caused businesses to respond by researching one of the following trends:

- preference for organic foods
- preference for healthy foods
- preference for environmentally packaged foods.

For your chosen trend:

1. **Describe** what has caused this to become a trend. **Outline** why consumers seek to consume products in this way.
2. **Explain** how producers have responded as a result.
3. **Describe** some examples of successful businesses in this market.
4. **Predict** some future related trends in this industry.

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Research task: influencers and their impact on consumer preferences

Increasing access to the internet and social media has seen the rise of online influencers on platforms such as TikTok and Instagram. These influencers play a large role in shaping consumer tastes and preferences among younger generations, particularly in areas such as fashion, cosmetics, food and music. This often includes doing paid promotions for products as well.

Explore how the influencer economy has impacted changing tastes and preferences of consumers by selecting one example of an online influencer and considering:

- the area they are seeking to influence (e.g. travel, fashion, cosmetics, food)
- what trends or brands they have promoted in the past
- whether these promotions are paid or sponsored by companies
- what trends they have shaped, and how this has shifted consumer demand.

Analysis

Interdependence between consumers and businesses

Draw a diagram of the circular flow of income model explored earlier in this chapter and **explain** the relationship between consumers and producers. Include the following vocabulary in your response:

- consumers (or households)
- businesses (or producers or firms)
- exchange
- interdependent
- product market
- factor of production market.

Writing

Developing a pricing strategy

Imagine that you work in a company and are writing an email to your CEO about the best pricing strategy for your business. You need to decide how you will price your strategy and your rationale for doing so. In your response, include:

- the type of good or service you are providing
- whether you are new to this industry or already established
- what type of pricing strategy would be most appropriate for your product and business, and why
- whether you anticipate this being a good long-term strategy or not.

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

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

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Topic 2

Innovation and enterprise

Overview

The world is a highly complex and dynamic place. We have already established the unique interdependence between consumers and producers, and the need for producers and businesses to be adaptive and responsive to the constantly shifting tastes and needs of consumers. A key idea linked to this concept is 'innovation', which is a characteristic that enables individuals and businesses to develop new products, ideas and techniques to stay competitive in the market.

In this unit, the topic of innovation and enterprise will be explored in greater detail. You will have the opportunity to learn about how businesses adopt unique and creative strategies in response to consumer demands to ensure that they stay ahead of their competitors. You will learn about the characteristics that make an effective entrepreneur, while exploring the shortfalls of the entrepreneur ecosystem in creating fraudulent entrepreneurs.

Learning goals

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

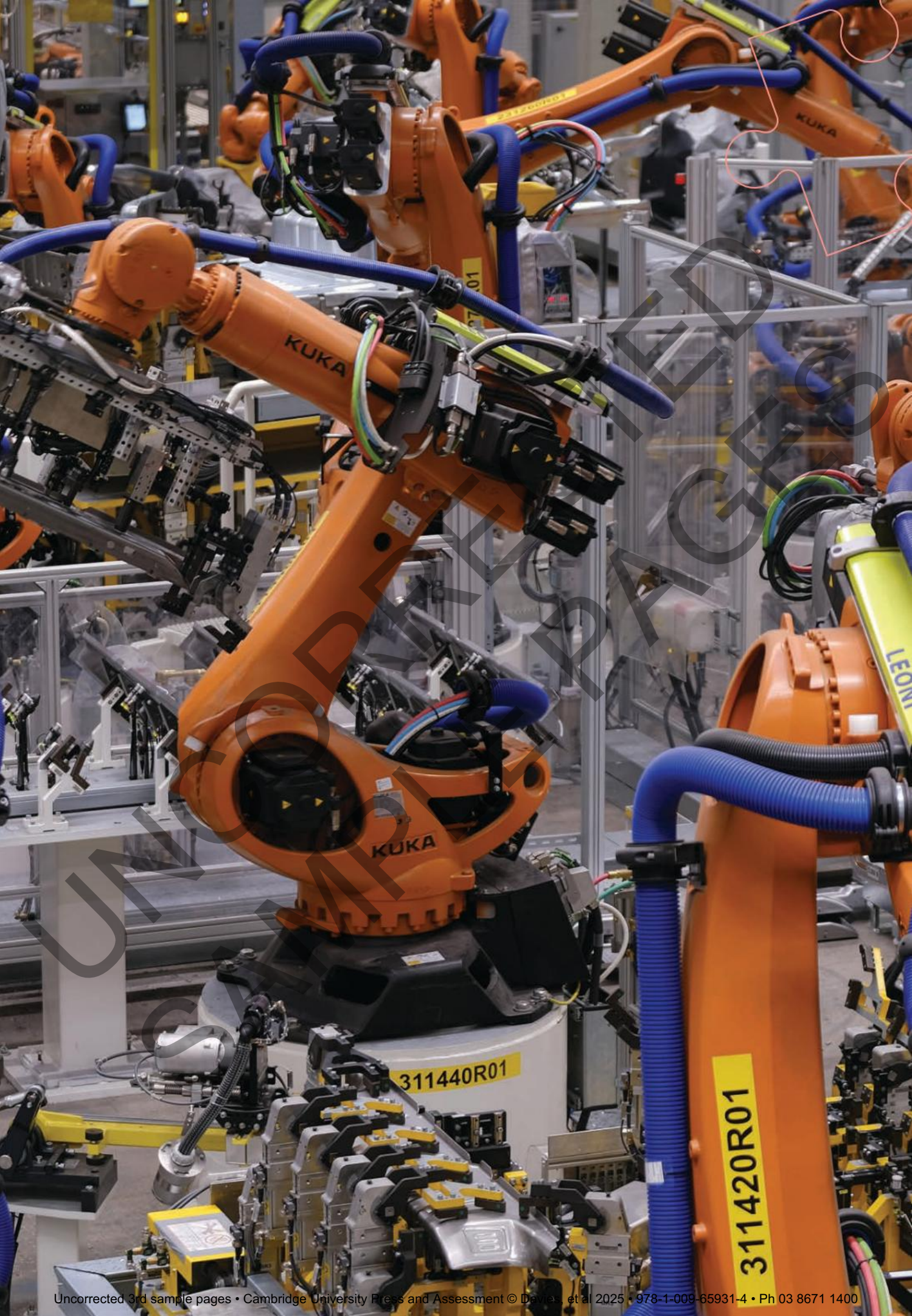
- What are different ways to establish and operate businesses?
- What does it mean to be innovative?
- What are the characteristics of an entrepreneur?
- What are fraudulent entrepreneurs and why do they pose risks to society?

Introducing economics concepts and skills: *Innovation and Competitiveness*

A key concept in economics is the ability to develop new practices and processes in order to be ahead of your rivals and maintain your dominance of the market. Innovation is a key concept in this chapter, and the ability of businesses and individuals to adapt to new ways of doing things and offer new products to consumers. Doing so enables them to be competitive, which means that they have an edge over their rivals or competitors. In this chapter, you will explore both key concepts and understand their application in terms of real-life examples of entrepreneurs and businesses.

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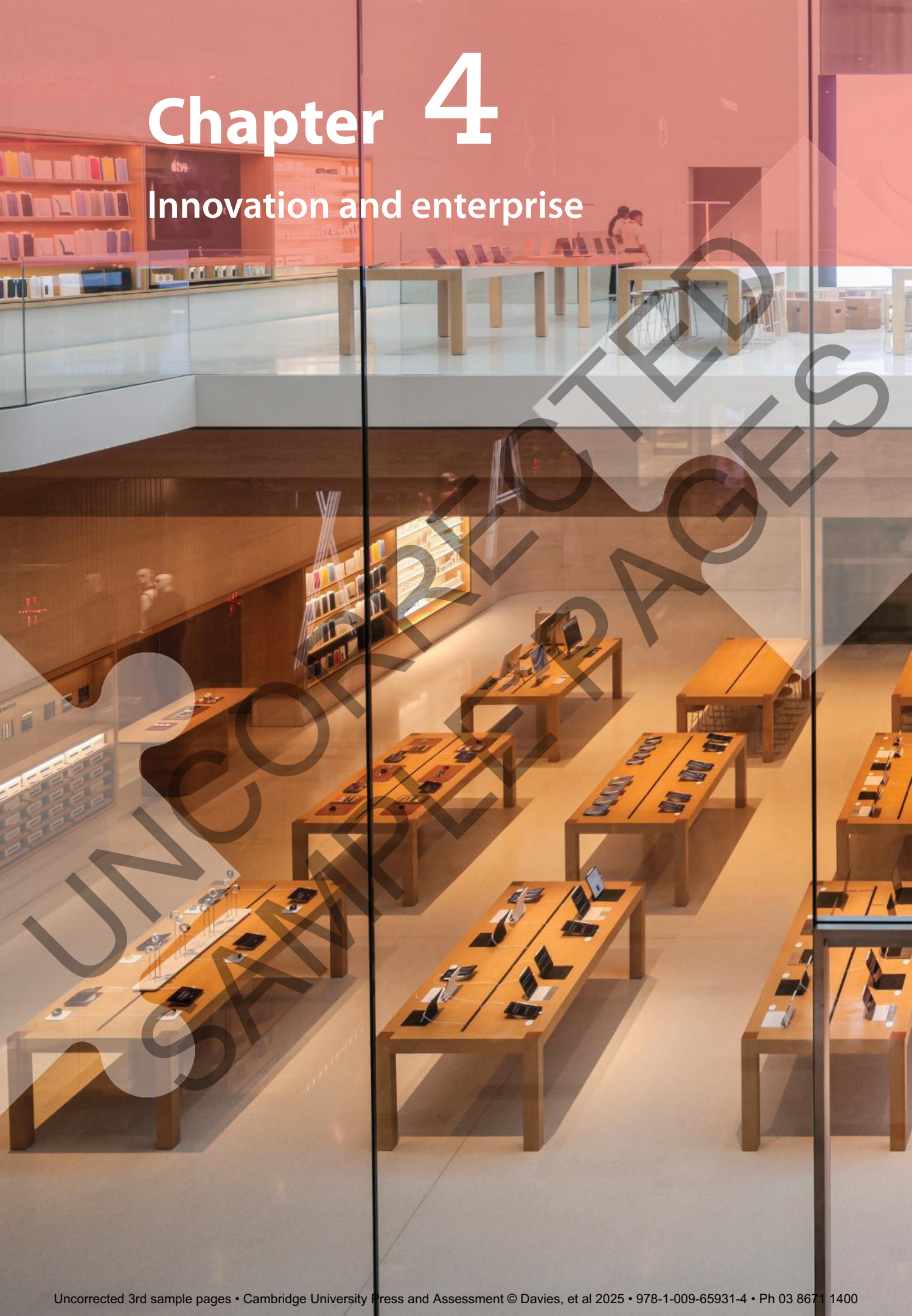


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Chapter 4

Innovation and enterprise



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Chapter overview

Introduction

In this chapter, we will move away from abstract economic models to real-life examples of how businesses respond to consumer tastes and needs. To do that, we will need to develop an understanding of what it means to be innovative and entrepreneurial, and study some examples of this.

We will study the types of businesses that exist in our economy and learn about some of the characteristics of effective innovators and entrepreneurs. We will also explore the threats of fraudulent entrepreneurs, or individuals who use the principles of entrepreneurship for private gain at the expense of others.

Learning goals

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

- What are the different types of business ownership models in Australia and their respective features, advantages and limitations?
- What does it mean to be innovative and how does it improve the experience of consumers?
- How do businesses identify and respond to gaps in the market?
- How does technology help businesses improve their services?
- What are the characteristics required to be a successful entrepreneur?

Digital resources

Visit the Interactive Textbook to access:

- interactive review quizzes and Scorcher competition videos, image galleries and other extra materials.

Figure 4.1.1 Businesses can range in size from a small family-run shop to one of the world's largest companies, such as Amazon.



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4.2

Different types of business ownership

Focus questions

- What are the different types of business ownership models in Australia?
- What are the features, advantages and limitations of different business ownership models?

liabilities any legal or financial responsibilities that an individual or company has

reporting obligations the requirement of companies to provide information to government bodies about their finances and operations

employee anyone that is hired by a business for work on an ongoing basis

Creating a business is a highly complex decision, as there are many different approaches one could take. This is because there are many different types of business that someone could choose to model their business on. Different business ownership models, or business structures, have unique advantages and limitations. Therefore, it is up to the individual setting up a business to choose a model that best suits their needs.

In this chapter, we will be looking at four main types of business ownership models: sole traders, partnerships, companies/corporations and franchises.

Sole traders

A sole trader is often the simplest business structure, because, by definition, it consists of an individual running a business. A sole trader is an individual person who is fully responsible for the business, the decisions that are made and the **liabilities** it may incur. The sole trader model is designed for businesses that are simple and small in scale, because there are fewer **reporting obligations** to the government. Reporting obligations include the responsibility of a business to report its revenue and profits (for tax purposes).

Being a sole trader does not mean that you have to do everything yourself. You are still allowed to hire people for your business; however, they are **employees** and do not have any ownership over the business.

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↓ Figure 4.2.1 KFC is one of the most well known fast-food brands in Australia; however, did you know that most KFCs are run by independent business operators rather than directly by KFC?



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Advantages of sole trader model

Some of the key benefits of the sole trader model come from the simplicity of the model. These include:

- Sole trader businesses are very easy to set up and operate.
- Sole trader businesses give owners full control over business decisions and profits.
- Sole trader businesses have fewer reporting requirements compared with other business models, and this makes them easier to run.

Limitations of sole trader model

The simplicity of the sole trader model also provides a number of limitations. These include:

- Sole trader businesses must be set up with funding from the owner's personal funds as there are limited opportunities to borrow money.
- Sole trader businesses do not allow multiple people to own a business and share the costs of running the business.
- Sole trader businesses have unlimited liability held by the owners (i.e. if the business loses money, the owner is responsible for repaying any **debt** if it exists and may be forced to use personal **assets** such as their home, car or bank accounts).
- Sole trader businesses also have limited capacity for growth because they rely on the support and ownership of one person.

Partnership

A similar, but slightly more complex business model is the partnership business structure. In this approach, a group or association of people come together to run a business and share the income, or losses, from the business between themselves. Like a sole trader model, the partnership model sees the owners share the liability if something goes wrong.

Partners have to make business decisions together. If there are multiple partners, this may come down to a voting process. Although there are different levels of partners (and different types of partners can have different levels of liability), the commonality is that they are all legally and financially responsible for the business if things go wrong. The partnership agreement, if there is one, will determine the way in which this liability is shared.

Like a sole trader business, partnerships are allowed to hire employees; however, employees do not have any ownership over the business.

Advantages of partnership model

Some of the key benefits of the partnership model include:

- Partnerships can have collaborative decision-making processes, as decisions can be shared by multiple people, and therefore a **diversity** of viewpoints can be brought in.
- Partnerships allow for resources to be **pooled** when setting up a business, which extends to the pooling of skills as well.
- Partnerships divide any liability between the partners, and therefore one person is not responsible for the whole business if the situation worsens.
- Partnerships have fewer reporting requirements to the government compared with more formalised business models, and a partnership is relatively easy to set up.

debt a sum of money that is owed to another party (usually to a bank or other loaning body)

assets any property owned by a person or company regarded as having financial value

diversity having people from different backgrounds (whether age, gender, race or other identity features)

pooled bringing multiple things together



↑ Figure 4.2.2 Many small businesses in Australia, such as hairdressers, trade as sole traders.

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Limitations of partnership model

Partnerships also have limitations (some of which are similar to those experienced by sole trader businesses). These include:

- Partnerships, by virtue of having more than one owner, can be slow in making decisions because multiple viewpoints need to be considered.
- Partnerships share the liability between the partners, which means they are held responsible if something goes wrong. Furthermore, a single partner can be held liable for other partners' debts if they have insufficient funds to pay it off.
- Partnerships see any profit/income shared between multiple partners, thereby decreasing the amount of money received by each of the owners.

Making thinking visible 4.1

Mapping businesses in your local area

It is likely that your local area (whether it is your local shopping centre, high street or town centre) has a variety of different business types. Using an online mapping program, or by walking in the area after school one day, conduct a survey of the shops that you see and record the following information:

1 **Identify** how many businesses are in the area.
2 **Outline** the split between sole traders, partnerships, corporations and franchises in this area.
3 **Discuss** why you think this split of business types exists.

Key concepts: allocation and markets

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



↑ Figure 4.2.3 Many of the shops along Murray Street in Perth used to be family businesses operated by sole traders.



↑ Figure 4.2.4 Today, Murray Street Mall is dominated by corporations or franchise businesses, with known brands filling most of the store fronts on the retail strip.

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Companies and corporations

As humans, we are legal entities or beings that are recognised by the law. Companies, or corporations, are also legal entities that have their own set of rules and obligations.

To establish a company, an individual or group of associates must register a company with the Australian Securities and Investments Commission (ASIC), which is responsible for overseeing business operations in Australia. Registering a new company involves multiple registrations, including registering for tax purposes, registering for an Australian business number (ABN) and registering for any potential **trademarks**.

Although companies are more complex business models, they do offer a number of benefits.

Advantages of company or corporation model

Some of the key benefits of the company or corporation model include:

- Companies are separate legal entities from their owners, so owners are not always directly financially liable if a company gets into financial difficulty.
- Companies are able to raise more money to fund investment because there are more potential owners, and parts of the company can be sold as '**stocks**' to potential buyers.
- Companies can continue to exist even if the establishing owners move on – they exist on their own and simply need directors to run the company.

Limitations of company or corporation model

However, companies also have limitations. These include:

- Companies are often more complex to set up, and are subject to greater government regulation than a sole trader or partnership, which requires more stringent recordkeeping and reporting requirements.
- The running and **operating costs** of a company can be a lot higher than those of a sole trader or partnership.
- Companies can experience slow decision-making processes because of the number of shareholders that may be involved in the process.

trademarks symbols, logos or branding that is legally protected by a company

stocks (also called shares) a portion of a company that is sold off to generate money for investment purposes

operating costs the expenses that a company must pay in order to run its business (such as costs of workers, costs of machinery, costs of renting offices or factories)

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Activity 4.1

Research task: the Australian Securities Exchange (ASX)

The ASX is the marketplace where shares in Australian publicly listed companies are bought and sold. Selling shares is a unique way for businesses to raise capital to expand their business. Visit https://cambridge.edu.au/redirect/11356 and choose a company to research. Answer the following questions:

1 **Identify** the current price of one share in the chosen company.
2 **Describe** the trends in the share price over the past 12 months.
3 **Calculate** the amount of money an investor would have made or lost if they had purchased 1000 shares in the company one year ago.

Key concepts: making choices, allocation and markets

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

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Franchise

You may be surprised to know that some of our biggest and most well known fast-food chains operate under the franchise model of business. McDonald's, one of the largest fast-food chains in the world, has more than 1000 stores in Australia. Of those, 85 per cent are owned and operated by franchisees. But what is a franchise?

A franchise is an independently run and operated branch representing a larger company or corporation as part of a franchising **agreement**. The main company or corporation (which is the franchisor) agrees to let someone (the franchisee) use the name, brand and **business model** of their company to sell goods and services. McDonald's, for example, has agreements with over 850 different parties to run and operate McDonald's stores in Australia using the same name, brand, products and business model. A franchisor will often receive a share of the profits made by a franchisee.

agreement a set of expectations and terms that have been acknowledged and arranged between two or more parties

business model the way that a business conducts its operations

A prominent example of a popular Western Australian franchise business is Dôme Cafe, which has dozens of locations across Western Australia. Dôme operates as a franchise, where individuals can purchase the licence to operate a Dôme Cafe using the company's existing branding, products and business models.

Advantages of franchise model

Some of the key benefits of the franchise model include:

- Franchises are able to use existing successful business models that have been developed by large and successful companies.
- Franchises are highly supported by their franchisor company, including through provision of resources, branding material and technical advice.
- Franchises are able to brand themselves with highly recognisable company names that are likely to be familiar with customers.

Making thinking visible 4.2

PMI

To help assess the viability of strategies, businesses often use a 'PMI' framework to help analyse costs and benefits of different choices. PMI stands for plus, minus and interesting.

In this activity, you should develop a PMI chart for all four business models to **assess** their strengths and weaknesses. This will help you later as you have to **evaluate** which model you would pursue. An example of a PMI chart is shown below.

Business model	Plus	Minus	Interesting
Sole trader			
Partnership			
Company			
Franchise			

Key concepts: allocation and markets, specialisation and trade

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

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Limitations of franchise model

However, franchises also have limitations. These include:

- Franchises have to give up a proportion of their profits to the parent company as part of the franchise agreement, or have recurring fees to pay.
- Franchises have limited **creative control** over their business – they can only market and sell products that have been approved by the parent company.
- Franchises face high initial **setting up costs**, which are often higher than setting up an independent business because they cover the licence for using the franchisor company's name, knowledge and business model.
- Franchises are highly reliant on the franchisor for financial wellbeing, and the health of the parent company can have a direct impact on the franchise.

creative control the ability of individuals and businesses to choose to make their own decisions regarding aspects of the business

setting up costs the initial financial expenses incurred as a result of establishing a business

End of section 4.2 review

Online quiz

Review questions

Teachers can assign tasks and track results

Go online to access the interactive section review and more!

4.2 Review questions

Recall

1 **Describe** the meaning of the term 'sole trader'.
2 **Describe** the main features of a company model of business.
3 **Outline** the meaning of the term 'debt'.

Interpret

4 Distinguish between the liability held between sole traders and partnerships.
5 **Outline** three benefits of starting a business through the franchise model rather than as a sole trader.
6 **Outline** three limitations of the partnership model of establishing a business.

Argue

7 **Discuss** which business structure you would choose if you were starting your own business. Why would you choose this structure? What limitations may exist?

Key concepts: making choices, allocation and markets, specialisation and trade

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



← Figure 4.2.5 A partnership involves an agreement between two or more parties to come together and share in the operation, profit and liabilities of a business.

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4.3

The concept of innovation

Focus questions

- What does it mean to be innovative?
- How does innovation improve the experience of consumers?

innovation the act of using new and creative solutions to challenges

entrepreneurship the act of setting up or establishing a new business

entrepreneurs individuals who set up new businesses with financial and/or personal risks

competitive to have an advantage or edge over rivals in an economic market

For millennia, as humans we have been adapting the way we do things to respond to external challenges and to improve our quality of life. At some stage in human history, the wheel was invented, and that transformed our models of transportation, travel and warfare. More recently, we can see other examples of humans adopting creative and unique solutions to pressing global problems.

Although the word 'innovation' has become an increasingly popular buzz word today, it has existed as a practice for thousands of years. **Innovation** refers to the act of adapting or creating new approaches or solutions to challenges. It is closely related to the economic concept of **entrepreneurship**, which is the act of establishing a new business with financial and/or personal risks in the hope of succeeding and generating profit. An **entrepreneur** is a person who establishes such a business.

Innovation is essential to the functioning and survival of a business, as it enables businesses to continue to adapt their practice in response to changing economic conditions and consumer preferences. Innovation enables businesses to be **competitive** against rivals, which allows them to stay ahead of their competitors.

Case study 4.1

Innovation in our ears

Innovation is not just about producing a new physical product; it can also be about the way in which consumers access a particular service.

Music is a universally enjoyed recreational activity for humans. Whether through playing or listening, music has existed for hundreds of years across cultures as a way of expressing ideas, feelings and emotions.

However, access to music hasn't always been easy. How are you supposed to listen to your favourite artist or band if they live in another country? How can we listen to music without it having to be from a live performance? This was the exact problem considered by one of the greatest innovators in history – Thomas Edison. He invented a device called the phonograph, later called a gramophone, which allowed sound to be recorded, stored and replayed at a later time. This technology evolved over time into other forms of music players such as radios and jukeboxes, before innovation took it further into portable devices such as the Sony Walkman.



↑ Figure 4.3.1 Thomas Edison was a key innovator of the 19th and 20th centuries, and he is credited with developing the first device capable of recording and playing sound. Pictured here is an Edison Standard Phonograph, which later developed into the gramophone.

continued …

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↑ Figure 4.3.2 The Sony Walkman was revolutionary for its time because it allowed for a personalised and portable music listening device that could play music from cassettes.



↑ Figure 4.3.3 A few decades ago, being able to access music anywhere you want from a portable device with a touch screen would have been unthinkable. Today, it is a reality due to the innovation experienced in the music entertainment industry.

The iPod was introduced in 2001 by Apple and represented another revolution by storing music without the need for a **cassette** or **CD**. This was complemented by the introduction of iTunes, which allowed customers to purchase digital versions of songs and play them directly from their Apple iPod.

However, consumers were still hungry for more. The model of purchasing music and playing it was efficient but highly cost prohibitive. It would cost a lot of money to select and purchase songs to listen to, and consumers were seeking alternative ways of listening to music that were both easy and cheap.

Spotify is a Swedish audio streaming provider that was launched in 2008. It allows consumers to 'subscribe' to their services and have access to a catalogue of over 100 million songs. This can then be played on their personal device whether it is a computer, a television or a smartphone. Spotify was innovative in its approach to music by giving consumers flexibility to listen to whatever they wanted to, and whenever they wanted to, with a flat monthly subscription fee.

cassette a small plastic box that contains a tape that can be used to play music

CD (compact disc) a flat circular plastic disc that contains digital information that can be accessed by a CD player

Analysis questions

1 **Outline** the meaning of the term 'innovation'.
2 **Describe** how innovation has existed in music across the years with reference to specific examples.
3 **Explain** why you think one of the innovations in music outlined above was most significant.

Key concepts: allocation and markets, specialisation and trade

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

The importance of innovation

Innovation is important because it helps improve the customer experience through access to new products and services. It can also help reduce prices by increasing competition.

However, innovation should focus on improving the consumer experience on a number of levels beyond cost and product quality. Consumers are increasingly becoming aware of ethical and environmentally sustainable consumption, so it is important for businesses to recognise and cater their innovation towards these priorities as well.

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Case study 4.2

Does innovation have drawbacks?

London and New York are two of the most important cities in the world, and are home to some of the busiest airports in the world. It currently takes around 8 hours to travel between the two megacities via passenger aircraft. What if it was possible to do it twice as fast? Perhaps even faster?

While this does sound crazy, the reality is that this used to be possible until 2003. The Concorde was one of the world's most famous passenger planes, and would travel at supersonic speeds between some of the world's major cities. One of the most popular routes was between London and New York. The Concorde could travel at over 2000 kilometres per hour (which is a lot more than the modest speeds of around 900 kilometres per hour performed by passenger jets today).



↑ Figure 4.3.4 The Concorde looks very different from the passenger aircraft you may be familiar with today. Its unique shape allowed it to become an iconic feature of our skies.

The Concorde used innovative technology to supercharge its engines, enabling it to travel so fast. It revolutionised air travel, which would ordinarily involve having to take frequent fuel stops to get from one destination to another.

Despite all of this, airlines made the decision to stop flying the Concorde in 2003. Why? Well, although the Concorde represented huge developments in technology, innovation and passenger experience, it also had significant drawbacks.

For example, when the aircraft accelerated to the speed of sound (which is the speed at which sound travels) and broke the sound barrier, it caused a large **sonic boom**. This was highly unpopular with residents who lived in areas under the Concorde's flight paths. Additionally, the aircraft used an enormous amount of fuel to power its engines. The aircraft could also only carry a limited number of passengers because of its design.

sonic boom the noise made when an object reaches the speed of sound and breaks the sound barrier

sustainable a product, or way of doing something, that is able to be maintained in the long term

All of these factors contributed to airlines abandoning the Concorde as a choice of aircraft, and moving to more **sustainable** and cost-effective options. Today, aircraft designers such as Boeing and Airbus are increasingly focusing on developing more fuel-efficient aircraft.

However, there is hope for a more sustainable version of the Concorde to return to the skies. Innovative US company Boom Technology has conducted test flights for its proposed Overture aircraft, which would achieve similar speeds to the Concorde. Innovations in development of aircraft, such as the inclusion of lightweight carbon fibre material, have helped improve the sustainability of air travel as well.

Overall, it is clear that innovative approaches that just focus on cost or time are not guaranteed to be successful. To be innovative also requires a consideration of the impact on humans and the environment to ensure that the practices are sustainable for the long term.

Analysis questions

1 **Outline** how the Concorde represented an innovative development in air travel.

2 **Describe** two limitations of the Concorde that ultimately led to its abandonment.

3 **Explain** whether you think the Boom Technology Overture aircraft will be successful or not. What makes it different from the Concorde?

Key concepts: allocation and markets, specialisation and trade

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

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Key concepts for your memory bank

Making choices that consider sustainability is important for innovation and competitiveness. This means that new processes and technologies can be maintained in the long term so that they can be enjoyed by future generations. *Pop this concept into your memory bank. At the end of this book is an activity that will test your understanding of this and other key HASS concepts.*

Supporting innovation in Australia

Innovation has been a part of Australia's culture for thousands of years. Our First Nations Peoples have been adopting innovative approaches for tens of thousands of years – from innovative fire management practices to hunting and agricultural techniques. More recently, Australian innovators have made significant impacts in areas such as flight safety (through the invention of the flight data recorder and cockpit voice recorder) and disability advocacy (through the creation of hearing aids such as the Cochlear implant).

Amazing but true...

An icon of Australian backyards is the Hills hoist, which was an innovative solution to drying clothes in space-constrained environments. In 1945, Lance Hill and his wife found it difficult to dry their clothes in their backyard because of the number of trees. Rather than cutting down trees, Hill created an innovative rotating clothes line that could be raised or lowered. By 1994, over five million Hills hoists had been sold, and they are a ubiquitous feature of suburban Australia. The Hills hoist represents an innovative and Australian approach to a simple, yet important, challenge.



↑ Figure 4.3.5 The Hills hoist is a common feature of many Australian backyards and an iconic example of Australian innovation.

Innovation has become a much larger feature of the Australian economy in recent years. A survey from the Australian Bureau of Statistics found that nearly half of Australian businesses reported being '**innovation-active**'. This means that they believed they were adopting innovative practices and developing new approaches to tackle challenges.

The Australian Government Department of Industry, Science and Resources is responsible for supporting industry innovation in Australia to improve competitiveness against other nations. This includes providing **grants** and funding to companies seeking to introduce innovative products through research projects and other initiatives.

innovation-active a way of running a business that emphasises the importance of having new business approaches and practices

grants sums of money that are given to organisations by the government for specific purposes

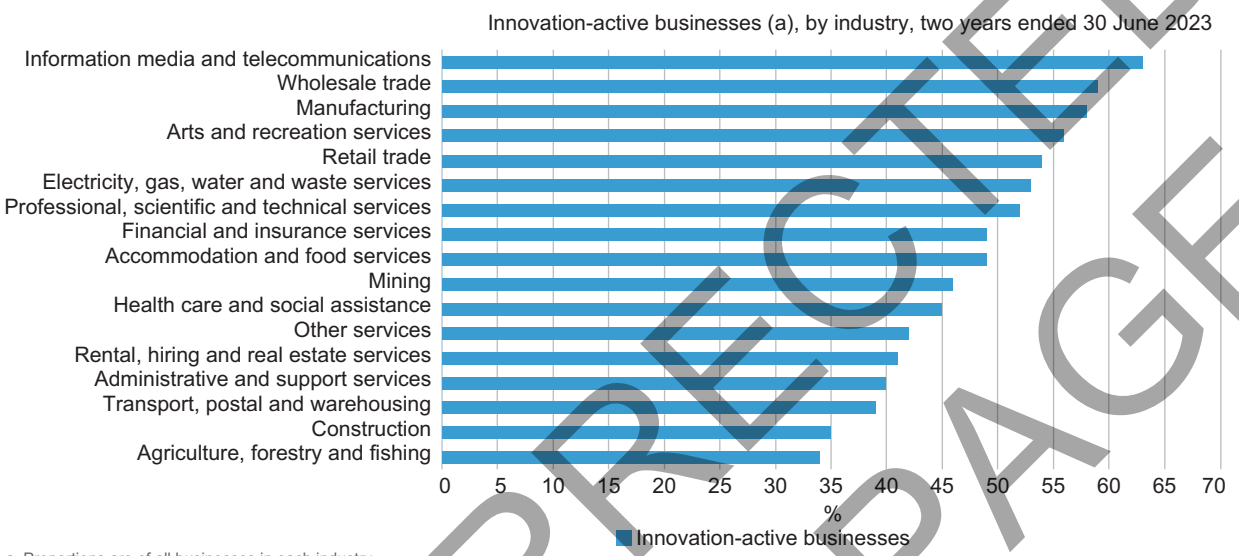
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Economics through data

Innovation in Australia

Innovation has been a growing focus for the government and businesses in Australia. In 2023, just under half (46 per cent) of Australian businesses reported being innovation-active. Furthermore, one-third of those businesses reported that they witnessed environmental benefits as a result of the introduction of new processes and goods and/or services.

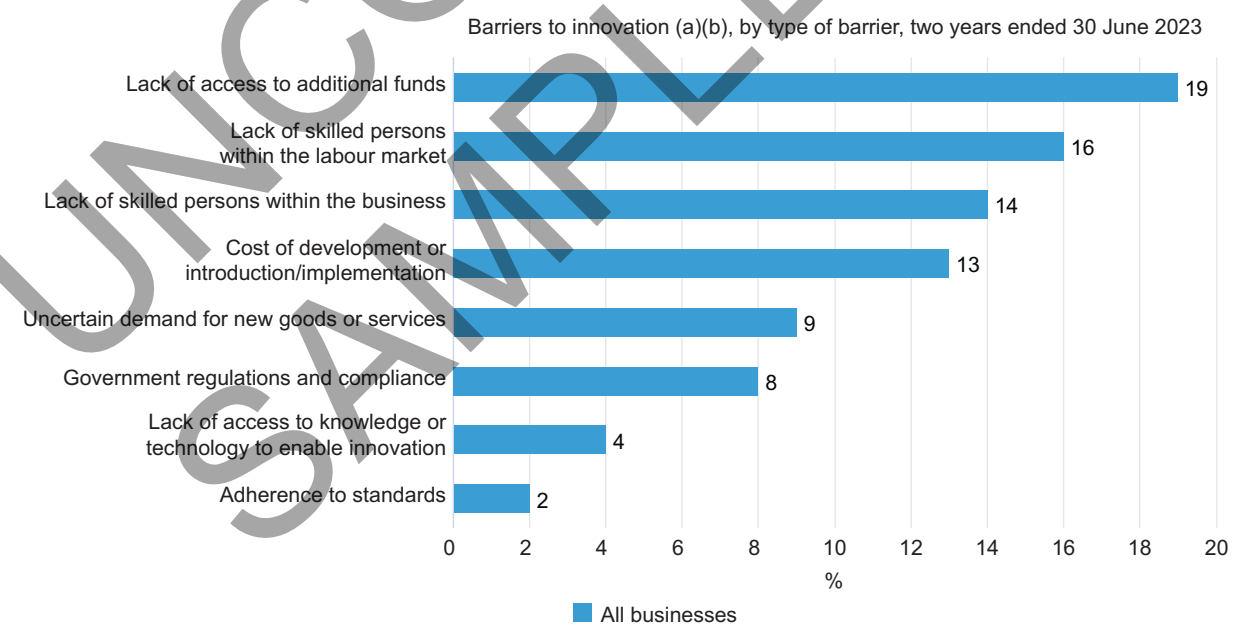
However, innovation varies from industry to industry. Some industries, such as media and telecommunications, have a much higher percentage of innovation-active businesses than industries such as construction.



a. Proportions are of all businesses in each industry.
Source: Australian Bureau of Statistics, Innovation in Australian Business 2022–23 financial year

↑ Figure 4.3.6 Data from the Australian Bureau of Statistics indicating fields that have a higher proportion of innovation-active businesses

Furthermore, the barriers experienced by some businesses highlight the need for ongoing support to encourage innovative practices and processes in Australia.



a. Proportions are of all businesses.
b. Businesses could report more than one barrier.
Source: Australian Bureau of Statistics, Innovation in Australian Business 2022–23 financial year

↑ Figure 4.3.7 Data from the Australian Bureau of Statistics indicating the challenges or barriers to innovation experienced by different businesses

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Analysis questions

1 **Explain** why you think the Australian Government has a focus on improving innovation in Australia. Consider what benefits it may bring to the government.
2 Referring to Figure 4.3.6, **identify** the top three industries in which innovation-active businesses are most commonly found.
3 Referring to Figure 4.3.7, **describe** the biggest barriers experienced by businesses to furthering their innovative practice.
4 With reference to the barriers identified, **analyse** what the government is doing and **discuss** what it could further do to support innovation in Australia.

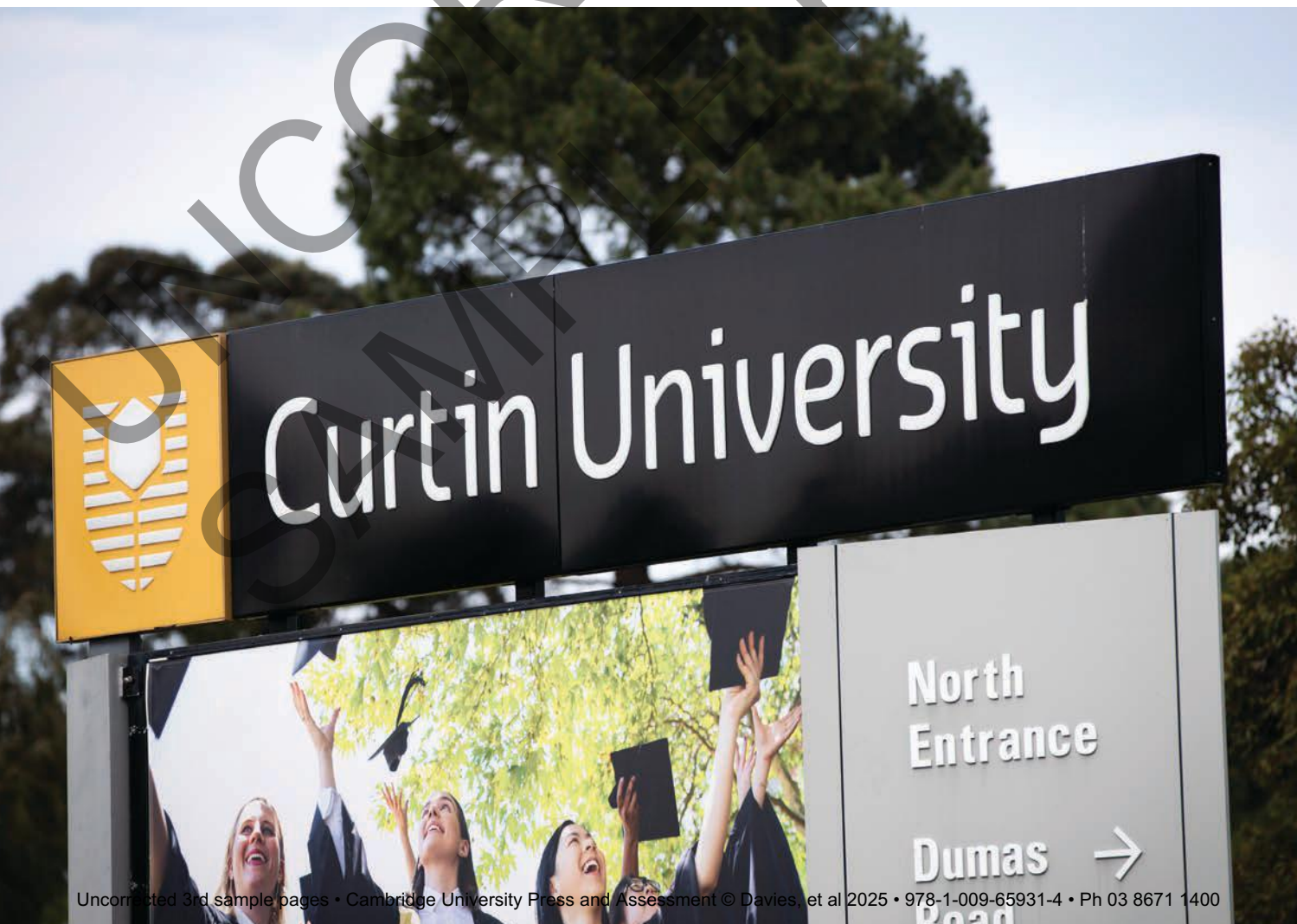
Key concepts: specialisation and trade, economic performance and living standards

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

So how can we best support innovators, particularly young innovators, to develop creative and unique solutions to some of the pressing problems facing Australia? Apart from the government, there are groups (sometimes called 'incubators') that seek to provide expertise, support and resources to aspiring young innovators to help achieve their ambitions.

One such group is called Bloom, which describes itself as a 'youth-led innovation hub' that seeks to empower young people to become innovators in Western Australia. Based at St Catherine's College at the University of Western Australia and Curtin University, the target demographic is young people at university with aspirations for community change and impact.

Figure 4.3.18 Curtin University in Perth is host to one of the Bloom centres at St Catherine's College.



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Connecting Business and History

Henry Ford pioneered assembly line production and revolutionised production efficiency. Read the short article from the Ford company website at https://corporate.ford.com/articles/history/moving-assembly-line.html about the revolutionary ideas about systems in manufacturing that Ford was responsible for.

Analysis questions

1 **Identify** three changes that Henry Ford made to increase efficiency; this is your evidence to show what changes were made.
2 **Explain** why each of these three changes made a difference.
3 In your own words, **outline** the information covered in this section about why it is so important to have systems in place for a business to be successful.
4 Using your evidence and explanations from your answers to questions 1–3, write one short paragraph that brings all your ideas together about the importance of investment in systems that build efficiency in businesses.

Key concepts: innovation, efficiency, technology, process

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

Go online to access the interactive section review and more!

End of section 4.3 review

Online quiz

Review questions

Teachers can assign tasks and track results

4.3 Review questions

Recall

1 **Define** the term 'entrepreneurship'.
2 **Define** the term 'competitive'.

Interpret

3 **Explain** the progress of innovation in the music entertainment industry since Thomas Edison's invention of the phonograph.
4 **Describe** the industries where innovation tends to be more common (i.e. there are a higher number of innovation-active businesses). **Suggest** reasons for this being the case.

Argue

5 **Evaluate** whether you think innovation is a force for good or bad in our society. Use examples of both positive and negative impacts of innovation on consumers, businesses and the environment.

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

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

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The ways businesses identify and respond to business opportunities

Focus questions

- How do businesses identify gaps in the market?
- How does technology help businesses respond to gaps in the market?

To be successful, businesses need to be able to identify and respond to **business opportunities** as soon as possible. Doing so enables them to be ahead of their competitors and offer unique services in the market. As discussed in the previous chapter, the rise of the internet and shifting consumer preferences have enabled some businesses to outsmart their **competitors** and create **market dominance**.

business opportunity a situation in which a business identifies an opening in the market and can take advantage of it

competitors other businesses working in a similar market that act as rivals

market dominance the ability of a business to have a large command of consumer interest in a particular market

ride-share a model of business where a company connects contracted drivers with customers via a digital app

Case study 4.3

The rise of Uber

A very well known example of a business identifying and responding to a business opportunity is the case of Uber, which is a **ride-share** service that exists around the world. Uber was first founded in 2009 by Travis Kalanick and Garrett Camp, after they found themselves stuck in Paris on a snowy evening without success in finding a taxi. This problem challenged them to come up with a solution that would enable customers to request a ride from their exact location on their phone.



↑ Figure 4.4.1 Uber has grown to become one of the most well known ride-share companies in the world.

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independent contractors people who provide services to a company but are not employees of the company

private transport services services that allow customers to travel from one point to another in a private vehicle (i.e. not on public transport)

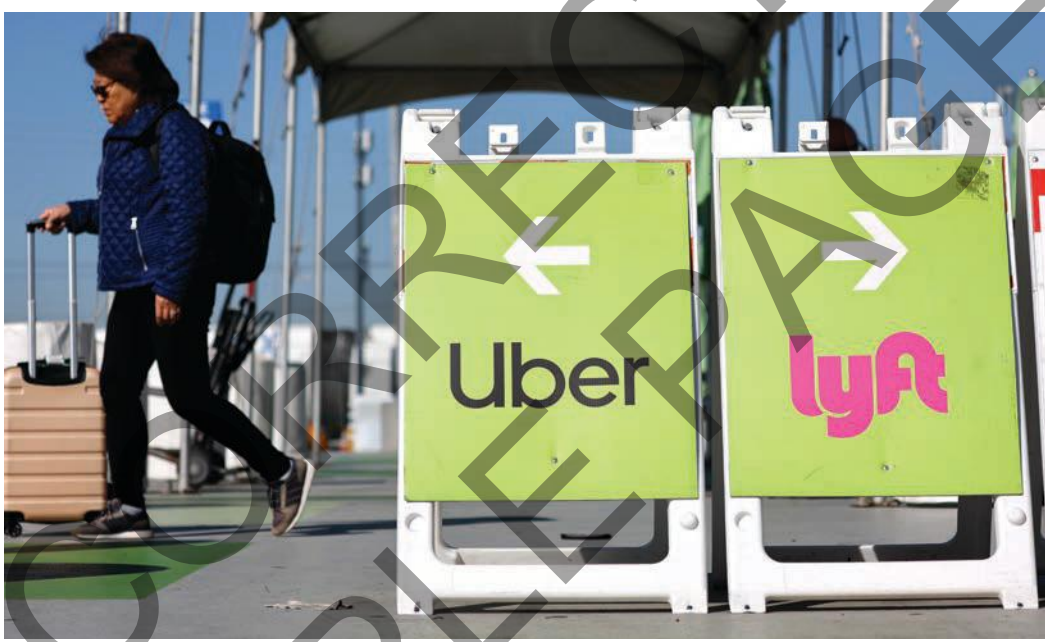
gig economy a type of market in which workers have flexible working conditions and are connected directly to consumers through a digital app

customer experience the overall satisfaction a customer has from using a particular product or service

campaign to organise a coordinated course of action against a particular group or idea

The concept that Kalanick and Camp developed was a ride-share service, where individual consumers could request rides directly with contractors who were vetted by Uber and included on its app. Unlike traditional taxis, which are usually overseen by a larger company, such as Swan Taxis in Perth, ride-share providers are **independent contractors** who use their own private cars to provide **private transport services** for customers. This is said to be an example of the '**gig economy**', which is a type of market in which people have flexible, and often short-term, work through a digital app that connects them directly with consumers.

In 2016, Uber was given permission to operate in Western Australia and the service was first rolled out in Perth. It helped improve the **customer experience** because it allowed customers to have access to on-demand services through an app on their phone. However, Uber was controversial because of the impact it had on the existing taxi service industry in Perth. In fact, in 2015 a group of taxi companies **campaigned** against Uber because of the impact it would have on their business. Ultimately, this campaign met with little success as Uber became much more popular than taxis very quickly. Uber was soon joined by other competitors, such as Didi, Lyft and Ola. However, due to the highly competitive landscape, not all companies have survived. In 2024, Indian ride-share company Ola (which was previously a strong market performer) announced it would be leaving the Australian market.



↑ Figure 4.4.2 Uber has faced stiff competition from rivals such as Lyft and Didi; however, it maintains dominance in the Australian market.

Ultimately, this example highlights the effectiveness of Uber as a company in identifying the need for a more efficient and effective transport service for consumers.

Analysis questions

1 **Identify** the main problem that led to the creation of Uber. How did the founders come up with the idea?
2 **Describe** how Uber's ride-share service is different from traditional taxi services. What makes Uber part of the gig economy?
3 **Explain** why some taxi companies were unhappy with Uber's arrival in Perth. What impact did Uber have on their business?
4 **Discuss** the benefits and challenges for drivers working for Uber compared with traditional taxi drivers. What are some advantages and disadvantages?
5 **Evaluate** the overall effectiveness of Uber in providing a new transport service. Do you think Uber was successful in meeting the needs of customers? Why or why not?

Key concepts: making choices, scarcity, allocation and markets, specialisation and trade

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

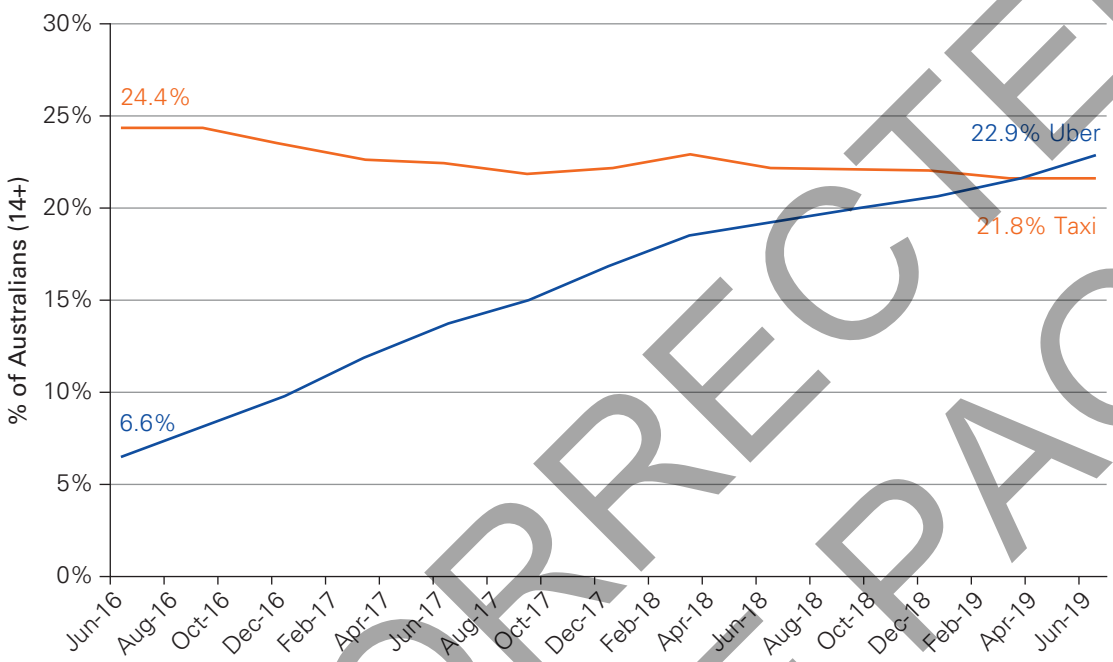
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Economics through data

Competition between ride-share and taxis

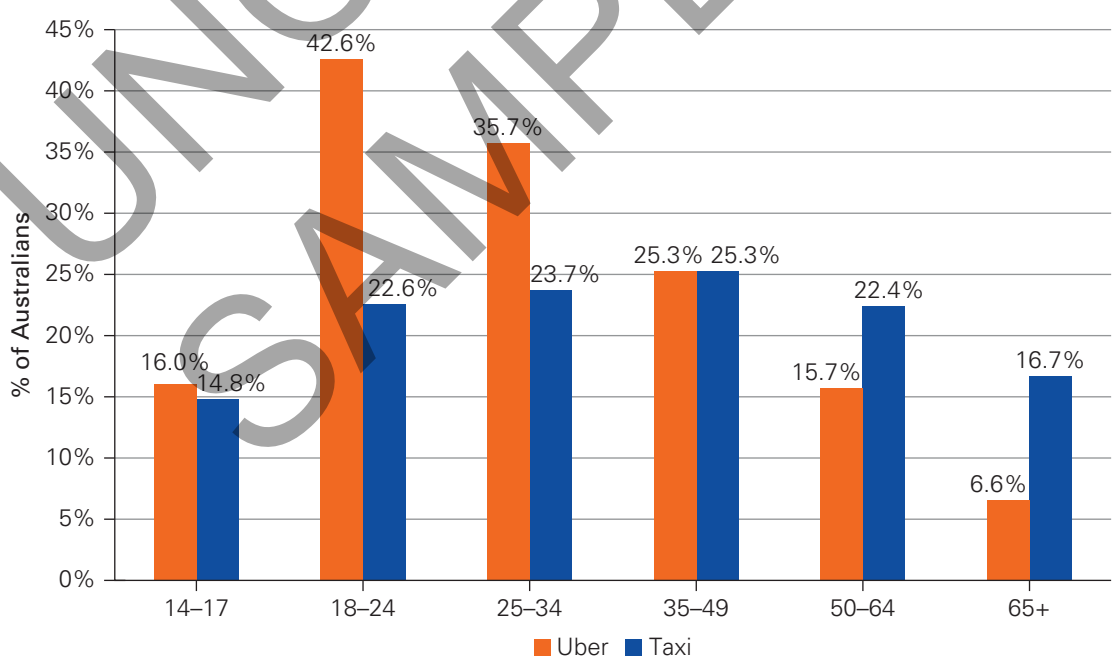
As discussed in Case study 4.3, there is ongoing friction between conventional taxi services and technology-driven ride-share services such as Uber.

In 2019, Australian research company Roy Morgan conducted research into consumer habits and preferences for transport services to explore the impact of ride-share services such as Uber in the Australian market. Roy Morgan's report found that across Australia, Uber overtook taxis as the preferred private transport service for Australians in 2019.



↑ Figure 4.4.3 Data from Roy Morgan research indicated the percentage of Australians using Uber has been increasing greatly since 2016.

However, it is important to note that this use is not consistent across all age groups. Roy Morgan also found that Uber was a more popular option in some age groups, whereas taxi still dominated as a preferred option for Australians over 50 years of age.



↑ Figure 4.4.4 Data from Roy Morgan research also found that some age groups had a stronger preference for Uber, whereas others still preferred using taxis in 2019.

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Analysis questions

1 Use the data in Figure 4.4.3 to **calculate** the overall trend in the increased usage of Uber from 2016 to 2019 in Australia.

2 Use the data in Figure 4.4.4 to rank the age groups based on their use of Uber for private transport services.

3 **Explain** why you think there is a difference in the preference of different age groups towards Uber and taxis. Why do you think older Australians are more likely to stick with taxis?

4 **Predict** what you think has happened to the popularity of Uber since 2019.

5 Since Uber's introduction, a number of competing ride-share services have been introduced in Australia, such as Bolt and Didi. **Explain** the impact of this increased competition on Uber's business success.

Key concepts: interdependence, allocation and markets, specialisation and trade

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

Go online to access the interactive section review and more!

End of section 4.4 review

Online quiz

Review questions

Teachers can assign tasks and track results

4.4 Review questions

Recall

1 **Define** the term 'ride-share'.

2 **Define** the term 'market dominance'.

Interpret

3 The gig economy has become an increasingly common feature of our market today. **Identify** and **describe** some other examples of companies that use this model of service in our world today.

Argue

4 **Discuss** the positive and negative impacts of gig economy based services, such as Uber, on communities. Consider the impact these services have on existing providers and services as well as the potential benefit to consumers.

Key concepts: making choices, interdependence, allocation and markets, specialisation and trade

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

↓ Figure 4.4.5 Food delivery might be the most common example of gig economy jobs you might encounter, but there are a number of others!



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Characteristics of entrepreneurs

Focus questions

- What does it mean to be a successful entrepreneur?
- What are the attributes and characteristics of a successful entrepreneur?

To be a successful entrepreneur, one must have a number of characteristics that would enable them to succeed in what is a fast-paced and dynamic world. Through studying some examples of entrepreneurs in Australia and internationally, we will look at how entrepreneurs demonstrate the following skills and characteristics:

- Entrepreneurs are often **strategic thinkers**, which means that they are able to pursue long-term and short-term goals through weighing up the costs and benefits of choices.
- Entrepreneurs should be effective **communicators**, which means being able to articulate their vision to their teams and potential customers.
- Entrepreneurs are often highly effective **leaders**, which means they are able to bring people together to collaborate in pursuit of a common goal or objective.
- Entrepreneurs should have effective **problem-solving skills**, which means they can think of creative solutions to pressing problems.

When an entrepreneur establishes a business from scratch, it is considered to be a **start-up** enterprise. These are businesses that are designed to start on a small scale before being expanded after testing the success of the business model and product.

strategic thinker a person who has the ability to pursue long-term and short-term goals through weighing up costs and benefits

communicator a person who has the ability to express their ideas effectively with a team or with consumers

leader a person who has the skill to motivate and energise a team to achieve collective goals

problem-solving skills the ability to proactively identify and respond to challenges

start-up a business that has been created by an entrepreneur from scratch



↑ Figure 4.5.1 Steve Jobs, the founder of Apple, presenting a mini iPod in San Francisco in 2004. Jobs was well known for being one of the most profound innovators and entrepreneurs at the turn of the century, and was renowned for his strategic thinking, effective leadership, and problem-solving skills.

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Strategic planning and thinking

The essence of an entrepreneur is to be able to identify a meaningful business opportunity and to act on it. This requires a high degree of strategic planning and thinking (i.e. the ability to weigh up costs and benefits and take action to achieve short-term and long-term goals).

gap in the market when consumer needs for a particular good or service are not being met by the existing products on offer

business plan a document outlining the goals and strategies of a business

A successful entrepreneur is one who is able to identify a **gap in the market** (or the absence of a service that would be popular among consumers) and effectively fill that gap. An entrepreneur may be able to articulate this strategic thinking through a **business plan**, which is a detailed plan describing how a business intends to achieve its goals.



↑ Figure 4.5.2 The founder of Boost Juice, Janine Allis

Janine Allis, the founder of Boost Juice, is one of the most well known Australian entrepreneurs and businesspeople. She was an effective strategic planner and thinker because she identified a gap in the Australian market and took the initiative to respond to it. Boost Juice was established in 2000 as a response to the lack of healthy and fast juice options in Australia and has since grown to have over 580 stores across multiple countries.

In an interview with SmartCompany in 2013, she notes that, 'For me, success or failure has been down to the people I've surrounded myself with. Some people are only half full, they live in fear. But as an entrepreneur you need to find the people that say, "Give it a go". Find people who support the idea, have started their own business intelligently and are ahead of the curve.'

Communication

Entrepreneurs also need to possess excellent communication skills and be able to express their ideas and thinking to their team and consumers. This could include written communication, verbal communication or even **non-verbal communication** (such as body language).

non-verbal communication our body language and the way that indicates our feelings and expression

concise short and succinct

empathetic able to understand and relate to how others feel

Effective communication is **concise**, clear and easy to understand by its intended audience. Skilled entrepreneurs are able to adapt their communication style to suit their audience (i.e. the way in which someone speaks with an employee could be different from the way they interact with customers or a board).

Leadership and teamwork

Entrepreneurs are rarely successful if they endeavour to pursue their goals individually. Instead, entrepreneurs must often lead and work with teams to achieve their collective goals. Therefore, to be an effective entrepreneur one must be an effective team leader.

Leadership can mean many things. An outdated model of leadership is someone who is 'strong' and can make effective decisions. In today's world, leaders need to be far more complex than that. Effective leadership involves being highly collaborative with teams, **empathetic** of consumers and employees, and ethical in decision-making. Effective leadership doesn't lead by having followers; effective leadership empowers all members of the team to be leaders of themselves.

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↑ Figure 4.5.3 Sir Richard Branson, founder of Virgin Atlantic and Virgin Galactic, at the New York Stock Exchange in 2019

Sir Richard Branson is an outstanding example of an individual who demonstrates effective leadership and initiative, and has been showing these characteristics for decades. He has been described as a highly bold and innovative leader who embraces risks, successes and failures in business. Doing so enables him to learn from his mistakes and identify new opportunities for growth and development. Branson highlighted the importance of 'making mistakes and experiencing setbacks' as being 'part of the DNA of every successful entrepreneur'. He famously founded the airline Virgin Atlantic in 1984, and took it further in the 21st century with the founding of Virgin Galactic, which is seeking to facilitate passenger travel to space.

Initiative and problem-solving

Businesses can be dynamic and fast-paced environments, and often there is a need to respond to problems that can arise rapidly and unexpectedly. Being able to problem-solve is a key characteristic of an effective entrepreneur because it enables them to react constructively in stressful circumstances.

Being proactive about potential challenges is also a key skill of entrepreneurship, and can be referred to as taking **initiative**. Having good initiative enables entrepreneurs to predict potential challenges or opportunities and take advantage of them. This may involve some degree of **risk-taking** in order to achieve meaningful rewards.

A well-known Australian entrepreneur who demonstrates these characteristics is Melanie Perkins, co-founder and CEO of software company Canva, which provides an online graphic design platform. Canva was launched in 2013 in recognition of the challenges with designing visually engaging and accessible products. The founders showed initiative by identifying this gap in the market and working to fill it. Canva was worth nearly $50 billion in 2024 due to its growing popularity.

initiative the ability to be proactive about situations and take action before a problem arises

risk-taking actions that involve some degree of potential personal or financial sacrifice in return for a reward

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Activity 4.2

Analysing entrepreneurs

After learning about some different types of entrepreneurs and their characteristics, let's answer some key questions.

LEARN

1 **Identify** four defining characteristics of an entrepreneur.

CONSOLIDATE

2 **Describe** what makes an entrepreneur different from a businessperson who is working for an existing company.

APPLY

3 Select one of the case studies of entrepreneurs that we have studied and **analyse** their journey to success. Examine the challenges they experienced in setting up their business and how they overcame these challenges.

Key concepts: interdependence, specialisation and trade, economic performance and living standards

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

Fraudulent entrepreneurs

A fraudulent entrepreneur is someone who engages in fraudulent activities under the guise of establishing a business or enterprise. Because entrepreneurship is about being at the forefront of new technologies and practice, it can sometimes be difficult to determine whether a business idea is genuine or simply too good to be true.



↑ Figure 4.5.4 Disgraced Theranos founder Elizabeth Holmes on her way to court in San Jose, California, for criminal fraud

A well-known example of this is the case of Elizabeth Holmes, who founded the supposedly revolutionary medical technology company called Theranos. Over a period of 10 years, Elizabeth Holmes had founded her company Theranos, raised over US$700 million in funding from high-profile investors, and established partnerships with huge pharmaceutical corporations in the United States, such as Walgreens. Her company claimed that it had developed technology that would enable comprehensive and rapid blood tests to be conducted from a small sample of blood, which would have been revolutionary if true.

In 2015, Holmes's story started unravelling and she was exposed by a journalist in the *Wall Street Journal*, before being charged with criminal fraud. She was found guilty and sentenced in 2022 for a prison term of over 11 years. Her story highlights the risk of start-up culture, which seeks to glorify entrepreneurs and innovators.

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End of section 4.5 review

Online quiz

Review questions

Teachers can assign tasks and track results

Go online to access the interactive section review and more!

4.5 Review questions

Recall

1 **Define** the term 'problem-solving'.

2 **Describe** three ways in which individuals can communicate with each other.

3 **Outline** what Sir Richard Branson's views on failure are.

Interpret

4 Failure is considered to be a weakness; however, some entrepreneurs believe that it helps make us stronger. **Discuss** the importance of experiencing failure to build resilience and achieve success.

5 There are a number of characteristics that make up an effective entrepreneur. Consider the different characteristics, and **create** brainstorm of how you have demonstrated these characteristics in your own life. Use examples from school, home, sporting clubs/activities and friends to illustrate how you have demonstrated the characteristics of an entrepreneur.

Argue

6 **Discuss** which of the characteristics of an entrepreneur you think are most important to be an effective businessperson and provide reasons to support your answer.

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

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

4.6 Conclusion: why does it matter?

Being innovative and adaptive is essential for any business to thrive and survive in our highly competitive and dynamic economic landscape. Innovation ensures that businesses adopt new practices and processes to best meet the needs of their consumers. Retaining consumers and generating revenue are essential to the sustainability of any business.

The culture of innovation and enterprise is important in supporting entrepreneurs to establish their own ventures and businesses in order to fill important gaps in the market. Doing so enables consumers to have access to new and exciting products or an improved customer experience.

Over the course of this chapter, you have learnt about the innovative and enterprising approaches that have been taken by a variety of businesses in Australia and around the world. Through the study of those examples, you have developed an understanding of the key skills and characteristics that define what it means to be innovative and enterprising.

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4.7

End of chapter activities

Reflection

Self-assessment

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

Inquiry

Researching a fraudulent entrepreneur

As discussed, there are some examples of entrepreneurs who have exploited consumers and investors for their own benefit. Conduct some research on other examples of such fraudulent entrepreneurs and answer the following questions.

1 **Outline** the personal details of the entrepreneur and **describe** the idea behind their business.
2 **Explain** the technology or information that they falsely claimed to have developed.
3 **Assess** the extent of their fraud. How many people did they defraud? How much money did they obtain fraudulently?
4 **Outline** the consequences of their actions. Have they been held accountable?

Analysis

What is the best model for setting up a business?

In this activity, you will be taking on the role of a consultant who has been approached by someone who wants to start up a business and is seeking your advice on what type of business to set up. Consider the brief presented to you by your client, and respond with your advice on what type of business model to choose. Your advice should include the features of the chosen model, the benefits of the model and the potential drawbacks.

Client brief – Your client has indicated that they are seeking to set up a small-scale business, and hope to work very closely with a friend of theirs in setting up their business. Your client is thinking of setting up a bakery, but is not sure if they should set one up as part of a franchise or go it alone as a sole trader. The impact of their friend should also be considered, as they may want to partner with them in setting up a business. Ultimately, your client values:

- the ability to have full creative control in terms of what is made and the products sold
- the ability to take risks with the business and to be rewarded for taking the risks
- the ability to make decisions independently and without having to negotiate with other stakeholders.

Assess what type of business model you would suggest they use, and **explain** why. **Discuss** what drawbacks there are for this model in terms of the client's wishes and **analyse** how you could overcome these limitations.

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Writing

Being your own entrepreneur

Imagine yourself as an entrepreneur. What type of business would you be running? How would you operate it? Write a series of short and long answers to the following questions.

1 **Identify** your business name and **describe** what your business does.
2 **Outline** whether you own the business alone or with others. Do you have employees? If so, how many?
3 **Analyse** entrepreneurial skills and attributes that you bring to your business. **Discuss** whether you use innovation, initiative, creativity and communication.
4 **Explain** how your business makes money. **Outline** the main source of income.
5 **Explain** how your business makes a difference in the community.
6 **Discuss** what would make your business better or more successful than other businesses.



↑ Figure 4.7.1 Effective entrepreneurship requires you to persuasively communicate and present your vision to potential stakeholders (investors, board directors, employees, or consumers). Public speaking is a critical aspect of the role of an entrepreneur.

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

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

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Making connections

Economics and Business and the other HASS topics

Economics and Business has many connections with other subjects in the Humanities. Have you considered how what you have learnt about scarcity, entrepreneurship and innovation relates to the other topics you will cover this year?



Civics and Citizenship

Justice in the workplace

How does the justice system overlap with the world of work? What is the process if a business breaks the law? Consider the following topics:

- businesses that sell faulty or dangerous products
- employees who act dishonestly or steal from their employer
- employees who injure themselves at work
- the impact of stress and mental health on work
- discrimination and harassment in the workplace.

Funding for political parties

Where do political parties get their money and what do they use it for? Should we be concerned about this? Find out:

- How much money do political parties receive from donations?
- Who is making these donations, and why?
- Where else do political parties get their money?
- What do the parties use this money for?
- What laws govern the money that political parties receive and spend?

Government and the economy

There is a debate in Australia and around the world about whether governments should become more involved in the economy. Research the difference between market economies and command economies and **list** the positive and negative factors of each.

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Geography

Scarcity of natural resources

How do economists view the scarcity of natural resources such as water? Can markets and prices help to solve water scarcity? Consider:

- Why do some resources, such as water, cost money while others, such as air, are free?
- What has happened to the price of water over time?
- Would increasing the price of water make people use less of it?
- What might happen if water became so scarce that some people could not afford it?

Economic push and pull factors

Many economic factors influence the liveability of a place. Think about how each of these would push people away or pull them towards an area:

- the availability of jobs
- the price of housing
- the quality of infrastructure
- the quality and variety of shopping
- the laws around entrepreneurship and ease of starting a business.



History

The world of work in the ancient world

How was work in the ancient world similar to that of today? How was it different? Consider the following topics:

- What were the main types of work done in the past?
- How many jobs might a person have during their lifetime?
- What determined the work people did?
- What was the typical working day like?
- What were some of the challenges of working in the past?

Entrepreneurship and innovation through history

There are many examples of innovation and entrepreneurship from ancient history. Using your historical depth study, think about:

- What inventions were made during this time and how do they influence our lives today?
- Who benefited most from creativity and innovation?
- How were business owners and entrepreneurs treated during this time?



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Part 3

Geography

What is Geography?

What do you think are the most important challenges facing our world today? Geography is a fascinating subject for anyone who is curious about how the world works. It can improve the lives of people and their environments. Geography involves the study of Earth's *physical environment* and *human activities*, and how these two areas affect each other. Table A shows some of the topics that geographers study.

Figure A shows the devastation caused by a tsunami that hit Indonesia in 2018.

Geographers studied the area's physical environment and discovered that an unusual natural process had occurred to cause the tsunami shown in Figure A. They found that the eruption of the Anak Krakatau volcano triggered an underwater landslide that then created the tsunami. Also, by studying the human activities in the area, geographers discovered why so many people were affected.

Areas of study

Table A Areas of study for geographers

Physical environment	Human activities
• Landforms (such as beaches, volcanoes and mountains)	• Land use (such as farms and cities)
• Bodies of water (such as oceans, seas and lakes)	• Culture, architecture, religion and language
• Climate and weather	• Population growth and decline
• Plants and animals	• The movement of people from one place to another

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↑ Figure A This photograph shows the damage from the tsunami that hit coastal regions in Java and Sumatra, Indonesia, in 2018.

The tsunami in Indonesia struck popular tourist beaches during peak season when hundreds of tourists were there for the Christmas and New Year holiday. Tsunami warning systems had not worked for six years because they had been damaged and vandalised. Furthermore, the warning systems that were in place only activated when an earthquake was detected, not when there was an underwater landslide. Many locals considered an earthquake to be a sign for people to move to higher ground, but they did not have a sufficient education on how volcanic activity causes tsunamis and the risks involved.

By studying the relationship between humans and the environment, geographers are able to understand why people would risk living in dangerous areas. In the case of Java and Sumatra, the natural environment provides locals with healthy soil to grow crops and the ocean provides them with seafood. The tropical **climate** and beaches also supply those who live there with a source of income from the tourist industry. The land near volcanoes is often cheaper and many cannot afford to move further away. Often, the local people do not want to move because the area is their home.

climate the long-term trends in the weather conditions of a place, such as its average rainfall and temperature

The study of geography finds solutions to important challenges. For example, geographers used sonar surveys to map the sea floor beneath the Anak Krakatau volcano in order to understand how the landslide caused the tsunami. They also educated people about the warning signs of a tsunami when it is triggered by a volcano.

There is no doubt that geographers can be game changers and life-savers, but to perform their important role, geographers need to rely on geographical concepts and skills.

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Introducing geographical concepts and skills

Geographical concepts and skills help to guide the way you question and think about an issue. The seven concepts that are used in the following chapters on geography are: place, space, environment, interconnection, sustainability, scale and change.

Geography is a process of questioning, discovering and communicating what you have learnt. This process of inquiry involves the following geographical skills:

- being motivated by an issue or curious about a **phenomenon**
- asking questions that relate to geographical concepts
- researching a topic by collecting primary and secondary data (see Table B)
- analysing information to come up with conclusions and to gain an understanding of a topic
- evaluating what is being done in response to an issue or phenomenon by seeing if a response is successful
- communicating and reflecting in ways that help people, governments and the media understand an issue and suggesting or creating solutions based on the research and evidence.

phenomenon an occurrence or observable fact

hydrological relating to the study of water on Earth – for example, where it is and how it is used

fieldwork gathering information and data about a natural or human environment outside the classroom

To give you an example of geographical concepts and skills in action, a geographer looking at Figure B might ask the following questions:

- How has this volcano changed?
- What is the scale and distribution of this change?
- What interconnections between factors caused the change?
- What impacts have these changes had on the environmental, social and economic sustainability of the region?

You will learn more about geographical concepts and skills in this and the following chapter. In Chapter 3 you will study the topic of water. This chapter describes how water connects people and places, how **hydrological** hazards occur, what their impact is on people, and how water use is managed. Chapter 4 looks at place and liveability. You will learn what makes a place a good area to live, how a person's town can impact upon their life, and how geographers can make places safe, healthy and inspiring environments for people to thrive in.

The work of geographers has been, and will always be, important. In the past, geographers have helped to determine the circumference of Earth, how and where to grow food, and how to reduce the damage caused by natural disasters.

Data in geography

Table B Primary and secondary data in geography

Primary data	Secondary data
Primary data is data that you collect specifically to help you answer an inquiry question. This data is collected during **fieldwork**.	Secondary data is data that was created by someone else for a different reason. However, the information can still help you answer your own question.
Examples: • Photographs • Collecting samples • Interviewing people	Examples: • Published statistics • Satellite imagery • Online interactive maps

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↑ Figure B These satellite images were taken of the volcano on Anak Krakatau before erupting (left) and after erupting (right). The most obvious change that the eruption had on the region is that a large part of the southern flank of the volcano slid into the ocean, which has changed Anak Krakatau's shape and size.

Today, and into the future, the discoveries geographers make will help us overcome modern challenges, such as climate change, the extinction of species and the **sustainable** use of resources such as water.

Geography is an empowering and forward-thinking subject. It requires an open mind to consider many questions and perspectives. A geographer also has to be sharp enough to understand the information that is collected and to create a future that is better than the present. Who knows where your study of geography will take you? The possibilities are endless!

sustainable causing little or no damage to the environment and therefore able to continue for a long time

↓ Figure C Anak Krakatau erupting in 2018. The unusual interconnection between this eruption and the following tsunami launched geographers into a new area of research, in the hope that we can stop such tragedies from happening again.



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Topic 1

Water in Australia

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Overview

Water is the most precious resource we have. We use it every day in our homes, as well as to grow food, make energy and products, and move people and goods all over the world. Water is a finite, renewable resource. This means that there is the same amount of water on Earth today as there was when Earth was formed and, if managed well, it can be reused forever. In fact, the water you drink today could contain molecules that dinosaurs and cave people drank well before your time!

Every day there are more people using the water on Earth, but only 2.5 per cent is drinkable. So, how we treat this precious resource has never been so important.

As our use of water increases, we have come up with clever ways to access fresh water. In Perth, 10 per cent of the water flushed down the toilet and sink is recycled into drinking supplies. In Kuwait, almost 100 per cent of drinking water comes from desalination plants that turn saltwater into fresh water. However, there are also ways that we pollute or waste water.

Water is part of an interconnected system called 'the water cycle'. This means that the pollutants we put into the soil and sky can contaminate our water, and reduce the amount of clean water that we can use.

In this unit, you will investigate what water means to Australians and people around the world. Understanding the connections between water, people and places is an essential part of your study. In many places, water scarcity is a serious issue that can potentially lead to disastrous consequences. Each situation is unique and requires a range of management strategies to ensure that water use is sustainable.

Learning goals

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

- What is the difference between a renewable and a non-renewable environmental resource?
- Where are Australia's water resources located?
- How is Australia's water distributed and why does it vary?
- What is water scarcity? How is this caused and why is it a problem?
- How is water scarcity managed or overcome?

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Introducing geographical concepts

In this unit, you will have many opportunities to practise geographical concepts.

The concept of **place** involves the physical location of an area, and the meaning that the location has for individuals, communities and cultures.

Space refers to the spatial distribution of places and their characteristics. We use maps and spatial technology to examine, monitor and compare spatial distributions so that we can assess and manage changes.

Scale refers to how big something is compared to something else. This can be represented on maps using a linear scale, or when considering whether an impact will affect a small area, an entire country or the whole world.

When geographers look at **change**, they investigate the type of changes that have occurred. They also look at when, where and why change has happened.

The **environment** in geography refers to the characteristics of an environment, how an environment supports life, and the connections between an environment and people.

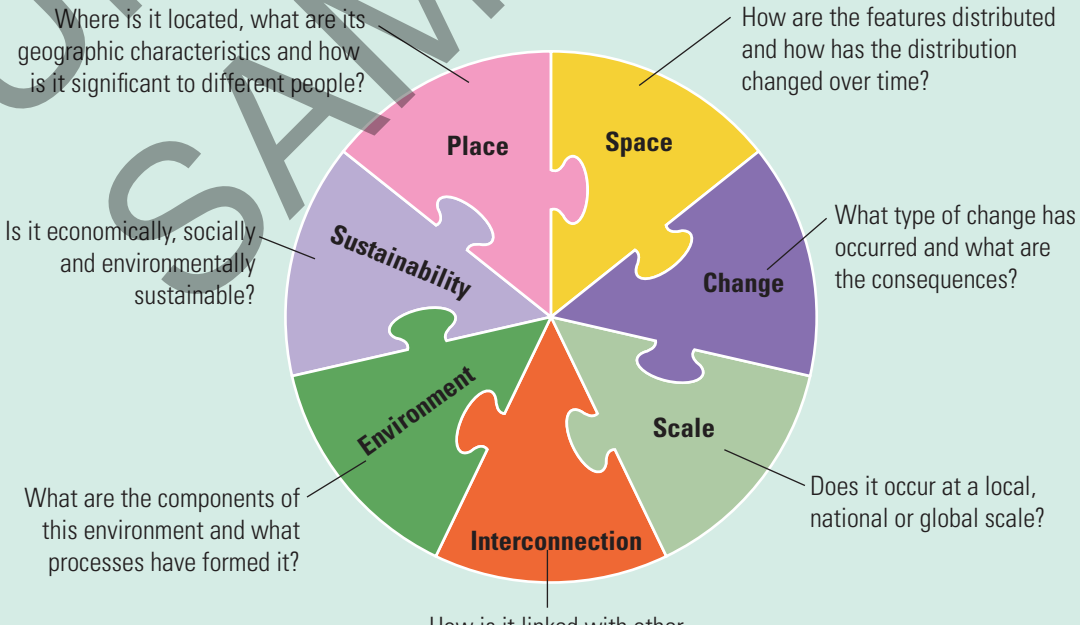
Interconnection involves the links between places and the ways in which people influence or are influenced by the characteristics of places.

Sustainability refers to whether a place or environment can maintain its current needs without affecting the ability to meet the needs of future generations.



↑Figure D Wastewater undergoing treatment at the Beenyup plant in Perth before it is returned to the city's water supply. In Perth, climate change and population growth are putting pressure on the city's ability to provide water. This has encouraged creative solutions to address the serious problem of water scarcity in the city.

Geographical concepts



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Chapter 5

Water in Australia



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Chapter overview

Introduction

Water is one of our most important environmental resources. This chapter explores how environmental resources are classified, such as renewable and non-renewable. You will locate Australia's different types of water resources and discover why the amount and quality varies. The chapter will introduce the problem of water scarcity in our world, including its causes, impacts and ways to manage water resources. You will be challenged to consider the value of water, and the way it connects people, places and environments in the landscape.

Learning goals

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

- What is the difference between a renewable and a non-renewable environmental resource?
- Where are Australia's water resources located?
- How is Australia's water distributed and why does it vary?
- What is water scarcity? How is this caused and why is it a problem?
- How is water scarcity managed or overcome?

Geographical skills

After completing this chapter, you should be able to:

- explain processes that influence the characteristics of places
- identify, analyse and explain spatial distributions and patterns, as well as identify and explain their implications
- identify, analyse and explain interconnections within places and between places, and identify and explain changes resulting from these interconnections
- analyse maps and other geographical data and information, using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Digital resources

Visit the Interactive Textbook to access:

- interactive review quizzes and Scorcher competition
- videos, image galleries and other extra materials.

←Figure E Shark Bay is a World Heritage Site in the Gascoyne region of Western Australia. In the Malgana language, the region's traditional name is *Gathaagudu*, meaning 'two waters'.

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5.2

The classification of environmental resources as renewable or non-renewable

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Focus questions

- What is an environmental resource?
- What is the difference between a renewable and a non-renewable resource?

What is an environmental resource?

Resources are used by people to satisfy our needs and wants. This could include constructing a building, generating electricity or earning money. **Environmental resources** are those that are found naturally in Earth's **environment**. They include things like light, wind, heat, water, plants, animals, soil, rocks and minerals.

environmental resources materials that are from the natural environment, such as water and wood

environment the air, water and land of a particular area, which contains people, animals and plants

geographical processes a series of events or actions that change environments, spaces and places

When we speak about the environment, we are referring to all the features that make up our surroundings and make it possible to live on Earth. The features of the environment can be divided into four spheres:

- atmosphere, which includes the air we breathe and the sunlight we feel
- hydrosphere, which is all of the water found on Earth, including the oceans, rivers and lakes
- lithosphere, which includes all of the rocks and soil
- biosphere, which is all of the living things on Earth, including plants, animals and people.

Different parts of these four spheres interact with one another. For example, rain that falls from the atmosphere might flow into a river, the hydrosphere. This river might cut through soft soil on a river bank, the lithosphere, and provide a water supply for local animals, the biosphere. The interactions between different parts of the environment are known as **geographical processes**.



↑ Figure 5.2.1 Harvesting pine trees in Toolara State Forest in Queensland

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Activity 5.1

Features of the environment

Read about the features that make up an environment and then complete the following.

1 **Create** a diagram showing how the four spheres of the environment interact with one another.
2 Provide an example of an environmental resource for each of the four spheres that make up the environment.

Key concepts: environment, interconnection

HASS skills: evaluating, communicating and reflecting

Renewable and non-renewable resources

A common way to classify environmental resources is based on whether they are renewable. **Renewable resources** are those that can naturally replenish themselves at a rate that is faster than people use them.

Some resources are renewable, but if they are used at a rate that is quicker than the rate they renew themselves, then they can eventually run out. For example, if people choose to **harvest** trees from a forest, they might grow back naturally or they could be replanted by people. However, depending on the **species** of the tree and the climate, it might take each tree 30 years to grow back to a mature height. This means that if trees are harvested too quickly, the supply can run out faster than it grows back, even though they are a renewable resource.

In geography, we use the concept of **sustainability** to describe whether the use or modification of an environment can continue at the same rate into the future, without leading to negative impacts. In the example just given, sustainable forest management and timber harvesting would involve logging trees at a rate that would allow a forest to **regenerate** to a point where the forest could be logged again. Logging at an unsustainable rate would mean forests are not left to regenerate. Instead, the size of a forest would continue to get smaller and smaller until timber could no longer be harvested because no trees would be left.

renewable resources resources that can be produced as quickly as they are used

harvest to pick and collect crops, or to collect plants, animals or fish to eat

species a group of plants or animals that are classified as having the same characteristics

sustainability the wise use of resources so that they are available into the future

regenerate to grow again

Figure 5.2.2 Wind farms, such as this one located in Albany, aim to use the renewable resource of wind to generate energy.



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non-renewable resources resources existing in limited quantities that cannot be replaced after they have all been used

fossil fuels fuels that were formed underground from plant and animal remains millions of years ago. Examples include gas, coal and oil.

ore a type of rock or soil that can be mined to obtain metal

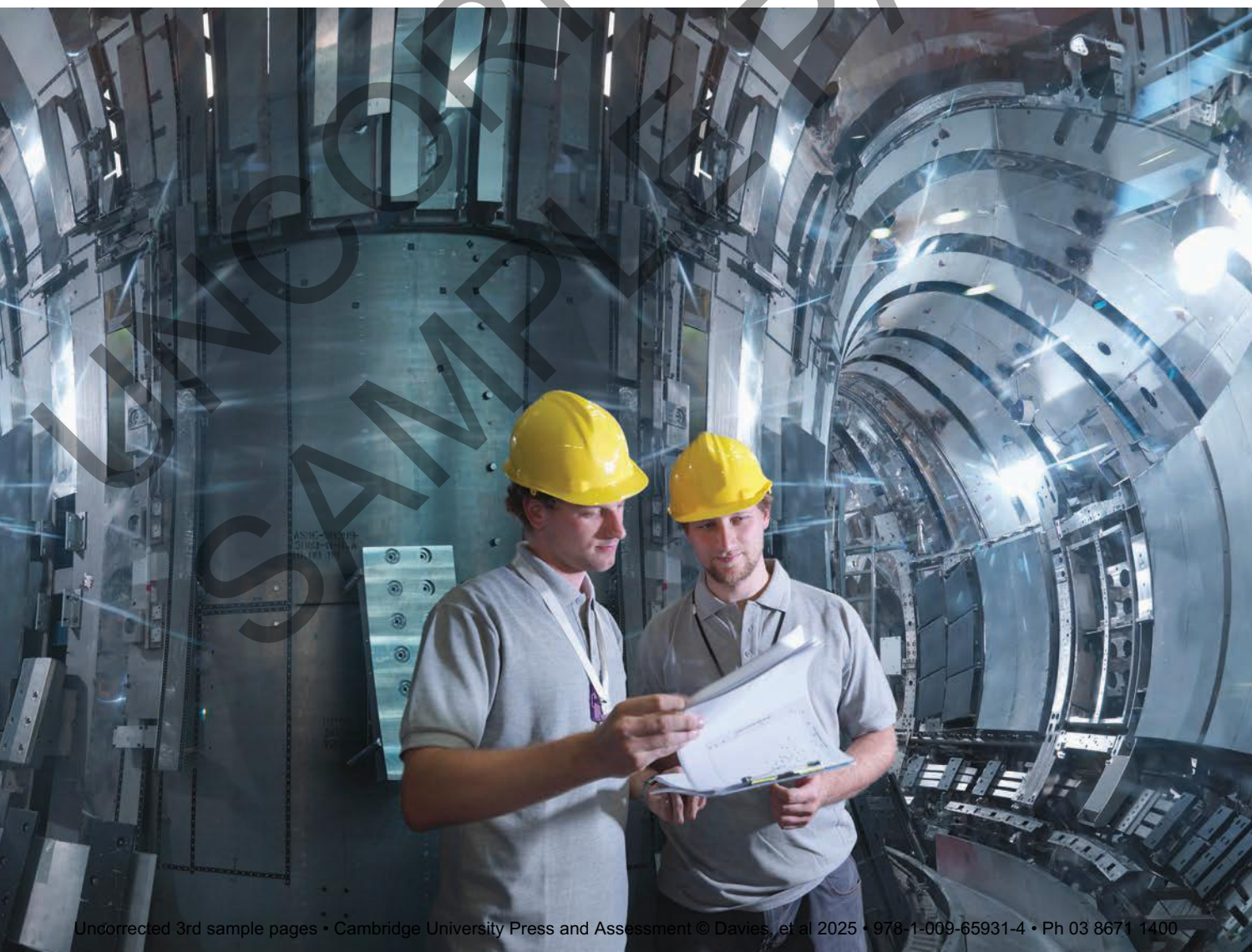
Non-renewable resources are those that cannot be replaced once they are used. **Fossil fuels** are a common example. Fossil fuels are produced from buried deposits, which are formed from layers of decayed plants and animals (fossils). Over millions of years, the layers of organic remains have been exposed to intense heat and high pressures. These geographical processes have changed the organic remains into fossil fuels. Fossil fuels include:

- crude oil
- coal
- natural gas.

Crude oil, when extracted, can be refined into oil, grease and petroleum. Technically, new fossil fuels are being created following the same processes that formed them in the first place. However, this does not occur on a time-scale that makes them renewable for use. For example, it will take 300 million years for new coal to form from the current dead plant material!

Nuclear energy is another example of a non-renewable resource. The process of creating nuclear energy requires the use of uranium **ore**. An ore is material from which a metal or valuable mineral can be extracted. Uranium ore is mined from rock deposits in different parts of the world, including Australia. Nuclear energy is created by splitting uranium atoms in a process called 'fission'. The splitting of the atoms generates heat to produce steam, which is then used to turn turbine generators that create electricity.

↓ Figure 5.2.3 These scientists are working in a nuclear reactor, which produces and controls the release of energy from splitting the atoms of uranium ore.



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Developing geographical concepts and skills 5.1

Classification

An important role of a geographer is to classify the world around them. This helps them to understand features of Earth and how the features interact with each other. Geographers classify species of plants and animals, as well as different types of rocks, rivers and mountains.

Based on the information here about environmental resources, classify the following resources as either renewable or non-renewable. Also classify each resource as either finite or infinite. Write a sentence justifying why you have classified each resource the way that you have.

- Native animals hunted as a food source
- Saltwater from the ocean that is converted into fresh water
- A forest that is used to harvest individual trees and then left to grow back
- A forest where all the trees are harvested so that the land can be turned into a farm

You may wish to use the table template shown here to help set out your classifications.

Resource	Renewable or non-renewable	Finite or infinite	Justification

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

HASS skills: analysing, evaluating

Finite and infinite resources

Some renewable resources will never run out. These are known as **infinite resources**. Scientists predict that the sun will last for another 6.5 billion years. Although this technically is not infinite, this time span is much longer than the amount of time that Earth has existed, and is therefore considered to be renewable. Resources that have a limited supply, such as non-renewable resources, will eventually run out. Every time they are used, there is less of the resource remaining. These types of resources are known as **finite resources**.

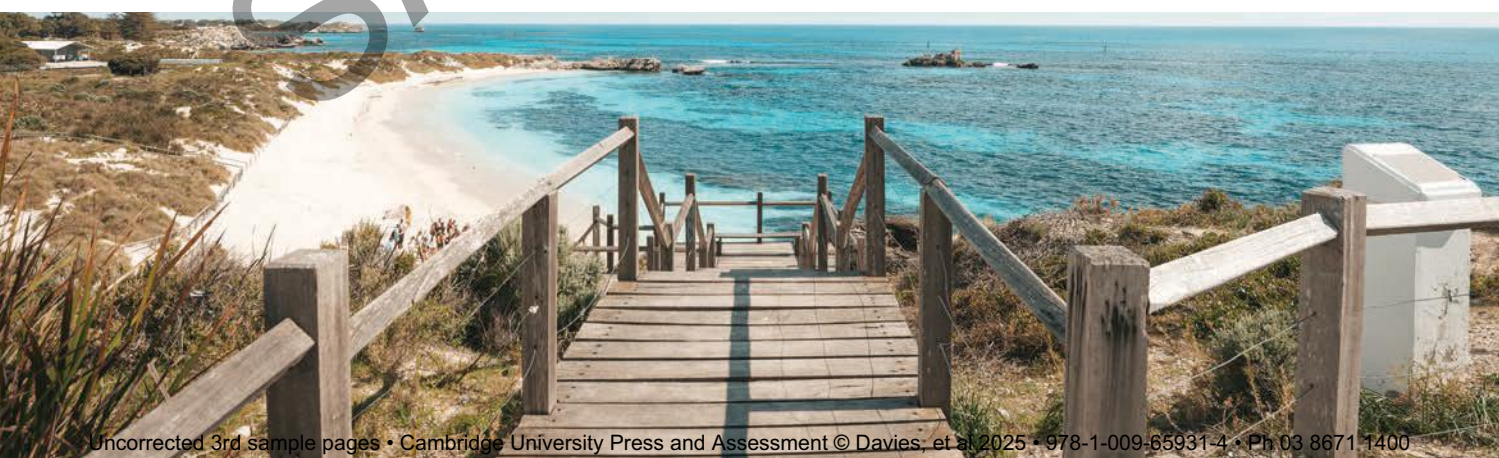
infinite resources resources that are without limits

finite resources resources that have a limit or end



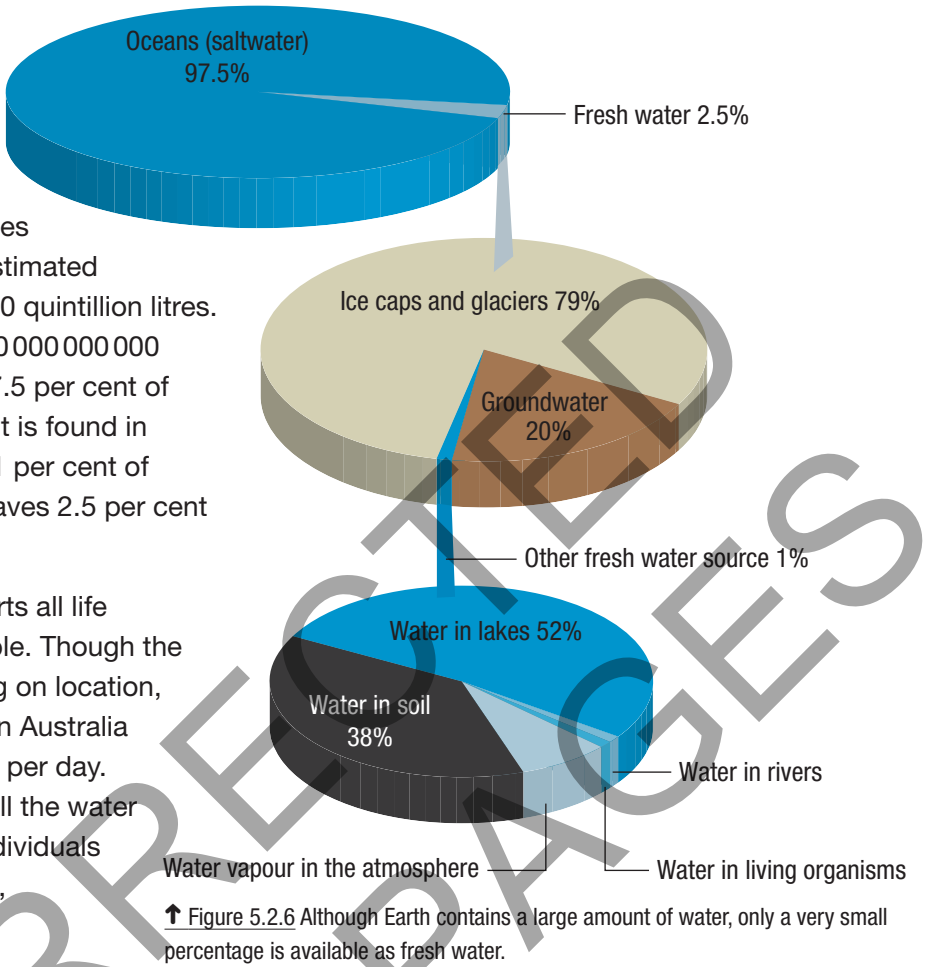
↑ Figure 5.2.4 Lithium is a finite chemical element as it is formed over millions of years and cannot regenerate on a human time-scale.

↓ Figure 5.2.5 Consider the local environment of Rottnest Island, also known as Wadjemup. What environmental resources are pictured and what geographical processes shaped this island?



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How much water is there on Earth?



↑ Figure 5.2.6 Although Earth contains a large amount of water, only a very small percentage is available as fresh water.

Water is one of the most abundant resources on Earth. In fact, it is estimated that Earth contains 1260 quintillion litres. That's 1 260 000 000 000 000 000 000 litres! Approximately 97.5 per cent of this water is saltwater. It is found in oceans, which cover 71 per cent of Earth's surface. This leaves 2.5 per cent as **fresh water**.

fresh water water with less than 0.5 per cent of dissolved salts

glaciers large masses of ice that move slowly. They are frozen rivers of ice that form when snow accumulates and is compacted.

ice caps thick layers of ice that permanently cover an area of land

Fresh water supports all life on land, including people. Though the usage varies depending on location, the average individual in Australia uses 340 litres of water per day. This does not include all the water used to grow crops. Individuals need water for drinking, cooking and washing.

Although fresh water is a small percentage of the total water on Earth, if this 2.5 per cent were readily available it would be a plentiful supply. However, 79 per cent of all fresh water is frozen in **glaciers** and **ice caps**, such as those covering Greenland and Antarctica (see Figure 5.2.6). A further 20 per cent is located underground in the groundwater supply. In fact, just over 0.5 per cent of all the fresh water on Earth is available in lakes and rivers.

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Developing geographical concepts and skills 5.2

Creating a map

While geographers analyse maps to draw conclusions, cartographers create them. All maps have six key features, commonly referred to as BOLTSS: a border, orientation (north point), legend, title, scale and source.

Use a blank world map template and **create** your own map to illustrate the world's most prominent water features. Be sure to include:

- oceans
- rivers
- lakes
- glaciers.

Key concepts: place, space, environment, scale

HASS skills: communicating and reflecting

The natural water cycle

All of the water on Earth is constantly changing form through the processes involved in the natural water cycle (see Figure 5.2.7). Owing to the warmth of the sun, the surface water in rivers and lakes turns water into water vapour. This process is known as **evaporation**. Similarly, water in plants and trees undergoes **transpiration**. As water cools in the atmosphere, clouds form and the water condenses. From this **condensation,** water droplets and ice crystals form. When clouds grow large enough, the water falls as **precipitation**, such as rain and snowfall. When this falls on the land, some of the water soaks into the soil and is added to the groundwater through **infiltration**. This water eventually flows underground into rivers, lakes or to the coast. Water that does not infiltrate into the soil flows over the land and into rivers. This is known as **run-off**. This water eventually makes its way into river systems and flows back out into the ocean where the cycle repeats itself.

evaporation the process of a liquid changing to a gas, especially by heating

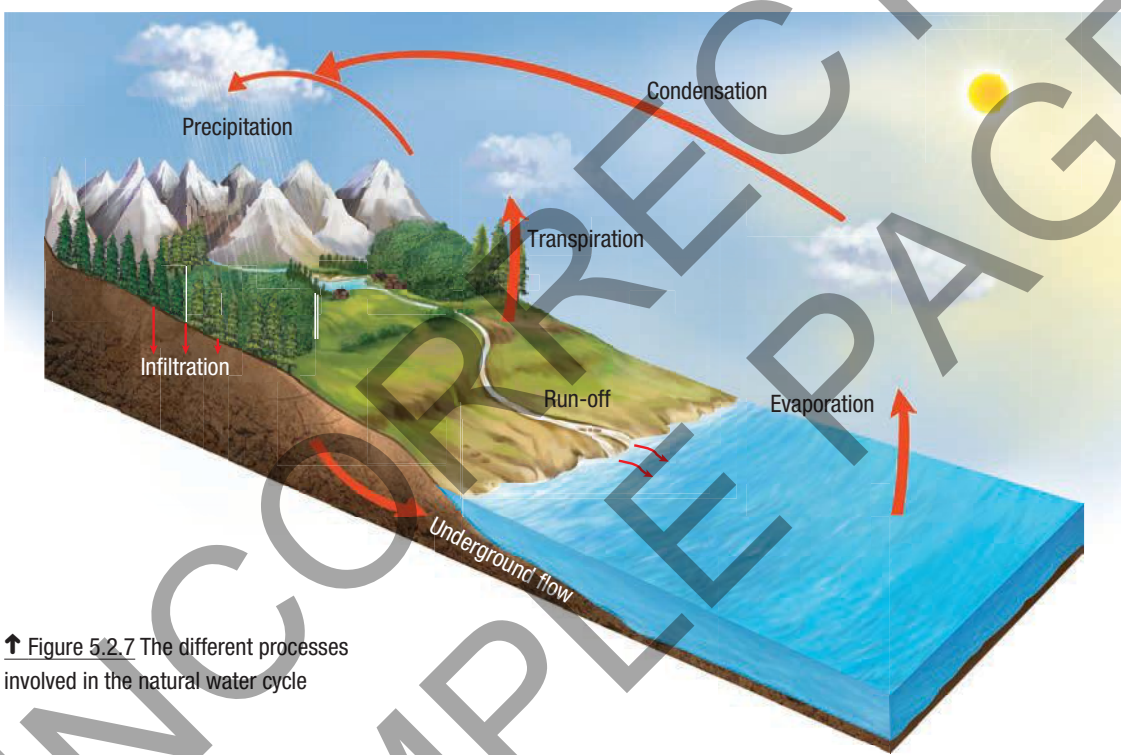
transpiration the process of losing water through the surface or skin of a body or a plant

condensation the process by which water vapour in the atmosphere cools and changes into liquid water

precipitation water that falls from the clouds towards the ground, especially as rain or snow

infiltration the process by which water is absorbed into the ground

run-off water that is not absorbed by the land and flows from high areas to low areas



↑ Figure 5.2.7 The different processes involved in the natural water cycle

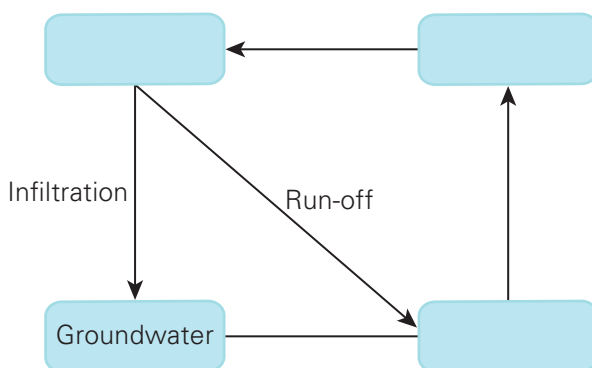
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Developing geographical concepts and skills 5.3

Drawing a concept map

Concept maps are a type of diagram used to show processes or how concepts are interconnected. They include terms inside boxes, with arrows linking the boxes to demonstrate the steps of a process or connections between topics.

A concept map can be used to summarise the processes within the water cycle and the different forms of water found in the cycle. Copy and complete the concept map here to summarise the water cycle.



Key concepts: interconnection

HASS skills: communicating and reflecting

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What kind of resource is water?

Since water is constantly undergoing different processes in the water cycle, it can be described as a renewable resource. Many communities around the world rely upon regular rainfall to renew their water supply. Although rainfall and river flows are usually regular and therefore renewable, these processes can decrease or stop completely during extended dry periods. In these cases, water is temporarily non-renewable.

Despite constantly changing between a solid, liquid and gas, the total amount of water on Earth never changes. This means that the overall supply of water is finite. However, in areas that receive high and regular amounts of rainfall, the resource can certainly seem infinite. In other places, supplies are constantly monitored and the use might need to be restricted if the finite supplies run low.

How is water used?

Water is considered an environmental resource because it has a wide variety of uses. These include:

- domestic – used in the home for flushing toilets, showers, cooking and cleaning
- agriculture – used to grow crops and raise animals
- industry – used to manufacture and transport products
- environment – used to maintain the health of natural and human environments
- recreation – used in community swimming pools, and to maintain parks, ovals and golf courses.

Amazing but true…

Colour terms are often used to help define different types of water resources. *Blue water* is water found in rivers, lakes and dams. *Green water* is water that is stored in the soil and used by plants during their growth. *Grey water* is wastewater that comes from household uses, such as baths, sinks, washing machines and dishwashers. It is not safe to drink but can be reused to water the garden. *Black water* is sewage and wastewater that contains everything that we flush down the toilet.



↑ Figure 5.2.8 Water is an essential resource to the operation of factories, including machinery such as water jet cutters.



↑ Figure 5.2.9 Rice, one of the most produced staples in the world, is grown in flooded fields.

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Case study 5.1

Water as an interconnection

In geography, **interconnection** refers to the links and relationships between objects and places. People often play an important role in these links as human activities often impact on and change natural processes. As water transforms through the water cycle, it plays a significant role in connecting places and changing an area's characteristics.

interconnection the relationship between places and people, and the ways in which they influence one another

The flow of rivers downstream provides important links between places. These connections vary in scale from small urban creeks to rivers that flow across several countries. The Mekong River is one of the largest rivers in the world and flows 4350 km through China, Myanmar, Thailand, Laos, Cambodia and Vietnam.

Trade and transport

In larger river systems, rivers have been, and still are, a major source of transport and a vehicle for trade. In 1853, paddle steamers became a form of inland transport and trade along the Murray River in south-eastern Australia. While the common cargo was once bales of wool, today these paddle steamers carry tourists up and down the river. The West Australian-built paddle steamer *Decoy* (see in Figure 5.1.14 on the next page) is an iconic entertainment venue that has been steaming along the Swan River for over 30 years. The *Decoy* offers a range of experiences, including live music cruises and history tours. The Mississippi River is the fourth-longest river in the world and is a significant part of trade in the United States. The barges (see in Figure 5.1.16 on the next page) there transport items like petroleum, iron, steel, grain, paper and wood to various ports.



↑ Figure 5.2.10 Northern Bhutan is dominated by tall mountains and glaciers that are part of the Himalayas.

Water moving through environments

Water can take many forms as it flows through different environments. In Bhutan, the water source for many villages comes from glaciers located tens or even hundreds of kilometres away. Glaciers are frozen rivers of ice that form when snow accumulates and is compacted. This usually occurs in mountainous regions. When ice from Bhutan's glaciers melts, water flows into rivers and downstream to villages. People then use this water for agriculture, which is the main industry in Bhutan.



↑ Figure 5.2.11 Ice from Bhutan's melting glaciers flows into rivers.

The amount of water available for people living in downstream regions of a river system depends on the amount extracted by the upstream users. If users upstream withdraw too much water, the quantity of downstream supplies is reduced. Furthermore, if pollution is added to a river upstream, it can damage the quality of downstream supplies. Pollution in this context includes industrial waste from factories or mining operations, and fertilisers and pesticides from farm use that get washed into waterways when it rains.



↑ Figure 5.2.12 Water from Bhutan's rivers supplies the villages with water to use for agriculture.

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exploitation the use of something in order to get an advantage from it

In the case of the Mekong River, the **exploitation** of water resources in upstream countries, such as China and Laos, is causing havoc for Cambodia. Cambodia is heavily reliant on the Mekong River, as it provides 85 per cent of the agricultural water supply. The fishing industry, which makes up 12 per cent of Cambodia's economy, also relies on a healthy river flow to support 500 local species of fish.

tributaries rivers or streams that flow into a larger river or a lake

nutrients any substance that plants or animals need in order to live and grow

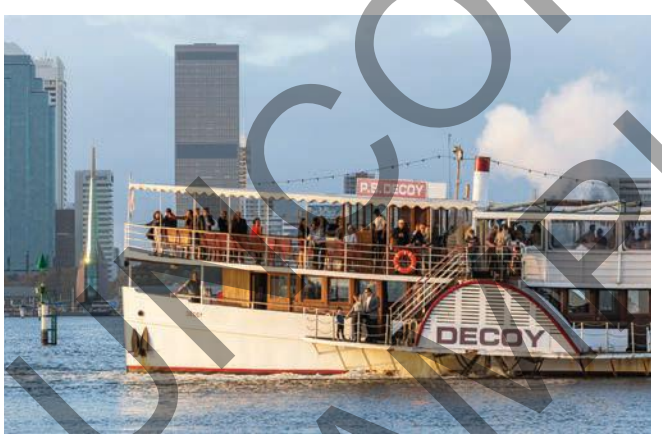
However, since the 1990s, the river and its **tributaries** have been dammed throughout South-East Asia, largely for the generation of hydropower. These dams have blocked the movement of fish, reduced the amount of **nutrients** in the water, and have made water levels downstream irregular and unnatural. Furthermore, in cases where dams have collapsed, downstream communities have been flooded. Villagers in Cambodia who rely on the Mekong River are losing their livelihoods and are being forced to change their lifestyles due to the actions of people hundreds of kilometres away.



↑ Figure 5.2.13 Cambodia's fishing industry is in crisis as water levels in the Mekong River have hit record lows.



↑ Figure 5.2.14 In 2018, thousands of villagers in Cambodia were left stranded when a collapsed dam in Laos sent floodwaters hundreds of kilometres downstream.



↑ Source 5.2.15 Paddle steamer *Decoy*



↑ Source 5.2.16 Oil tankers and barges are essential to the local economy in the Mississippi River basin.

Analysis questions

1 **List** two examples of how water is or has been used for trade and transport.
2 **Describe** the way in which water connects villages to the glaciers in Bhutan.
3 State some ways in which water use in the upstream countries of the Mekong River has impacted villages in Cambodia.
4 **Explain** what interconnection means and provide at least two examples in your explanation.

Key concepts: place, environment, sustainability, change

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

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End of section 5.2 review

Online quiz

Review questions

Teachers can assign tasks and track results

Go online to access the interactive section review and more!

5.2 Review questions

Recall

1 **Define** the following terms:

- fresh water
- evaporation
- transpiration
- condensation
- glaciers
- infiltration
- run-off.

2 **Identify** how much of the total water on Earth is fresh water.



↑ Figure 5.2.17 A large percentage of Earth's fresh water is found in frozen rivers of ice. This is Perito Moreno Glacier, which is at the southern tip of South America.

3 **Describe**, or **create** a diagram of, the six processes that water undergoes within the water cycle.

Interpret

4 **Explain** why water can be described as both a renewable and a finite resource.

5 **Outline** how water is used.

Argue

6 **Discuss** whether you think Australia should continue to rely on non-renewable resources to meet its growing needs, or should there be a complete shift towards renewable and sustainable alternatives, regardless of cost and feasibility?

Key concepts: place, environment, sustainability, change

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

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5.3

The location, distribution and variability of Australia's water resources

Focus questions

- Where are Australia's water resources located?
- How is Australia's water distributed and why does it vary?

available water resources water that can be accessed easily and cheaply

potential water resources water that is not easily obtained

perennial something that happens repeatedly or all the time

ephemeral something that happens only for a short time

arid very dry, often without rainfall to support plants

When describing the location of water resources, we can divide water into two categories: available and potential water. **Available water resources** are those that can be accessed relatively easily and cheaply. This includes the water found in rivers, lakes and groundwater. **Potential water resources** are those that are not as easy to obtain. They include saltwater, ice, water vapour and wastewater. Accessing these resources requires complex and expensive extracting and filtering technologies. As populations grow, many places are forced to use these types of resources to ensure that their water supply is renewable.

Australia's available water resources

Surface water

As the name suggests, surface water is water located on the surface of Earth. This includes rivers, lakes and wetlands, such as swamps. Most major cities developed near a reliable supply of surface water that was easy and cheap to access and use.

In some cases, surface water resources are **perennial**, which means that they are permanent. Perennial resources are lakes that always contain water and rivers that flow all year round, such as the Blackwood River in south-west Western Australia. In drier areas, surface water resources are often **ephemeral**, which means they are semi-permanent. Ephemeral resources dry up during seasons with low rainfall. This is a common occurrence in many **arid** places in Australia, such as the Gascoyne River in west-central Western Australia.

To ensure that there is enough surface water to meet agricultural, domestic and industrial needs, reservoirs and dams are constructed to store large quantities of water.

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↑ Figure 5.3.1 The Blackwood River is a perennial river in Western Australia.



↑ Figure 5.3.2 The waters of the Gascoyne River flowing into the dry riverbed in Carnarvon, Western Australia, is an example of an ephemeral resource.

Reservoirs and dams

Reservoirs are large natural or **artificial** lakes that are used to store a large quantity of water. In order to store water, the flow of rivers is stopped using a dam. Dams are barriers that prevent the flow of water downstream through the use of a wall. Dams have gates that can be opened to allow excess water to be released. By controlling the flow of rivers, dams can also be used to stop floods and to generate **hydro electricity**.

Western Australia's largest reservoir is Lake Argyle, which has a capacity of 10 760 **gigalitres**. This is tiny compared to the Kariba Dam between Zambia and Zimbabwe, which can store 180 000 gigalitres!

Despite their usefulness, dams lead to a number of environmental consequences. They alter the natural flow of rivers and streams, and that impacts on river ecosystems. Fish that need to migrate upstream and downstream to feed and breed are unable to cross barriers. This has led to the extinction of many species. Altering a river's natural flow can also affect water temperature and water quality. This impacts on food networks, and the growth and reproduction of a variety of plants and animals.

While dams can prevent downstream cities and towns from flooding, they also stop natural flood events, which are an essential process that helps to maintain the health of floodplains, forests and wetlands. Dams also stop small particles known as sediment from flowing downstream, which is needed to maintain downstream habitats.

artificial made by people, often as a copy of something natural

hydro electricity electricity produced by the force of fast-moving water such as rivers or waterfalls

gigalitre a metric unit of capacity equal to one billion litres

↓ Figure 5.3.3 The Gordon Dam, Tasmania, is over 140 metres high and 192 metres long.



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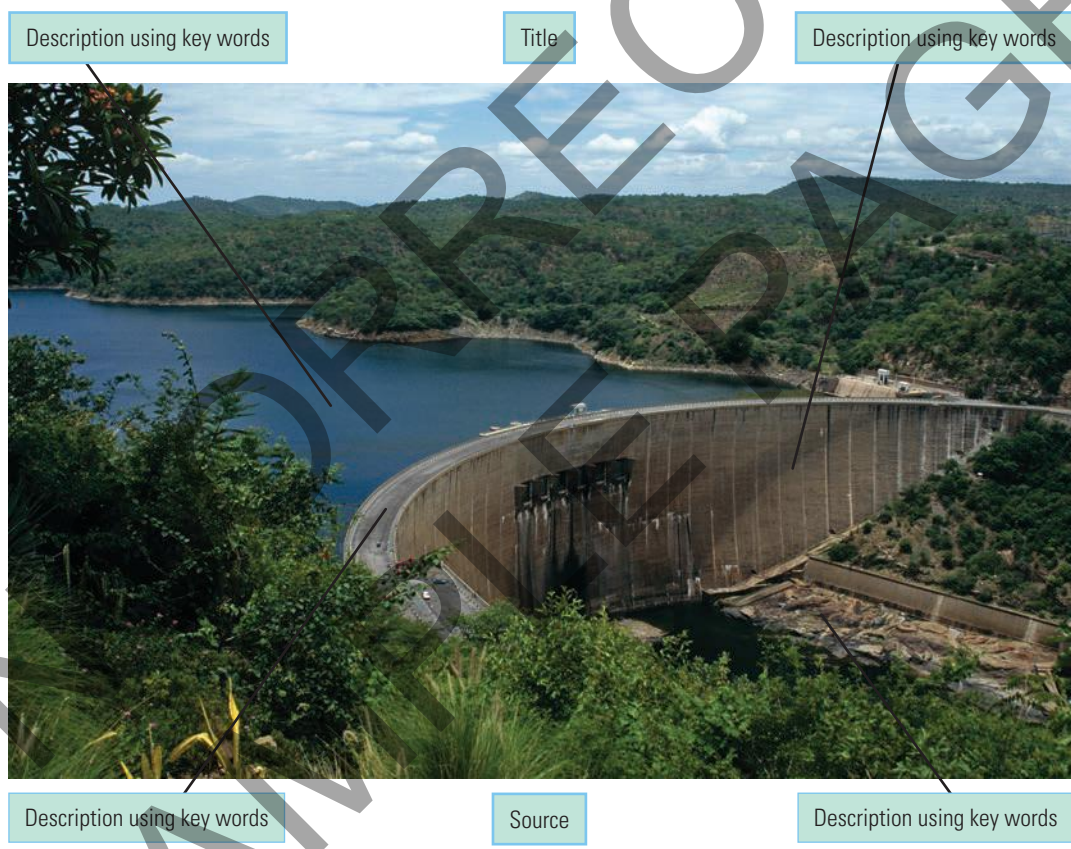
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Developing geographical concepts and skills 5.4

Annotating a photo

An annotated photograph is one that has been labelled with names and descriptions. This can be done by hand or digitally. Geographers use annotated photos to demonstrate their observations from photos taken out in the field. They use annotated photographs to demonstrate specific features, processes or impacts. **Create** your own annotated photograph by following these steps:

1. Find a photograph of a Western Australian dam using Google Images.
2. Print your photograph or copy it into a graphics editing program.
3. Add lines leading to specific features of the photograph that you wish to describe. Do not use arrows to label features because arrows indicate movement.
4. Add key words and short descriptions to demonstrate the features and purposes of a dam, as well as some of their environmental consequences.
5. Add a title and source to your annotated photograph.



Key concepts: place, space

HASS skills: analysing

Groundwater

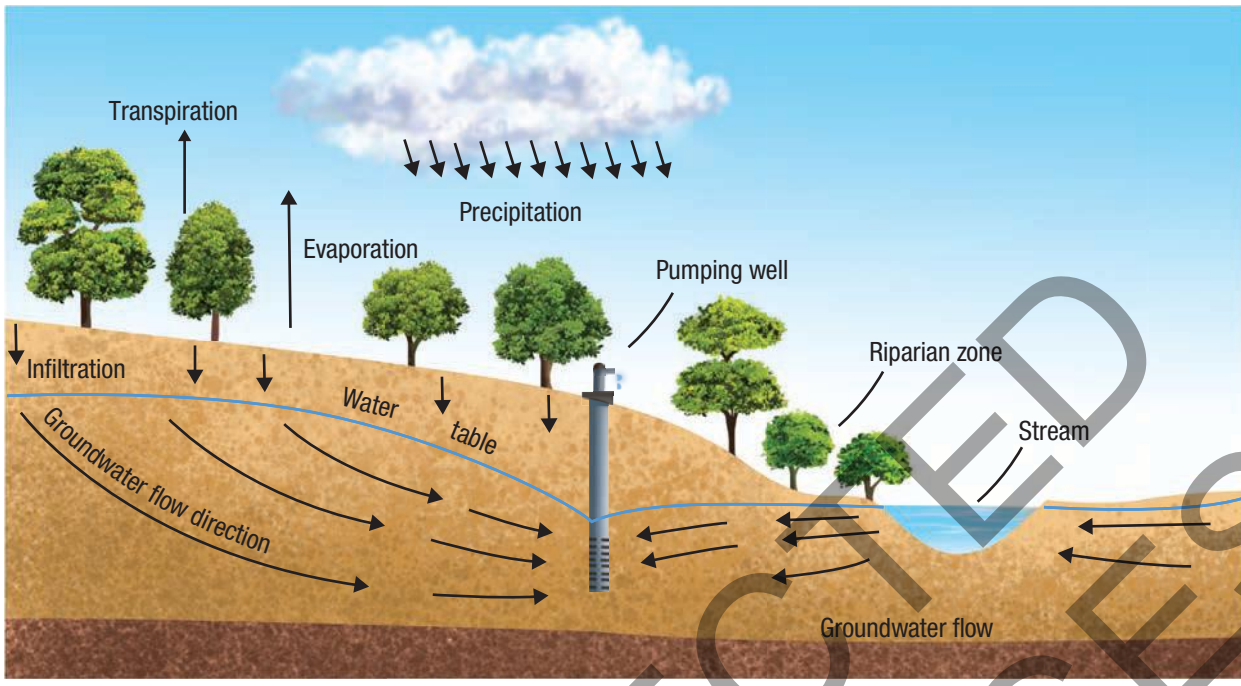
Groundwater is water that is located below Earth's surface. It comes from rainfall that has infiltrated into the ground, and has been absorbed by soil and **porous** rocks. The boundary between groundwater supplies and the drier soil above it is called the water table.

Australia has a large system of groundwater basins, which stretch under about 60 per cent of the continent. The Great Artesian Basin is the largest of these; it is estimated to hold around 8700 **megalitres** of water. Many people living in dry areas are reliant on groundwater supplies, especially when rainfall is erratic or during extended periods of drought.

porous something that has many small holes so liquid or air can pass through, especially slowly

megalitre a metric unit of capacity equal to one million litres

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↑ Figure 5.3.4 Groundwater comes from rainfall that infiltrates into the soil layer.

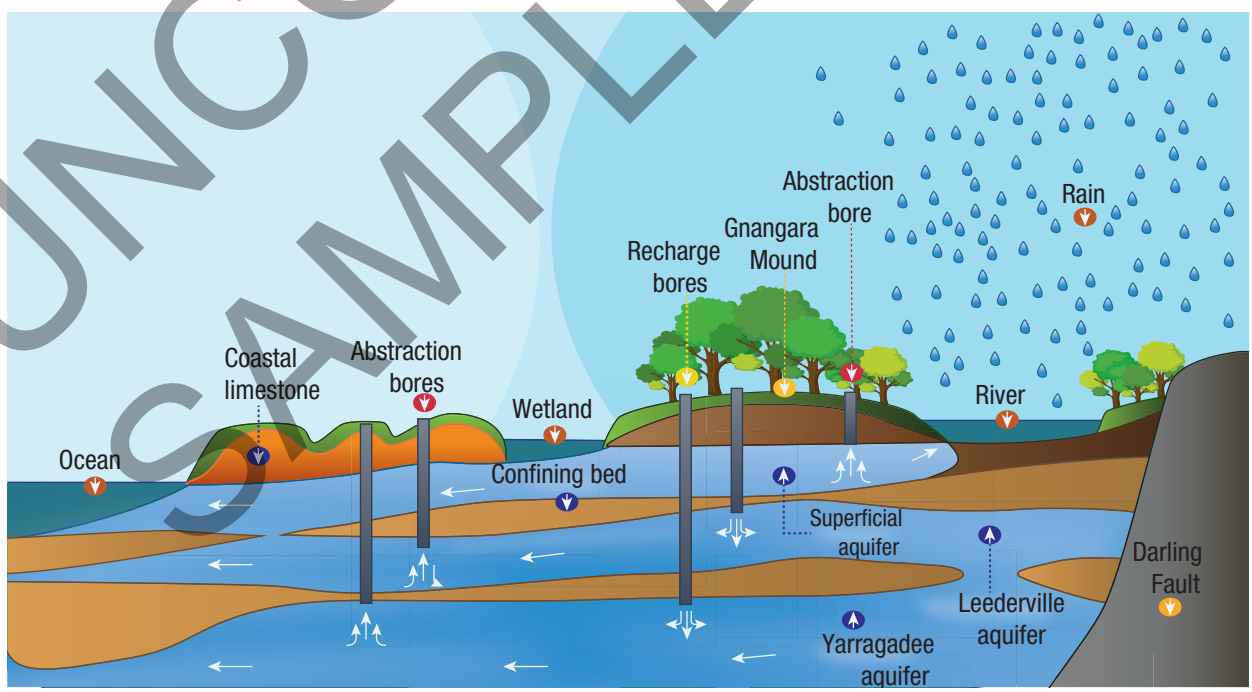
During these periods, water is pumped to the surface using **bores**. Although groundwater supplies are finite, they are replenished during periods of high rainfall.

The largest groundwater source for Western Australia is the Gnangara groundwater system, as illustrated in Figure 5.3.5, which contains three **aquifer** layers. Just like a sponge, these layers of rock material store and permit water to move through it. Groundwater currently accounts for around 40 per cent of Perth's water, which is slowly depleting the resource, but **groundwater replenishment** projects aim to manage the quantity of water sustainably.

bores holes drilled into the ground to access underground water resources

aquifer layers of rock or sand that contain water

groundwater replenishment the act of refilling aquifer supplies with water



↑ Figure 5.3.5 The Gnangara groundwater system

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Australia's potential water resources

Saltwater: desalination

sewage waste matter such as human urine or solid waste

potable water that is clean and safe to drink

filtered the process of removing solids and impurities from water

purified the process of removing dirty or harmful substances from water

Desalination is the process of removing salt and other minerals from water. This can turn water from the ocean or underground sources into water that is safe for human consumption. Given the size of the ocean, water from desalination is a very reliable resource, particularly useful in coastal areas that have low or inconsistent rainfall. However, desalination plants are expensive to build and maintain. The cost to build a single plant in Australia is more than $1 billion, and this does not include the ongoing maintenance costs on the equipment. Desalination plants also require a very large amount of energy to run. Despite the costs, desalination plants have been built to provide water to Perth, Sydney, Adelaide, Melbourne and the Gold Coast.



↑ Figure 5.3.6 The Southern Seawater Desalination Plant, Binningup, Western Australia

Wastewater: water recycling

Water recycling involves reusing treated wastewater, such as **sewage**. Recycled water can be used to water crops on farms, flush toilets and replenish groundwater supplies. If wastewater is treated thoroughly, it can even be used for drinking. Water that is suitable for drinking is called **potable** water.

The process of water recycling involves transporting water to a wastewater treatment plant, where it is **filtered** and **purified**. While the use of recycled water is not yet widespread in Australia, wastewater in Victoria's Goulburn Valley is recycled and returned to the Goulburn River. It is then processed to be safe for drinking. In the future, Perth hopes to recycle all of its sewage to contribute to the city's water storages. Although many people may find the idea of drinking recycled sewage difficult to swallow, there have not yet been any cases of human health problems associated with the consumption of recycled water.

Amazing but true…

Desalination is an extremely old technology. The ancient Romans used early forms of desalination to ensure that their soldiers did not get dehydrated when they were in areas without a consistent supply of fresh water. The ancient Romans used clay filters to trap salt, which allowed their soldiers to keep on the move when they were away from fresh water sources.



↑ Figure 5.3.7 This stone carving from 2 CE shows Roman soldiers building a campsite. Their camp would have included set-ups for desalination.

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Activity 5.2

Positives and negatives

In a table, summarise the positive and negative factors of using surface water, groundwater, saltwater and recycled water as water resources. Consider the environmental and economic impacts of using these resources.

Key concepts: place, sustainability, change

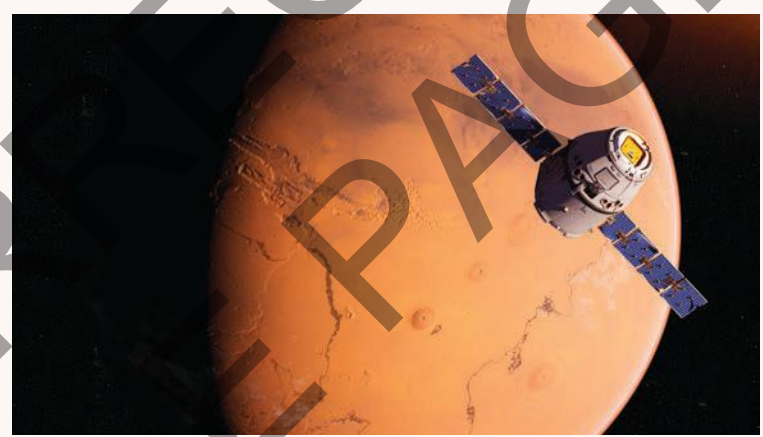
HASS skills: questioning and researching, evaluating

Activity 5.3

Water beyond this world

Water is essential to all life, and it will be necessary for a colony to survive on Mars. With preparations for the very first expeditions becoming a reality, explore the difference between available and potential water by investigating the following prompts:

- Is there water on Mars?
- What evidence exists to prove this?
- Is this water available or potential?
- How do future human expeditions aim to be water secure?



↑ Figure 5.3.8 Illustration of Mars with a satellite in front

Key concepts: place, environment, sustainability

HASS skills: questioning and researching, evaluating

The distribution and variability of Australia's water supplies

I love a sunburnt country, a land of sweeping plains, of ragged mountain ranges, of droughts and flooding rains.

'My Country' – Dorothea Mackellar

The excerpt from Dorothea Mackellar's poem 'My Country' sums up Australia's water resources perfectly. It is a land of contrast; Australia's climate is prone to extended periods of low rainfall and to floods. While some areas have a very high average rainfall, others are classified as deserts. As such, the availability of water varies considerably.

The quantity of Australia's water resources has changed over time and will continue to do so well into the future. These changes are caused by natural factors such as seasonal variation and long-term climate variation.

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Human activities are also able to influence Australia's water supplies as we alter the natural water cycle.

Precipitation

The amount of renewable fresh water added each year is largely based on the amount of precipitation that falls in a region. This amount fluctuates across the year due to the seasons.

sleet rain that also contains some ice

Precipitation recharges rivers, lakes, reservoirs and groundwater. As long as the amount of water used by the population of a region each year is less than the amount of precipitation, water resources will remain stable. This means that the water use is sustainable. If the amount of water withdrawn is greater than the amount of precipitation, supplies of water will decrease.

One of the main factors determining the availability of water resources in a location is the amount of precipitation that it receives. As we learnt previously, precipitation refers to any form of water that falls from the clouds due to gravity and lands on Earth's surface. This includes rain, snow, hail and **sleet**.

Australia is the second driest continent on Earth after Antarctica. Although the average annual rainfall in Australia is 417 mm, Figure 5.3.9 shows that this number varies significantly across Australia. Coastal areas generally receive the most rainfall, whereas rainfall decreases towards the centre.

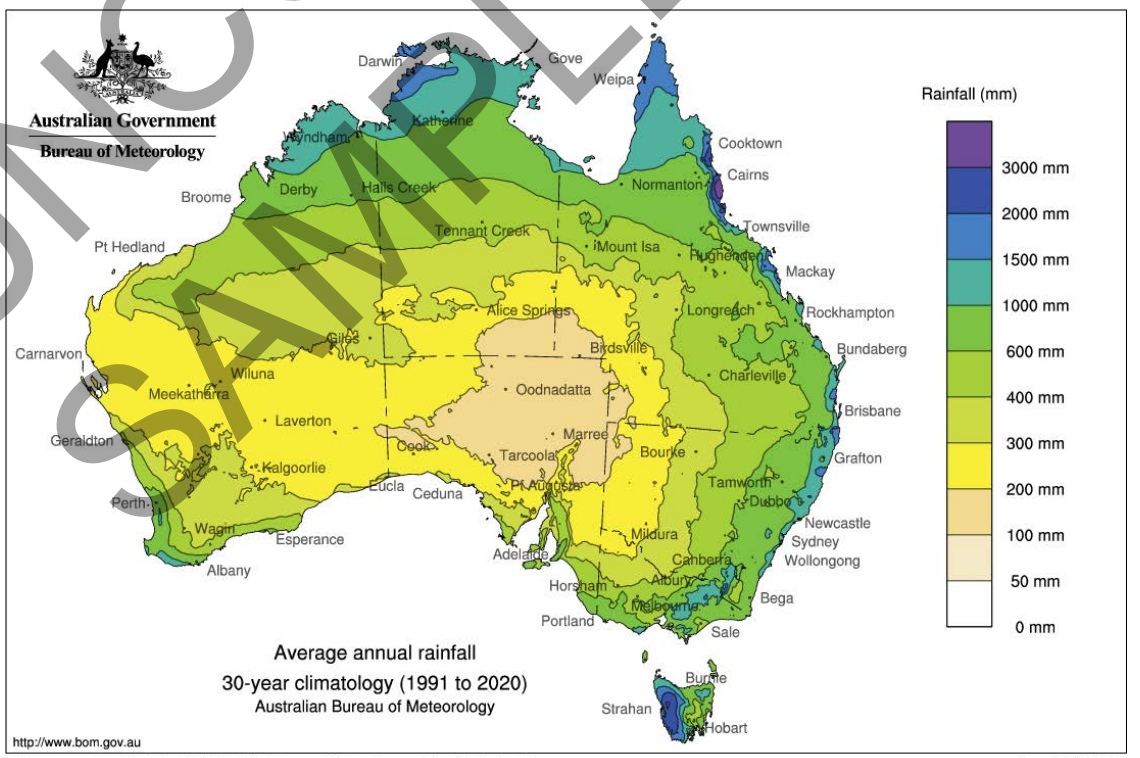
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Developing geographical concepts and skills 5.5

Describing spatial distribution

Spatial distribution refers to the arrangement of a particular phenomenon or activity on the land. Using cardinal directions, named features and data from the legend, you can describe the distribution of rainfall in Australia.

Refer to Figure 5.3.9 and answer the questions below to construct a description of the spatial distribution of rainfall in Australia.



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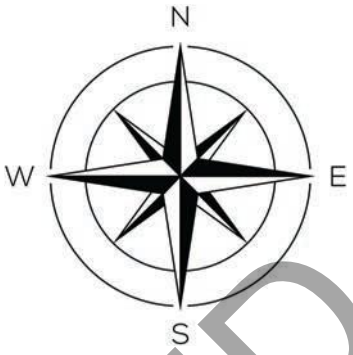
↑ Figure 5.3.9 The spatial distribution of average annual rainfall in Australia

Source: Commonwealth of Australia, the Bureau of Meteorology

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continued ...

1 Using the compass and names of states/territories, **identify** which areas of Australia experience the highest rainfall.
2 **Name** one location that is located in this region.
3 Using data from the legend, determine how much rainfall this region experiences.
4 Using the compass and names of states/territories, **identify** which areas of Australia experience the lowest rainfall.
5 **Name** one location that is located in this region.
6 Using data from the legend, determine how much rainfall this region experiences.



↑ Figure 5.3.10 Use this compass to describe the cardinal direction in your response.

Key concepts: place, space, environment, scale

HASS skills: analysing, evaluating

River systems

Another factor relating to water resources is the presence and size of rivers. Many major cities and towns are built near rivers because they provide a reliable water source. In the past, rivers were heavily relied on for transport and as a food supply. The damming of rivers enables water to be stored in reservoirs so that it can be used for irrigation.

↓ Figure 5.3.11 The Ord River supports tropical agriculture in northern Western Australia.



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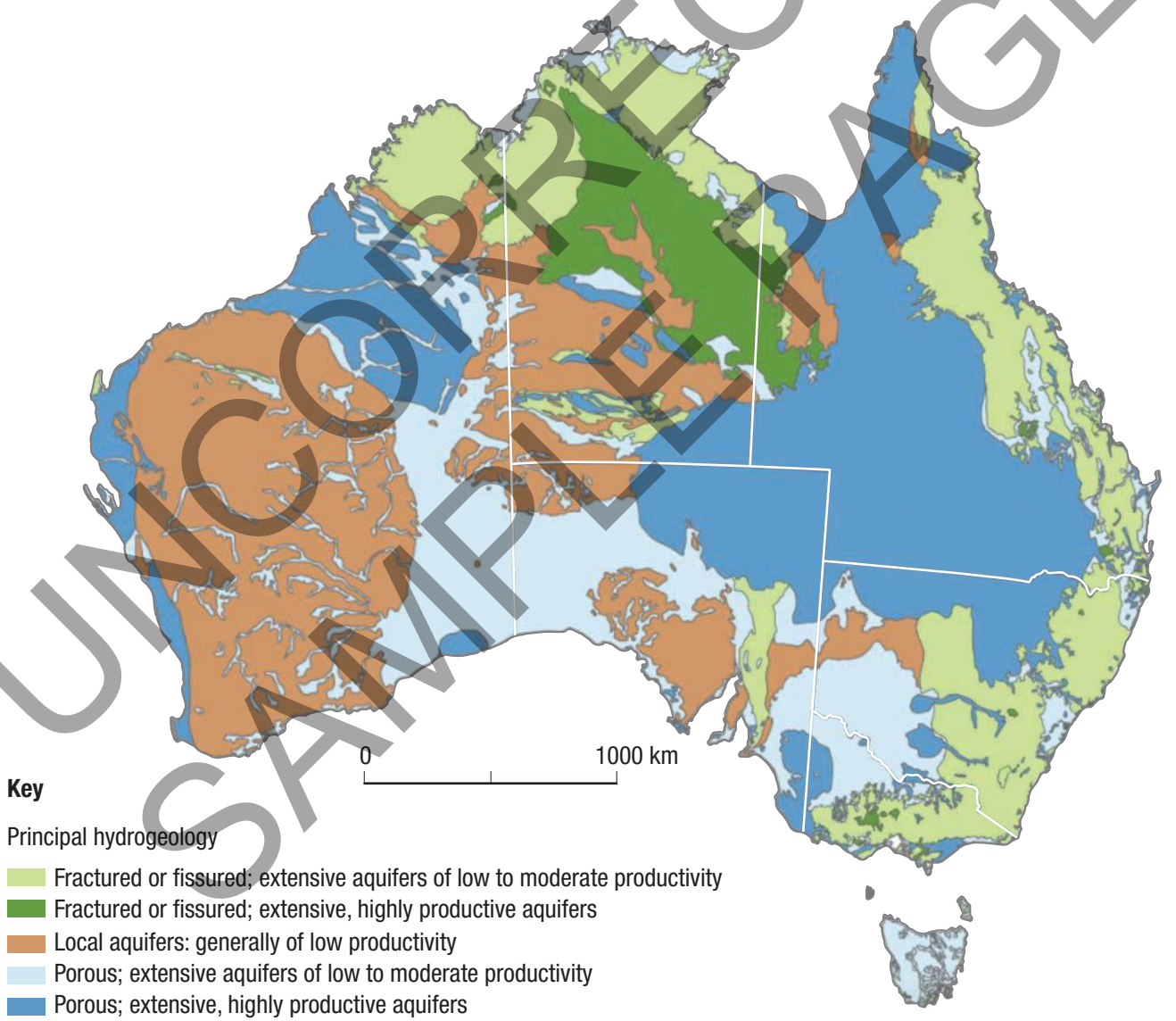
The size of rivers is linked to precipitation. When precipitation falls, it collects and drains into streams that flow downhill into larger streams, which eventually become a large river channel.

The area of land that collects rainfall is known as a **drainage basin**. Australia has a large system of groundwater basins under about 60 per cent of the continent (see Figure 5.3.12). Australia's Great Artesian Basin is the largest and deepest groundwater basin in the world. It covers 1.7 million square kilometres across Queensland and into the surrounding states and territories. The Great Artesian Basin is estimated to hold around 8700 million megalitres of water.

drainage basin an area of land where precipitation collects and drains into a central point such as a river channel

Groundwater

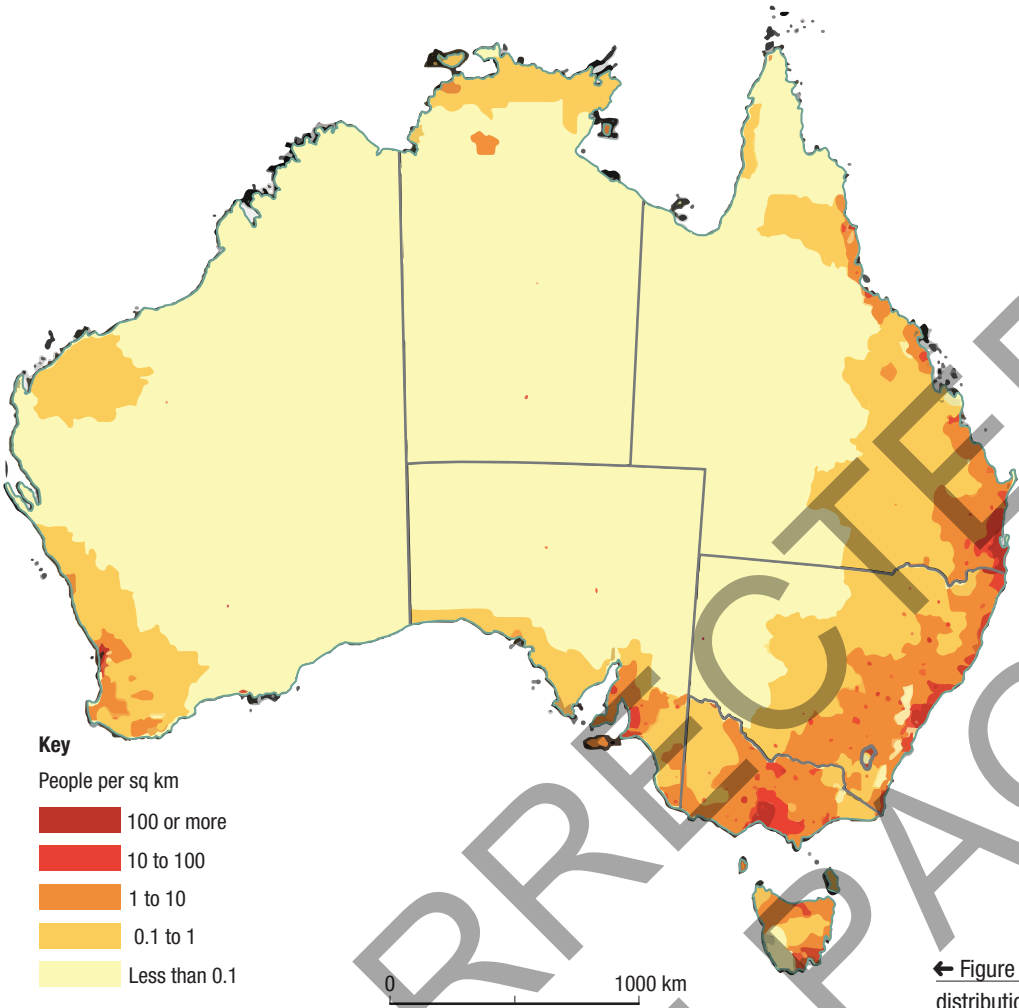
Just like rivers and other forms of surface water, access to groundwater resources varies significantly across Australia. Australians are reliant on groundwater extracted from basins in arid areas where rainfall is erratic and drought conditions are more common. Hundreds of bores are used to pump water out of the ground for use in agriculture and industry, as well as for domestic purposes.



↑ Figure 5.3.12 The spatial distribution of Australia's groundwater supplies. The aquifers, in dark blue and dark green, are the largest and highest quality supplies.

Source: Bureau of Meteorology Groundwater Insight

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← Figure 5.3.13 The spatial distribution of Australia's population

Geography through maps

Describing the spatial association between different features

Describing the spatial association between features on different maps is an important part of understanding the relationship between them. It involves looking at different maps of the same scale and analysing how similar or different their spatial distributions are. In other words, are the features arranged in the same way? A spatial association can be described as strong if the two maps have a very similar distribution or arrangement. A spatial association is moderate if the distribution matches in some regions but not others. And a spatial association is weak if the two maps do not appear to have much of a relationship.

Analysis questions

1 Refer to Figures 5.3.9 and 5.3.13 and answer the following.

- **a** Is there a strong, moderate or weak association between average rainfall and population density?
- **b** Provide examples of places from the maps to support your answer.
- **c** Are there any exceptions to this relationship?
- **d** **Suggest** a reason for the relationship you see between rainfall and population.

2 Refer to Figures 5.3.12 and 5.3.13 and answer the following.

- **a** Is there a clear relationship between groundwater supplies and population density?
- **b** **Suggest** a reason for your answer.

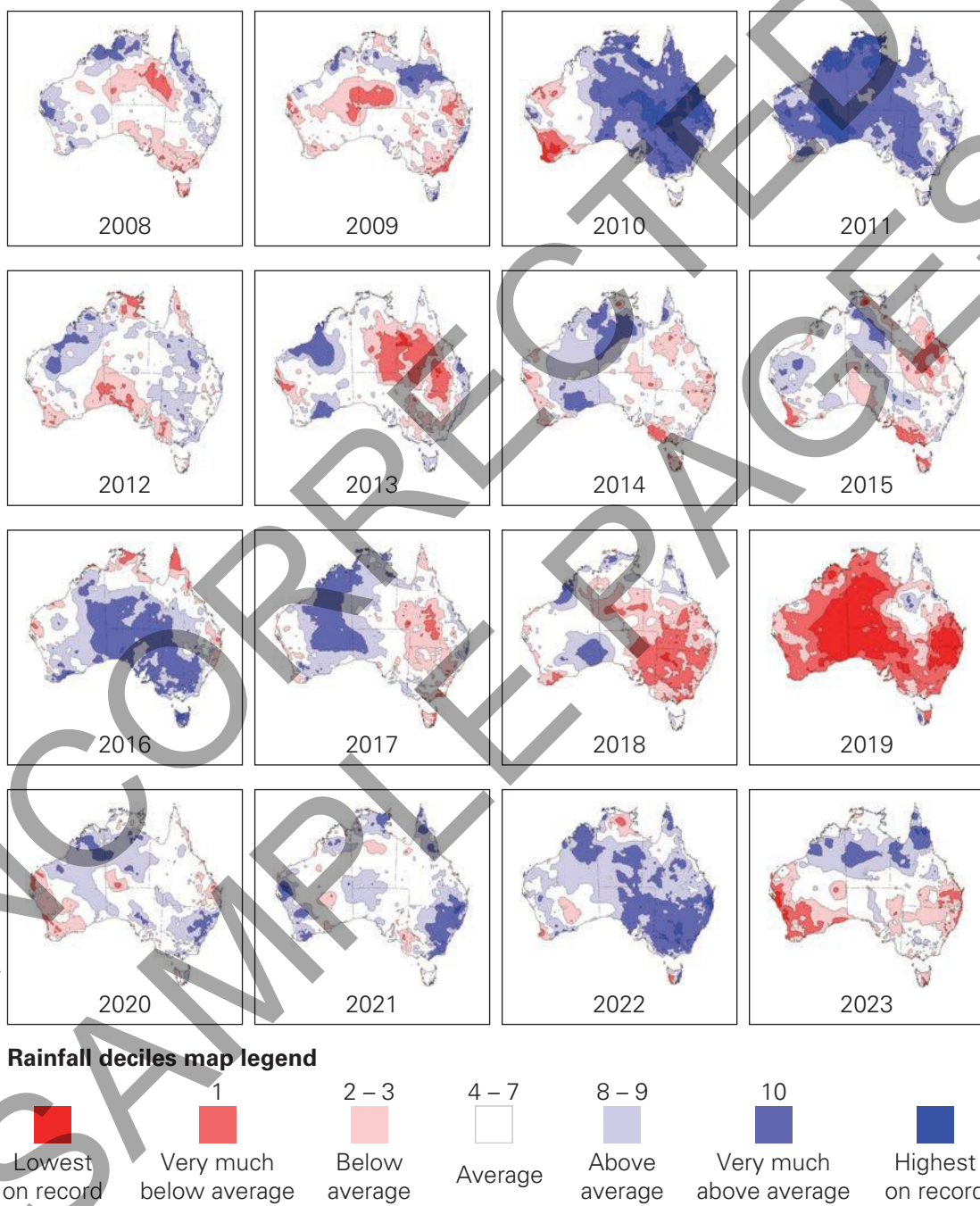
Key concepts: place, space, environment, interconnection, sustainability, scale, change

HASS skills: questioning and researching, analysing, evaluating

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Seasonal variations

The quantity of water available in Australia fluctuates naturally due to seasonal variation throughout the year. Much of Australia experiences four seasons, with winter rainfall being relied upon in many areas to produce enough rainfall to fill dams to capacity and recharge groundwater levels. However, as shown in Figure 5.3.14, the location of the highest and lowest levels of rainfall changes from year to year.



↑ Figure 5.3.14 The lowest and highest rainfall on record between 2008 and 2023

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Making thinking visible 5.1

Connect, extend, challenge

Observe Figure 5.3.14 and complete the following.

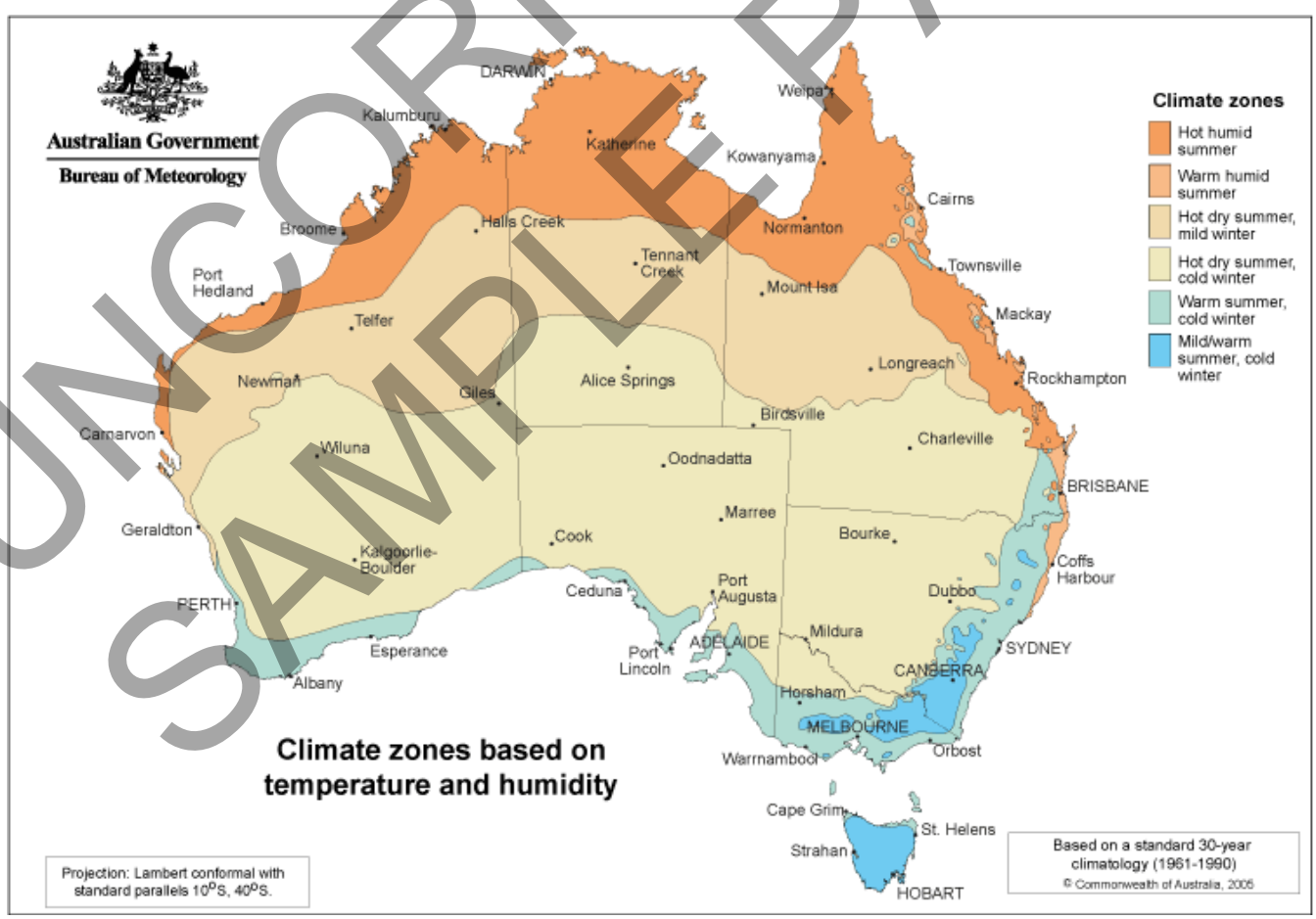
1 **Outline** how the series of maps connects with what you already know about Australia's rainfall.
2 **Propose** new ideas the series of maps provide to extend your thinking.
3 **Discuss** what challenges or puzzles emerge for you.

Key concepts: place, space, interconnection, environment

HASS skills: questioning and researching, analysing, evaluating

In the tropical north of Australia, as shown in Figure 5.3.15, there are only two seasons: the wet and dry. Due to its close proximity to the equator, locations such as Broome and Kalumburu, experience warm temperatures and humid conditions for much of the year. The rainfall in this climate region, as the name suggests, occurs in the wet season between October and April. The quantity of rainfall is far higher than most of Australia, excluding the alpine regions, as **monsoons** originating from the tropics bring torrential downpour. It is often described as transformative, as dry riverbeds come to life and shades of green return to the land.

monsoon a season of heavy rain



↑ Figure 5.3.15 Australia's climatic zones

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Long-term climatic variations

climate change long-term variation in Earth's rainfall and temperature patterns

Climate change is responsible for long-term variations in water resources. Australia's weather and climate are changing. Consistent with global trends, Australia's average temperature was warmer each decade since national records began in 1950. In fact, the hottest year on record was 2019 and eight out of the nine warmest years recorded have occurred since 2013. Rainfall patterns are also changing. The south-west of Australia has observed a 16 per cent decline in rainfall between April and October since 1970. Similarly, south-east Australia has experienced a 9 per cent decline in rainfall since 1994. In contrast, northern Australia's wet season has seen a 20 per cent increase in rainfall since 1994. Within these time periods, the increased frequency and intensity of droughts and floods across Australia have been observed.



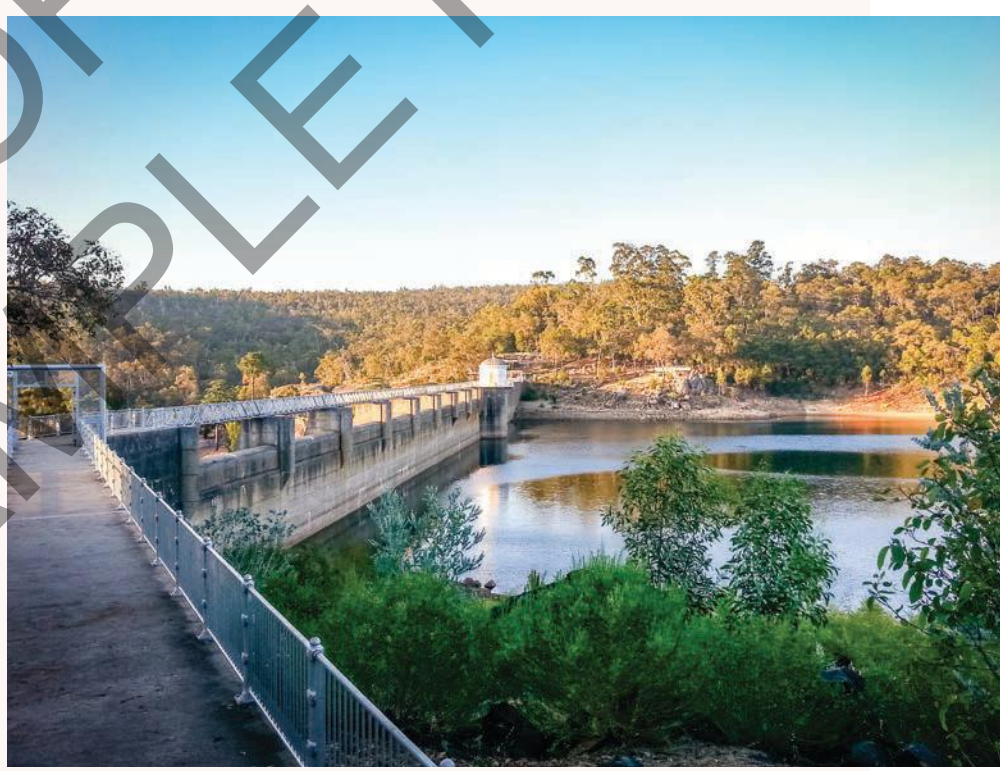
↑ Figure 5.3.16 A storm moves across northern Western Australia during the wet season.

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Activity 5.4

Where does your water come from?

Have you ever wondered where your school's water is sourced from? Or if these sources have changed over time? The Water Corporation provides an interactive portal where you can find out. Simply search online for 'Water Corporation where your water comes from' to get started!



↑ Figure 5.3.17 Mundaring Weir, Perth

Key concepts: place, space, change

HASS skills: communicating and reflecting

The urban water cycle

The development of **urban** environments involves the change of a natural environment to one that is artificial. This typically involves the removal of trees and other vegetation, as well as the construction of houses, buildings, roads and footpaths. Although this development is necessary to house a growing population, it can completely transform the way water moves through an environment. In these human environments, rather than following the natural water cycle (see Figure 5.2.7), water follows the urban water cycle (see Figure 5.3.18).

In the natural water cycle, water infiltrates the soil and maintains groundwater supplies. In urban areas, there is far less exposed soil. The landscape in an urban environment is dominated by **hard surfaces**. These are surfaces like concrete where no water can penetrate. Therefore, much less water infiltrates into the soil and groundwater in an urban environment, and far more flows as run-off. The run-off can lead to increases in flooding and in the amount of pollutants entering local rivers. Similarly, the use of stormwater drains can be argued as an interruption to the cycle as it diverts water to a different location than it would naturally flow.

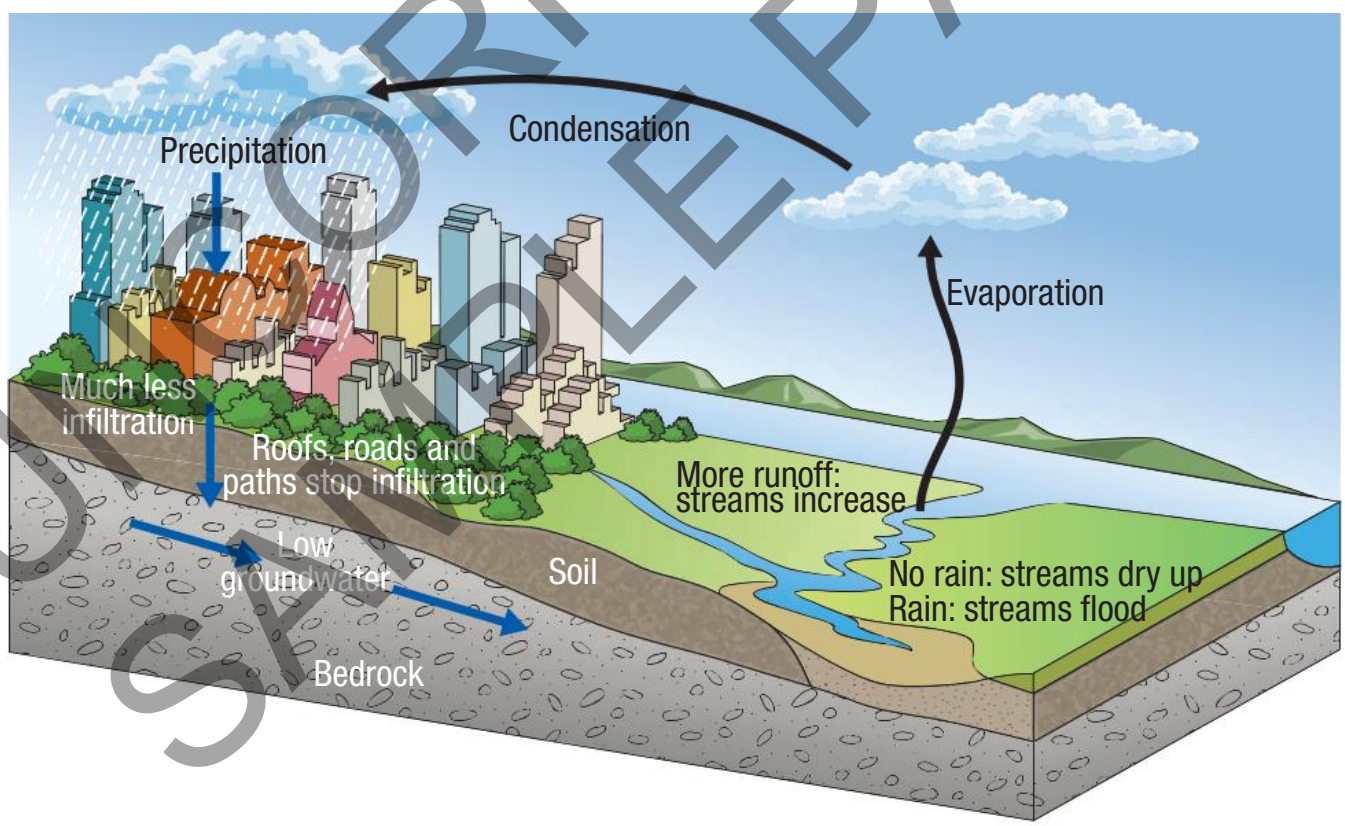
Disruptions to the water cycle can create variability in the natural supply of water. When humans build dams along a river, they prevent the natural flow of water. The area prior to the dam will create an area of storage, creating an unnatural **surplus** of water upriver and a **deficit** downriver. Human activities can also create shortages of water when water is mismanaged or overused.

urban relating to towns and cities

hard surfaces human-made surfaces, such as concrete, that cover the natural ground and limit the amount of water that can infiltrate the soil to become groundwater

surplus an amount of a resource above what is needed

deficit an amount of a resource below what is needed



↑ Figure 5.3.18 The urban water cycle

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Activity 5.5

The natural water cycle versus the urban water cycle

Compare Figures 5.2.7 and 5.3.18, then answer the following questions.



↑ Figure 5.3.19 Stormwater run-off is directed into raingardens like this one so that water can filter into the ground rather than flooding local creeks.

1 **Identify** the major differences between the movement of water in the natural and urban water cycles.
2 **Describe** the impacts you think these differences will have on the local environment in an urban area.
3 One way to reduce the impact of urban development on local waterways is to construct raingardens. The Kings Square development in Perth's central business district is part of Perth City Link. As part of the development's approach to sustainability and total water cycle management, a network of raingardens was incorporated into the streetscape design to provide stormwater treatment, protect sensitive groundwater systems that flow into the nearby Swan River, improve the long-term health of street trees, and integrate with the surrounding elements of the streetscape. **Investigate** whether or not a raingarden would be suitable to construct outside your home or school.

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

HASS skills: questioning and researching, evaluating

Go online to access the interactive section review and more!

End of section 5.3 review

Online quiz

Review questions

Teachers can assign tasks and track results

5.3 Review questions

Recall

1 **Describe** the difference between available and potential water resources.
2 **Describe** the environmental consequences of building dams.
3 **Identify** where most of Australia's groundwater is located.
4 **Describe** one potential water resource for Australia.

Interpret

5 **Explain** how urban development changes the water cycle and **describe** the impact this has on water resources.
6 **Explain** why water use is sustainable when the amount used is less than the amount added through precipitation.
7 **Explain** why groundwater is such a significant water resource for Australians.
8 **Describe** how rainfall varies spatially across Australia. In your answer, refer to specific regions and places.

Argue

9 **Discuss** whether there is a spatial relationship between rainfall, groundwater and population in Australia.

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

HASS skills: questioning and researching, analysing, evaluating

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Water scarcity

Focus questions

- What is water scarcity and what causes it?
- Why is it a problem?
- How is water scarcity managed?

Booming populations, lack of rainfall, unchecked urban development and unsustainable water use are all factors that contribute to disasters such as water scarcity and drought. However, if we look closely at the factors that cause water scarcity, we can find ways to manage and reduce the impacts of water shortages.

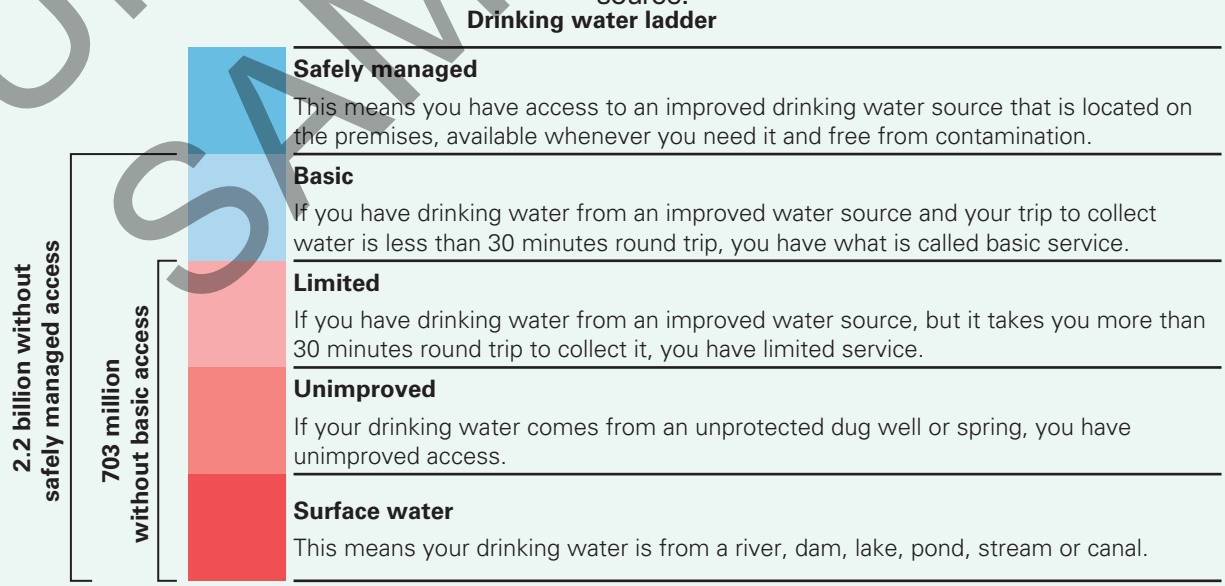
What is water scarcity?

Water scarcity is when there is a lack of freshwater resources to meet the demands of water usage within a region. This occurs when the amount of water needed for agricultural, industrial and domestic uses is greater than the amount of water available. When the amount of water naturally replenishing supplies is insufficient to meet demands, this is known as physical water scarcity. In some cases, although there is enough water available, the **infrastructure** needed to access it does not exist because it is too expensive to build. This is known as economic water scarcity.

Water scarcity affects people on every continent. Approximately 2.2 billion people lack access to safely managed water, of which 703 million lack access to basic water. Safely managed water is any improved drinking water that is located on premises, readily available and free from contamination. As shown in Figure 5.4.1, basic water is any improved water that can be collected within a 30-minute trip. This means that approximately 1 in 11 people in the world survive from a limited, unimproved or surface water source.

water scarcity a lack of freshwater resources to meet the demands of water usage within a region

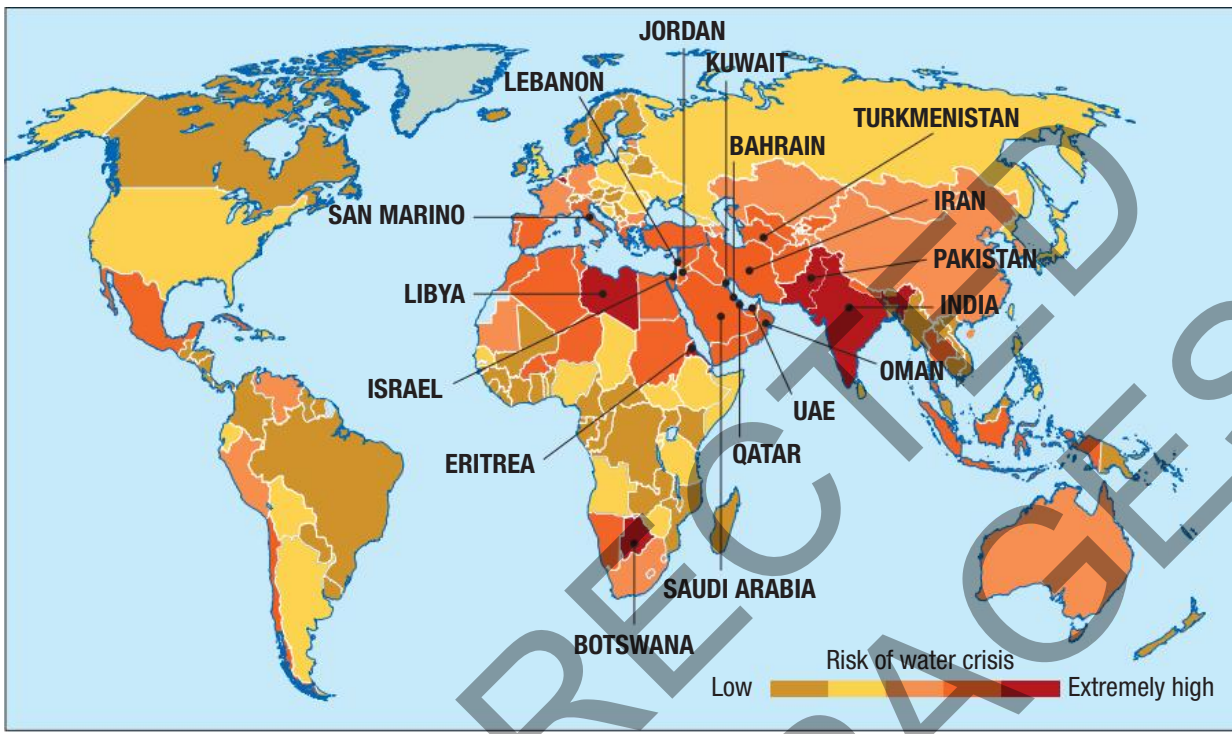
infrastructure the physical structures and facilities needed within a community, such as roads, buildings and pipelines



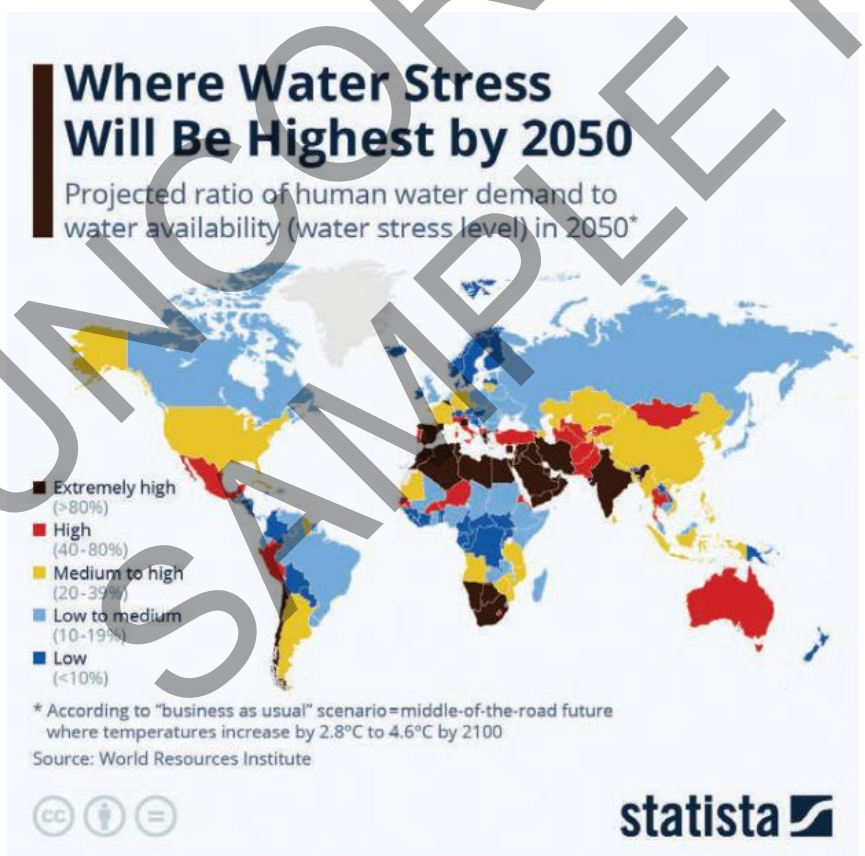
↑ Figure 5.4.1 The drinking water ladder

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Currently, over 3.6 billion people experience water scarcity for at least one month of the year. As shown in Figure 5.4.2, countries in the Middle East and North Africa are facing the highest levels of water scarcity.



↑ Figure 5.4.2 The 17 countries shown in this map are facing water scarcity and are at risk of having ongoing water crises.



↑ Figure 5.4.3 Levels of water stress in 2050, as predicted by the World Resources Institute

If current trends continue, water scarcity is likely to become an increasing problem. According to UN Water, more than five billion people may face water shortages by 2050. As shown in Figure 5.4.3, the problem is expected to get worse for many of the regions that are already at risk.

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Activity 5.6

Future water scarcity

Refer to Figure 5.4.3, then answer the following questions.

1 **Name** three countries or regions that are likely to face higher levels of water scarcity by 2050.
2 **List** factors that you think will be responsible for these increases in water scarcity.

Key concepts: place, space, environment, sustainability, scale, change

HASS skills: analysing, evaluating

Developing geographical concepts and skills 5.6

Collecting and recording geographical data

Geographers use a variety of methods to collect relevant information and data to investigate the world. One of the best methods for recording data can be a table.

Visit the Essential Need website and access the 'World Water Map' through the education section. The interactive map allows you to click on specific countries, search by name and display historical data relating to water access.

1 **Create** a table similar to below to **compare** the percentage of water access of up to six different countries in 2022.

Country	Percentage needing access to water (%)

2 **Create** a table similar to below to track how the water access of one or more countries changes over time.

	Percentage needing access to water (%)					
Country	2000	2005	2010	2015	2020	2022

Key concepts: place, space, change

HASS skills: questioning and researching

Causes of water scarcity

There are several factors that lead to water scarcity, including:

- decreases in rainfall, which lead to a reduction in water-replenishing supplies
- increases in population, which lead to an increase in demand for water
- rapid urban development, which spreads out onto wetlands and pollutes waterways
- increased poverty, which stops countries from being able to purchase or construct water-management infrastructure (such as desalination or water-recycling plants)
- unsustainable allocation of water withdrawals for purposes like irrigation.

Figure 5.4.4 shows a change in the amount of renewable freshwater resources per capita in selected countries since the 1960s. Over this period, the populations of these countries have also increased (see Figure 5.4.5). This means that the amount of water available has to be shared between more people, which gives each person a smaller share.

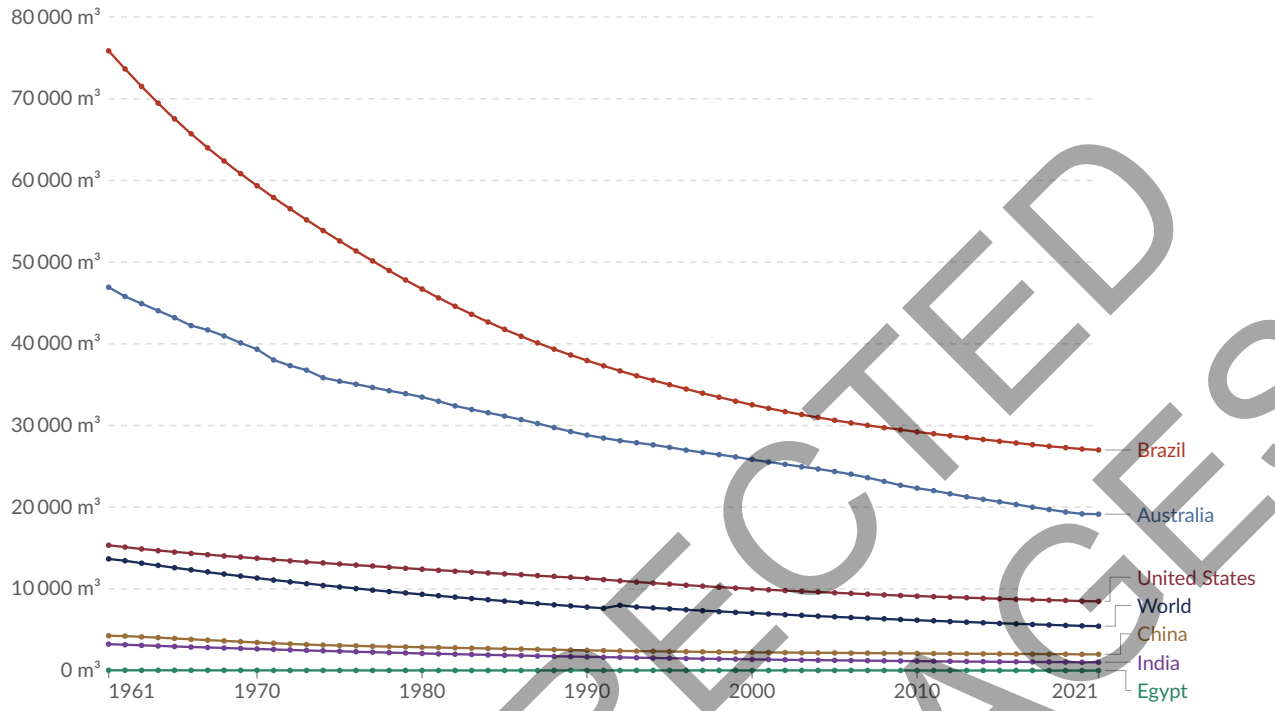
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Renewable freshwater resources per capita

Our World in Data

Renewable internal freshwater resources flows refer to internal renewable resources (internal river flows and groundwater from rainfall) in the country.



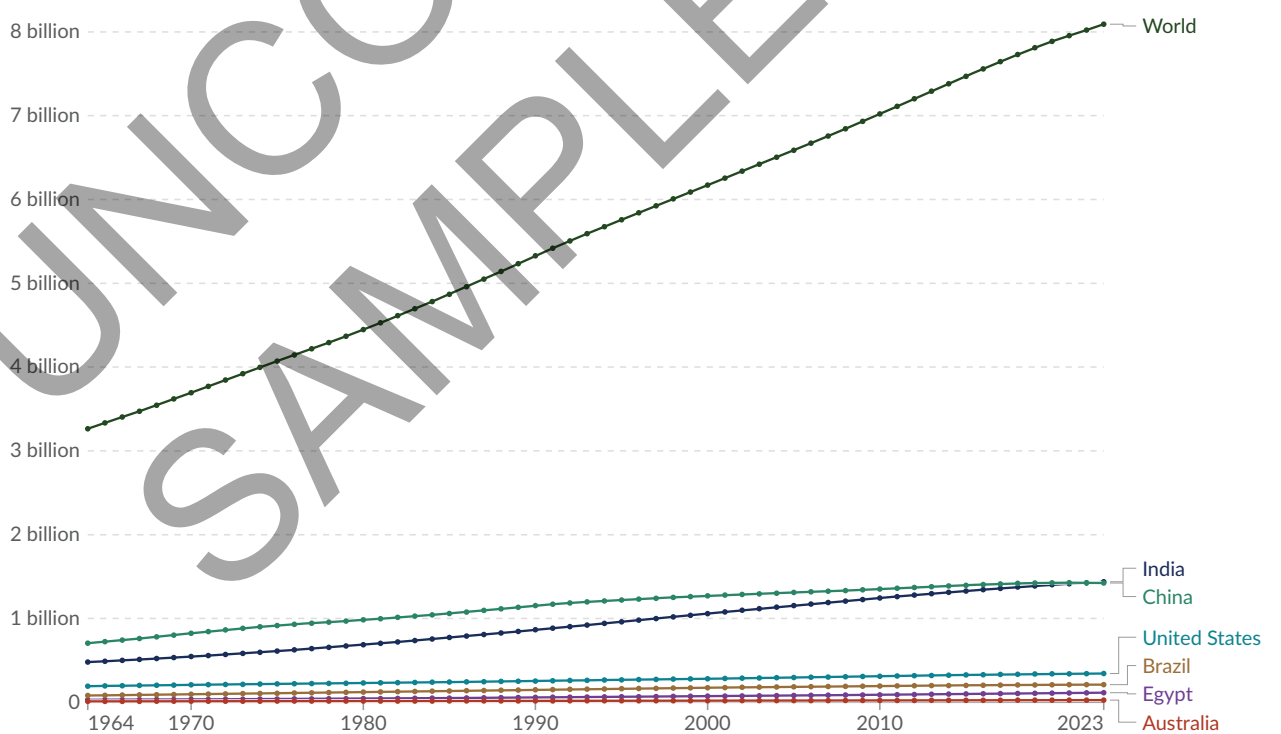
Data source: Food and Agriculture Organization of the United Nations (via World Bank) (2025) OurWorldinData.org/water-use-stress | CC BY

↑ Figure 5.4.4 The change in the amount of fresh water from 1961 to 2021

Source: Our World in Data and World Bank

Population, 1964 to 2023

Our World in Data



Data source: HYDE (2023); Gapminder (2022); UN WPP (2024) OurWorldinData.org/population-growth | CC BY

Note: Historical country data is shown based on today's geographical borders.

↑ Figure 5.4.5 The change in the population from 1964 to 2023

Source: Our World in Data and Gapminder: HYDE & UN WPP

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Activity 5.7

Factors that lead to water scarcity

Read the information about factors that cause water scarcity, then answer the following questions.

1 Rank the factors leading to water scarcity from the most significant to the least significant. Write a paragraph justifying your ranking and **compare** your choices with a classmate.

2 Refer to Figures 5.4.4 and 5.4.5.

- **a** **List** the countries that have had a significant decrease in the amount of water available per capita since 1961.
- **b** **List** the countries that have had a significant increase in their population since 1964.
- **c** **Compare** your answers for parts a and b. **Discuss** whether population growth alone appears to have a large or small impact on water resources per capita.
- **d** **Suggest** why population growth does not always have a significant impact on water resources per capita.

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

HASS skills: analysing, evaluating

Developing geographical concepts and skills 5.7

Using a geographic information system

A geographic information system (GIS) is a form of spatial technology used to gather, manage and analyse spatial information. This data is organised in layers using an interactive map. National Geographic MapMaker is an example of a GIS where different layers can be added to a global map. Data types include temperature, elevation, population density and precipitation.

Visit National Geographic's MapMaker website, then do the following tasks and answer the questions.

1 Click on the 'Layers' tab and select 'Add layer'.

2 Select the 'Climate and weather' category, and click on 'Precipitation and rainfall'.

3 Once the rainfall data has been added to your map, click on 'Legend' to see what the different colours represent.

- **a** **Name** three locations that receive above 1500 mm of rainfall each year.
- **b** **Name** three locations that receive less than 200 mm of rainfall each year.
- **c** Most of South America receives more than 1000 mm of rainfall each year. Does South America add much fresh water to its water supplies each year?
- **d** The Middle East does not add much fresh water to its supplies each year. Does this region receive a high level of precipitation?
- **e** Based on your answers to parts c and d, what can you conclude about the importance of precipitation in recharging water supplies?

Key concepts: place, space, sustainability, scale, change

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

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Impacts of water scarcity

There are several serious problems associated with water scarcity, including **drought**, loss of jobs, economic issues, health risks and environmental damage.

drought a long period of water shortage, usually as a result of low rainfall

agricultural industry the business involved in cultivating plants and livestock

cull the selective slaughter of animals to reduce their population

Drought

When there are extended periods of low rainfall, there is often a shortage of water. This means that there is not enough water to meet the needs of people or the environment. This includes domestic supplies for people living in urban areas and agricultural supplies for farmers living in rural areas. The period is called a drought.



↑ Figure 5.4.6 Fourteen trucks transported 1.3 million litres of water daily to Stanthorpe from Connolly Dam in Warwick during 2020.

Australia has experienced several severe droughts throughout its modern history. These include the Federation Drought (1895–1903), the World War II Drought (1937–47) and the Millennium Drought (1997–2009). A recent drought began in 2017 and affected large parts of the country. It contributed to the dry conditions that fuelled disastrous bushfires during the 2019–20 summer season and left many towns without water.

In January 2020, Stanthorpe in southern Queensland had residential taps turned off and water was carted to local collection points. This is known as Day Zero and is a common risk to many Australian regional and rural country towns. The town's water supply was sourced from the Storm King Dam, which due to a lack of rainfall was not able to support the town. Instead, at a cost of more than $14 million, the town had about 40 truckloads of water delivered daily for over 18 months. The 5000 local residents had to shower in plastic tubs, then use that water to flush the toilet and wash clothes.

For people living in drought-affected regions, water scarcity is not just about having shorter showers or not being able to water the garden. Instead, water shortages in these regions can mean the destruction of the environment and the local **agricultural industry**.

This leads to the loss of jobs and a severe drop in the local economy. Crops fail during a drought and farmers are usually forced to sell or **cull** livestock as they do not have enough feed to keep them alive. Farmers are often left feeling helpless, which can lead to depression and other mental health issues.



↑ Figure 5.4.7 This farmer is hand feeding sheep on his drought-affected property in Coonabarabran in New South Wales.

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↑ Figure 5.4.8 This farmer in Boggabri is driving across the dry landscape of his farm to feed his sheep. The feed is usually grown locally, but the farmer needed to purchase feed from elsewhere at $1000 per day to keep his stock alive.

Water crises

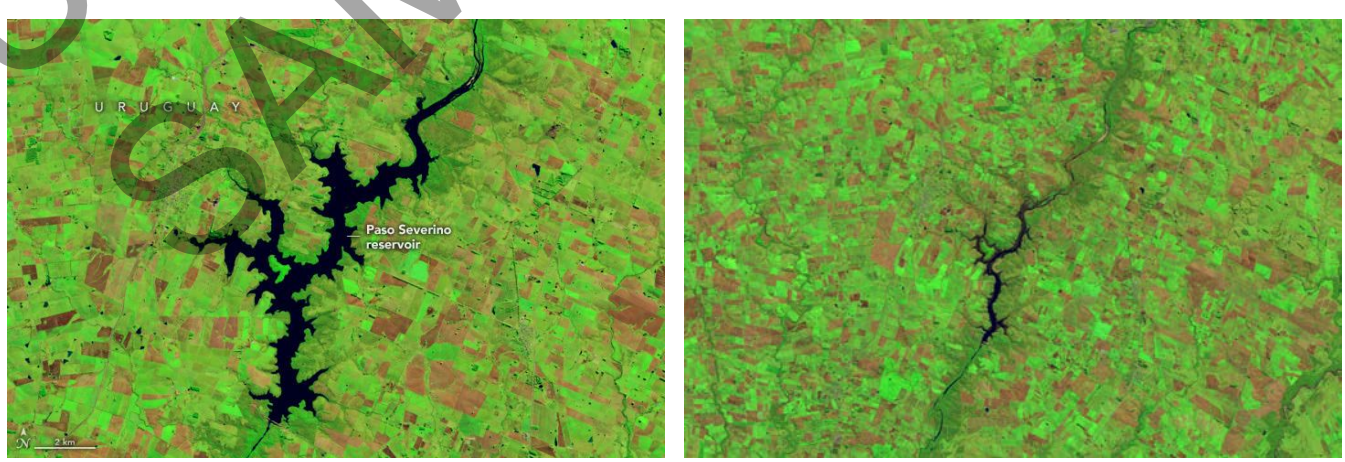
A **water crisis** is defined as a situation where the amount of fresh water that is easily available within a region is less than what the region needs. This means that each year the amount of stored water decreases. If this situation continues for an extended period of time, supplies can eventually run out.

Between 2022 and 2023, the capital of Uruguay, Montevideo, faced a severe water crisis. The city is home to about 60 per cent of the country's population, and the main water source they rely upon is the Paso Severino Reservoir. Water storage levels had been declining steadily as the weather phenomena of **La Niña** and global warming caused drier conditions than the region usually experienced. This lack of rainfall meant the dam levels remained far lower than the water needed to support the city.

So grave was the situation that the Uruguayan Government took a drastic measure – it recharged the dam using water from the River Plate. This river is located close to the Atlantic Ocean and has a high sodium level. The World Health Organization recommends that sodium levels in drinking water should not exceed above 200 mg/L. The water in Montevideo was twice that. As a result, the Uruguayan Health Ministry warned the public to minimise tap water intake for pregnant women, infants and people suffering from medical issues.

La Niña the cooling of water in the central and eastern Pacific Ocean

water crisis occurs when the amount of fresh water that is easily available within a region is less than what the region needs



↑ Figure 5.4.9 The Paso Severino Reservoir in 2022 and 2023

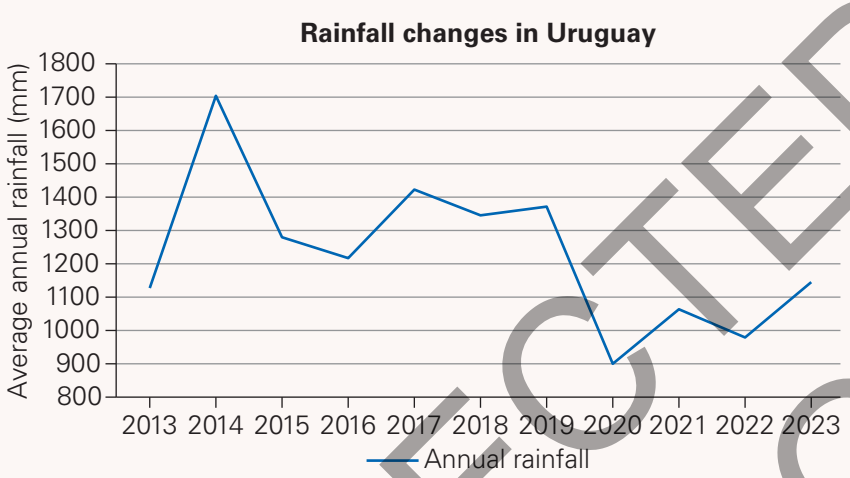
Source: NASA

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Activity 5.8

Uruguay's recent water crises

Refer to the graph in Figure 5.4.10, then answer the questions that follow.



↑ Figure 5.4.10 Variation in Uruguay's average annual rainfall between 2013 and 2023

1 **Describe** the overall trend in precipitation over the time period shown.
2 What do you think is the cause for peaks (maximums) and troughs (minimums) over time?
3 At the height of the drought, the Paso Severino Dam was at 2 per cent of its capacity. How does it compare to the level in Perth or in your local city or town?

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

HASS skills: questioning and researching, analysing, evaluating

Health risks

Water scarcity has a direct impact on the health of people. In fact, more than one million people die each year from a lack of access to safe water and sanitation. Access to safe drinking water is essential to the development of a healthy child.

stunting to prevent the growth or development of the body

Without adequate water and nutrition, a child is at risk of not growing to their full potential, which is known as **stunting**. Those who have no choice but to drink unsafe water risk illness from drinking contaminants. Every 2 minutes a child dies from a water-borne disease such as typhoid.

↓ Figure 5.4.11 Children from the Samburu tribe carrying water in Kenya



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The necessity of handwashing to limit the spread of COVID-19 was widely publicised in Australia, but carrying out this task is not simple in a country lacking access to safe water. Approximately 2.3 billion people globally, that is three out of 10, do not have access to soap or safe water to clean their hands. This places over a quarter of the world at risk of illness and disease relating to hygiene.

The burden of water collection from communal sources takes a physical toll on the body. Often, the task of collecting water is placed on women and children. With no choice but to carry heavy vessels of water, women and children forgo participating in work or schooling as collecting water is a requirement for survival. It is estimated that globally women spend 200 million hours collecting water each day.



↑ Figure 5.4.12 A woman collecting water from a well in the Thar Desert, India

Environmental impacts

As well as affecting people, water scarcity can lead to a variety of negative environmental impacts. When water is scarce and needed to support a growing population, more is withdrawn from natural sources and less remains to support the natural environment. This can affect environments containing rivers, lakes and wetlands. The amount of water in these environments is reduced and many of the natural processes that are needed to maintain the health of local ecosystems, like floods, are not able to occur.

During 2023 and 2024, the Paruna Wildlife Sanctuary in the Avon Valley east of Perth suffered environmental damage after one year of drought and higher than average temperatures. The sanctuary is an important wildlife corridor between the Avon Valley and Walyunga National Parks. The area is an essential habitat for mammals, birds, reptiles and **amphibians**. Threatened species such as the Chuditch (Western Quoll), Carnaby's Black Cockatoo, Honey Possum and the Western Pygmy Possum reside in the area.

amphibians animals that live on land and water but must produce their eggs in water



↑ Figure 5.4.13 Top: Paruna Wildlife Sanctuary in November 2022. Bottom: Same location looking up the hill in June 2024.

Perth's rainfall has been steadily declining for decades; however, the winter of 2023 was exceptionally dry with Perth receiving approximately 560 mm of rainfall. The once green woodland of Paruna Wildlife Sanctuary east of Perth experienced a mass die-off of vegetation across the 1941 hectares of land, as shown in Figure 5.4.13. Animals relying on nectar, such as the Honey Possum, face the most serious concern as the lack of flowering plants will impact their survival. The now dry landscape presents a hazard risk as dead vegetation provides fuel for a bushfire to start or spread.

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Activity 5.9

Skills mountain

Observe Figure 5.4.13. Geographers use photographs to observe changes in the environment and use these to draw conclusions. Take the following steps to analyse the changes occurring in Paruna Wildlife Sanctuary.

LEARN

1 **Identify** the similarities and differences between the two photographs.

CONSOLIDATE

2 **Describe** one consequence the changes have or will have on this environment.

APPLY

3 **Explain** why these changes have taken place.

4 **Propose** one way the changes can be managed or overcome to restore the environment.

Key concepts: space, place, interconnection, change

HASS skills: analysing

Water scarcity management

Although water scarcity is often caused by factors that are beyond the control of people, such as extended dry periods, in many cases the impacts can be managed, reduced or overcome. Ways to address water scarcity occur at different scales. Globally, many nations work together to assist one another through organisations such as the United Nations. During the UN Climate Change Conference COP29, held in Azerbaijan in 2024, nations launched the Baku Dialogue to continue the response to climate change with a focus on lessening the impact on global water supplies. Within Australia, the federal government's Department of Climate Change, Energy, the Environment and Water (DCCEEW) leads our current response and provides national direction for a sustainable future. At a local level, individual cities, towns and communities manage their water in a range of ways, such as water saving initiatives in households.

wastewater water that has been used in the home, business or industry

irrigation the practice of supplying land with water so that crops and plants will grow

Groundwater replenishment

Australia was one of the first countries in the world to replenish its groundwater supplies, with the Water Corporation being the first utility to undertake the strategy. Located in Craigie, a suburb in Perth's north, is the Advanced Water Recycling Plant (AWRP).

Treated **wastewater** in Perth was originally used to irrigate local parks, ovals and greenspaces. Of the water not bound for **irrigation**, the treated wastewater would simply end up in the ocean. With groundwater levels declining over time, it was proposed to trial adding treated wastewater into aquifers to replenish their levels in 2012 over three years. Today, the AWRP has the capacity to pump between 14 billion to 28 billion litres of treated wastewater into aquifers below Craigie, Wanneroo and Neerabup. Not only is the treated wastewater cleaner than the water within the aquifers, but the natural filtration that these locations provide ensures that if we need to access this water it will be suitable for use.

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Amazing but true...

In 2018, the Orange County Water and Sanitation District was awarded a Guinness World Record for recycling 100 million gallons (378 million litres) of wastewater into potable water in 24 hours.



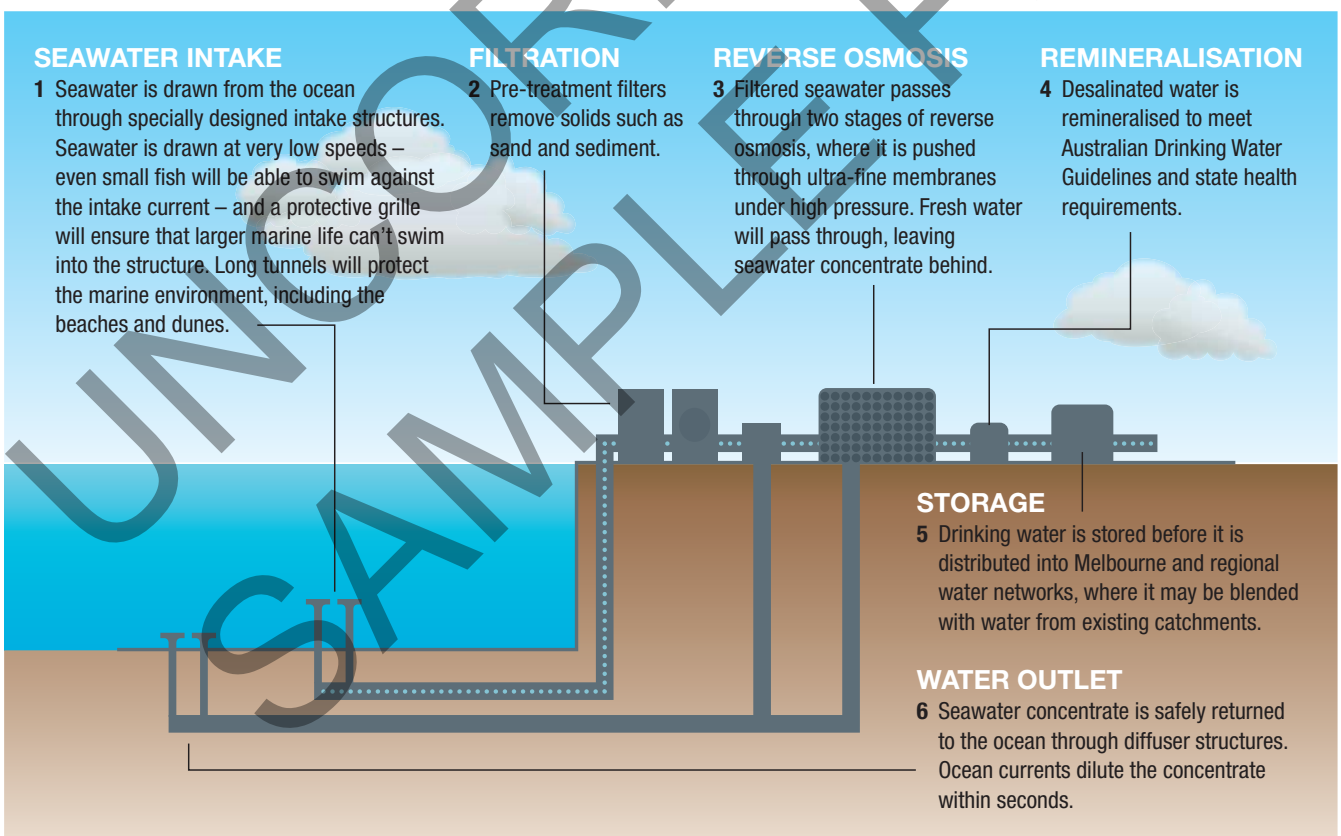
↑ Figure 5.4.14 This photograph shows the pressure vessels that are used to purify wastewater in Orange County, California.

Desalination

As previously described, seawater is a potential water resource. There are over 16 000 desalination plants in 177 countries which transform seawater into drinking water.

In Western Australia, we use the Indian Ocean as our source of seawater. This seawater is forced under pressure through special membranes which have pores that are so tiny that salt, bacteria, viruses and any other impurities cannot pass through. This process is called **reverse osmosis**. The salt and other impurities, called brine, is returned to the sea via diffusers. The diffusers ensure that as the brine is released back into the water it is not at a high concentration level as this could harm marine life. The water that has been desalinated is then treated to ensure that it meets drinking water standards.

reverse osmosis when a liquid moves through a porous membrane in the opposite direction of the natural process



↑ Figure 5.4.15 The process involved in desalination to create drinkable water

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Perth currently has two desalination plants, with a third in Alkimos under construction and planned to be ready for 2028. The first plant was opened in Kwinana, the Perth Seawater Desalination Plant, and began production in 2006. It currently produces around 15 per cent of Perth's water supply. In 2011, production of water at the Southern Seawater Desalination Plant commenced in Binningup. This plant currently provides around 30 per cent of Perth's water supply. By 2050, it is predicted that desalination will provide 57 per cent of Perth's water in order to support the growing population as our rainfall declines.

Irrigation strategies

In most parts of the world, agriculture uses the most water resources. Table 5.4.1 shows the amount of litres needed to grow 1 kilogram of a variety of different foods. Based on this information, it is clear that the food we choose to consume has a very large impact on the amount of water resources that are needed.

Water to grow one kilo of …

Table 5.4.1 The amount of water needed to grow 1 kilogram of different types of food

Food (1 kg)	Water use (litres)
Bread	1608
Chocolate	17 196
Beef	15 415
Chicken	4325
Rice	2497
Apples	822
Cheese	3178
Potatoes	287

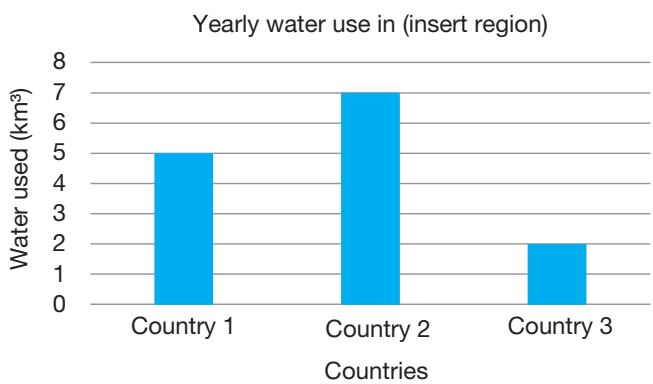
Developing geographical concepts and skills 5.8

Drawing a bar graph

Bar graphs are a simple way to display and compare quantities. They allow us to see which values are greatest and how much variation there is between quantities.

Turn the data provided in Table 5.4.1 into a bar graph by following these steps.

1. Have a look at the range of values. What are the largest and smallest values? This will help you to determine how high your graph axes have to go.
2. **Create** a set of axes and label them. The foods will go on the horizontal axis and the amount of water they use will go on the vertical axis.
3. Divide your vertical axis into even amounts. These should start from below your lowest value and go to above your highest value.
4. Add the names of the foods to the horizontal axis.
5. Draw your bars, ensuring that they are an even width and have a gap between them.
6. Add a title and legend to your graph.



Key concepts: place, space, environment

HASS skills: questioning and researching, analysing, evaluating

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Irrigation is defined as the artificial application of water to land for the purpose of agricultural production. The water used for irrigation is taken from surface water resources, such as rivers, lakes and reservoirs, and groundwater supplies. This means for many locations it is essential to manage its use to ensure that there is enough water for all in a region now and into the future.

There are several types of irrigation. Some of these are presented in Table 5.4.2. The choice of irrigation types will depend on the amount of water available, the amount of water needed, the soil type, the types of crops grown, the shape of the landscape and the local climate. The choice of irrigation type varies considerably across the world because of the **availability** of technology and money to purchase equipment.



↑ Figure 5.4.16 This photograph shows a labour-intensive form of irrigation in Nha Trang, Vietnam.

Irrigation

Table 5.4.2 Three of the main types of irrigation

Irrigation type	Description
Furrow	A series of small, shallow channels to guide water down a slope across a paddock
Sprinklers	Sprinkler systems that spray water over the crops; some are fixed in position while others are mounted on wheels or a trailer to move across the landscape
Drip	Tubes placed above or below the soil's surface, with holes that frequently drip small amounts of water onto the soil



↑ Figure 5.4.17 Sprinkler systems moving across a farm in Utah, United States

Although irrigated farmland covers less than 1 per cent of Australia, it produces 30 per cent of all of our agricultural products. Irrigated farmland also uses 90 per cent of the total amount of water resources used by agriculture. There are 40 000 farmers who use irrigation and many more employed in related industries. Altogether this contributes around $10 billion to the Australian economy each year.

availability how easily people can access a service or facility

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regulated controlled by rules or laws

crop yield an amount of a crop produced

Australia's irrigation industry is highly **regulated**. Farmers are issued with irrigation licences and are allocated an amount of water that they are able to extract from surface and groundwater supplies. This regulation aims to ensure that irrigation is sustainable.



↑ Figure 5.4.18 Irrigate WA app

The Western Australian Department of Agriculture and Food even has an app, Irrigate WA, which assists farmers to implement the most sustainable irrigation schedule based on variety of crops, regions and soil types. The app uses real-time weather data to determine evaporation rates to calculate the correct irrigation duration and frequency to ensure a positive **crop yield**.



↑ Figure 5.4.19 The Water Corporation's Waterwise program encourages shorter showers and more efficient showerheads to ensure that Perth's water consumption is sustainable.

Waterwise

The Water Corporation is a Western Australian Government authority that manages Perth's domestic water supply. The authority also manages wastewater, drainage and bulk irrigation services. Perth's population is growing, so the Water Corporation wants to ensure that the domestic water supply can continue to support the population.

The Water Corporation has developed a program called Waterwise, which encourages residents to limit their water consumption by changing the way they use water at home. As a part of the program, the Water Corporation offers suggestions about how to reduce water consumption in the garden, bathroom, kitchen and laundry. Initiatives such as prescribed watering days for gardens have saved Perth 4.5 billion litres of water each year – that is the equivalent of filling Optus Stadium almost five times!

The Waterwise program doesn't stop at just households, it assists councils and businesses to incorporate sustainable water practices into new or existing development. The Wanneroo Aquamotion, in the City of Wanneroo, has seen its visitor numbers triple from 118 000 in 2019 to 351 000 in 2023. With more visitors comes more water usage, particularly in the shower change rooms. A number of water management strategies were implemented, including:

- upgraded sinks, shower and toilet fixtures and fittings
- tap timers on showers
- smart water fountains
- a range of signage promoting shorter showers or use of the half flush on toilets
- plant room upgrade to reduce backwash.

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Activity 5.10

How to save water in your household

At the local level, individual households can all help to reduce water wastage. Complete the following tasks to **investigate** your household water use.

1 Look at one of the water bills for your household. What is the average water use per person?

2 Visit the Waterwise web page on the Water Corporation's website and click on 'Waterwise advice'. Which of the suggestions that the Water Corporation gives do you already do in your household? Which of the suggestions do you think you could try in the future?

Key concepts: environment, sustainability | **HASS skills:** analysing, evaluating

The significance of water for different peoples

Water is and always has been essential to all aspects of life. Not only does water sustain life, but it is culturally and spiritually important to many ancient and modern societies.

FPO

↑ Figure 5.4.20 Water is an essential part of human existence.

Making thinking visible 5.2

Think, pair, share

Many cultures from the ancient past as well as today have a deep connection with water. Answer the following questions before sharing your responses with a partner. Then **discuss** your answers with the rest of the class.

1 **List** all the ways you use water in your life. Consider how water is used at home and at school. Also think about the water that might be needed to produce items that you purchase or consume.

2 What are your experiences with water in the landscape? Consider water that is near your home, a place you visit regularly or somewhere you have been to on holiday.

3 How do you think water supplies and water in the landscape might change or be impacted on in the future? Consider environmental damage, population growth and changes to the climate.

Key concepts: environment, sustainability | **HASS skills:** evaluating

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Ancient beliefs and cultures

Since ancient times, water has been a significant part of cultures around the world. Many civilisations made water an important part of their religious rituals and beliefs.



↑ Figure 5.4.21 This bas-relief from the Temple of Khnum in Egypt shows an offering of water to Khnum from a pharaoh.

aquaculture the breeding and harvesting of fish and other freshwater organisms

weir a small dam or barrier stopping the flow of a river

The ancient Egyptians called the Nile River the 'father of life'. They believed that the god Khnum controlled the flow of the Nile and sent the floods each year. To keep this god happy and ensure that the Nile River continued to flow, the ancient Egyptians built shrines and temples honouring Khnum. They also threw food and statues into the Nile River as offerings to the god.

Ancient Greeks had a similar connection with water through their god, Poseidon, who was the god of the sea and water, as well as earthquakes, storms and horses. The ancient Greeks relied heavily on the sea for trading and transport between the mainland and the Greek islands. There are ancient temples dedicated to the worship of Poseidon in Greece.

To learn more about ancient Egypt, see Chapter 8, and to learn more about ancient Greece, see Chapter 9.

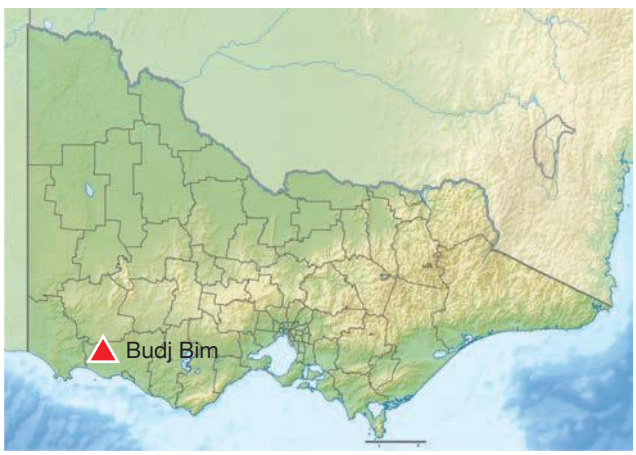


↑ Figure 5.4.22 The ruins of the Temple of Poseidon, believed to date back to the 5th century BCE, at Cape Sounion in Greece. This is one of many temples dedicated to Poseidon, the ancient Greek god of water and the sea.

Archaeological evidence shows that Aboriginal Peoples lived along the river banks in places throughout mainland Australia. They managed these waterways to ensure that they could use the fish and plant life to feed themselves.

The connection between Aboriginal Peoples and water was recognised in 2019 when the Budj Bim Cultural Landscape was added to UNESCO's World Heritage List. This site in south-western Victoria is an **aquaculture** system containing **weirs**, channels and holding ponds to trap fish. The system supplied the ancient Gunditjmara people with a reliable food source to consume and trade.

To learn more about Aboriginal and Torres Strait Islander Peoples, see Chapter 7.



↑ Figure 5.4.23 Budj Bim is located in south-western Victoria, within Budj Bim National Park. Stone traps were used by the Gunditjmara people to trap eels for food.

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Beliefs and cultures today

Hindus believe that large rivers are sacred and provide a connection with the gods. The Ganges River is one of the most significant rivers in Asia. It is over 2500 km long and flows through some of the most populated places in India and Bangladesh. Four hundred million people rely on it for drinking, bathing and irrigation.

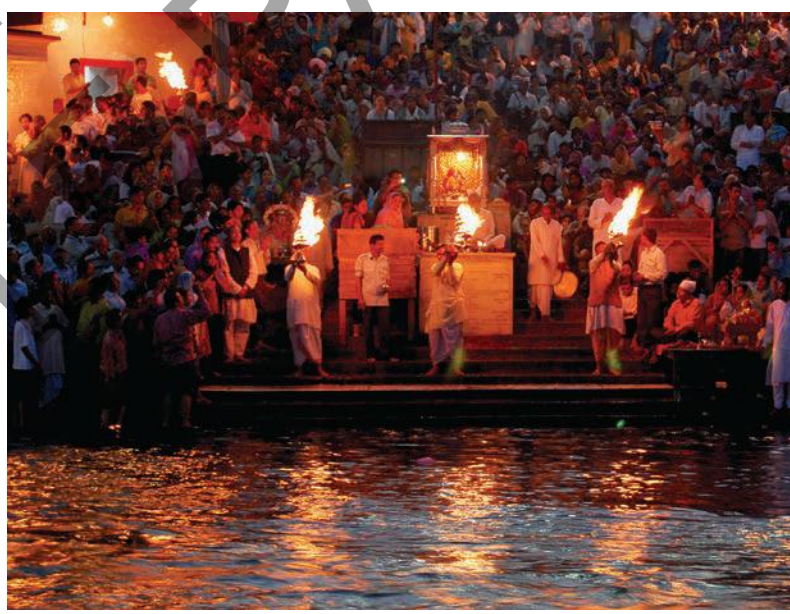
The Ganges River is sacred for Hindus as it is considered to be a form of the goddess Ganga. Many Hindus believe that if they bathe in the Ganges River they will be cleansed of their impurities and negative actions. Millions of people make pilgrimages to the Ganges River to bathe in its waters. Many people also scatter the ashes of their deceased loved ones on holy rivers like the Ganges River. Hundreds of Hindu festivals and celebrations are held on the banks of the river each year.

Water has been and still is a significant part of the culture of Aboriginal and Torres Strait Islander Peoples. Water is a symbol of life and has been a central part of Indigenous lifestyles for tens of thousands of years.

In modern Australia, Aboriginal and Torres Strait Islander Peoples living in remote communities in the Northern Territory see water management as a high priority. Due to a lack of permanent rivers in desert areas, many of these communities rely heavily on accessing bore water from groundwater supplies. The people in these remote communities are forced to compete with mining, livestock and urban areas to access their share of a limited water supply.



↑ Figure 5.4.24 Rapid population growth and urban development in India have led to the widespread pollution of the Ganges River and surrounding regions.



↑ Figure 5.4.25 People gather along the Ganges River for communal prayer.

Water is the life for us all … If that water go away, everything will die. That's the power of water. He connect with the land.

John 'Dudu' Nangkiriyn, Bidyadanga, Western Australia

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Connecting Geography to History

1 **Identify** a river or lake in your local area or in Western Australia.

2 Conduct some research to find out:

- **a** the Traditional Owners of the land the river or lake is on.
- **b** the current and/or past First Nations name given to the river, lake or area by the Traditional Owners
- **c** what resources the body of water and surrounding areas provided the Traditional Owners over different times of the year, and how the Traditional Owners used the resources
- **d** how the Traditional Owners and non-Indigenous people currently use and value the area and resources
- **e** how the First Nations cultural and historical significance of the area has been acknowledged, respected and protected.

3 Choose one of the following activities to summarise what you have learnt.

- **a** Write a paragraph summarising your learning.
- **b** **Create** a postcard with a photo of the area and water system. Write to someone telling them about the history and significance of the place.



↑ Figure 5.4.26 First Nations Australian boy using a spear to hunt seafood in Cape York, Queensland

Key concepts: place, space, interconnection

HASS skills: questioning and researching, evaluating

Fieldwork 5.1

Exploring the significance of a local water resource

Fieldwork is an essential part of studying geography. It enables you to investigate many of the concepts studied in the classroom by collecting data out in the real world. In this investigation, your aim is to explore a water resource close to your school or home, and determine the ways it is used as well as its significance for the surrounding region.

First, choose a local resource and develop a plan for a fieldwork investigation. Use the following structure to plan your investigation and present your results.

Title and introduction: Introduce your study by providing some context. This should include the location of your chosen water resource and what aspects you will be investigating.

Aim: Write an aim for your fieldwork that is achievable based on the data that you intend to collect.

Research question: Write a research question that you intend to answer using the data that you collect. Examples include:

- What are the different ways this resource is used by people?
- What role does this resource play in the local water supply and the surrounding environment?
- How is this resource managed?

Hypothesis: Write a clear and concise hypothesis. This is a testable statement that provides a prediction prior to collecting the primary data. It should relate to the research question.

Primary data collection: Consider the types of primary data that you will need to test your hypothesis and answer your research question. Examples include:

- observations, annotated photos and field sketches showing the interconnection with the surrounding landscape
- water quality samples
- analysis of the quality and species of vegetation surrounding water bodies
- interviews and surveys of local residents about how they use the resource
- an interview with a group that manages the water supply, such as the Water Corporation, a catchment management authority or a local community group.

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Secondary data collection: Use a range of secondary sources to supplement your primary data. Examples include:

- satellite images and elevation data gathered using Google Earth
- previous studies and management information from the websites of management groups and government authorities.

Presenting and analysing your data: Summarise your data using tables, graphs and maps where appropriate. **Analyse** your data to draw conclusions, answer your research questions and state whether your hypothesis has been supported or disproved.

Conclusion and evaluation: Summarise your findings and **evaluate** the success of the field trip. What were the positives and negatives of your data collection? What could be done differently next time? What additional data could be collected to extend this investigation?

References: Always ensure that you keep a record of any sources used and present these in a bibliography.

End of section 5.4 review

Online quiz 

Review questions  

Teachers can assign tasks and track results 

Go online to access the interactive section review and more!

5.4 Review questions

Recall

1 **Describe** an example of an ancient civilisation having a spiritual or cultural link with water.

2 **Define** the following terms:

- **a** water scarcity
- **b** physical water scarcity
- **c** economic water scarcity
- **d** drought.

3 **List** three impacts of a drought.

Interpret

4 **Outline** and **describe** one factor that leads to water scarcity.

5 **Explain** how water scarcity can impact both the natural environment and people in rural and urban areas.

6 **Discuss** one way water scarcity can be overcome. Be sure to include the positives and negatives of the strategy.

Argue

7 'The history of water management by Aboriginal and Torres Strait Islander Peoples is valuable and should be a primary concern when managing water resources.' **Discuss** whether you agree with this statement. Refer to specific examples to justify your opinion.



Key concepts: environment, interconnection, sustainability



HASS skills: evaluating, communicating and reflecting

5.5 Conclusion: why does it matter?

Water is a precious resource and is essential to life on our planet. It is so important that scientists are looking for it on nearby planets because where there is water, there is also the possibility of life.

As this chapter has explained, fresh water is not evenly distributed across the world and the number of people who struggle to access it is going to increase. Geography is not just the study of what is, but also of what could be. How will you help address water scarcity in your local area, in your state or on Earth? Water connects us all. The future of water resources is everyone's problem. So be a part of the solution!

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5.6

End of chapter activities

Reflection

Self-assessment

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

Making thinking visible

Circle of viewpoints

Turning wastewater into potable water is seen by some as a necessity and by others as an absolute last resort. Consider a situation where the Western Australian Government decided to start recycling Perth's wastewater. Choose a perspective from the following list:

- The premier of Western Australia
- A government authority, such as the Water Corporation
- The owner of a Perth business that needs a large water supply
- A local resident.

Use the following sentence stems to explore this topic.

- *I am thinking of turning wastewater into potable water from the point of view of …*
- *I think turning wastewater into potable water is …*
- *A question I have from this viewpoint is …*

Inquiry

Research tasks

Choose one of the examples provided in this chapter to study water as an environmental resource more thoroughly. Develop a research question, and research additional detail and statistics to answer the question. Then, present your findings in a report.

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Some ideas are given here:

- Is solar, wind, fossil fuel or nuclear energy a sustainable option for the future of energy production?
- What are the impacts of drought in Australia? Find out how much of Australia is affected, the main causes of the problem and the ways that Australians are trying to reduce the impacts.
- To what extent are dams in Australia or elsewhere in the world impacting the environment, people and local economies?
- Is desalination the answer to the world's water crisis?

Problem-solving task

As the global population continues to grow, domestic water use places an increased pressure on water supplies. Either research a modern technology that reduces domestic water use or design your own. **Discuss** how this technology works and how it could be incorporated into existing houses in Australia.

Writing

Extended-response question

Claim: *Water resources are renewable yet finite. Sustainable management of this environmental resource is needed to ensure that people, the environment and the economy are not negatively impacted.*

Discuss whether you agree with the above statement. In your response, refer to the types of water resources in specific places, the impacts associated with water supplies and the ways that water is managed in the area.

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

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



↑ Figure 5.6.1 Bioluminescence at Jervis Bay – a reminder of the fragile nature of marine water ecosystems

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Topic 2

Place and liveability

Overview

The *places* we call home look and feel different to each of us. Factors such as our location, income and connections to the community and the natural environment all play a role in how we experience our neighbourhoods, towns, cities and suburbs. To live well in a place, we need access to basic necessities. We also need to be able to enjoy the culture, entertainment and activities that make a place feel safe and fun. So, liveability not only means surviving in a place but thriving there, too.

Places are always changing. Figures A to D show the changes that have occurred in Perth from 1934 to 2022. Soon, streets could be dominated by driverless cars, while farms may be perched on city rooftops.

How you feel about a place can also change as your needs alter over time. For instance, growing up in a rural region might be great when you are young because you can enjoy the open space and freedom. However, later you may decide to move to a city to go to university.

In this Geography unit, you will investigate what places mean to Australians and people around the world, as well as what services and facilities make a place liveable. This will help you to recognise key characteristics of our built environments, and understand the human activities and beliefs that have helped to shape them. You will also learn to see places from the perspectives of different groups of people. Understanding the characteristics of built environments and others' perspectives can help you be more connected to your own environment and community. You may even want a career as a town planner or an architect!

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↑ Figure A A group of onlookers at the scene of an accident, Perth, 6 December 1934



↑ Figure B This is a postcard from the 1970s. Research online to find out more about postcards.



↑ Figure C Hay Street Mall illustrates the dynamic changes in building styles over time, 2014.



↑ Figure D Aerial view of Elizabeth Quay waterfront, Perth, 2022

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Learning goals

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

- What is place and liveability?
- Which factors influence where people live and what they think about their place?
- How do we measure the liveability of a place?
- How does the accessibility of facilities and services affect the liveability of places?
- How does environmental quality influence the liveability of places?
- How have people improved the liveability of places?

Introducing geographical concepts

In this unit, you will have many opportunities to practise geographical concepts.

The concept of **place** involves the physical location of an area, and the meaning that the location has for individuals, communities and cultures.

Space refers to the spatial distribution of places and their characteristics. We use maps and spatial technology to examine, monitor and compare spatial distributions so that we can assess and manage changes.

The **environment** in Geography refers to the characteristics of an environment, how an environment supports life, and the connections between an environment and people.

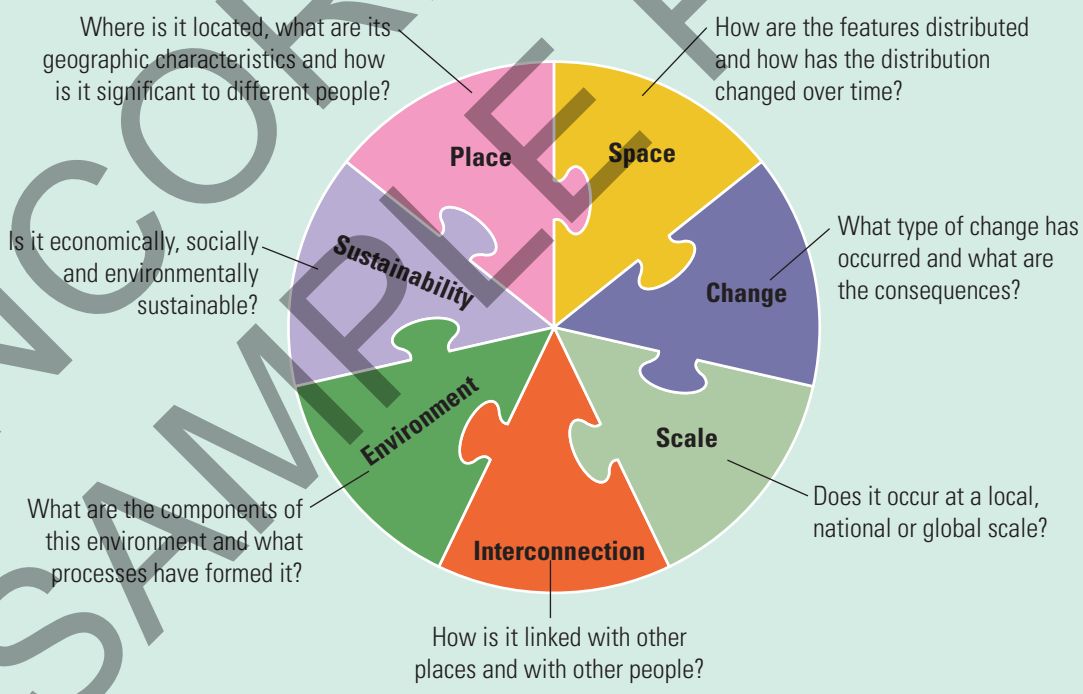
Interconnection involves the links between places and the ways that people influence or are influenced by the characteristics of places.

Sustainability is both a goal and a way of thinking. It is about the ability of the environment to continue to support present and future life.

Geographers investigate the world around us at many levels, and this is called **scale**. We can observe places at the local, national and even global scale.

When geographers look at **change**, they investigate the types of changes that have occurred. They also look at when, where and why change has happened.

Geographical concepts



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Chapter 6

Place and liveability



↑ Narrow residential public housing in Hong Kong

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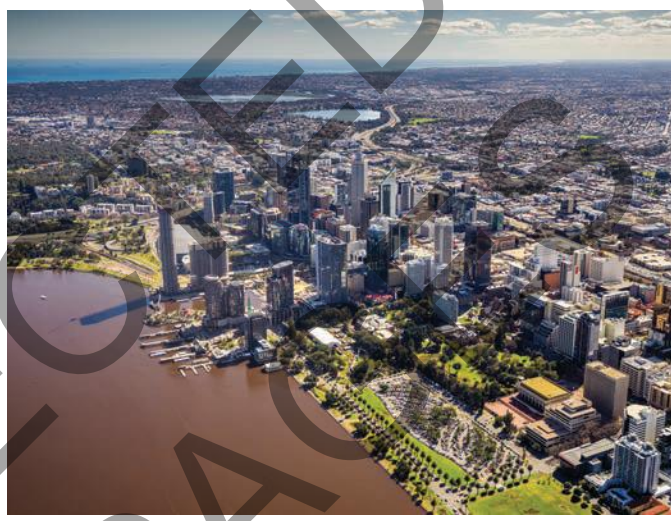
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6.1

Chapter overview

Introduction

In this chapter, you will explore the concepts of liveability and sustainability in different parts of the world. You will complete various fieldwork activities and conduct research to find out about a range of developments throughout the world, including Perth. You will work through a range of activities and case studies to build your skills and to encourage you to think like a geographer.



↑ Figure 6.1.1 Perth is a beautiful, vibrant city.

Learning goals

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

- What is liveability?
- What factors affect liveability?
- What does liveability mean to you?
- How do we measure liveability?
- What makes one place more liveable than another?
- How does access to services and facilities affect the liveability of a place?
- How does environmental quality affect the liveability of a place?
- How does a feeling of social connectedness affect the liveability of a place?
- How does a feeling of community identity affect the liveability of a place?
- How can liveability be increased?

Geographic skills

After completing this chapter, you should be able to:

- conduct a survey and review your findings
- complete a field sketch with annotations
- read a topographic map
- create a mind map to brainstorm ideas
- create a line graph to illustrate data over time.

Digital resources

Visit the Interactive Textbook to access:

- interactive review quizzes and Scorcher competition
- videos, image galleries and other extra materials.

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The factors that influence the decisions people make about where to live and their perceptions of the liveability of places

Focus questions

- What is liveability?
- What factors affect liveability?
- What does liveability mean to you?

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This concept of liveability focuses on why people live where they do. The reasons a person lives in an area or moves to a different area are often based on their perceptions about the liveability of a place.

Where would you prefer to live?

People live in different areas for a variety of reasons. Some people move for employment and education opportunities, some people move seeking safety and security, and some people stay in an area because of their connection to it.

Activity 6.1

Features of liveability

Examine the places shown in Figures 6.2.1 to 6.2.10 and use Google Street View to explore the areas further. Then, answer the questions that follow.



↑ Figure 6.2.1 Rye, East Sussex, United Kingdom



↑ Figure 6.2.2 Istanbul, Türkiye

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↑ Figure 6.2.3 Jaen Street (Calle Jaén), La Paz, Bolivia



↑ Figure 6.2.4 Tristan da Cunha Island in the South Atlantic is considered the most isolated island in the world.



↑ Figure 6.2.5 Black Creek Pioneer Village, Toronto, Canada



↑ Figure 6.2.6 Symi, Greece



↑ Figure 6.2.7 Brooklyn, New York City, United States



↑ Figure 6.2.8 Hanoi, Vietnam



↑ Figure 6.2.9 Byron Bay, New South Wales, Australia



↑ Figure 6.2.10 Shinjuku, Tokyo, Japan

1 **Identify** the features that affect the liveability of each area shown. Consider both the positive and negative features of living in each place.

2 Which place, or places, could you see yourself living in?

Key concepts: place, space, sustainability, scale, change

HASS skills: questioning and researching, evaluating

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What is liveability?

Liveability is a measure of the living conditions of a certain place. To measure whether a place has a high or low level of liveability, we look at the quality of economic, environmental and social living conditions in that place. The features of a place are often perceived differently because they depend on a person's background, age and culture. This **perception** of a space means that different people value diverse features and experience those features in unique ways. Their perception is what creates a **sense of place**. In other words, your experiences in a space and the meaning you attach to it make up your 'sense of place'.

The concept of space

In geography, the term **space** refers to a physical area. This includes all the area's objects or physical features. Spaces often relate to a point of latitude and longitude, and vary in their **scale**. They can be small, like a room, or large like a city, country or region. How each physical feature is distributed in a space is an important consideration because it contributes to how that space is used. For example, a city or town that is spread out with limited public transport will usually have high use of private vehicles.

liveability the qualities of a place that enable a person to live there with a good standard of living. To work out whether a place has a high or low level of liveability, we consider the quality of economic, environmental and social living conditions in that place.

perception the way something is viewed or understood

sense of place the meaning that a person or group attaches to a specific area or space

space how different places, and the features within places, are distributed

scale the size of an area and how it is viewed in relation to another area

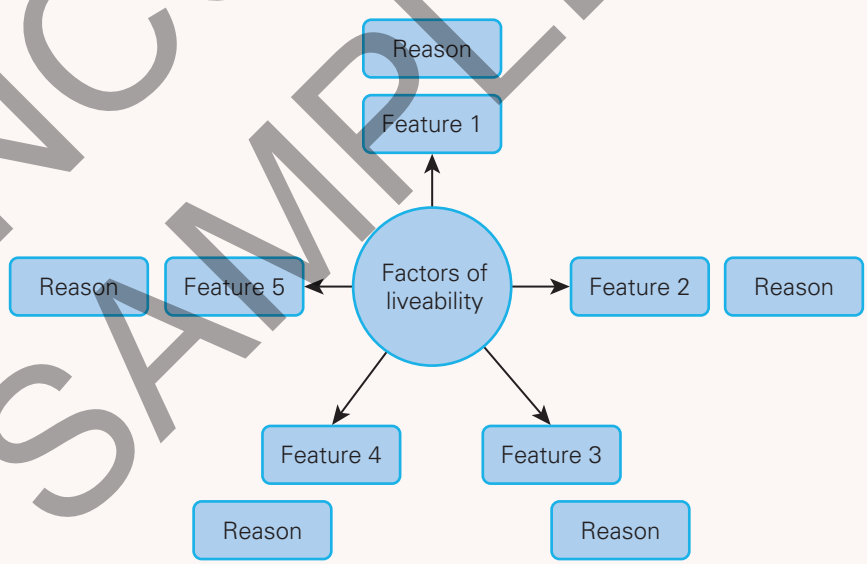
Activity 6.2

Ranking task

Use the content you have read so far to answer the following questions.

1 With a partner, brainstorm features that make a place liveable.

2 Choose five factors that you consider to be the most important and **create** a concept map like the one shown here. For each factor, you should also provide a reason for why you think it is significant.



Share your concept map work with the class and **explain** why you think each factor you chose is important.

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

HASS skills: analysing, evaluating, communicating and reflecting

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Why do people live where they do?

push factor the reasons people move away from an area

pull factor the reasons people move into an area

The choices people make about where they live are often based on push factors and pull factors. A **push factor** is a reason that causes a person to leave an area, such as unemployment, poverty, lack of access to services and limited opportunities for education. A **pull factor** is a reason a person moves to or is drawn to an area. These are positive motivations that will benefit the person who is moving to a place, such as better job opportunities, accessible services, education and living conditions.

Forced migration is a push factor. In times of conflict, many people are forced to leave their homes due to fears about their safety and security. These people do not have a choice about where they live, and they simply have to go somewhere so they can be safe. According to the United Nations High Commissioner for Refugees, approximately 122.6 million people around the world were forced to leave their homes at the end of June 2024.

Case study 6.1

Understanding different perceptions of place

Yasin is a refugee who came to Australia from Afghanistan to escape the civil war. Read what Yasin says about his journey to and first impressions of Australia, then answer the questions that follow.

When I was 10 years old, the decision was made for me to leave behind my parents and five sisters to escape Afghanistan with my uncle and cousin. At that time, the Taliban had taken over, and because our family was Hazara, there were already threats towards us. Unfortunately, as my parents were farmers, they only had enough money to pay the smugglers to take one person out. And my parents chose me.

Once I arrived in Pakistan, I was very relieved to be safely out of the war, but at the same time I was really missing my family, and often cried myself to sleep. After a month, we flew to Singapore, where we got on a big ship to Indonesia. That trip was horrible, as we were hidden in the bottom with the rubbish. It was steaming hot, and I couldn't breathe. Next, we and 90 other people got on a fishing boat to Australia. That trip lasted seven days. Even though it was 22 years ago, I still remember it like it happened yesterday. The first night was very stormy. The boat going around in circles, and all the men were emptying out buckets of water from the engine room. A lot of people were crying because we all thought we were going to die. But eventually the storm calmed down and the boat start going forward.

From then on, that trip was one of the best experiences I have ever had. All we could see was the colour blue, and to me it was just beautiful. Every night for seven nights, I would sit at the front of the boat, watching the ocean, the stars and the moon. Before that, I never knew the ocean existed, or about sharks, or even that the world was so big, because I had never been to school. So even though everyone else was crying, for me, everything was amazing!



↑ Figure 6.2.11 Yasin

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On the last night, a storm hit us again and damaged the engine, and after that, for many hours, we just floated on the Indian Ocean. I became very frustrated, and started to panic. Finally, we saw the Australian navy approaching – I've never seen people so happy as we were at that moment! I was carried onto the ship, and then we were taken to the shore, where they gave us food and clean clothes. When I took off my t-shirt, half of my skin came off with it, and to this day, I still have a scar on my shoulder.

For three months, we stayed in a detention centre in Darwin. I actually loved it there! There was aircon, television, a playground. School as well. All things I had never had before.

Source: Yasin, New Humans of Australia website, 7 July 2022

Analysis questions

1 **List** the push factors that forced Yasin to leave his home.
2 **Describe** Yasin's journey from Afghanistan to Australia.
3 **Compare** the liveability of Yasin's homeland, Afghanistan, with his new home of Australia. What are the benefits of this new home for Yasin? (It might help to think about the access to services and new opportunities.)

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

HASS skills: evaluating

The influence of history and culture

A person, family or community may have **historical ties** or **cultural ties** to a location, and these ties can have a significant role in shaping their perception of a place. For example, we often see homeowners defending their property against a bushfire while authorities urge them to evacuate. This evokes many questions about how a place can have so much meaning to some people that they would put themselves into harm's way to protect it.

In countries with histories of resilience, such as rebuilding after a natural disaster or conflict, there is often a sense of pride and connection between the people who live there. The notion of leaving after overcoming adversity is often difficult for some to fathom. Familial ties to a location can also influence whether someone lives in a certain place. Consider whether your own family has lived in the same suburb, town, state or country for multiple generations.

historical ties meaning related to aspects of the past

cultural ties meaning related to habits, traditions or beliefs in a society

Case study 6.2

A resilient community: Tukuraki village

Fiji is no stranger to natural hazards. Tropical cyclones, floods and earthquakes are common to this region. Tukuraki, a remote village in western Viti Levu, provides an example of a village that, in the face of adversity, persevered to keep its community together. In 2012, a landslide occurred due to heavy rainfall and flooding that devastated the village area, causing damage to homes, the water supply and roads, and claimed four lives. The community was temporarily relocated as the village was deemed unsafe by the government. Less than 11 months later, a category 4 tropical cyclone damaged the newly built temporary homes and surrounding crops were lost. Despite this, some villagers attempted to return. In 2015, a new village site was approved, and construction began.

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The people of Tukuraki endured another tropical cyclone in 2016, and again the community was impacted. Today, the community lives at the new village site in homes designed to withstand future hazards.

Analysis questions: step in, step out, step back

Complete the questions below to examine the perspective of this community in comparison with your own.

1. What do you think this community might feel, believe, know or experience?
2. What would you like or need to learn to understand this community's perspective better?
3. What do you notice about your own perspective and what it takes to take somebody else's?



↑ Figure 6.2.12 Viti Levu, the largest island of Fiji, contains extensive mountain ranges that are prone to landslides.

Key concepts: place, space, interconnection, environment

HASS skills: questioning and researching, analysing, evaluating

linguistic connected with language

Culture, the habits, traditions and beliefs of a society, can influence where and how people live. Places with rich cultural offerings, such a theatres, museums, music and art venues, often attract people who value these things. Paris, New York and Melbourne are considered vibrant cultural centres, which attracts people seeking this lifestyle to move there. People also tend to live where they feel a sense of belonging, often linked to their religion, culture or **linguistic** identity. This means that people determine where they want to live based on whether they can freely speak their language, practise their chosen religion or continue their traditions.



↑ Figure 6.2.13 Stephen Island, called Ugar in the local Meriam language, lies in the eastern group of the Torres Strait Islands.

First Nations Peoples have a deep spiritual connection to the land that encompasses their identity, culture and traditions. The term given to this connection is 'Country'. Country includes all living things and the knowledge, cultural practices and responsibilities that connect them. Torres Strait Islander Peoples' connection to the land and sea is expressed as 'Ailan Kastom', translated as island custom. The term refers to the unique culture, traditions and practices of the Torres Strait Islander Peoples that maintain their connection to sea, land and their ancestors. Many First Nations Peoples, where possible, live on or near their traditional lands to maintain this connection.

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Case study 6.3

Growing up in Boorloo (Perth)

Jeneita is a young Indigenous woman who grew up in Perth, and currently works as an Aboriginal and Islander Education Officer in her local community. She explains that any place can have a spiritual or cultural connection; it can be your home, your family's origins or a place where you feel in sync with yourself. Read what Jeneita says about growing up in Boorloo, then answer the questions that follow.

Growing up in Perth, or Boorloo as it's known in Noongar, has profoundly shaped my identity as a young Indigenous woman. The connections I have to places like Coogee, Woodman Point, Point Walter (Dyoodalup), and Fremantle (Walyup) are incredibly meaningful. These are the places where my family are from and gathers for cultural celebrations and bonding moments, serving as vital opportunities to honour our heritage, share stories, and pass down traditions to the next generation.

Every time I think of or visit these places, I feel a profound cultural and spiritual connection that reaffirms our identity and strengthens the bonds that unite us as a community. Perth (Boorloo) holds immense spiritual significance for me, embodying the rich culture and stories that have been passed down through generations. The teachings from my Elders have deeply shaped my understanding of our connection to the land, while learning the Noongar language has enriched my appreciation for our heritage and identity.

The dances we perform connect us to our ancestors and the spirits of the land, with each movement telling a story. The art we create, inspired by our surroundings, visually represents our culture and helps keep our traditions alive, fuelling my passion for preserving and sharing our culture.

My spiritual connection to Boorloo is a vital part of my identity. It embodies the rich culture and stories that have shaped me, and even though some loved ones are no longer with me, I will always feel a deep connection to this land. The teachings, traditions, and gathering have shaped me as who I am today.

Source: Jeneita Merleen Kelly, of the Wongi, Yamatji, Noongar and Whadjuk peoples



↑ Figure 6.2.14 Point Walter is a recreational area, but it also has cultural significance as a traditional birthing site.

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Analysis questions

Investigate the cultural and spiritual importance of your local area.

1 **Identify** the Traditional Owner/s of this area.
2 **Describe** the importance of the area to their history, culture or spirituality.
3 Does your local area use dual naming of sites? Provide an example if relevant.
4 **Explain** why this is important in Australia.



↑ Figure 6.2.15 Woodman Point playground is a great place for family to gather.

Key concepts: space, place, interconnection

HASS skills: questioning and researching, communicating and reflecting

Case study 6.4

A comparison between Perth and Vienna

Read the information provided to you about Perth and Vienna, and then answer the questions that follow.

metropolitan area a major city and its nearby suburbs or towns that form a continuous urban area

Perth

Perth is the capital city of the Australian state of Western Australia. It is located on the western coast of Australia and is in the lands of the Whadjuk Noongar people. The metropolitan area of Perth has 2.6 million residents.

The city centre lies along the banks of the Swan River, approximately 20 kilometres inland of the Indian Ocean. The Perth **metropolitan area** currently extends as far north as Two Rocks and south to Mandurah. The presence of the Darling Scarp to the east acts as a natural boundary to the urban area. This close proximity to the Darling Scarp and its ranges has meant that Perth has experienced many bushfire events, including the Roleystone/Kelmscott Bushfire 2011 and Wooroloo Bushfire 2021. The city experiences a Mediterranean climate characterised by hot, dry summers and mild, wet winters. It is a hub for state government, business and education in Western Australia.



↑ Figure 6.2.16 Perth is located on Australia's west coast.

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↑ Figure 6.2.17 The Perth city centre was built along the banks of the Swan River.

Transport

Public transport in Perth is coordinated by Transperth, which provides trains, buses and ferries. Tickets can be bought for single use or a SmartRider card can be used to access the network. A range of concessions and special fares are available for pensioners, students, families and concession card holders. As the city is expected to grow, the public transport system is planned to grow with it. This growth will include additions to the rail network and a high-frequency bus-transit system. These rail and bus networks will link together to provide the city with stronger options in public transport.



↑ Figure 6.2.18 Ferries currently connect Elizabeth Quay to South Perth.



↑ Figure 6.2.19 Perth Train Station

Housing

Homes in Perth are more affordable than those in Sydney and Melbourne. This is an economic factor that helps to make Perth liveable. Many people have moved from Sydney and Melbourne to Perth because of this economic pull factor. High-rise apartment buildings are increasingly common in the suburbs close to the CBD. Suburbs further away from the CBD tend to have low-density houses and townhouses.



↑ Figure 6.2.20 Detached, single-storey homes are the most common type of housing in Perth.

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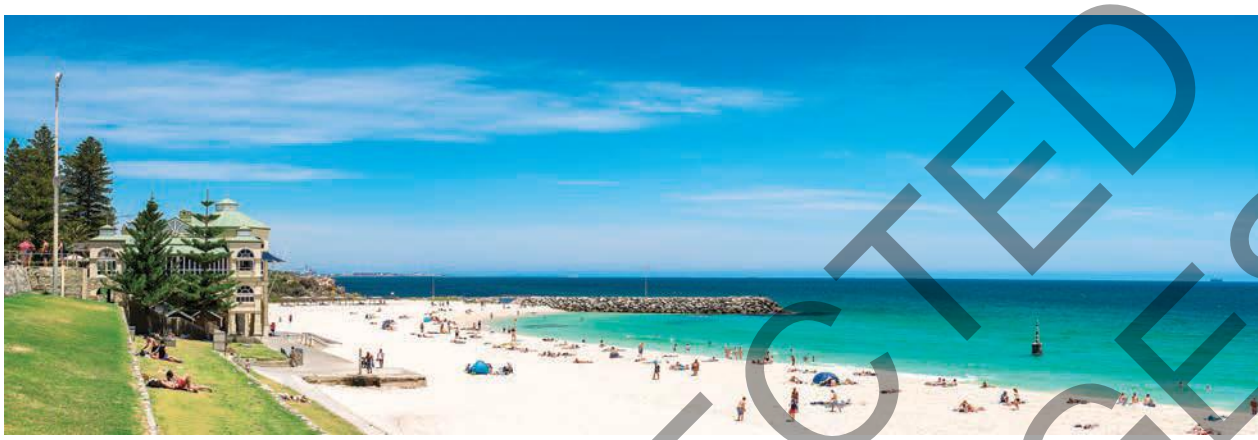
Video 6.2.1 Urban planning and the distribution of streets in Perth

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Lifestyle

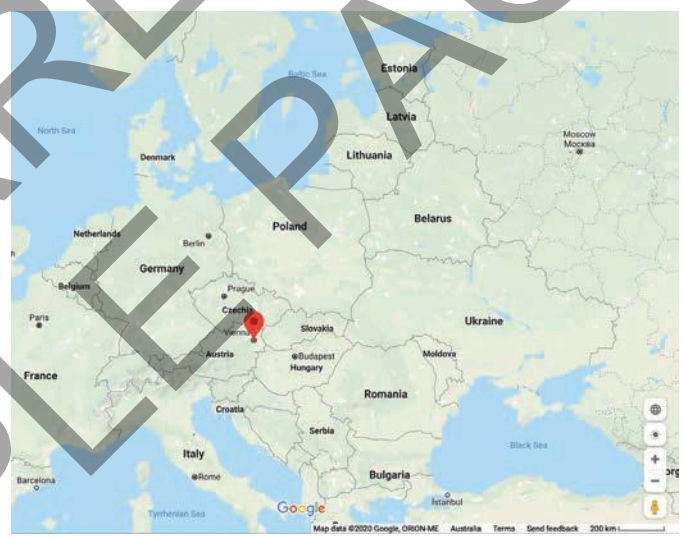
The people of Perth embrace an outdoor and active lifestyle. Most residents of the city live within an hour's drive of either the beach or the Perth Hills, both of which offer a range of recreational activities. Perth is also close to many weekend destinations, including the South West region. Destinations such as Margaret River, Albany and Busselton are popular for the range of local food, culture and nature experiences. Perth's suburbs have high levels of access to services such as schools and healthcare. Crime rates are relatively low and the city is generally considered to be safe.



↑ Figure 6.2.21 The clear blue waters and white sandy shores of Cottesloe Beach

Vienna

Vienna is often listed as one of the world's most liveable cities. It is the capital of Austria and has a population of 2.0 million people (2.8 million within the metropolitan area). The city is located on the banks of the Danube River. The city has an oceanic climate with warm summers and cold, dry winters. Humans have occupied the land as far back as the Stone Age. The bubonic plague (Black Death) struck in 1679, killing one-third of the city's population. The city was also deeply affected by the world wars. Vienna was bombed 52 times and 20 per cent of the buildings were destroyed during World War II. This long history has shaped a unique city.



↑ Figure 6.2.22 Vienna is in Austria.

Design

The centre of Vienna is on UNESCO's World Heritage List. For this reason, there are no high-rise buildings within the area. The buildings in the historic city centre have a wide variety of historic design features. The centre includes castles, gardens and monuments.



↑ Figure 6.2.23 Schönbrunn Palace is Vienna's best known tourist attraction.

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Economy and education

Vienna is one the wealthiest regions within the European Union. The city is Austria's main centre for tertiary education; it has many universities and professional colleges. The Viennese value education, and their city has been home to some of the great thinkers of history, such as the founder of psychoanalysis, Sigmund Freud.



↑ Figure 6.2.24 Vienna University is one of the oldest universities in Europe.

Transport

Vienna has four main forms of public transport. There is a subway (U-Bahn), a local train system (S-Bahn), a tram system and a bus network. The public transport system in Vienna is extensive and frequent. It is also less expensive than in other major cities in Europe. A yearly public transport ticket costs only one euro per day. These low costs and the high levels of service that accompany them enhance the city's liveability.



↑ Figure 6.2.25 Trams on Vienna's majestic boulevard, the Ringstrasse

Lifestyle and culture

Vienna has a long and proud history of art and culture. Some of the most celebrated composers and musicians are associated with Vienna, including Mozart and Beethoven. The city is home to many theatres and opera houses. Vienna is also home to many sporting teams that compete nationally and internationally. The long history, cultural pride and relaxed atmosphere of Vienna make it one of the most liveable cities in the world.



↑ Figure 6.2.26 Vienna's State Opera House, on the Ringstrasse

Analysis questions

1 **Create** a Venn diagram so that you can see the similarities and differences between Perth and Vienna. You can use the information in this case study and your own online research.

2 Which features of liveability in Vienna could be used to improve the liveability of Perth?

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

HASS skills: questioning and researching, analysing, evaluating

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Making thinking visible 6.1

See, think, wonder

Copy the following table onto a piece of paper.

	See *What are the things you see, observe or notice in this image?*	**Think** *What do you think about the liveability and sense of place in this image? Why?*	**Wonder** *What does it make you wonder about the space?*
Figure 6.2.27			
Figure 6.2.28			
Figure 6.2.29			

With a partner, use Figures 6.2.27, 6.2.28 and 6.2.29, which show different places in Perth, to complete the table.



↑ Figure 6.2.27 Elizabeth Quay Bridge



↑ Figure 6.2.28 The Supreme Court of Western Australia



↑ Figure 6.2.29 Forrest Place

Key concepts: place, space

HASS skills: evaluating

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Geography through maps

Mapping my local area

1 Using Google Earth, **create** an annotated map of your local area. Mark points of interest and features of liveability in the area.
2 **Describe** the distribution of your area's features. (Where are these features located? What does the space look like?)
3 **Evaluate** the liveability of your local area. Consider what features make it a great place to live? **List** features that could be added to improve your area.

Key concepts: place, space, scale

HASS skills: analysing



↑ Figure 6.2.30 What points of interest will you find in your local area?

Fieldwork 6.1

Conducting a survey of the local neighbourhood

Fieldwork in Geography consists of practical activities that are done away from your classroom at school. It can involve a range of activities, including: observing, questioning, planning, collecting, recording, evaluating, representing, analysing, concluding, communicating, reflecting and responding.

In this fieldwork task, you will visit your neighbourhood and answer some questions. These questions will form a class survey about the local neighbourhood. Here are the steps to take.

1 As a class, **discuss** the criteria to make sure that you understand what each criterion is asking you to look for.
2 Complete the survey form, based on the suburb you live in.
3 **Compare** your completed survey with people in your class who live in the same area as you.
4 Compile your survey results for your suburb and **identify** the top five features of liveability in your area.
5 In a small group, make a poster that advertises these features of liveability for your local area.

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Criteria	Score: 1 Very poor 2 Poor 3 Satisfactory 4 Good 5 Very good				
Environment					
Average temperature	1	2	3	4	5
Quality of town planning and design	1	2	3	4	5
Availability of parks, gardens and green space	1	2	3	4	5
Access to sports and entertainment facilities	1	2	3	4	5
Landscaping and appearance of streets	1	2	3	4	5
Culture					
Quality of recreational facilities	1	2	3	4	5
Access to places of worship	1	2	3	4	5
Diversity of restaurants and shopping	1	2	3	4	5
Access to libraries and historical sites	1	2	3	4	5
Economy					
Employment opportunities	1	2	3	4	5
Affordable housing	1	2	3	4	5
Access to goods and services	1	2	3	4	5
Infrastructure					
Quality of roads	1	2	3	4	5
Quality and availability of public transport	1	2	3	4	5
Telephone and internet coverage	1	2	3	4	5
Quality of housing	1	2	3	4	5
Water, sewerage and electricity availability	1	2	3	4	5
Education					
Quality and availability of public schools	1	2	3	4	5
Quality and availability of private schools	1	2	3	4	5
Access to vocational and higher education facilities	1	2	3	4	5
Healthcare					
Quality and availability of public healthcare	1	2	3	4	5
Quality and availability of private healthcare	1	2	3	4	5
Quality and availability of aged care facilities	1	2	3	4	5
Law and order					
Lack of petty crime (theft)	1	2	3	4	5
Lack of violent crime	1	2	3	4	5
Level of vandalism	1	2	3	4	5
Sense of personal security	1	2	3	4	5

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↑ Figure 6.2.31 Singapore has beautiful gardens and parks. Gardens by the Bay has large metal structures covered with greenery that connect a 'sky' path. Visitors can walk this path to gain a bird's-eye view of the surrounding trees.

Measures to evaluate a place's liveability

Several organisations conduct research on the liveability of cities throughout the world. Each year, these organisations rank cities based on set criteria. Some of the measures relate to physical infrastructure and features like transport, while other measures are more subjective and relate to people's perceptions, such as whether an area is safe. Geographers and urban planners use the data to evaluate the features of a place that enhance or degrade its liveability. This evaluation is then used in their planning decisions so that they can make changes to other towns and cities to improve their liveability.

How is liveability judged?

Judgements about a place's liveability are based on perceptions. A person's perception comes from their personal experiences, background and values.

Different people value different features of a space and are drawn to those features based on their preferences and values. This attraction to a feature is a pull factor. For example, young adults may be drawn to the bright lights and buzz of the city, and therefore choose to live and work there. They can then easily access the features of the city they like. Other age groups or families may value more space. They might choose to live further away from the city so that they can access more

↓ Figure 6.2.32 Copenhagen, in Denmark, has frequently been ranked one of the world's most liveable cities.



open areas, such as parks, bush walks and other natural features. While these people's daily travel to their jobs may be longer, they have the space and the lifestyle that they value. People judge the liveability of a place based on **tangible** factors like infrastructure and services, as well as **intangible** factors like safety and culture.

tangible things that you can physically see and touch

intangible something that exists but you cannot see or touch it

How is liveability measured?

Environmental, social and economic factors influence the liveability of a place. Liveability, or quality of life, is often measured by factors like access to fresh water, food, housing, transport, healthcare, education, and a safe and stable environment.

Mercer, one of several organisations that measure liveability, uses the following criteria to measure liveability in the Mercer Quality of Living Survey:

- stable and reliable government, legal and law-enforcement services
- economic and business environment
- availability and quality of medical services, health and hygiene (including sewerage, waste disposal and levels of air pollution)

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↑ Figure 6.2.33 Damascus, Syria, ranks the lowest in the EIU Global Liveability Index for 2024 due to ongoing conflict.



↑ Figure 6.2.34 Melbourne is the highest ranked Australian city in the EIU Global Liveability Index for 2024.

- education
- public services and transportation (including electricity, water, public transportation and traffic congestion)
- recreation, such as restaurants, theatres, cinemas, sports and leisure
- consumer goods, such as the availability of food and a range of other items
- housing, including rental housing, household appliances, furniture and maintenance services
- natural environment, including climate and records of natural disasters.

Mercer's Quality of Living Survey in 2024 used these criteria to rank 241 cities. The cities in Europe dominated the top 10, with the exception of Auckland ranking 5th and Vancouver ranking 7th. While Zurich attained the top ranking in the survey, Sydney and Melbourne were placed in the top 20 at 12th and 20th.

Another organisation that studies liveability around the world is the Economist Intelligence Unit (EIU).

Every year, the EIU ranks over a hundred cities around the world. It measures over 30 different factors about each city, such as how good the education and healthcare are, how clean the water is, and if there is a lot of crime. Each city is then given a score out of 100, with a score of 1 being completely horrible to live in and 100 considered as being as good as it gets.

According to the EIU Global Liveability Index, the most liveable city in 2024 was Vienna. Vienna received a score of 98.4, while Damascus was the lowest-scoring city, with a score of just 30.7. Australia had two cities inside the top 10, including Melbourne (4th, with 97.0) and Sydney (tied 7th with Vancouver at 96.6). Perth tied with Geneva in Switzerland for its number 15 ranking, scoring an overall liveability rating of 95.9 out of 100.

Activity 6.3

Research task

Conduct online research to access the most recent reports from Mercer and the EIU on liveability. Then, follow these steps.

1. Select a liveability report.
2. Choose two environmental, economic and social measures used in the index.
3. Conduct research to **compare** a city in the top five with a city from the bottom five of your chosen index. Use the criteria that you selected in step 2 to make your comparison.
4. **Create** a presentation of your findings.

Key concepts: place, space, environment, change

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

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Connecting Geography with Civics and Citizenship

During election campaigns, candidates often pitch policies and promises that target improving the liveability of cities and states.

1 Research a recent local or state election. **Identify** your local council or electoral district and the candidates running at the time.

2 Select 2–3 candidates and research their election campaigns. **Outline** policies or election promises that link to factors of liveability. **Explain** how their policies aimed to improve liveability in your local council area, city or state.

3 **Identify** who won the position or seat at the election. What initiatives or laws have they supported or implemented that have improved (or decreased) the liveability of your local area, city or state?

4 In the Australian system of government, power to make laws is divided between local, state and the Commonwealth governments.

   a **Describe** what each level of government is responsible for. You can refer to Chapter 1 of this textbook to help you.

   b Which level of government do you think has the greatest potential to influence the liveability of our cities? Justify your answer with arguments supported by examples.

Key concepts: place; environment; interconnection; sustainability; change; democracy; participation; rights and responsibilities

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

End of section 6.2

Online quiz

Review questions

Teachers can assign tasks and track results

Go online to access the interactive section review and more!

6.2 Review questions

Recall

1 **Define** liveability.

2 **Describe** the difference between a tangible liveability factor and an intangible liveability factor. Give one example of each.

3 **Identify** the highest ranking and lowest ranking cities in the world in 2024 according to the EIU Global Liveability Index.

4 State how many of Australia's cities ranked in the world's top 10 according to the EIU Global Liveability Index. Which cities were they?

5 Why do geographers and urban planners use data to evaluate the features of a place?

Interpret

6 **Explain** what features would make Perth number 15 of the most liveable cities.

7 **Explain** why Damascus is one of the world's least liveable cities.

Argue

8 What do you think we can learn from looking at the liveability of cities from around the world?

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

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

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6.3

The influence of accessibility to services and facilities on the liveability of places

Focus question

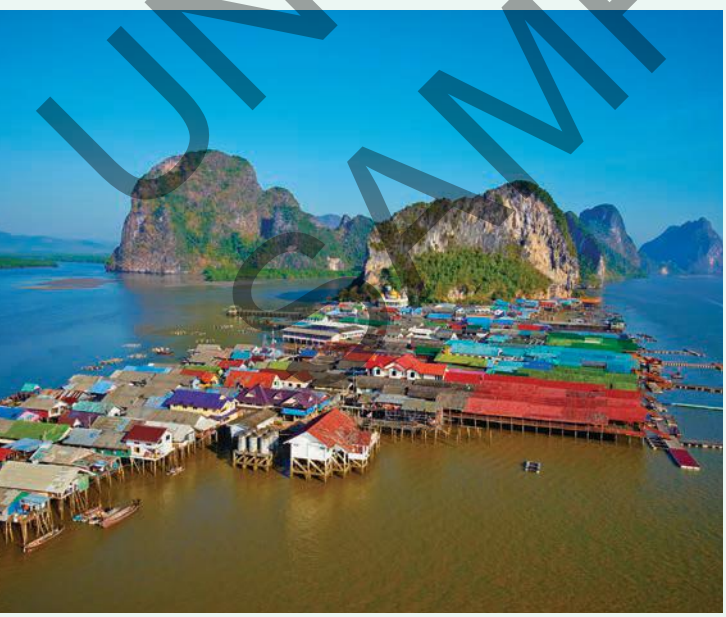
- How does access to services and facilities affect the liveability of a place?

accessibility resources or services are available and affordable for all people to use

sanitation the system for taking dirty water and other waste products away from buildings to keep places clean and protect people's health

Accessibility, the access to facilities and services, affects the liveability of a place. Adequate access needs to be available and affordable, and facilities and services need to be environmentally, socially and economically sustainable. This is so future generations can continue to live in the area and benefit from access to the same quality of facilities and services.

For a settlement to function effectively, residents need access to services like clean, fresh water. Water is vital to a settlement, which is why so many cities are located close to major rivers. As modern cities grow, the people that live in them need access to a variety of services and infrastructure. This includes **sanitation**, housing, adequate and affordable food, employment and healthcare. Residents also need to feel connected. Transport plays a vital role in connecting people and places. Public transport gives people the ability to go to different places and access services, which is especially important for those who do not have access to private vehicles.



↑ Figure 6.3.1 Ko Panyi is a village built on stilts in Phang Nga Bay, Thailand.

Making thinking visible 6.2

See, think, wonder

Observe Figure 6.3.1 and complete the following questions.

1. *See:* What do you see or notice about the village?
2. *Think:* What do you think life would be like for people living here?
3. *Wonder:* What do you wonder about Ko Panyi?

Key concepts: place, space, interconnection, environment

HASS skills: questioning and researching, analysing, evaluating

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Ways to access services and facilities

To enhance the liveability of an area, accessibility to other locations, services and facilities is vital. Accessibility is often best provided through roads and public transport. Sometimes the cost of a car can be unaffordable and, at other times, people make the choice not to have a car. Some social groups, such as migrants, international students, the elderly and younger people, rely heavily on public transport to feel connected and to move around. To ensure sustainability and **equity**, large settlements need to provide public transport options, such as buses, trains, ferries and trams.

Many cities across the world are transforming their cities into **pedestrian** and bicycle friendly spaces. While this is usually to target environmental issues such as air pollution, providing cheap and affordable methods of transport can make a place more liveable. To encourage this transformation, local businesses or councils often offer bike-sharing programs where residents and tourists can hire a bicycle or e-scooter to commute around the area. According to Guinness World Records, the largest bike-share program in the world is located in Hangzhou, China. Its network contains 84 100 bikes across 3572 stations. Some locations in Western Australia offer e-scooter hire to promote eco-friendly and convenient travel options. These currently include City of Perth, City of Stirling, Albany, Rockingham, Bunbury, Esperance and Geraldton.



↑ Figure 6.3.2 Cars, bicycles and e-scooters share the road in Lonsdale Street, Melbourne.

Ensuring safe and reliable access for people with a disability, travelling with young children or the elderly is also essential to forming an inclusive society. Making changes to public transport or facilities encourages independence. For people with disabilities, it can allow them to travel without relying on others. For elderly individuals, it can maintain their **autonomy** and mobility. For parents with children, it can lessen the stress of using the service.

equity all people have equal access to resources that meet their basic needs

pedestrian people who are walking rather than travelling in a vehicle

autonomy the ability to make your own decisions

↓ Figure 6.3.3 Many of Perth's train stations are 'independent access' as the gap and level of the platform allow a wheelchair or pram to enter the train without a ramp.



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↑ Figure 6.3.4 Tactile footpaths: raised circles and bars indicate potential hazards and help safe navigation for the vision impaired or those who are blind.



↑ Figure 6.3.5 The provision of ramps in public spaces allows wheelchairs, walking aids and prams to move through places safely.

Activity 6.4

How accessible is your school?

How easy would navigating your school be if you relied on a wheelchair or motorised scooter? Is your school designed to support someone who is blind or has a vision impairment? **Create** an observation chart to **evaluate** your school's level of accessibility by completing short journeys from one location to another. An example below will help you get started.

Area of observation	Level of accessibility (1 being not accessible and 5 being easily accessible)	Reason for the rating
Classroom to the library		
Library to the oval		

After recording your observations, **analyse** your findings by completing the following questions.

1. What physical barriers did you notice that might make it difficult for someone using a wheelchair, crutches or walker to navigate the school grounds?
2. Were any areas of the school easily accessible to all students?
3. What actions would you take to make a more inclusive school environment?
4. How did walking through the school from the perspective of someone with a disability change your understanding of accessibility?

Key concepts: place, space, interconnection, change

HASS skills: questioning and researching, analysing, evaluating

Accessibility and population changes

affordability the ability to afford a service or attendance of a facility – for example, going to the doctor

rural–urban migration when people move from rural areas to urban areas, usually for better opportunities such as employment and education

Sustainable access to facilities and services enhances the liveability of an area for its residents. The availability and **affordability** of services and facilities acts as a pull factor by attracting more people to a place. This attraction leads to population growth.

Over time, Western Australia's population has grown, partially due to its pull factors. However, a lack of accessibility to services in rural and remote areas has often led to **rural–urban migration**. This means that people move from rural areas to live in cities.

To sustain regional centres, state governments are giving more power to local governments to run local services. This makes it easier for people in rural areas to access the services that they need, so that they don't feel the need to move to cities.

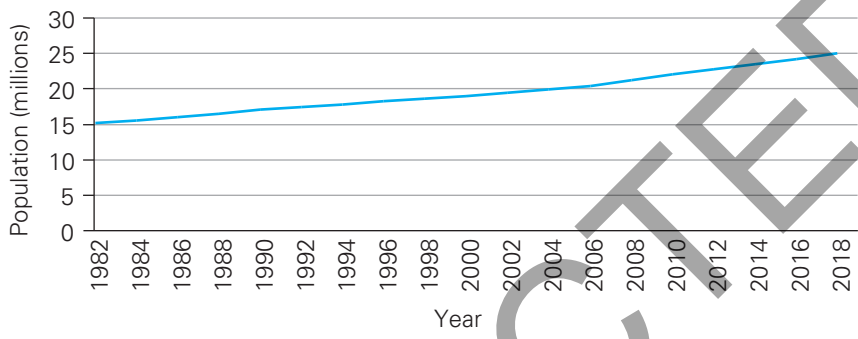
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Developing geographical concepts and skills 6.1

Representing data in a line graph

Simple line graphs provide an effective way to show change over time. The graph here is an example of a line graph showing population change over time for Australia.

Population of Australia



Create a line graph that shows Perth's population growth from 1988 to 2024, using the data in Table 6.3.1.

Resident population of Perth

Table 6.3.1 Estimated resident population in Perth from 1988 to 2024

Year	Estimated resident population (millions)
1988	1 134 000
1990	1 195 000
1992	1 249 000
1994	1 295 000
1996	1 343 000
1998	1 375 000
2000	1 407 000
2002	1 445 000
2004	1 488 000
2006	1 534 000
2008	1 625 000
2010	1 722 000
2012	1 803 000
2014	1 863 000
2016	1 926 000
2018	1 991 000
2020	2 042 000
2022	2 093 000
2024	2 143 000

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Instructions

To construct a line graph, follow these steps:

1. Draw a horizontal line. On the far left of the line, draw a vertical line upwards. The horizontal axis is called the '*x*-axis'. The vertical axis is called the '*y*-axis'. The point where the *x*-axis and *y*-axis intersect is called 'the origin'.
2. Mark in 19 points along the horizontal axis and 13 points along the vertical axis. These points should be equal in scale. Leave the first point (the origin) blank.
3. Below the horizontal *x*-axis, write in the progression of years from the beginning of your data set to the finish. Refer to Table 6.3.1 for the information you need.
4. To the left of the vertical *y*-axis, write zero at the origin and then work your way up each of the 13 points by 0.5 until you reach 2.5. This is enough to cover your smallest and largest *y*-values.
5. Neatly label each axis and give the graph a title.
6. Plot each value on the graph by creating a dot where the population data meets the year. For example, where the data on the left meets 1.2, measure across to where this lines up with 1988 and mark the spot with a small dot.
7. When all the data has been marked on the graph, join the points with a continuous hand-drawn curve.
8. Now stand back and examine your line graph. What does it tell you about population growth in Perth?

Key concepts: place, space, scale, change

HASS skills: analysing, evaluating

Population density

population density a standard measurement of people per square kilometre, which can be calculated at different scales (suburbs, cities, countries, regions)

urban planning the process of planning the layout and infrastructure of a place

megacity a city with 10 million or more residents

Population density refers to the number of people per square kilometre. This can be calculated for a small space, a city, a country or a region. Population density is one of the most important aspects of **urban planning**. Urban planners use information about a population to make decisions on future services and infrastructure. Population density determines the types of dwellings that can be constructed in an area and the services that are provided. If density is low, then services are sparse and less efficient. If density is too high, an area can become overcrowded and uncomfortable. A well-planned urban area usually has a mixture of housing, commercial and industrial uses.

High population densities are a major feature of megacities. A **megacity** is a city with a population of 10 million people or more. Megacities often have major social and economic pull factors, such as housing, education and employment. These factors have led to rural–urban migration, which is also a phenomenon known as urbanisation. Currently, more than half of the world's population lives in an urban area. This urbanisation can sometimes lead to improvised settlements, known as slums. Services can become difficult to deliver in these areas and so living standards are often poor.

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Activity 6.5

Comparing images

Look at Figures 6.3.6 to 6.3.9 and choose which images are good examples of:

1 high-density living
2 low-density living
3 a slum
4 a megacity.

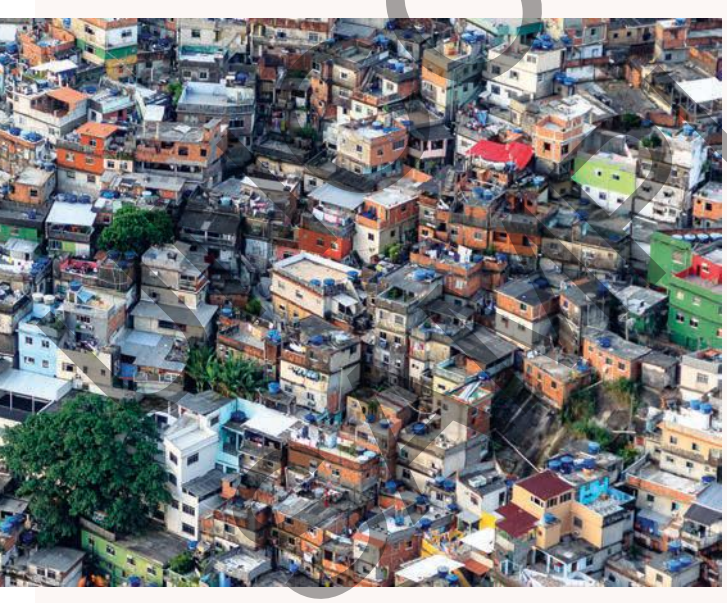
Some pictures may fit into more than one category.



↑ Figure 6.3.6 Shanghai, China



↑ Figure 6.3.7 New York City, United States



↑ Figure 6.3.8 Rio de Janeiro's Rocinha, the largest shanty town in South America



↑ Figure 6.3.9 Húsavík, Norway

Key concepts: place, space, scale

HASS skills: analysing, evaluating

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Developing geographical concepts and skills 6.2

Calculating population density and interpreting data

The population density of an area is calculated by dividing the total population by the total land area. Use the equation here to **calculate** the population densities for the countries provided in Table 6.3.2. Copy and complete the table with your calculations. Then, answer the questions that follow.

$$\text{Population density} = \frac{\text{Total population}}{\text{Area in square kilometres}}$$

Calculating population density

Table 6.3.2 Population and land area of selected countries

Country	Population	Land area	Population density
Spain	46 723 749	499 564	
Brazil	209 469 333	8 358 140	
India	1 352 617 328	2 973 190	
Bangladesh	161 356 039	130 170	
Australia	24 992 369	7 692 020	
United Arab Emirates	9 630 959	71 020	
Mexico	126 190 788	1 943 950	
Iran	81 800 269	1 628 760	
United Kingdom	66 488 991	241 930	

1 Which country has the highest population density?

2 **Compare** Australia's population density with that of other countries listed here. Why is Australia's population density so low?

3 **Calculate** the population density of your classroom by using the following steps.

- **a** Measure the dimensions of your classroom using a tape measure and determine the number of square metres of the room. (For example, if a room is 6 metres wide and 6 metres long, it is 36 square metres.)
- **b** Count the number of people in the class.
- **c** Divide the number of people by the size of the classroom to get the classroom population density.

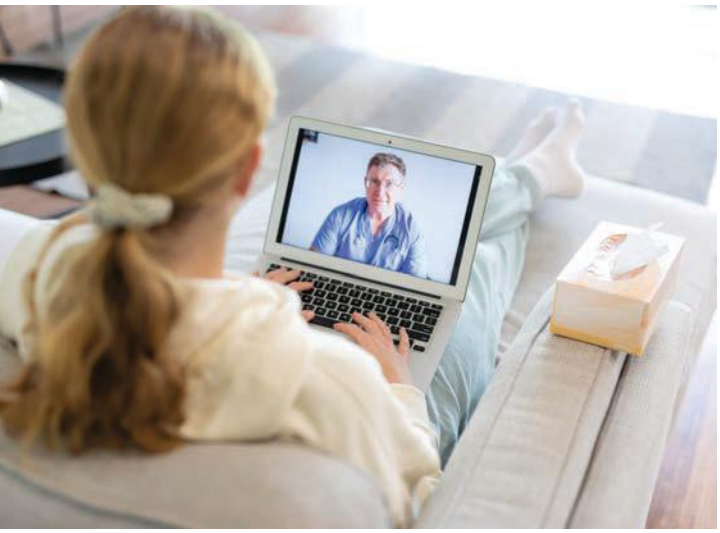
Key concepts: place, space, interconnection, scale

HASS skills: analysing, evaluating

Rural healthcare and education

Large-scale services are sometimes difficult to provide to rural communities because these areas are often geographically spread out and the populations are small. However, advancements in technology have improved the effectiveness of providing services to rural areas. For example, healthcare providers are improving healthcare in these locations through technology. Increasingly, doctors are consulting with patients in rural and regional areas through electronic communications. Some rural and regional hospitals are also using nurses and other healthcare professionals to consult with patients rather than doctors.

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↑ Figure 6.3.10 Tele-health services provide some of Australia's more isolated people with greater access to medical services.



↑ Figure 6.3.11 Distance education has benefited from technological advancement.

For more critical cases, transport and accommodation are provided at a very low cost to rural and regional residents so that they can access the treatment services in larger urban areas.

Rural areas have also seen improvements in accessing educational services. Because of digital technology, students who live in rural and regional areas now can access distance education. Previously, students accessed lessons via radio communication. But, as technology improves, students are increasingly able to access their lessons online and interact with their teachers using live streaming. Students are also better able to share their work with their teacher and collaborate online with other students.

End of section 6.3 review

Online quiz

Review questions

Teachers can assign tasks and track results

Go online to access the interactive section review and more!

6.3 Review questions

Recall

1 **Define** accessibility.

2 **Explain** why equity is important to apply in urban planning.

3 **Define** population density. Why is it important?

4. How are healthcare and education becoming more accessible to people living in rural areas?

Interpret

5 A green space in your suburb is scheduled to be developed into an inclusive and accessible recreational space for young people. Conduct further research and draft a design to meet the intended purpose of the space. Be sure to include labels and annotations to **explain** your design.

Argue

6 'Accessibility needs to be considered by urban planners.' Do you agree with this statement? **Explain** your reasons.

HASS concepts: place, space, interconnection, change

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

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6.4

The influence of environmental quality on the liveability of places

Focus question

- How does environmental quality affect the liveability of a place?

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Quality of the environment

Water and air quality are essential factors in determining the liveability of a place. Access to clean water and air improves the health of a population as well as the natural environment. Living near oceans, rivers and even open space, can also influence people's decisions about where to live as it can provide a certain lifestyle.



↑ Figure 6.4.1 A CityTree bench in Norway

Air quality

Air pollution has become a larger problem as cities become busier. This has severe impacts on people's health, causing more premature deaths than smoking cigarettes. In Oslo, the capital of Norway, many initiatives are reducing air pollution. 'CityTrees', which are park benches covered in a living wall of moss, absorb pollution. One CityTree cleans the air more effectively than 275 real trees. Oslo has over 23 000 charging stations to encourage electric vehicle use, and its buses are powered by biogas, which is produced from city sewage.

Proximity to rivers

Many cities are built close to river systems to take advantage of the resources of the natural environment. This proximity to a river system means that there is consistent access to fresh flowing water for the population. The river is also useful for transportation to ship people and goods. As discussed in the previous chapter, water was one the key reasons for where civilisations grew. Living near an abundant source of water allowed humanity to shift from a predominantly hunter-gatherer way of life to create the first permanent settlements.

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Case study 6.5

The Murray–Darling Basin

Approximately 2.4 million people live in and rely on the Murray–Darling Basin, located across south-eastern Australia. The region provides an abundant source of water and fertile soil, which is ideal for agriculture. In fact, 40 per cent of all Australian farms are located here. This illustrates that rivers and soil can be influential factors for where people who wish to pursue agriculture would choose to live and work.

Around 122 000 First Nations Peoples live in the region. The Murray River (Murrundi), the Darling River (Barka) and its tributaries have been home to more than 50 different First Nations groups for over 50 000 years. They have a strong spiritual connection and obligation to care for the river basin. Numerous sacred sites are located in the region, with many listed as heritage sites to ensure their protection. Historically, the waterways have provided an ideal location for traditional practices such as fishing, hunting, and harvesting medicinal plants. Today, living in the traditional lands of their ancestors helps to maintain connection with Country and ensure the continuation of their culture.



↑ Figure 6.4.2 The Murray–Darling Basin extends across three states and one territory.



↑ Figure 6.4.3 Farms placed along the banks of the Murray River in South Australia

Research activity

1 Select one of the following topics.
- Ngaut Ngaut Conservation Park
- Wahrung (Gunbower National Park)
- Coorong National Park
- Mungo National Park

2 **Name** the Traditional Owners of this location.

3 **Explain** why this location is significant to their culture, identity or spirituality.

Key concepts: place, space, environment

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

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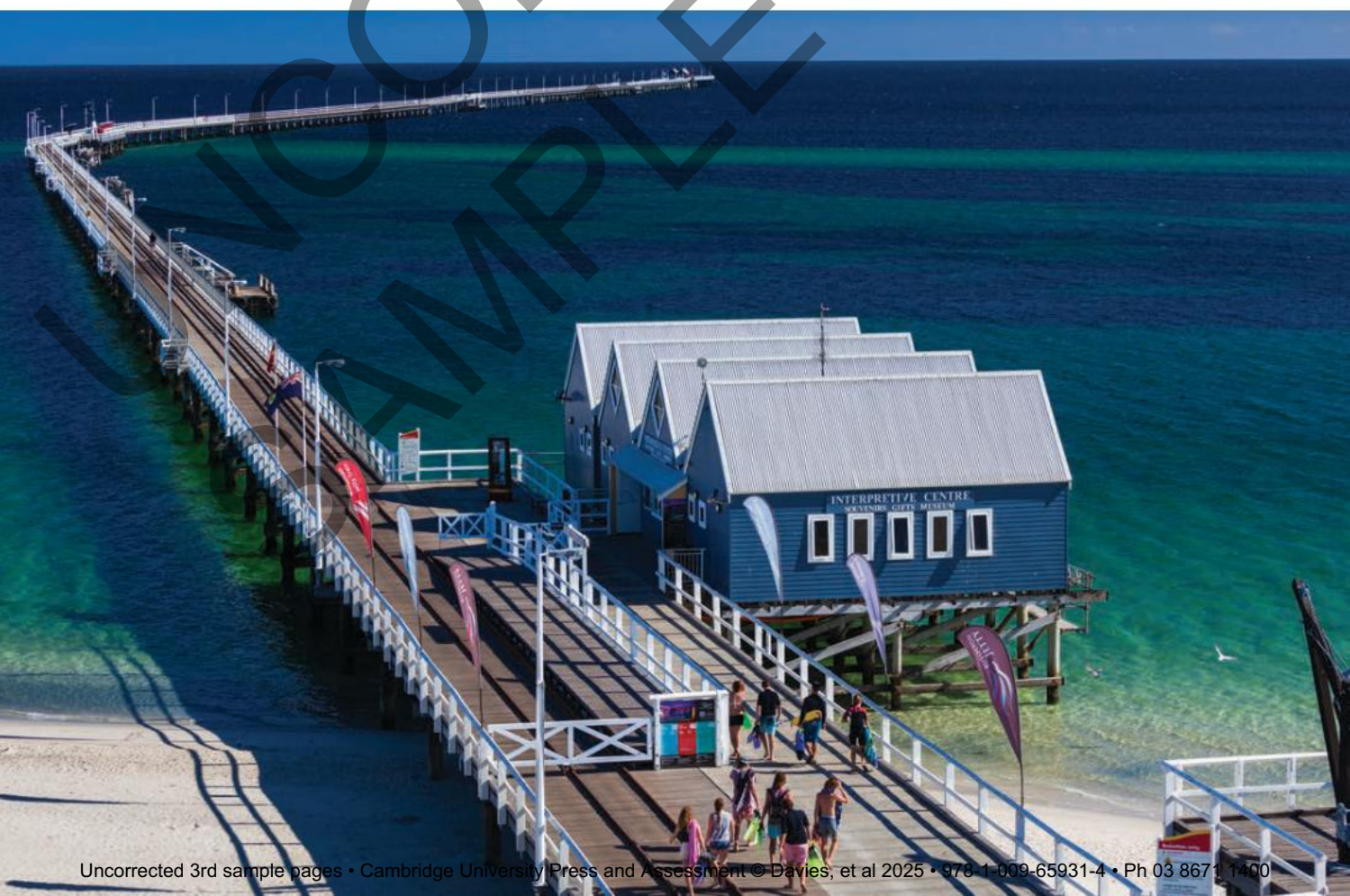
Proximity to oceans

A key element to Australian culture is ties to the coast. Proof of this is where most Australians live. Over 87 per cent of Australian residents live within 50 kilometres of the coast. For some people, the ability to access the coast can enhance their quality of life. Coasts offer lifestyle, economic and environmental benefits. Living near the coast means a more moderate climate as the sea breeze can influence temperature. Coastal locations often have many job opportunities, in fishing, tourism and shipping industries, which is a strong pull factor for many people when deciding where to live. Oceans provide an array of water-based recreation. The scenic beauty of the coast increases an area's appeal and often influences housing prices.



↑ Figure 6.4.4 Scarborough, a suburb of Perth, is a popular tourist and recreational destination on the coast.

↓ Figure 6.4.5 Busselton, Western Australia, is a top tourist town in the South West region of Western Australia.



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Developing geographical concepts and skills 6.3

Creating a field sketch

Use Figure 6.4.5 to construct a field sketch by following these steps.

1 Study the scene or photograph you want to draw and select the features to be sketched. It may be helpful to use a viewing frame.
2 Using a soft pencil (it makes it easier to erase mistakes), draw a frame the same shape as the scene you wish to sketch on a blank piece of paper.
3 Divide the scene you wish to sketch into three parts: the foreground, middle distance and background as shown in the figure.
4 Sketch in the main features or lines of the scene. This may include the horizon and other prominent landform features.
5 Mark in other prominent features or lines, such as roads, railway lines, rivers or powerlines. These will provide reference points for the addition of detailed features.
6 Add detail if appropriate. Details may include buildings, trees and fences.
7 Use shading and colour to highlight the key features of your field sketch. Avoid making your sketch too cluttered.
8 Label the main features shown in your sketch.
9 Give your field sketch a heading and note the date of the observation.
10 Highlight your frame with a black felt-tipped pen.



Key concepts: place, space, scale

HASS skills: analysing

Access to open space

Open space contributes to the liveability of a place by enhancing the quality of life, promoting healthy habits and fostering a sense of community. Open spaces such as parks, gardens and recreational areas encourage physical activity. Physical activity has many benefits for the human body, such as reducing the risk of obesity, heart disease, stress, anxiety and other health issues. Open spaces provide places for community to interact, leading to stronger social ties and fostering inclusivity. Consider your local oval or sports facility as an example of this.



↑ Figure 6.4.6 Kings Park and Botanic Garden, Perth, is one of the largest inner-city parks in Australia, covering 399.9 hectares.

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Sustainable environments

Designing a place to maximise the use of renewable resources is also important. If this is done, the sustainability and liveability of a place increase, which then influences the willingness of people to remain or to move to that location. Many locations around the world are using innovative solutions to improve the quality of the environment.

The energy and structures used in cities tend to attract and produce heat. This generation in heat is known as a heat island. To reduce the effects of heat islands, major cities in Germany have introduced green roofs. A green roof involves partially or completely covering a roof with vegetation. A green roof creates insulation, provides habitats for local species, absorbs carbon dioxide and helps to cool air temperatures. As of 2020, Germany had 120 million square metres of rooftop vegetation. The use of green roofs in Germany has been so successful that they are now being used in designs in other parts of the world.

In Santander, Spain, smart technology is already making the city more efficient: rubbish bins send alerts when they are ready to be emptied, and streetlights automatically dim when no one is on the street.

In this topic, we have examined some of the ways that environmental quality, as well as access to services and facilities, affects the liveability of a place.

In the next activity, we use a topographic map to examine the distribution of human features (such as services and facilities) and natural features (such as vegetation) in a town.

We can then use this information to think about how the distribution of characteristics in a space can influence the liveability of a place and consider how liveable this town would be for the local residents.

↓ Figure 6.4.7 Green roofs in Hamburg, Germany



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Developing geographical concepts and skills 6.4

Reading and interpreting topographic maps

In this activity, you will practise the geographic skill of reading a topographic map, as well as look closely at the interconnection of human-made and natural environments. Look at the topographic map for the Western Australian city of Albany (Figure 6.4.8) and answer the questions that follow. You can also go to the digital versions of the book to zoom in on the image.

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

Topographic maps use *contour lines* to show the shape of Earth's surface. Contour lines allow us to know the heights of mountains, the ocean's depths and how steep an area is, just by reading a map. Contour lines are often represented on a map by thin brown lines that join points of equal elevation. Some of the lines have a number written on them. These numbers represent the metres (or feet) above or below a certain point (usually sea level). The closer the contour lines on a map, the steeper the terrain. This is because the elevation is changing a lot in a short distance. The contour *interval* is what we call the difference in elevation from one contour line to the next. Because not all contour lines have the elevation written on them, we can use the contour interval to work out the elevation of the unnumbered lines.

Topographic maps also have grid lines. These grid lines can help us locate and explain where different features of the map are found.

We can find larger features, such as Lake Seppings, by finding its area reference (AR). An AR is made up of four numbers. The first two numbers are called eastings. These numbers run along the top and bottom of the map. The numbers increase in an easterly direction along the map. The following two numbers are called northings. We find these numbers along the side of the map. These numbers increase in a northerly direction along the map. To find the AR of Lake Seppings, we first look to the easting number to the left of the lake. In this case, the number is 60. We then find the northing number directly below the majority of the lake. This makes up our second two-digit number, 64. The AR for Lake Seppings is therefore 6064.

To find smaller features, we need to be more specific and use grid references (GR). A GR has six numbers. The first three numbers of a GR identify the easting, and the following three identify the northing. The first two numbers of the easting and northing are easy to determine as they are the same as the AR. For instance, the AR of the brewery on Brunswick Road is 5762.

To determine the numbers of a GR, imagine that each AR square has 10 equally spaced horizontal lines and 10 vertical lines running through it. Each imaginary line is numbered 1 to 10. If you want to pinpoint something in an AR, you use the imaginary numbers of the horizontal and vertical lines to indicate where the feature is. For example, the brewery on Brunswick Road at AR 5762 is about 8 imaginary lines across and 5 upwards, which means its GR is 578625. Notice that the GR is the third and last numbers.

Symbols are often used on maps to represent the features of a map. These symbols are found in the *legend*. They often try to look similar to the feature that they are trying to represent. For example, can you find the symbol for a lake in the legend? Can you find a lake on the topographic map? What is the AR or GR of this lake?

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1 **Identify** one natural characteristic located at AR 6164.

2 **Identify** the type of community facility located at AR 6064.

3 **Identify** the natural characteristics located at:

- GR 586628
- GR 605623
- GR 607627.

4 **Identify** the human characteristics located at:

- GR 584634
- GR 606633
- GR 574625.

5 Choose one of the natural and one of the human characteristics that you identified above and **explain** how each of these might improve or reduce the liveability of Albany.

6 Using the scale on the map, determine roughly how large the city of Albany is (as shown on the map).

7 The population of Albany is approximately 38 000 people. Do you think this is likely to be a high- or low-density place?

8 What assumptions could you make about the liveability of this city, based on the services and infrastructure this location has to offer? What may be some of the benefits and drawbacks of living here?

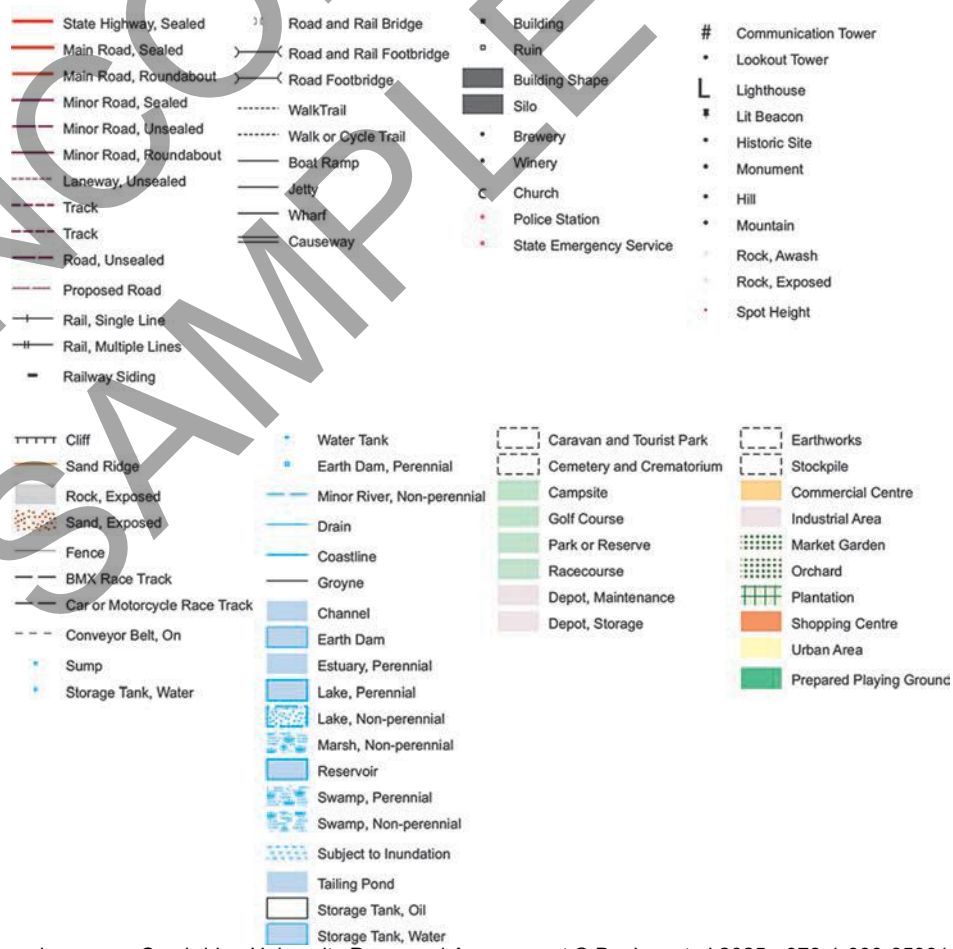
9 Use the contour lines in and surrounding Albany to read the topography. Is the topography of the city relatively flat or hilly?

10 What is the elevation of the highest point that you can find in this city?

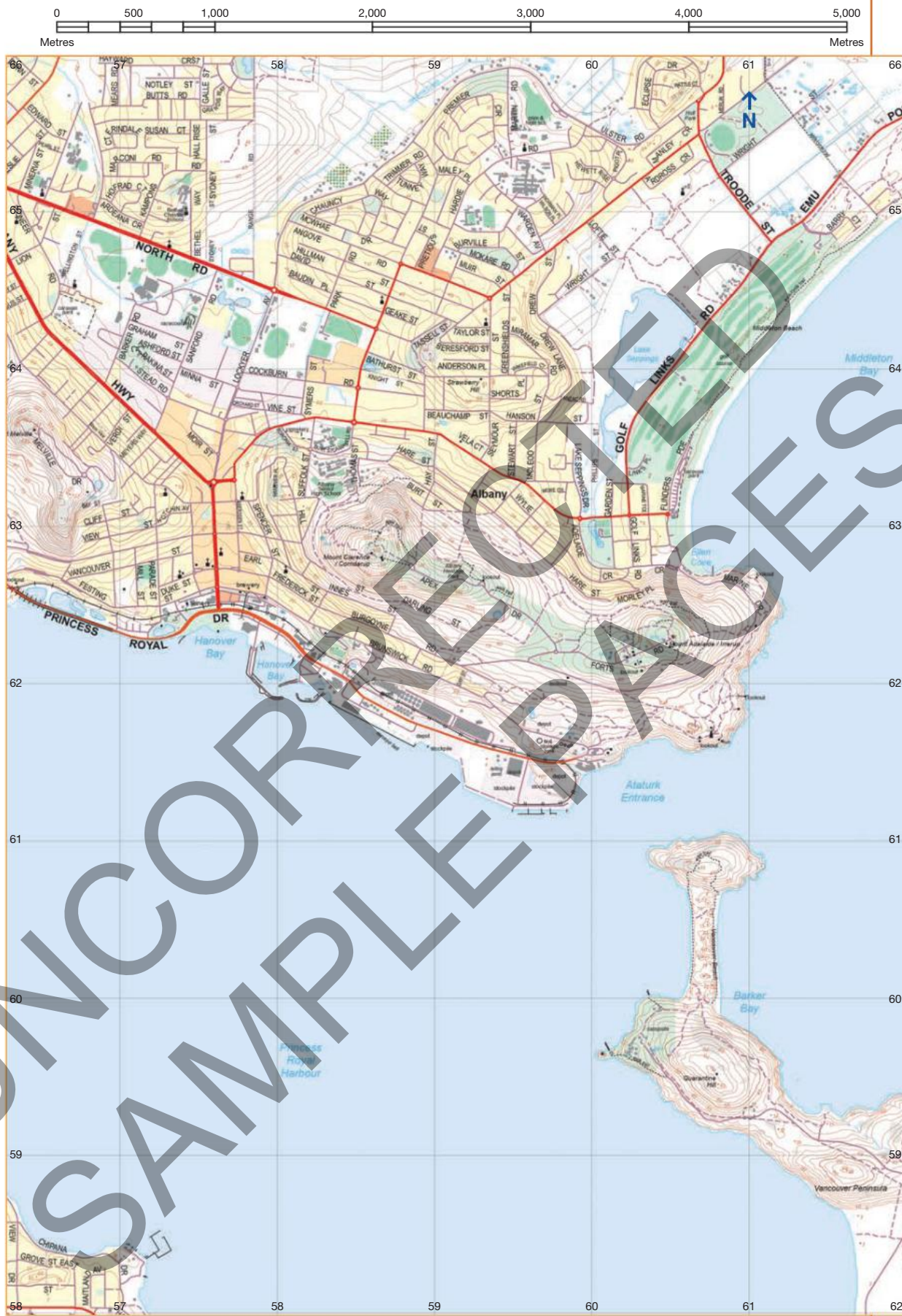
11 **Identify** one benefit and one drawback of living in a place with this type of topography.

12 The closer the contour lines on a map, the steeper the terrain. **Explain** why this is the case.

Landgate Topographic Map Series – 2014



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↑ Figure 6.4.8 A topographic map of Albany, Western Australia (legend on previous page)

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

HASS skills: analysing, evaluating

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Go online to access the interactive section review and more!

End of section 6.4 review

Online quiz | Review questions | Teachers can assign tasks and track results

6.4 Review questions

Recall

1 **Explain** why the quality of the environment is an essential factor for determining liveability.

2 **Define** sustainability.

3 **Explain** how sustainability and liveability are complementary concepts in urban planning.

Interpret

4 **Explain**, or diagram, how green roofs reduce the effect of heat islands.

5 **Evaluate** the quality of your local environment.

- **a** **List** the positive and negative aspects of your area.
- **b** Using your list, decide whether your local environment is of a high, moderate or low quality. Provide reasons for your opinion.

6 Observe Figure 6.4.9 showing a current section of the A7 Motorway in Hamburg, Germany.

- **a** **Compare** and **contrast** the features of the urban environment shown.
- **b** **Predict** what might become of the motorway.
- **c** Research 'Covering the A7 in Hamburg'. **Outline** how this initiative aimed to improve the liveability of the area.



↑ Figure 6.4.9 Hamburg's A7 motorway, showing the plan to build a green canopy over sections of it

Argue

7 'Innovation is the key to designing sustainable and liveable cities.' Do you agree with this statement? **Explain** your reasons for your point of view.

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

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

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The strategies used to enhance the liveability of places, especially for young people

Focus question

- How can the liveability of a place be increased?

Sustainability and interconnections are increasingly important features of liveability. Urban planners are developing innovative ways to improve the liveability of local areas. This section contains case studies of a range of strategies that aim to enhance the liveability of a place.

Urban consolidation and renewal

To improve sustainability and reduce urban sprawl, many cities are turning to **urban consolidation** and **urban renewal**. Urban consolidation is the idea that if planners increase the density of housing within a metropolitan area, the fringe areas of the city will not continue to sprawl as quickly. This can be achieved by subdividing established blocks of land – for example, knocking one home down and replacing it with three units or building multi-storey apartment buildings. Urban renewal is often large-scale redevelopment projects carried out by either government or private businesses. These projects often address areas that are heavily run-down or require rejuvenation in order to be more sustainable. One example of these urban processes in Western Australia is the development at Elizabeth Quay.

urban consolidation keeping residential development and population growth restricted to the urban areas that already exist

urban renewal the improvement, or sometimes the replacement, of buildings in a city

Additional content available: Social connection and community identity

Case study 6.6

Elizabeth Quay, Perth

Read the information about Elizabeth Quay. Then, carry out further online research to answer the questions that follow.

Elizabeth Quay is a major project for urban renewal and urban consolidation located on the foreshore of the Swan River. The development is expected to be completed in 2026 and is set around a 2.7-hectare inlet. It currently includes a mix of residential, commercial, recreational and cultural spaces across 10 hectares. The goal of the development was to create a new entertainment and leisure precinct for the Perth city centre containing multi-storey hotels, apartments and office spaces. Lot 4, the final remaining space in the development, was secured in 2021 for a 54-storey tower which will cost over $400 million to deliver. The construction sites at present guarantee an average of 500 jobs across Western Australia each year. After completion, it will provide further jobs in industries such as transportation, hospitality and tourism. To create a sense of place, a range of public artwork is on display to provide aesthetic details, express identity for particular locations, and celebrate culture in the local community.

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Analysis questions

1 **Explain** where Elizabeth Quay is in relation to the Perth CBD.

2 What are the aims of the Elizabeth Quay development?

3 How will Elizabeth Quay be sustainable? **Create** a table to **identify** features that are economic, social and environmental.

4 **Explain** the positive and negative impacts the design of Elizabeth Quay will have on its liveability.



↑ Figure 6.5.1 Artist's impression of Elizabeth Quay

Key concepts: place, space, environment, sustainability

HASS skills: analysing, evaluating

Developing geographical concepts and skills 6.5

Describing change within a spatial location

In this activity, you will explore the concepts of space and **change**. A useful tool to explore how a chosen location has changed over time is Google Earth. The Google Earth application allows a user to locate and explore historical images of a place over time.

change the ways in which something is different from the past

Observe Figure 6.5.2, which provides three images of a portion of the Perth city foreshore. Spend some time looking at these images and then answer the following questions.



2000 | 2010 | 2025

↑ Figure 6.5.2 A portion of the Perth city foreshore between 2000 and 2025

Source: Google Earth

1 **List** the changes you see between 2000 and 2010.

2 **List** the changes you see between 2010 and 2025.

3 How has the function of this space changed over time? Provide evidence from the images to support your conclusion.

Key concepts: place, space, environment, change

HASS skills: analysing, evaluating

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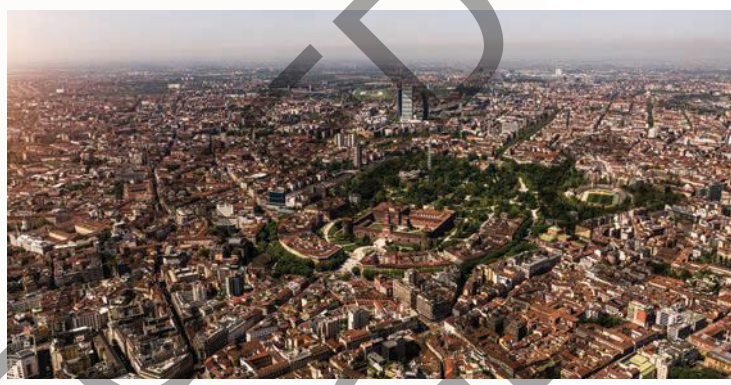
Activity 6.6

Skills mountain

Observe Figures 6.5.3 to 6.5.5 of Milan, Italy. Take the following steps to **analyse** the process of urban renewal in a city more than 1000 years old.



↑ Figure 6.5.3 Modern building designs in the CityLife district



↑ Figure 6.5.4 An aerial view of Milan, showcasing the typical red terracotta roofs with the skyscrapers of CityLife seen in the distance



↑ Figure 6.5.5 Modern and antique architecture located side by side in the city of Milan

LEARN

1 **Identify** what architectural features can you see in the image that distinguishes modern buildings from antique ones?

CONSOLIDATE

2 **Compare** how do the materials, design styles and purposes of these buildings differ.

APPLY

3 **Analyse** what these contrasting architectural styles tell you about the history and development of Milan as a city?

4 Do you think the blend of modern and antique buildings enhances or detracts from Milan's liveability and aesthetic appeal? **Evaluate** why?

Key concepts: space, place, change

HASS skills: analysing

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Youth spaces

youth young people aged between 12 and 24

marginalisation the act of treating someone as if they are not important

consultation a meeting to discuss something or get advice

Australia defines **youth** as young people aged between 12 and 24 years old. This age range is significant as it marks the transition between being dependent on your caregiver to moving towards full independence as you learn to make decisions for yourself. During this transition in your life, you may face a range of challenges that can be impacted by where you live. Common challenges faced by youth in their local areas are:

- lack of safe and accessible spaces
- limited recreational and social facilities
- housing affordability
- transportation challenges
- environmental and mental health impacts
- social exclusion and **marginalisation**.

Young people often report a lack of age-appropriate recreational facilities, such as sports centres, skate parks or creative hubs, in their local area. Most towns and suburbs offer options for children to engage with spaces (e.g. playgrounds), but these often do not cater to people over 12 years of age. Urban places also contain many stressors, such as noise pollution, overcrowding and a lack of privacy. Ensuring green spaces, whether they are managed parks or natural environments, offers spaces to relax and engage with nature.

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Case study 6.7

Mandurah Skate Park

The City of Mandurah's Youth Strategy aims to provide young people in Mandurah with a voice in how the future of their community will be developed in order to meet their needs. The **consultation** process identified a number of concerns from Mandurah's local youth population. The lack of youth events and facilities where young people could have fun and feel safe was listed.

The Mandurah Skate Park is located along the waterfront of Mandurah town centre. It is in a prominent area, easily accessible by bus routes and paths. The 5000-square-metre facility was opened in 2020. The design includes four key zones that are terraced down towards the Peel Harvey Estuary, including an advanced competition bowl near the iconic Mandurah Bridge. Open green space, accessible pedestrian pathways, a half basketball court, and a range of sheltered seating are in the immediate area.

Analysis questions

1 Why are skate parks more suited to youth than a playground?

2 Why do you think including features other than skating areas is essential to a youth space?

3 What problems do you think can be addressed by building skate parks in a community?

4 **Investigate** whether there is a youth space in your local area. **Describe** its location, design and purpose.



↑ Figure 6.5.6 Layout of Mandurah Skate Park

Key concepts: place, space, interconnection

HASS skills: evaluating

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The transition from living at home with a caregiver to taking on the responsibility of paying your own rent is life changing. The challenge of finding affordable and accessible housing near your educational or working environment is often not simple. For young people who are transitioning out of the child and family protection system, housing is a significant stress. Often lacking in a connection to family, or living away from their friendship circle, these youth face the problem of securing housing without a social network to assist. In places such as Australia, London and the United States, cities are investing in tiny homes as a solution to not only homelessness, but also to provide affordable housing for young people. As seen in Figures 6.5.7 and 6.5.8, a tiny homes village was built in Tonsley by Junction and the South Australian Government to provide 10 transition homes for youth moving out of the care system.



↑ Figure 6.5.7 Tiny homes village in South Australia



↑ Figure 6.5.8 Inside one of the 17-square-metre tiny homes, South Australia

A key step during one's youth is to gain employment. Often young people do not have or are in the first steps of gaining their driver's licence. This means that often the employment opportunities they seek are within walking distance or accessible by public transport. Urban planners have traditionally included a commercial and retail hub in most suburb designs. A local shopping precinct offers an array of employment opportunities in retail and hospitality.

Public transport is provided through most parts of the Perth metropolitan area. However, some areas are less accessible than others due to limited services or the complexity of changing between multiple buses and trains to reach your destination. For example, Byford is one of the fastest growing suburbs in Perth and approximately 20 per cent of its population is youth. Currently, there are only four timetabled bus services in the suburb, which only transport people within the suburb or to Armadale Train Station. What would be a 10-minute car ride for most, is a 30-minute journey via bus for those relying on public transport. From there, commuters use Armadale as a hub to reach their destination. The average commuter aiming to travel from Byford to Perth Station can expect to spend over one hour and thirty minutes travelling each way. However, the Western Australian Government's METRONET project aims to change this.

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Case study 6.8



↑ Figure 6.5.9 Artist's impression of Byford Station

Byford Railway Extension

METRONET's vision is to create a well-connected Perth with more transport, housing and employment options. An 8-kilometre extension of the existing Armadale Line to Byford will provide residents of Byford and the wider Serpentine-Jarrahdale area with a 42-minute journey to Perth Station. It is estimated that by 2031 over 3450 people will board the train each weekday.

For young people, the addition of a train station broadens their future employment and educational opportunities. The local town centre of Byford will likely experience increased development when the station opens in response to higher **foot traffic** in the area. If more businesses grow or are opened, this creates more job opportunities and a wider range of services to access. Similarly, the reduction in travel time and ease of connection between Byford and the Perth city centre will make university, TAFE and other educational institutions more accessible. Being more connected to the Perth transit network can also reduce the experience of social isolation that some people feel when they live in the suburbs located on the **periphery** of the metropolitan area.

foot traffic the number of people walking through an area

periphery the external boundary of an area

Analysis questions

1 **Explain** how the Byford Station will increase the liveability of Byford for young people.

2 Consider the public transportation of your area. How easy is it to get to your school? To a TAFE or university campus? To the nearest shopping centre? Or to the Perth city centre?

Key concepts: place, interconnection, sustainability, change

HASS skills: evaluating

Activity 6.7

Surf parks: a wave of opportunity or a waste of water?

Surf parks are a recreation facility or attraction that contains a surf lagoon or a standing wave attraction. They are certainly a feature that can increase the liveability of a place, but not all members of the community agree. **Investigate** surf parks, such as the Perth Surf Park set to open in 2027, to explore the issue further. Guiding questions include:

- How do surf parks work (e.g. wave generation)?
- What environmental concerns exist?
- How might a surf park affect the local community and environment?
- How can a surf park be made more sustainable?
- Are there alternative recreational projects that use fewer resources?



↑ Figure 6.5.10 Artist's impression of Perth Surf Park, Jandakot

Creative task

Design a sustainable surf park that minimises water and energy use.

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

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

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End of section 6.5 review

Online quiz

Review questions

Teachers can assign tasks and track results

Go online to access the interactive section review and more!

6.5 Review questions

Recall

1 **Define** urban consolidation.
2 **Explain** how Elizabeth Quay is an example of urban renewal.
3 **Identify** who is considered youth in Australia.
4 **Describe** at least two challenges facing youth liveability.

Interpret

5 **Discuss** to what extent you think Elizabeth Quay is sustainable.
6 Select one strategy that can improve liveability for youth. **Outline** its advantages and disadvantages.

Argue

7 **Identify** and **evaluate** the features of liveability in your suburb. Justify your argument.
8 **Propose** at least two strategies to improve the liveability of your suburb. **Explain** how they will improve the area.

Key concepts: place, space, environment, sustainability, scale, change

HASS skills: analysing, evaluating

6.6 Conclusion: why does it matter?

People are on the move and will always be on the move. One day, you may find yourself moving to a new house, to another town or even abroad. We must understand the motivations of movement – economic, environmental, political or social – because it will always be a topical issue. Even as you read this, there will be people applying for a visa to enter Australia or braving the open sea to come to a better life here. Our understanding of this topic allows us to be more tolerant of and respectful to migrants who add value to our multicultural society.

If people are generally seeking more liveable places, this identifies a common problem for the world. How can we design future places to accommodate these growing levels of migration without compromising the sustainability of the location? Perhaps you can think of ways to design future liveable cities. Geography is a field of action, not just study.

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6.7

End of chapter activities

Reflection

Self-assessment

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

Analysis

Making thinking visible

I used to think that place and liveability meant …

Now I think that place and liveability means …

This exercise in visible thinking asks you to connect, extend and challenge the knowledge you had prior to reading this chapter with what you have learnt.

How does what you know about place and liveability *connect* to what you have learnt in this chapter?

Which new ideas in the chapter *extend* or push your thinking in new directions?

What concepts in the chapter *challenge* or confuse what you used to think about place and liveability? Do you have any questions about what you have learnt?

Inquiry

Research task

A tale of two cities: Masdar and Melbourne

Visit the Interactive Textbook to access a detailed research task that compares two different places and their approaches to enhancing liveability.

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Problem-solving task

Create a liveable community

A new community is being developed. It is your task to plan this new community using the knowledge you have gained from this chapter.

Search for 'If the World Was Only 100 People' on YouTube and watch the video to understand the characteristics of the community you are creating.

With a partner or a group, design a community that will accommodate these people. What you create should consider the following key concepts:

- liveability
- accessibility
- walkability
- sustainability
- community
- place
- social connection
- safety.

You should ensure that you include infrastructure that supports healthcare, schools, roads, recreation, open spaces and anything else you think is essential for liveability.

After you have designed your liveable area, **create** an aerial view of the place on A3 paper and label the key features.

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

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



↑ Figure 6.7.1 Extreme poverty and extreme wealth live side by side in Mumbai.

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Making connections

Geography and the other HASS topics

Geography has many connections with other subjects in the Humanities. Have you considered how what you have learnt about water in Australia and place and liveability relates to the other topics you will cover this year? Here's a sample:



Civics and Citizenship

Water and the government

Which level of government is responsible for the management of water? **Investigate** the possibility that all levels of government manage water resources to some degree.

- Local city council or shire: Is stormwater managed in your area? Are there specific guidelines for rainwater or bore water use? Are there safety requirements for recreational water use? Visit your local government website to find out.
- State: **Identify** the state government department responsible for managing water in Western Australia. How does this department manage water in urban, rural and remote areas? Visit the following link https://cambridge.edu.au/redirect/11212 to find out.
- Federal: Why would the federal government provide leadership in the management of the Murray–Darling Basin? **Investigate** the location using a map or research the *Water Act 2007* for further information.

Planning liveable places

Government plays an important role in the planning of places. It does this through town planning. Visit your local city council or shire website to see if your area has plans for new housing estates, renewal of streetscapes or consolidation projects, etc. Can you **identify** how these plans may improve the liveability of the area? Perhaps you can draw your own city plan to **suggest** changes to address liveability issues in your local area.

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Economics and Business

The business of water



Bottled water is a lucrative business with increasing environmental ramifications. How has the bottled water industry responded to the demands of consumers in relation to:

- preferences for healthy and/or sports options
- environmentally friendly packaging
- being ethically sourced?

FIFO phenomenon

The phenomenon of FIFO (fly-in fly-out) workers in the mining industry has changed some remote and rural places. Consider the costs and benefits of using this type of work for the individual, the mining company and the mining towns.

The housing market

Real estate agents set an initial price for a property when it is placed on the market for sale. What factors determine the initial price of a property? How might the initial price change if demand does? **Identify** potential reasons for demand going up or down.

History



Water and ancient civilisations

Ancient civilisations often grew along water sources. **Identify** the major water body that these civilisations developed near: Egyptian, Greek, Roman, Indian and Chinese. How did each civilisation move water from the river to homes? **Investigate** whether any innovations were made.

Ancient civilisations valued water as it often represented life. Select one ancient civilisation and research whether there were significant beliefs, values or practices related to water. Summarise your findings as a fact sheet.

A sense of place – the Agora, Athens

The Agora in Athens is today an archaeological site, yet it was used for about 5000 years as an assembly, commercial and residential area. Many artist impressions exist of what it may have looked like. Research and **investigate** the purpose and design of the Agora. **Create** and annotate your own sketch of the Agora of Athens to **identify** the features that create a sense of place for the Greeks.

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Part 4

History



What is History?

Without our memories, we would quickly become helpless. Our memories do many things for us, nearly all of which help us learn in some way, like becoming better at kicking a football, learning better words to explain ourselves, or improving our skills to make a great cup of coffee. But memory also helps us do even more important things like make decisions, find objects or places, develop relationships with other people and understand things from different points of view. Without memory, we would be lost; literally, we wouldn't even be able to find our way home every day.

History is the way that we remember as a community and society, rather than as individuals. Understanding history helps whole societies do important things like make government policies, plan trading arrangements with allies or decide what to do about global warming – in short, to decide what needs to be supported, changed or redirected in the societies we all live in and love. Studying history, therefore, offers us insights into what it means to be human.

In Year 7, the Western Australian Syllabus focuses on Ancient Cultures. Studying the ancient past is very worthwhile because it is amazing to think about just how similar our own ideas and values are to those of the people in the past. This helps us see clearly that people and societies have not changed in a great many ways, even over thousands of years. This lets us learn from the successes and mistakes that were made by people who came before us, and helps us plan more effectively for our own future. It also helps us realise that what happened in what we tend to think of as 'the past' is still here with us today, all the time, passed through our people and cultures in so many ways.

The ancient past is also fascinating because many things were *so different*.

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Because it all happened such a long time ago, there is also a great deal of information about ancient societies and people that is missing, and this makes ancient history full of mysteries. All of the information about studying History in this book will tell you about how historians and archaeologists, scientists and local communities find and use information to fill those information gaps, which helps them solve, or at least better understand, history mysteries.

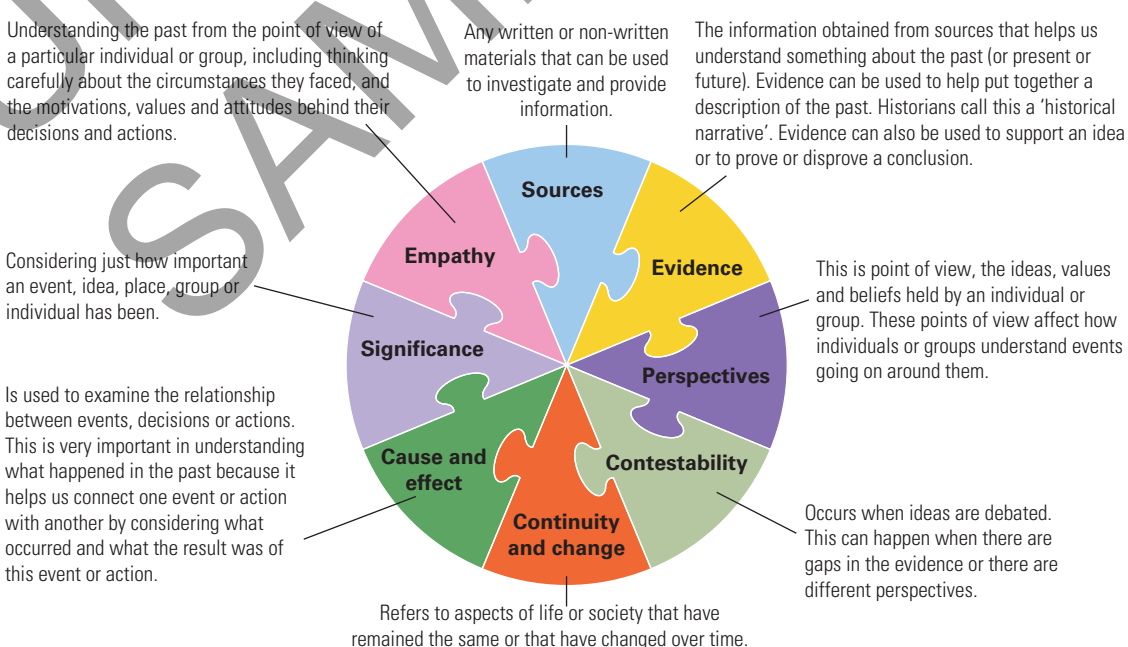
As you work through Chapter 7, think about what skills a historian must use. What do you think these skills might be useful for, other than being a historian? For instance, developing empathy with people in different cultures from the past can help us become more tolerant of people in our own lives who we don't get along with or don't understand. Also think about the fact that 'what we know' changes over time – and think about why this happens.

Events in the past are not as simple as they seem. This is because events can be understood from different perspectives. In fact, people often argue about what an event means, and if you think about it, we do this all the time in our everyday lives. New discoveries are made all the time and change what we know about the past. This means that finding the 'truth' about what happened is a journey we must keep making, because each new finding helps us gain better understanding.

The skills and knowledge that you gain from studying history are skills you will use in everyday life and will help give you a new understanding of the world. You will learn how to find and understand sources of information. You will learn to think creatively and critically about information that you learn. And you will learn more about how to come to your own conclusions and build your own interpretations based on the evidence available. In the Western Australian Curriculum for Year 7 History, History focuses on Deep Time and what this means for Australia's First Peoples. The syllabus in Western Australia also considers five other ancient societies (Egypt, Greece, Rome, India and China) covering the period from around 65 000 BCE to the end of late antiquity, around 650 CE.

Introducing historical concepts and skills

Historians use several key concepts and skills to help them think about an issue. This book will draw your attention to these concepts as you learn about the everyday life, beliefs, values and customs of societies through time that have shaped our societies today. The historical concepts are:

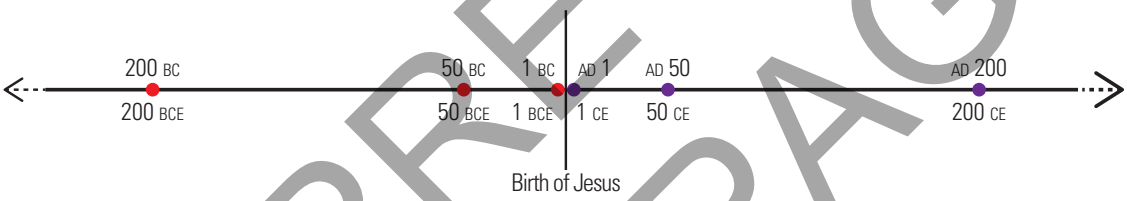


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How do we measure time?

BP means 'before the present' and will be used in Chapter 7 in places to describe what is called 'geological time', which is a scientific term used by archaeologists, geologists and other scientists. It refers to radiocarbon ages because BP uses radiocarbon dating techniques. Radiocarbon dating was discovered in the 1940s. All living organisms contain the gas carbon-14 (C-14 or 14C). When any organism dies, the 14C slowly decays at a known rate called its 'half-life'; every 5730 years, half of the 14C is gone. So, if you measure the amount of 14C in a dead organism, you can calculate how long ago it died and how old it is.

- BCE means 'Before the Common Era' and CE means 'Common Era'.
- There is also a calendar known as the 'Gregorian calendar' that uses BC instead of BCE and AD instead of CE. BC stands for 'Before Christ' and AD stands for 'Anno Domini', which is the Latin for 'the year of our lord' (meaning from the time Jesus was born). These terms are culturally tied to Christian practices.
- The Western Australian syllabuses and this book use the terms BCE and CE.
- c. There are times when historians do not know the exact date of something. In this case, the abbreviation c. (circa) is used to show that a date is approximate. For example, the Great Pyramid of Giza was built in c.2560 BCE.



↑Source A Calendar dating on a timeline

The different types of sources used in the study of history

A good detective is always looking for clues, and historians do the same thing.

Historians always try to start understanding the past by looking at a primary **source**. Sometimes these primary sources are **artefacts** (something you can touch, like a statue or carvings on a wall), sometimes they are documents (like a letter) and sometimes they are stories that have been handed down and told from generation to generation.

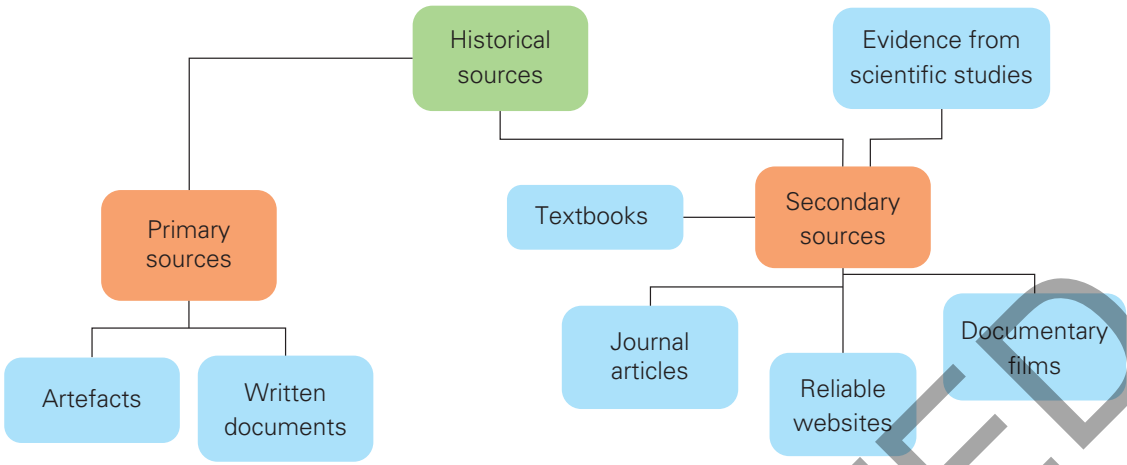
source any written or non-written material that can be used to investigate and provide information

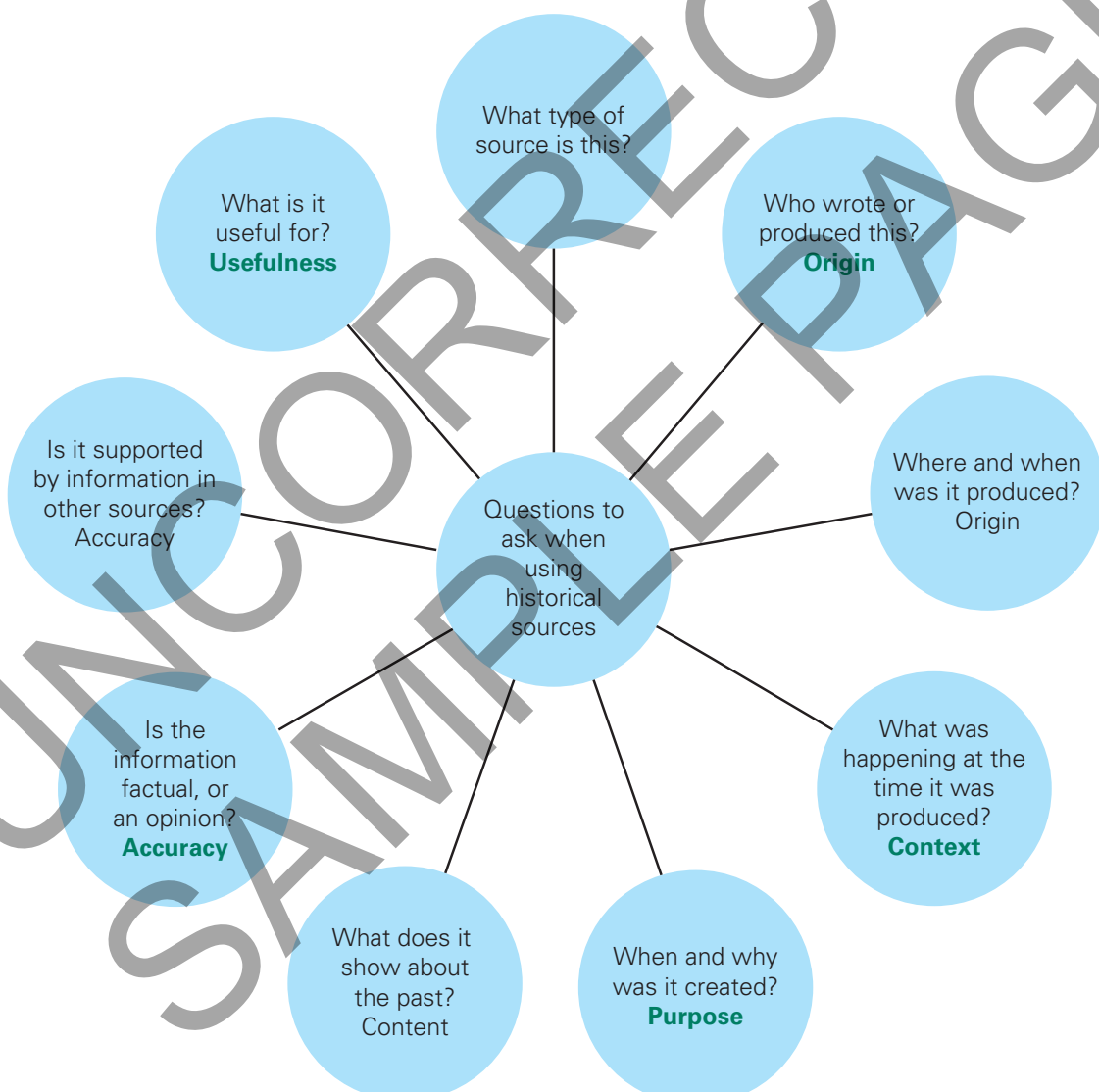
artefact an object made by a person, such as a tool or a piece of furniture. It can tell us something about the people and society it came from.

Secondary sources are very useful to historians. Secondary sources are created after the event to help us to understand it, like a textbook, a news article, a documentary or a website. These sources can give us the opinions of other experts who have studied the same topic. Using what these experts think about ideas, events or peoples can help us understand more about the past.

People often have very different views of the same events, so primary and secondary sources are useful tools to help us develop our own ideas. When we explain what we think happened in the past, we need to use primary and secondary sources to support our point of view or perspective.

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origin analysis of a source to establish who created the source as well as where and when it was produced

context the analysis of sources to understand the nature of society and the historical period in which the source is created, the significant events / related to the source, and the language and ideas of the time

purpose analysis of a source to establish the original reason for its creation

accuracy the analysis of a source to establish correctness by identifying purpose, corroborating the information with another source and assessing bias

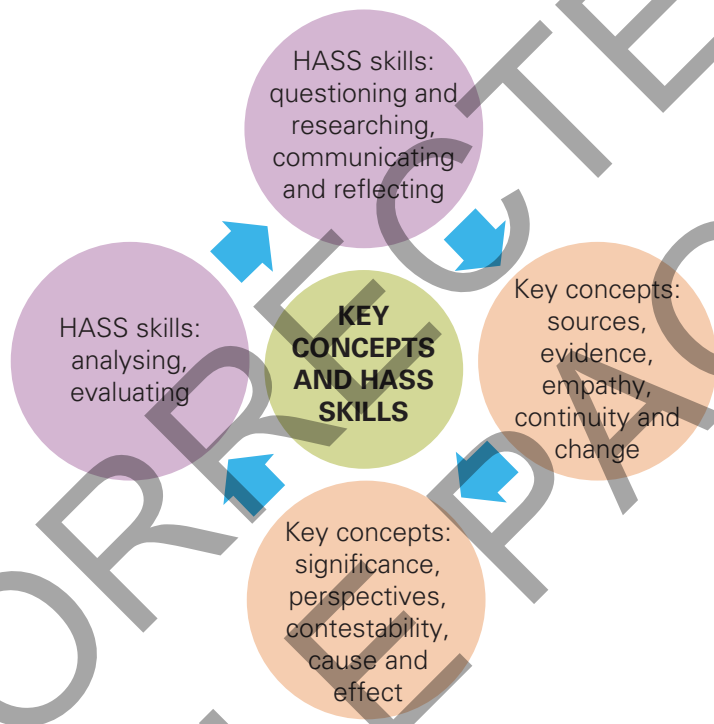
usefulness the analysis of a source to determine how relevant it is in relation to historical questions

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Introducing historical concepts and skills: *significance*, *perspective* and *contestability*

In Chapter 7, there will be a particular focus on the concept of *significance*. As we will see, deciding on what is important or significant involves making judgements. Chapter 7 will also include opportunities to learn about *perspective* and *contestability*. You will be given the chance to see the perspectives of different people from different places, times and cultures and decide what you think when presented with a clash of different ideas about or interpretations of the same event. These clashes are where you will be thinking about 'contestability'.



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Developing historical concepts and skills

How are history skills and concepts used and how are they useful outside the history classroom? This activity will help you analyse sources and evidence and think about the important concept of significance. History skills and concepts are activities we do every day in our lives, so practising them in a History class will help you outside the History class too. Winner!

'The Museum of Myself'

When you are doing this activity, you will be practising using the history concepts – sources, evidence, significance, empathy. You will also use some of the HASS skills – analysing, communicating and reflecting.

Become a museum curator for your own life. Collect evidence and artefacts and **explain** the importance or significance of each piece that you have collected, just like a museum would. To help you complete this task, you might need to visit your local museum or go to any of the WA Museums to do some research about how museum exhibits are set out so that you can see what kind of information is included with each exhibit, or you might research online what format and structure museum exhibits use. There are also lots of online sites you can use to create an online museum – you might decide to find one and create a virtual 'Museum of Myself'.

- Use the following five focus points (categories) to help you get started:
  1. A day in the life – design a wall painting to describe a day (can be an average or a very special day).
  2. Adventures – what, where, when, who, why, how?
  3. Pets – past, present, future.
  4. Music – themes, songs of your life (title, artist, reason chosen).
  5. Friends and family – curate a gallery of images.
- Now **create** five (or more) other categories that would be important for your museum and curate the evidence/artefacts to support each category.

When your museum collection is complete, do some reflection. Write your answers to the following questions:

a Why did you choose the evidence/artefacts you chose? What was *significant* about them?

b What categories were easy to find evidence and artefacts for, and which were difficult? Why do you think this was?

c Which categories show you changing? **Describe** the changes you presented and **explain** why these were important to you.

d Which of your artefacts are concerned with people, events and ideas? Go back and label them clearly. Is there more about people, events or ideas? What do you think this says about you?

What you did for your 'Museum of Myself' was to find sources and make decisions about what is important to remember and record in your life, and to then explain why each thing you chose is important. This is what historians do when they collect evidence and try to make sense of events, people and ideas from the past; but while you did this for one person, historians try to do this for whole societies and cultures.

Key concepts: significance, perspectives

HASS skills: analysing, evaluating

Amazing but true…

Did you know that the Western Australian Museum has six public museums? Find out where your closest museum is and what its focus is. Also, many local communities and community groups have started their own museums that have collected the evidence of the people, stories and history of that community. Find and visit your local museum.

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Historical overview

Key features of ancient societies

Across the ancient world, people and communities shared common experiences, yet each society developed uniquely based on their land. Studying ancient societies helps us understand what has changed and what has remained the same.



First Peoples people digging for yams. Crops of tubers for Yams were cultivated in a way that allowed for them to be regrown the next season.

Farming

Different forms of farming evolved, depending on the types of animals and crops suited to the area. Different agricultural techniques also developed.

Trade

Ancient societies developed barter systems between different groups into networks of trade across much of the world.

2 000 000 BCE
Palaeolithic period begins (Old Stone Age)

100 000 BCE
Homo sapiens have begun to migrate from Africa

63 000 BCE
Humans living at Madjedbebe, Australia

40 000 BCE
Construction of the Brewarrina fish traps, Australia

15 000–10 000 BCE
Painting of the Lascaux caves in France

10 000 BCE
Neolithic period begins (New Stone Age)

8000–4000 BCE
Development of agriculture and silk weaving in China

6500–4000 BCE
Beginning of agriculture in Europe and Egypt

5000 BCE
Farmers in the Andes in South America begin to domesticate potatoes

Work

In Chapters 7–12, you will be investigating ancient cultures from both the West and the East. In these cultures, the wealth created by agriculture and trade led to a range of specialised new skills being developed and therefore a range of jobs, such as craftspeople, artists, scribes and priests, as well as leaders. Most ancient societies were hierarchical in some way, with their leaders (often rich people who were royalty or military leaders) or elders at the top and warriors, priests, scholars and peasants below them.

Law

Laws developed in every ancient society. Laws were either written, or remembered and taught via song, story and art.

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FPO

↑ Walga Rock is also known as *Walgahna Rock* or *Walganna Rock*. Research what image is represented on this site that makes it such a history mystery.

In Chapters 7–12, you will explore Aboriginal and Torres Strait Islander cultures, as well as ancient cultures from Europe, Africa and the East. Consider the common experiences that connect these cultures and the unique qualities that each society developed based on their specific needs and environment. Below are some common features and experiences shared by all human societies, highlighting the different ways ancient cultures approached similar challenges.

Art

Artworks, including statues, architecture and paintings on rock, papyrus and paper, can provide evidence of daily life, religious beliefs and the environments and politics of ancient societies.

Writing

Not all ancient societies developed writing in the way that most cultures in the 21st century would think of writing, where shapes have corresponding sounds. Writing as Western cultures use it was first developed in ancient Sumer (cuneiform script) and Egypt (hieroglyphs), emerging from 3400 to 3200 BCE. Writing developed in India around 2600 BCE and in China between 1500 and 1000 BCE. Translating ancient texts and inscriptions can provide important evidence for historians.

Religion

Detailed systems of belief developed in all ancient societies. These beliefs determined the laws, social organisation, marriage, and rituals associated with death, fertility and crop production.

Tools

The earliest human tools were made by ancient people all over the planet from stone or animal bone.

4000–2500 BCE
Farming and villages in western India

3180–1500 BCE
Neolithic settlements (e.g. Skara Brae) and megaliths (e.g. Stonehenge) built across Europe

2700–2200 BCE
Pyramids built in Egypt

800–700 BCE
Rise of the Greek poleis (city-states)

58–50 BCE
Roman conquest of Gaul, led by Julius Caesar

79 CE
The Roman cities of Pompeii and Herculaneum are destroyed by a volcanic eruption

166 CE
Roman merchants reach China by sea

Pottery

Ancient pottery has been found across Africa, Europe, Central and South America, and Asia. Pottery enabled humans to store or transport food, allowing them to remain in one place rather than following food sources. Ancient pottery gives evidence of the food eaten by people in ancient societies, as well as the goods traded between different settlements.

FPO

← 2000–3000-year-old First Peoples pottery found at Jiggurru Island in 2024

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Topic 1

Deep Time history of Australia



↑ Source B Murujuga National Park

Overview: what is Deep Time?

How do First Peoples, historians and archaeologists understand time?

Deep Time is a term used by historians, **archaeologists** and scientists. They use it to describe the continuous cultural practices of Aboriginal and Torres Strait Islander Peoples that have been developing for tens of thousands of years. Unlike ancient civilisations that came to an end, such as the Egyptian, Greek and Roman civilisations, Aboriginal and Torres Strait Islander cultures are still alive today. This is a **continuity** or unbroken link to the past. This is why using terms like 'ancient history' or 'prehistory' is inaccurate when referring to Aboriginal and Torres Strait Islander cultures, because they are *not* cultures of the past; instead, they are ongoing and connected to the present. You will see later in Chapter 7 that this continuity has shaped the way Aboriginal and Torres Strait Islander Peoples view time.

In Chapter 7, you will explore the 65 000 years or more of human history on the continent now called Australia. You will learn about the people who lived here through **Deep Time history**, and how those times connect to the many vibrant First Peoples and cultures of today. You will explore the beliefs, values and practices that contribute to sustaining relationships between First Peoples and Country.

Studying Aboriginal and Torres Strait Islander history means studying both an ancient and a contemporary society. Chapter 7 brings together Aboriginal and Torres Strait Islander ways of knowing about the past as well as historians' ways of knowing about the past. It shares some of the First Peoples' stories of what has come before now. Through the chapter, you will develop skills to respectfully engage with First Peoples' **cultural heritage**.

While learning about First Peoples through Deep Time history, you will develop an understanding of how historians and archaeologists investigate history, including the range of sources that can be used. Chapter 7 uses oral histories and archaeological evidence.

archaeologist a person who studies human history by digging and uncovering sites, and investigating objects and other remains

continuity something continuing for a long period of time without being changed or stopped

Deep Time history refers to the events and processes over vast spans of time

cultural heritage an expression of the ways of living developed by a community and passed on from generation to generation

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Protocols

For many First Peoples, people who have passed away need to be treated with respect and their image or name should be avoided. Aboriginal and Torres Strait Islander Peoples should be aware that Chapter 7 may contain images, names and links to footage of people who have passed away. Aboriginal and Torres Strait Islander students and teachers learning from this chapter can apply their own cultural protocols for working with references to people and objects from the past.

Aboriginal and Torres Strait Islander Peoples are contemporary peoples who have the longest continuing cultures on Earth. There are more than 260 distinct First Peoples. Each has its own languages, cultures, knowledge systems and histories. In studying this living culture, we respect diversity and apply integrity by identifying the clan, nation, language group and/or place that historical particular knowledge comes from.

The term 'First Peoples' will be used to refer to the people of the past and the people of the present, to convey continuity. Terms such as 'Europeans', '**settlers**' and 'settler-colonisers' are used to describe arrivals since 1788.

Wherever possible, offensive terms have been avoided; however, we have opted to retain offensive terms in original sources as these are of **historical significance** because they help us to understand attitudes and values at the time.

Through the Deep Time history that Chapter 7 is focused on, this continent was not called Australia. First Peoples focused on Country rather than the entire continent. However, in this text, the continent will be called Australia for easier reading.

First Peoples and history

Until very recently, the First Peoples were not able to contribute to histories written about Australia. The discipline of 'history' came to this continent with the First Fleet and when settlers wrote their versions of the history of Australia, it focused on the white settlers and began in 1788, recording the activities of the settlers from their own perspectives.

This means that there is a need to deliberately include First Peoples' activities and perspectives in history. Chapter 7 recognises that the First Peoples and settler historians have different ways of knowing the continent now known as Australia, and different ways of knowing the history of this place. As you go through the chapter, you will develop your skills to think about the different **perspectives** that are found when you study the past and how to work with these in respectful ways.

settlers people who move to a new place and establish a permanent society

historical significance relating to the long-term importance of an event, person or idea, this is a term people today apply to identify important things that happened in the past

perspective the way we see something, a point of view or attitude towards or about something

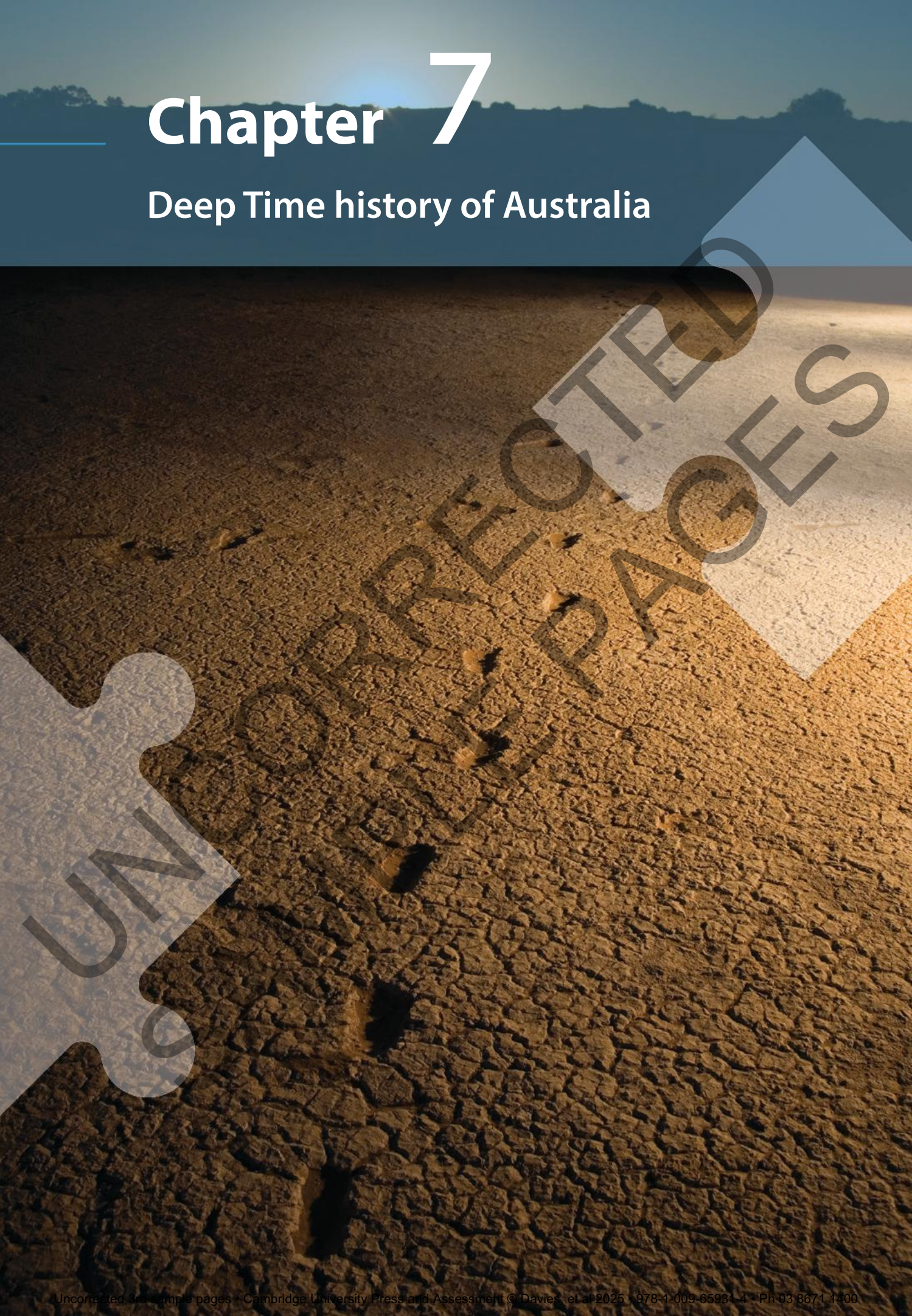
Introducing historical concepts and skills: *significance*, *perspective* and *contestability*

In Chapter 7, there will be a particular focus on the concept of significance. The Western Australian Curriculum defines **significance** in the study of History as 'the importance that is assigned to an issue or site, or a particular aspect of the past, for example an event, or the contribution of an individual'. As we will see, deciding on what is important or significant involves making judgements. The chapter will also include opportunities to learn about perspective and contestability. You will be given the chance to see the perspectives of different people – understanding different perspectives is an important history skill – and decide what you think when presented with a clash of different ideas about or interpretations of the same event. These clashes are where you will be thinking about 'contestability', another important History concept in the Western Australian Curriculum.

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Chapter 7

Deep Time history of Australia



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Chapter overview

Learning goals

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

- What is History?
- How do First Peoples and historians measure time?
- What do we know about Aboriginal and Torres Strait Islander Peoples being the world's oldest continuing cultures?
- How did Aboriginal and Torres Strait Islander Peoples develop early innovative technologies?
- How were these technologies developed in different places?

Historical skills

After completing this chapter, you should be able to:

- explain what significance means in the study of history
- develop historical empathy with people in the past and present
- understand how some things have changed, and some have continued over time
- interpret historical and archaeological sources in both print and visual form
- use evidence to build an argument
- evaluate the reliability of historical sources
- correctly use special terms specific to the topic.

Digital resources

Visit the Interactive Textbook to access:

- interactive review quizzes and Scorcher competition
- videos, image galleries and other extra materials.

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← Source C Fossilised human footprints discovered in the Willandra Lakes Region, a World Heritage site, in New South Wales. These prints were made 19 000 to 23 000 years ago.

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7.2

Timeline of key events



↑ Engraved drawing of Aboriginal people hunting kangaroos, from the book *Ridpath's Universal History* by John Clark Ridpath, 1897



→ Researcher Elspeth Hayes with Mark Djandjomerr and traditional owner May Nango extracting comparative samples at a cave adjacent to Madjedbebe, an ancient site in Arnhem Land, Northern Territory. Credit: David Vadiveloo / Gundjeihmi Aboriginal Corporation

65 000 BP

Earliest archaeological evidence of the First Peoples dates from this time; the artefacts are from Madjedbebe in the Northern Territory

40 000 BP

Mungo Lady and Mungo Man lived at this time in the lands of the Paakantji, Ngyiampaa and Mutthi Mutthi peoples, which are a part of what is now known as the Willandra Lakes Region, a World Heritage area of New South Wales

20 000 BP

Peak of the Ice Age. The climate was dry and there was little rain, which made the deserts of Australia much larger. Australia is joined to nearby land masses (New Guinea and Tasmania) by 'land bridges'. However, archaeologists believe water crossing by boats or rafts was always necessary to reach mainland Australia

↓ A representation of *Diprotodon optatum*, the largest known marsupial from the Pleistocene of Australia



50 000–25 000 BP

Evidence of megafauna living in Australia at this time has been found in many locations in Western Australia. Megafauna existed alongside the First Peoples

20 000 BP

First Peoples live through the coldest parts of the Ice Age in places like Kutikina Cave in Tasmania, which is occupied between 20 000 BP and 13 000 BP

11 000 BCE

Much of Australia's coastline begins to be changed by inundation as ice sheet covering Earth begin to melt. New Guinea and Tasmania are separated from mainland Australia. Australia's current coastline took shape around 6000 years ago

Ngaarba Dreaming



This story is shared with the permission of Tagalaka knowledge holders.

Near the bottom of these hills is an important waterhole that always has water. All the animals know they can always come for a drink here. There are emus, nuukan and brrook (wallabies), waangu and kaani (goannas), zalk (bustards), possums, yarngarddith (turtles), snakes, birds and ngaarba (brolgas). It's a big waterhole and there is enough for everyone. The ngaarba are starting to get worried because they know there is a lot of waal (water) – a flood is coming. They warn everyone, watch out, there's a flood coming! Everyone starts to panic because they realise the ground is flat and there is nowhere to go to escape the water. The ngaarba start building big mounds, like their nests, that rise up out of the ground – the hills you can see. This provides high ground for all the animals to go to when the floods come. This is why this is the Ngaarba Dreaming place; the ngaarba ancestors created this place, and people have travelled here from other countries in the region to hold the Ngaarba ceremony.

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What came after this topic?

- **1770 CE** British navigator James Cook arrived in Australian waters and mapped the east coast. He had contact, sometimes violent, with numerous First Peoples, including the Guugu Yimithirr people at Gungardie, which came to be known as Cooktown in the Cape York Peninsula. Cook spent 48 days at Gungardie repairing his damaged vessel HMB *Endeavour*. Cook claimed the east coast of the continent for the British Empire.
- **1788 CE onwards** Invasion and colonisation of Australia by the British Empire. During the 1800s, much of Australia experienced a period known as the Frontier Wars between First Peoples and settlers.

7500 BCE

Sea levels rise 100 metres and the extensive plains of the Northern Territory, in what is now the Gulf of Carpentaria, are inundated. The rising sea levels had a profound impact on societies, with numerous First Peoples' oral histories preserving the details of coastal flooding and populations evacuating the coastal regions and migrating inland

8000 BCE

Climate settled into a pattern broadly similar to present-day Australia

7000 BCE

Evidence of stone houses from this time has been found in the Dampier Archipelago, Western Australia

3000 BCE

There is evidence of the arrival of the dingo and the extinction of the Tasmanian tiger on mainland Australia around 5000–4000 years ago



↑ A typical Makassan boat. This depiction was painted by a Yolngu artist, Nagingapa Naminyamanja, in 1969.

1500 CE

Makassan peoples from Indonesia begin to visit northern Australia on a seasonal basis, trading with Aboriginal Peoples on the mainland. There were many visits to Australia's shores during the 1600s and 1700s. Seafarers from the Dutch East India Company also regularly sailed along the Western Australian coastline at this time on their way to the East Indies (now Indonesia) as part of the spice trade

Timeline activity

1 **Compare** the two understandings of time (the timeline compared to the Ngaarba Dreaming story). How might these influence how you study history and know the past?

2 **Describe** how the environment might have changed while the First Peoples have lived here and **propose** how they might have adapted to survive.

Key concepts: significance, contestability, continuity and change, sources, evidence

HASS skills: analysing, evaluating

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7.3

Key elements in Deep Time history



Deep Time history of Australia refers to the continuous history of Aboriginal and Torres Strait Islander Peoples, spanning over 65 000 years, one of the world's oldest continuous cultures. Deep Time emphasises the long and complex history of the cultural practices, innovative technologies, and belief systems of First Peoples in Australia, as well as the continent's geological eras and evolutionary changes during the period.

This deep history challenges Western notions of history by emphasising a timeline that does not rely on written records but is based on the connection between Australia's First Nations Peoples and the land.

Writing

Not all ancient societies developed writing in the way that most cultures in the 21st century would think of writing, where shapes have corresponding sounds. However, the stories of the First Peoples were recorded by them across Australia in over 100 000 significant sites using petroglyphs (chipped into surfaces) and pictographs (painted onto surfaces). First Peoples used artworks in sacred and public places to record their stories, which means they have great cultural significance to the First Peoples.



Pottery

Ancient pottery has been found across Africa, Europe, Central and South America, and Asia. In 2024, the oldest pottery ever found in Australia was discovered at Jiigurru/Lizard Island off the Queensland coast. It is 2000–3000 years old and is the first evidence that First Peoples used pottery. Up until this discovery, it was thought that Aboriginal Australian communities were unaware of pottery manufacture before European settlement. Academics who are studying the pottery from Monash and James Cook Universities suggest that as they learn more about these artefacts, our understanding of the history of the society of First Peoples will be rewritten. This is a really good example of how what we 'know' about the past can change. Pottery enabled humans to store or transport food, allowing them to remain in one place rather than following food sources. Ancient pottery gives evidence of the food eaten by people in ancient societies, as well as the goods traded between different settlements. It has been suggested that the pottery recently found in Queensland is more evidence of the extensive trade networks built by those communities at the time.

Farming

Farming by First Peoples included crops of grain and tubers for yams. Yams were cultivated in a way that allowed for them to be regrown the next season. Yams would often be planted next to river and stream beds in small patches on rich soils and harvested in the autumn months after the rainy season when the soil is at its softest.



Tools

The earliest human tools were made by ancient people all over the planet from stone or animal bone. Some of the oldest examples of First People's tools found in Australia come from a cave called 'Devils' Lair' (it gets its name from the number of ancient Tasmanian Devil bones that were found in the cave) in the south-west of Western Australia. These tools include axes, cutting and sewing tools and are c.48 000 years old.

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FPO

Trade

Aboriginal and Torres Strait Islander Peoples traded a variety of things, such as metal, minerals and food, in the same way all other cultures exchange commodities. However, for First Peoples across Australia, trade was not just associated with physical objects, it also included songs, dances and art, stories, rituals and ceremonies. These connected the people to the land and sky and animals. Trade in other ancient societies in India and China, Europe and Persia also took place. These nations developed a network that was known as the Silk Road from about 130 BCE.

Law

The First Peoples of Australia had a complex system of law long before the establishment of British law in Australia that is often referred to as 'traditional law'. Traditional law is and was not a set of laws that all First Peoples throughout Australia used; instead, it refers to the common features of acceptable and unacceptable behaviour in Aboriginal and Torres Strait Islander communities. Problems regarding traditional law were managed by Elders – the oldest people in the community.

Work

First Peoples in Australia were traders, fishermen, hunters and farmers. This work is connected to Country, and everyone had their role in this work to support the community.



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7.4

Major time periods in history, including Deep Time history of Australia

Focus question

- How do First Peoples understand time?

For many First Peoples today, the past is part of the present, connected in Country and knowledge stories. This connection is often described with the word 'everywhen', which means time is both the past and the present. The ancestors created the land, Country, people, animals, plants and water sources, and all of this is still visible where people live today. When these landscapes and events are cared for and celebrated in song, story and dance, First Peoples are maintaining and celebrating the past in the present.

> What I like to do when people ask me how long have the Aboriginal people been here is I like to get a ball of twine or wool and you get a little bit of the twine I say to them 'this much (10 cm of the twine) is your parents', and the kids will say, 'yeah but they're old', and then I say 'this much (20 cm of the twine) is your grandparents' and they say 'ah but they're really old', and then I roll the ball out and say 'that's the Aboriginal people' and they get it.
>
> There is no time, it's all one, and itself, so the history just continues and keeps flowing and flowing on.

↑Source 7.4.1 Dr Wayne Wonitji Webb is a Wadandi Pibulmun Yunungjarli Elder and custodian from the south-west of Western Australia. Taken from an interview with World Surf League. *Dr Wayne Wonitji Webb And The Power Of Wadandi.*

> Australian Aboriginal people have a sense of a much longer history that challenges the western historical imagination . . . Time is multi-layered . . . [There is a] connectedness between human and other living beings, and in which the Earth itself is a living force. [It is an] undated, multi-layered 'now', with living spirits present and walking around, conducting themselves in the everyday.

↑Source 7.4.2 Non-Indigenous researcher Ann McGrath describes how Deep Time connects to the present.

> The human presence here [in Australia] has been revealed to be more ancient than that of Europe . . . and the Australian landscape, far from being terra nullius is now recognized to be cultural as much as natural, imprinted with stories and law and shaped by the hands and firesticks of thousands of generations of Indigenous men and women.

↑Source 7.4.3 Settler researcher Billy Griffiths explains Deep Time in his book *Deep Time Dreaming: Uncovering Ancient Australia,* 2018, p. 2.

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Activity 7.1

Reflecting on time

Refer to Sources 7.4.2 and 7.4.3.

1 **Explain** First Peoples' understanding of time.

2 **Describe** your own perspective of time.

3 **Explain** how historians can respond respectfully to First Peoples' understanding of time.

Key concepts: perspectives

HASS skills: communicating and reflecting

How do historians understand time?

Historians imagine time as a line joining the past, present and future in turn. This is called chronological order. Historians often show this understanding of time passing using a diagram known as a timeline. In this understanding, from a moment in the present, people look back at things that have already happened. Because these things are gone in that moment, in Western cultures, things that have occurred are understood to be finished in some way; they have *passed* so they are in *the past.*

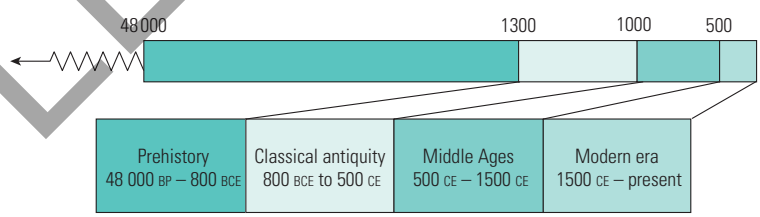
Era	Period	Epoch	
Cenozoic	Quaternary	Holocene	Today
		Pleistocene	11 800 years ago
	Neogene	Pliocene	
		Miocene	
	Paleogene	Oligocene	
		Eocene	
		Paleocene	
Mesozoic	Cretaceous	–	66 million years ago
	Jurassic	–	
	Triassic	–	252 million years ago

↑ Source 7.4.4 This geological time-scale is not to scale. It is measured in millions and billions of years. It explains important geological and life form changes over the lifespan of the planet.

However, 'the past' covers a very long period, so people who work with the past develop ways to divide it, so that they can try to describe and study the changes and track the continuities. For example, the geological timescale refers to processes that have happened over millions of years.

Geologists call the series of Ice Ages from 1.6 million to 11 000 BP the Pleistocene era; our current Holocene era started 11 000 BP.

European historians constructed a timeline to try to describe human development that starts about 10 000 BP that was divided into Ancient, Medieval (Middle Ages) and Modern histories. The period before this was usually described as prehistory, which means a time before history started being recorded in the same way that it is now – through written records.



↑ Source 7.4.5 A timeline representing European historical periods

The term 'prehistory' was often used to convey the idea that only 'simple' societies existed and that any complex human communication interaction and technology had not started yet. Settler historians in Australia once dismissed the presence of the First Peoples before 1788 as inconsequential; however, today there is increasing recognition of the extraordinary achievements of the First Peoples, demonstrated in the longevity of their cultures and the sustainable nurturing of landscapes. The term 'Deep Time history of Australia' refers to the long period of time that people have interacted with the Australian continent.

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Activity 7.2

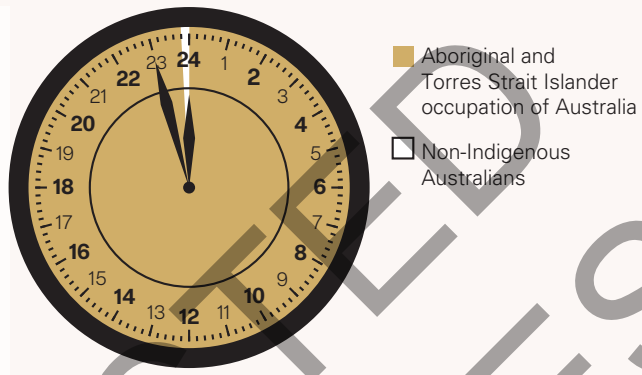
Think, pair, share

1 **Explain** whether or not this image helps you understand how long the Australian continent has been occupied by Aboriginal and Torres Strait Islander Peoples and non-Indigenous Australians.

2 **Explain** why it is important to understand these differences.

3 Can you think of another way to show this information? Take a moment to plan it on paper and then **explain** this information.

4 **Explain** your approach to a partner.



↑ Source 7.4.6 A 24-hour clock showing the times of the Aboriginal and Torres Strait Islander occupation of Australia and non-Indigenous occupation

Class project: developing perspective

5 Take a piece of string about 6 metres long and stretch it across the classroom.

6 Label one end of the string 65 000 BCE and the other end 'now'.

7 Use the timeline you constructed, Source 7.4.4 and Source 7.4.5 to write down all the key events that happened between 65 000 BCE and 1500 CE.

8 Attach these events to the string – you could do this with pegs or clips. You will need to measure out the gaps on the string between each event carefully so that you have the events the right distance away from each other in 'time'. To do this, you might need to refresh your memory about how to construct a timeline.

9 Now research, write down and add the key dates to the timeline for the arrival of:
- **a** the first Dutch ships
- **b** the First Fleet of settlers.

10 You have just created a classroom timeline of the occupation of Australia that you can put up on the walls of your room. Well done!

11 Carefully hold the string out in a long line. Does this help you understand how long the Australian continent has been occupied? Which way of seeing this do you prefer to help you understand, the image of the clock or this timeline? **Explain** your reasons.

12 Now take the string and coil it carefully into a circle about 1 metre across, layering it carefully so that the oldest events are on the bottom and the more recent events are on the top. This is how the First Peoples understand time – as something that is still with us, giving meaning to and underneath everything we do.

13 Does this coil help you understand the difference between the way First Peoples and historians see time? Which do you prefer? **Explain** your reasons.

14 Decide as a class which way you would prefer to display your classroom representation of time. Will this be as a line or a circle? Write a label for the final product to go with it on the wall, explaining what it is and including an explanation of *both* ways of understanding time.

Key concepts: perspectives, contestability

HASS skills: analysing, communicating and reflecting

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How do archaeologists help us understand time?

Much of what we know about ancient peoples comes from the work of archaeologists. Archaeologists help us understand time because they are specialists in finding and understanding **material evidence**. This means they look at how items and objects that are left behind tell us about the time when these objects and items were in use in some way. When it is possible, archaeologists use knowledge handed on through the stories people have left and what they find in the material remains to understand time. However, sometimes there is no story at all, and archaeologists use the objects they find to help them discover a cause (why something happened) and an effect (what happened as a result). Without archaeology and the way it has developed to use scientific methods, we would not have clear information about many people, places or ideas. You will learn later about Kutikina Cave in Tasmania. This is a really good example of how archaeology helps us understand cause and effect, and time, through objects.

The word 'archaeology' comes from the Greek words *archaios*, meaning 'ancient' or 'old', and *logos*, which means 'study'. There have been historians since ancient times, but archaeology as a recognised area of study only developed in the 19th century. While historians focus on written records, archaeologists deal with the physical remains of earlier eras, called artefacts. Artefacts can range from small pottery shards to large buildings such as the pyramids of Giza.

Archaeology involves finding, excavating and interpreting archaeological sites. Archaeologists are assisted in their investigation by experts who specialise in areas such as geology, human anatomy, biology, botany and physics. This specialist knowledge helps us to understand the lives of the people who occupied the site being studied, revealing information about when they lived, how they died, what they ate and what they believed.

material evidence physical objects that can help explain an event or a site or solve a history mystery

Early archaeology

Early archaeologists are often criticised for being treasure hunters because their focus was on finding valuable objects that would bring them wealth and fame.

One important early archaeologist of the 19th century was wealthy German businessman Heinrich Schliemann. Schliemann is best known for finding the site of the Trojan War: the city of Troy, made famous by Homer's epic poem *The Iliad*. Schliemann carried out excavations at the site, in modern-day Türkiye, and found some amazing objects, including Priam's Treasure – a collection of gold and treasure – though he was later accused of falsifying the events around the discovery of the treasure. Schliemann was also criticised for his destructive methods of excavation, including his use of dynamite, and his failure to properly record what he found. Despite these criticisms, Schliemann made important discoveries and was instrumental in promoting the development of archaeology as a field of study.

Over time, archaeology has become more professional and is carried out primarily by people working with academic institutions such as universities. Modern archaeology is more closely tied to science than treasure hunting.

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How sites are found

Sites can be revealed accidentally. This may happen when new construction takes place or as a result of natural processes, such as erosion and landslides. An example of this happened in Australia in 2005 when an almost complete skeleton of a man was discovered at Narrabeen in Sydney, when workers were digging a gas pipeline. The body turned out to be approximately 4000 years old. Examination of his remains revealed he had most likely been killed by a spear. Another example was when student Kevin Kiernan found Kutikina Cave in Tasmania. You can read more about this later, but the artefacts found in this cave proved that First Peoples were living much farther south in Australia and much longer ago than was originally thought.

The excavation process

Once a site has been found, and the dig team has been organised, the excavation will commence. Excavators will start by mapping the site using technology, such as ground-penetrating radar. Once they have mapped the site, excavators start slowly uncovering the site layer by layer. Different tools are used when excavating, ranging from heavy machine diggers to small hand trowels and brushes. It is important that people working on the dig are systematic in their approach and do not damage the material they are uncovering. Once the site has been found, archaeologists get to work trying to identify what they have found and how old it is.



↑Source 7.4.7 An accelerator mass spectrometer (AMS), used for radiocarbon dating

Archaeologists use scientific (absolute) dating

As science and technology have advanced, new methods of dating archaeological evidence have become available. These methods, known as absolute or scientific dating, provide much more exact dates. It is important to acknowledge that even though these methods are called absolute dating, they really provide date ranges. It is still impossible at this stage to provide exact dates down to a year using these techniques. They work best when they are used together with other dating techniques to create a fuller picture of when things occurred.

Radiocarbon dating

Radiocarbon was one of the earliest methods of scientific dating, developed in the 1940s. It is used to date organic material such as hair, bones, papyrus and wood. It is based on the principle that all living things absorb the radioactive isotope carbon-14 while they are alive. Once they die, the carbon-14 starts to decrease at a steady rate. The date of the material is determined by how much carbon-14 is left.

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Thermoluminescence dating

Thermoluminescence dating measures how long it has been since an object has been heated. Only objects that have been heated to over 500°C can be dated using this method. It is used on materials like pottery or stones heated by campfire. Reheating the sample to over 500°C shows the amount of radiation trapped in an object since it was last heated, creating a flash of light that is measured. There are some problems with this method because it can be inaccurate. One of the major uses for this technique is in determining if artefacts are genuinely ancient rather than forgeries.

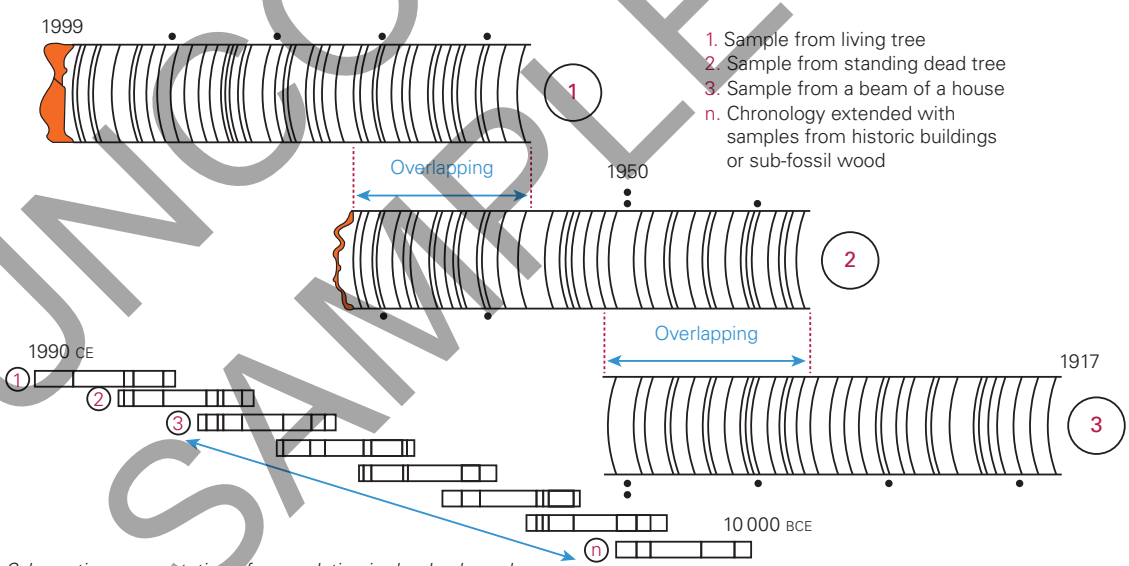
Dendrochronology

Dendrochronology involves dating tree rings. Trees grow at different rates each year depending on environmental factors such as rain, sun and temperature. During good years, trees grow faster and the rings are thicker. During poor years, trees do not grow as quickly and the rings are thinner. The differing sizes of the growth-rings act like a barcode, revealing when the tree was alive. By comparing different samples, dendrochronologists can build up a detailed database for a region that goes back thousands of years. The sample can then be used to date wooden objects found at archaeological sites, such as wooden beams from an ancient building.

Stratigraphy

When excavating a site, layers called **strata** help archaeologists determine the history of the site. Archaeologists uncover a dig carefully, layer by layer, because each layer represents a different time period. The deeper we dig, the further back in time we go. Sometimes the strata are disturbed by human activity. People digging pits into lower strata or natural events such as landslides disturb the layers, which makes identifying and dating different layers difficult.

strata layers of material in the ground deposited one upon another (singular: stratum)



Schematic representation of cross-dating in dendrochronology

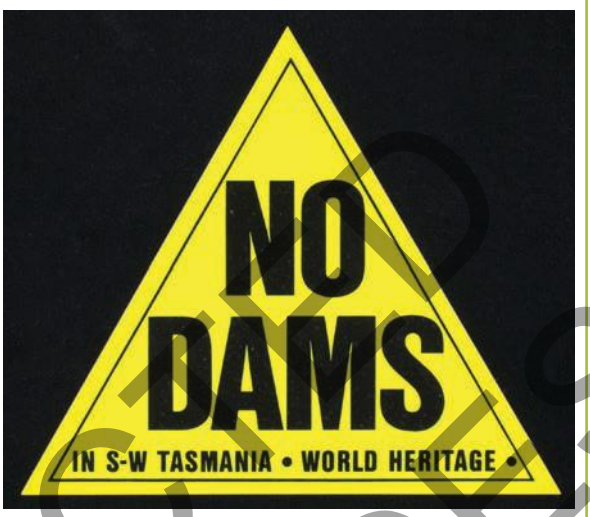
↑ Source 7.4.8 Dendrochronology uses different samples to build up a sequence, which allows the samples to be cross-dated.

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Connecting History and Geography

Investigate Kutikina Cave in Tasmania

Kutikina Cave is a rock shelter in south-west Tasmania and is an incredibly important archaeological site found in 1977 and studied in the early 1980s by archaeologists Don Ranson and Rhys Jones. Its contents tell us a lot about the Toogee people who lived in south-west Tasmania.



↑Source 7.4.9 A protest sticker

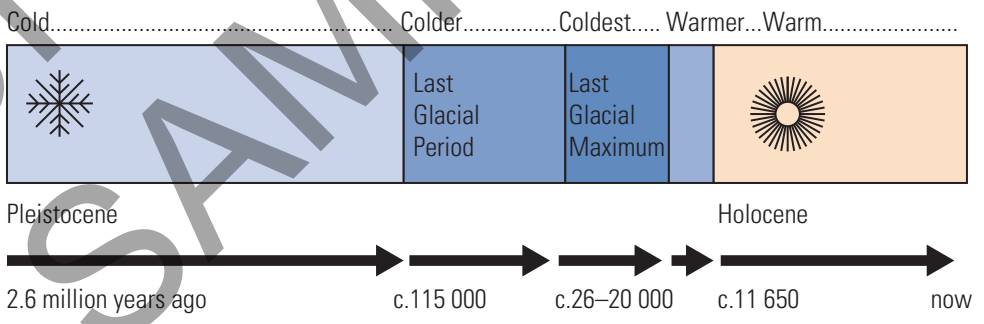
Some 250 000 fragments of bone and 75 000 artefacts were found in the cave, many of them stone tools such as scrapers, anvils, grindstones and hammerstones. Others were tools made of bone that had been sharpened on one end and may have been used to make clothes. These artefacts have changed historians', archaeologists' and scientists' understanding of where First Peoples lived in the later Pleistocene era and the way stone and bone tools were used at this time.

With the onset of the last ice age, the sea levels dropped and exposed a dry route from the Australian mainland to the Tasmanian peninsula. Mainland inhabitants were quick to take the opportunity to relocate, and the finds in this cave demonstrate that the hunters who took up residence here about 30 000 years ago became the most southerly human beings on Earth in the late Pleistocene era. This made the First Peoples in the area the closest to the Antarctic ice, as close as the hunters in northern Europe were to the northern ice sheets in the Arctic. Scientists and archaeologists think that the area at the time was probably a **tundra** environment. Charcoal in hearths and fireplaces was found throughout the cave, suggesting that many fires were lit by the occupants.

tundra an environment where tree growth is made difficult by permanently cold temperatures and short growing seasons

lobbying communicating with government officials to try to influence their decision

The cave and its important artefacts were threatened by the planned development of a hydro-electric dam across the Franklin River, which would have flooded the area in the early 1980s. The Tasmanian Government wanted the dam to go ahead, arguing that it would meet the state's energy needs and create jobs for Tasmanians at a time of high unemployment. Protesters and environmental activists from across the country **lobbied** the Australian federal government to stop the dam. They wanted to save the First Nations heritage and pristine wilderness that would be destroyed by it. They were successful and their action saved a key wilderness area and raised awareness of environmental issues. The political success of the environmental groups involved eventually led to the formation of the Australian Greens as a political party at the federal level.



↑Source 7.4.10 Pleistocene to Holocene timeline, showing climate changes. Adapted from History Teachers' Association of New South Wales, *Ancient Australia: An Introductory Guide for Teachers and Students* © HTANSW, 2024, p. 7.

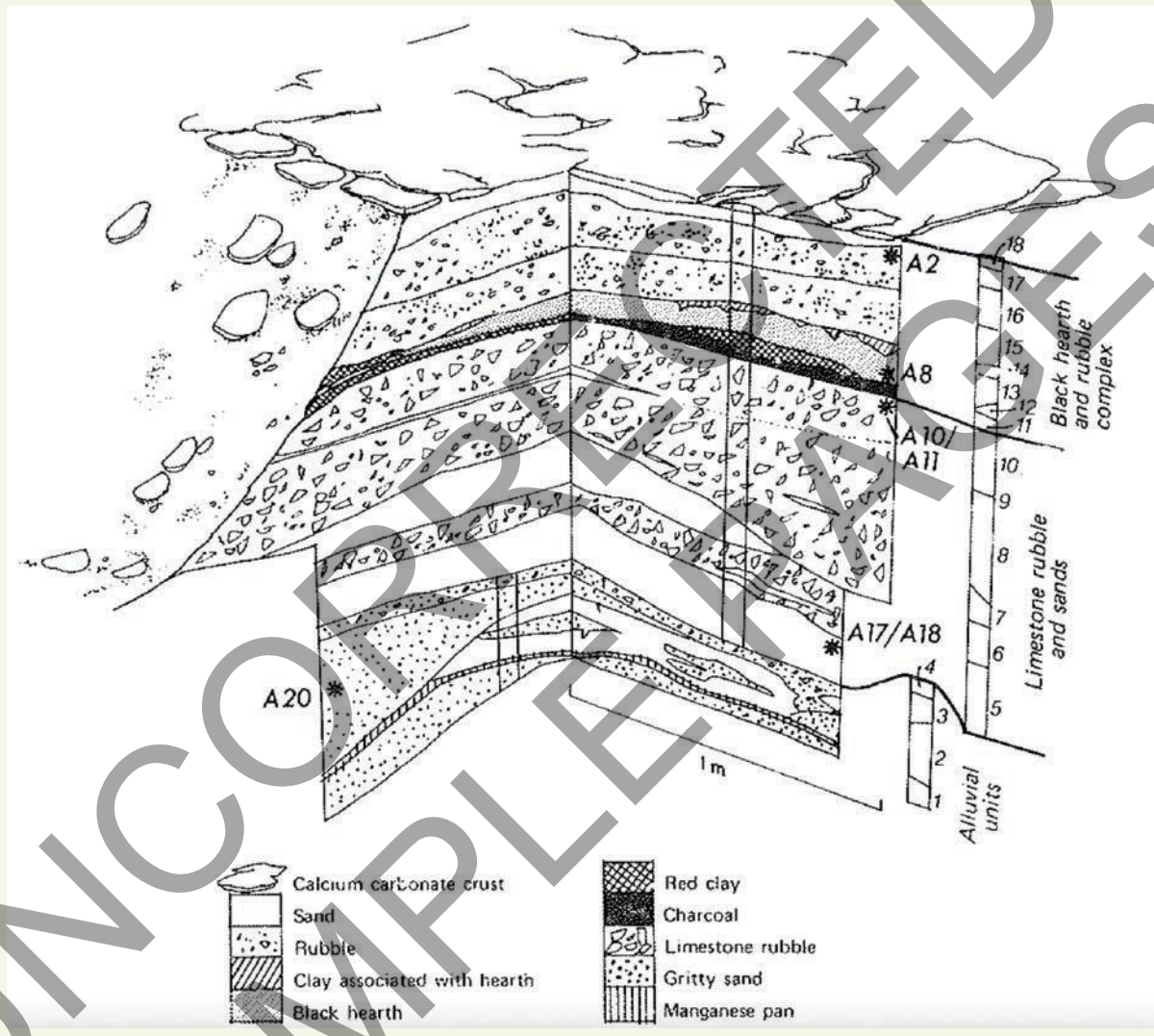
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Kutikina Cave was occupied between 3000-years BP and 15 000 years BP.

Look at Source 7.4.10, the timeline of ice ages, and answer the following question.

1 Describe what the climate was like at the time the cave was occupied.

Now look carefully at the stratigraphic diagram in Source 7.4.11 and read the descriptions of what was found in each unit (layers) underneath the diagram.



↑ Source 7.4.11 Stratigraphical section of the excavated archaeology at Kitukina Cave in 1981 from the excavation report by Kevin Keirnan (who found the cave), Rhys Jones and Don Ranson

Unit 1 – The oldest artefacts (stone tools) found here

Units 5, 7, 9 – Many stone tools

Unit 6 – Ochre found

Unit 6 – Upwards from this unit, wallaby and wombat bones were found that had been sharpened into tools. There is evidence in the surrounding area of wallabies, which would have provided food, fur and bones for tools.

Unit 8 – Upwards from this unit, Darwin glass was found. This naturally occurring glass is a form of the black or very dark coloured mineral Australite, which likely occurs on Earth because of meteorites. In areas where it is found, it has been used by First Peoples as a sacred object or cutting tool, and can be used to sharpen other tools. The Darwin glass in the cave probably came from a meteorite crash site 25 km away from the cave.

Unit 16 – No artefacts found in this layer or higher.

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Think about significance and cause and effect while you answer the following questions using what you have learned.

2 Which unit (layer) is the oldest? **Explain** why.
3 **Identify** which you think is the most significant unit or layer and **explain** why in a short paragraph.
4 **Explain** why the finds at this site were so important.
5 **Explain** what archaeologists contribute to our understanding of the past.

Use your understanding of the geography concept of place to answer the next question.

6 **Explain** why you think this site and the excavation that took place in the cave were important in creating cultural and historical links to the land for the Aboriginal and Torres Strait Islander Peoples.

Key concepts: significance, continuity and change, place

HASS skills: communicating and reflecting, analysing

Go online to access the interactive section review and more!

End of section 7.4 review

Online quiz

Review questions

Teachers can assign tasks and track results

7.4 Review questions

Recall

1 **Identify** how the First Nations Peoples of Australia farmed crops.
2 **Identify** the type of archaeological evidence that uses trees to help date objects.
3 **Define** the term BCE.

Interpret

4 **Explain** how First Nations Peoples of Australia understand time.
5 **Explain** how historians understand time.
6 **Explain** how archaeologists understand time.

Argue

7 The past is part of the present. Think of one example of this and **explain** how we are connected to our past through the present.

Key concepts: significance, continuity and change, perspectives

HASS skills: analysing

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How are Aboriginal and Torres Strait Islander Peoples, the world's oldest continuing cultures, experiencing continuity and change over Deep Time?

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Focus questions

- What is Country?
- How do First Peoples interact with Country and connect to place?
- How do First Peoples pass on their Knowledge?

The First Peoples of Australia have the oldest continuous culture in the world. This means that First Peoples today are custodians of the cultural and intellectual heritage of their ancestors from thousands, and tens of thousands, of years ago. In this time, much has stayed the same (continued) and great change has occurred, but the cultures and communities of the First Peoples have remained. Historians can look to First Peoples today for insights into Deep Time history.

What is Country?

To understand how First Peoples have interacted with the Australian continent for 65 000 years as the oldest continuous culture on the planet, historians need to explore how the First Peoples understand the land as a living being called Country. People and Country are connected. The First Peoples record their history in their knowledge stories. Scientists use dating techniques to determine what has happened to land through Deep Time and how people responded to these changes. Respectful historians can recognise and work with both these ways of knowing time and place.

How do First Peoples interact with Country?

First Peoples today understand Country as a living being that is interacted with culturally and spiritually. This provides insights into how First Peoples in the past may have interacted with and responded to changing landscapes.

Country is more than a boundary that sets out the land that someone owns. This is the way settlers in Australia see land. Country is a living thing, created by the ancestors, interacted with, known and loved as its own entity. It is given a capital letter, just like a person's name. People and Country need each other. Country takes care of people and people need Country.

More than 60 000 years of people and Country interdependence means

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that people and Country have found a way to be together that benefits both. Country is also a vibrant web of spiritual relationships. This makes it a cultural landscape, a place that people belong to, not land that belongs to people.

People have an important role in caring for Country. People need to know all the plants, animals, seasons, weather patterns, waterways, canopy, Sky Country and Sea Country and how these fit together, and take actions that make sure all these aspects of Country are healthy and thriving. Part of the important role of people is managing who is on Country and who is using which resources, to ensure that nothing is exploited or damaged.

First Peoples are connected to Country in kinship. This means that Country is like family and you treat Country like it is a person. Connections to Country are so important, they give someone their identity. Country is a living being, much like the people reading this book.

Activity 7.4.

1. Read the short story below and think about how Country is described by the narrator of the story.
2. Read the explanations in the sources below the story.
3. When you have read all these explanations, write down your own description of what Country means to First Nations Peoples.
4. Now write down how you think about where you live, your house, your garden, your apartment, your bedroom, your school, your soccer club, all the important places in your life. Share your ideas about what these places mean to you with a partner. Are your ideas the same or different from the explanation of what Country means to the First Peoples?

The Lost Girl

The girl had lost her way. She had wandered far from the Mothers, the Aunties and the Grandmothers, from the Fathers and the Uncles and the Grandfathers. She had hidden in the shadow of a rock, and fallen asleep while she waited for her brothers and sisters to find her. Now it was night, and no one answered when she called, and she could not find her way back to camp.

The girl wandered, alone. She grew thirsty, so she stopped by a waterhole to drink, and then hungry, so she picked some berries from a bush. Then the night grew colder, so she huddled beneath an overhanging rock, pressing herself into a hollow that had trapped the warm air of the day. Finally she saw a crow flying in the moonlight, flapping from tree to tree and calling 'Kaw! Kaw! Kaw!'. The girl followed the crow. She followed him through the trees and over the rocks and up the hills, until at last she saw the glow of her people's campfires in the distance.

The people laughed and cried at once to see that the girl was safe. They growled at her for her foolishness, and cuddled her, and gave her a place by the fire. Her little brother asked her if she had been afraid; but the girl said – 'How could I be frightened? I was with my Mother. When I was thirsty, she gave me water; when I was hungry, she fed me; when I was cold, she warmed me. And when I was lost, she showed me the way home.'

↑Source 7.5.1 Ambelin Kwaymullina uses a story to explain Country in her book *The Lost Girl* (2014). Ambelin is a Palyku woman of the Pilbara region of Western Australia. She has written a number of children's books, both alone and with other members of her family.

Key concepts: perspectives

HASS skills: communicating and reflecting

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The land is the mother, and we are of the land; we do not own the land rather the land owns us. The land is our food, our culture, our spirit, and our identity.

↑Source 7.5.2 Gai-mariagal and Wiradjuri man Dennis Foley explains his perspective on the relationship to Country. Foley is an academic and university lecturer specialising in business.

People talk about country in the same way that they would talk about a person: they speak to country, sing to country, visit country, worry about country, feel sorry for country, and long for country. People say that country knows, hears, smells, takes notice, takes care, is sorry or happy … [C]ountry is a living entity with a yesterday, today and tomorrow, with a consciousness, and a will toward life.

↑Source 7.5.3 Non-Indigenous anthropologist Deborah Bird Rose describes how First Peoples that she has interacted with describe Country.

The first lesson from my friends around the campfire is the way they look at the world around them. They see its riches. They look at the sky and understand its meanings. They look to the land and sea around them and see additional sources of food. They look at the people who make up their family and community and they see the blessings in what they do have … There is also interconnectedness to the natural world … the interconnectedness to country is a source of a contented life.

↑Source 7.5.4 Eualeyai and Kamillaroi woman Larissa Behrendt explains her perspective on the Aboriginal and Torres Strait Islander connection to Country and community. Behrendt is an academic specialising in the law, a writer, a filmmaker and an Indigenous rights advocate.

To not know your country causes a painful disconnection … It is this knowledge [of Country] that enables me to identify who I am, who my family is, who my ancestors were and what my stories are. We are indistinguishable from our country.

↑Source 7.5.5 Arrernte and Luritja woman Catherine Liddle explains her perspective on the importance of Country and community. Liddle is a journalist and media expert.

We long for the land and the land longs for us … When there is no one there on the land it grows uncared for. Everything overgrows because you don't look after it, you don't burn it, you don't hunt on it to make a balance. So things get overgrown, they get out of balance.

For us, we balance as we care for Country and it cares for us. But we are not separate from it. We are in **kinship** with it.

↑Source 7.5.6 Gay'wu Group of Women explain their relationship with their Yolngu Country.

kinship a social system that establishes a person's relationships and responsibilities to other people and entities

Many First Peoples understand there was a creation time when the ancestors created Country and all living things, including people. This means people have been here 'since the beginning' or 'always'. Because the land and all living things are here, we are still living in the time of creation. People continue the world the ancestors created by looking after it physically and spiritually. Some First Nations people do not consider scientific information to be essential in understanding where they came from, while others find it useful.

White fellas like theorising we come from somewhere else other than Australia to lessen our connection to Country. We are from here. Our knowledge of our history is embedded in our blood and our country. Whitefellas' knowledge of our history is only as good as their technology.

↑Source 7.5.7 Aunty Val Cooms, a Quandamooka Elder, explains her understanding of her origins. The Quandamooka Country is in south-eastern Queensland.

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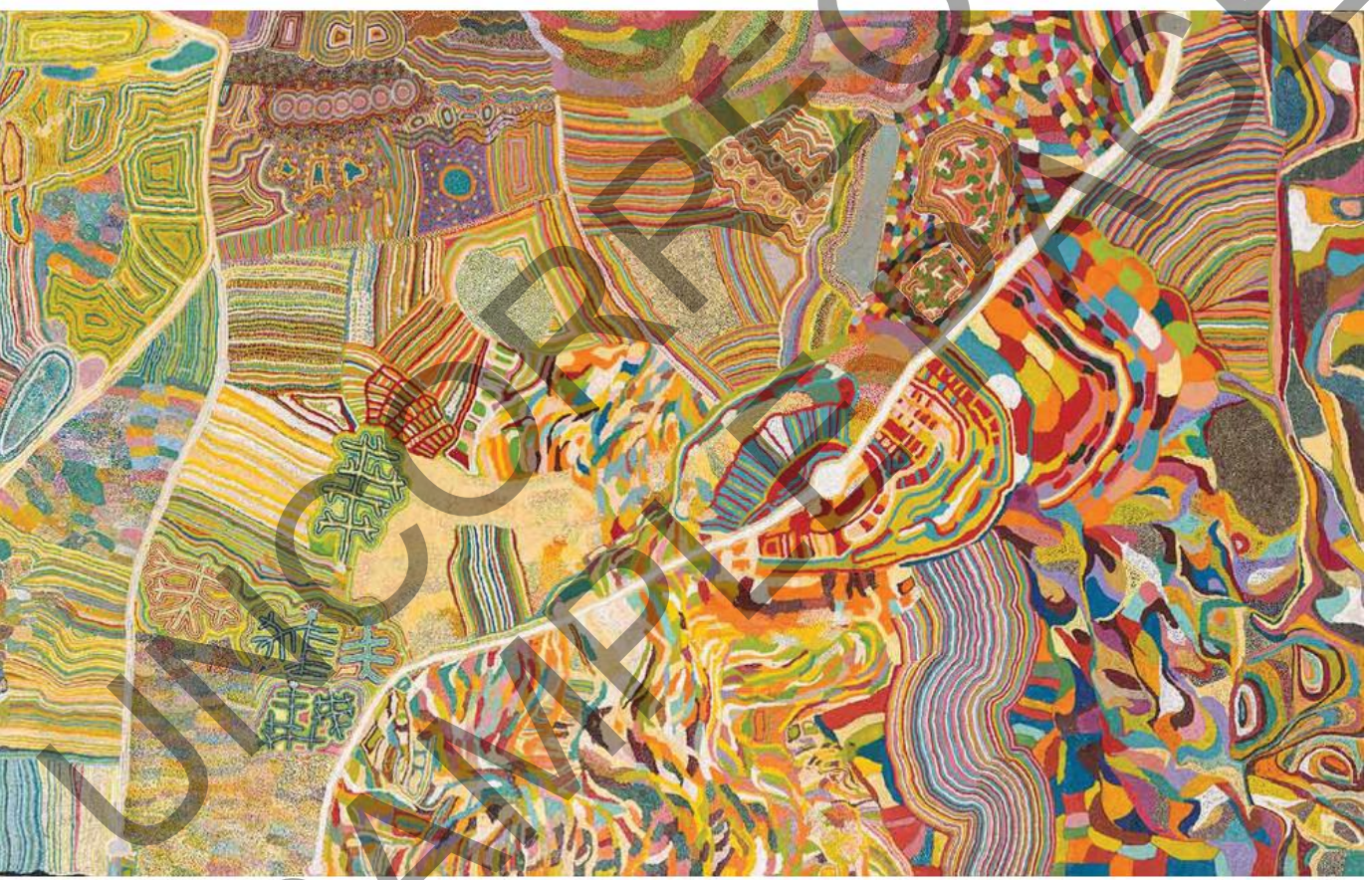
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Aboriginal people have always known that we have been on our land since the start of our time, but it is important to have science show that to the rest of the world.

↑Source 7.5.8 Kaurna Elder Lewis O'Brien. Kaurna Country is in South Australia.

We have no books, our history was not written by people with pen and paper. It is in the land, the footprints of our Creation Ancestors are on the rocks. The hills and creek beds they created as they dwelled in this land surround us. We learned from our grandmothers and grandfathers as they showed us these sacred sites, told us the stories, sang and danced with us the Tjukurpa (the Dreaming Law). We remember it all; in our minds, our bodies and feet as we dance the stories. We continually recreate the Tjukurpa.

↑Source 7.5.9 Nganyinytja, a Pitjantjatjara woman and Elder, tells how her people's history is written in the land.



↑Source 7.5.10 This painting is called *Yarrkalpa (Hunting Ground)* and is by a group of artists called the Martumili Artists. These artists are from the Martu people and they live in central northern Western Australia. This painting tells part of the Dreaming story of the Seven Sisters, a creation and knowledge story that extends across the Western Desert. In this knowledge story, the sisters are pursued across the country and the land, foods, animals and water are created. The creation and Songline can be seen in the landscape and is ever-present.

language group a community of people who speak a common language, often reflecting cultural, historical and ancestral ties

How do First Peoples connect to place?

First Peoples consider that they have always been in place, since their ancestors created living landscapes. First Peoples know where their connections to Country are. The AIATSIS map of Indigenous Australia (linked in the following activity box) shows different **language groups** across the continent.

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Making thinking visible 7.1

See, think, wonder

Examine the AIATSIS map of Indigenous Australia – https://cambridge.edu.au/redirect/11318 – to answer the following questions.

1 **List** three details that you can see when you look closely at the map.
2 **Identify** the source line. Source lines often explain who created the source, and when and where it was created.
3 The source line for the map tells you where the person who created the map got their information from. Most information came from sources written by non-Indigenous people. Consider whose perspectives and information are being used to create this map, and whose perspectives and information might be missing.
4 **Explain** how this map differs from a map that shows the states of Australia. Why might this difference exist?
5 There are hundreds of distinct language groups on this map, showing the diversity of First Peoples' perspectives. **Explain** how this diversity impacts on the work of historians.
6 What does this map make you wonder?

Research task

7 Ask a local knowledge holder to share some of their knowledge with your class.
8 Explore with your teacher ways that you might engage with local knowledge holders. Who are the knowledge holders for your area, and who might be an appropriate person to engage with?
9 **Identify** ways in which your class might engage respectfully and reciprocally (which means to respond to a gesture with a corresponding one) with a knowledge holder.
10 Compile a list of things you would like to know about the Deep Time history of your area. Share your list of questions with your class and **create** a class set of questions for your guest knowledge holder.
11 **Investigate** yarning, a way to learn by sharing rather than asking questions. How could your class learn from the knowledge holder through yarning?

Key concepts: continuity and change, perspectives

HASS skills: analysing, communcating and reflecting

How do First Peoples pass on their knowledge?

First Peoples pass on knowledge through storytelling – spoken stories but also stories shared through art, dance and song. Telling stories is a powerful way to remember details as well as to convey abstract ideas. Each community has its own body of traditional knowledge and its own belief system, and this knowledge has been passed on for thousands of years. Each language group has its own word to name this traditional set of knowledge and beliefs. Often these names have been translated into English using the word 'Dreaming'.

Dreaming stories are connected to specific Country, specific places or specific things in a place. For example, Jarntu, also known as Well 35 on the Canning Stock Route in northern Western Australia, is a deeply sacred place connected to the ancestral being that gives it its common name – Jarntu the Dingo mother whose puppies inhabit the local rockholes and soakwaters. Jarntu is at once a Dreaming story, an ancestral being and a place. To be a custodian or Traditional Owner of a place is to also be a custodian of the knowledge of that place and be responsible for passing the traditional knowledge on to the right people. Knowledge custodians are often called Elders.

Knowledge stories/Dreaming stories knowledge connected to specific Country, places or things, with deepening levels, connected to dance, song, art, ceremony and cultural practices, passed on through kinship

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Historians refer to the history-related content of these knowledge stories as **oral history**; however, the stories involve much more information.

> They talk about rainbow serpent – snakes – in Dreamtime they were human. They would travel around the countryside making songs and stories where the water is.

↑ Source 7.5.11 Wangkajunga man Putuparri Tom Lawford explains the Rainbow Serpent. Putuparri grew up in Fitzroy Crossing. His people have lived a nomadic life in the desert of Western Australia for over 40 000 years, knowing they could always retreat to their sacred waterholes.

> The Songlines shouldn't be just an **anthropological** footnote, but a part of Australian history as it is taught in schools. To tell the real story of this continent, you've got to have both histories. They are held in different ways, told in different ways, but are essentially complementary. To really belong to this place, you've got to embrace the Songlines. They are the story of this land.

↑ Source 7.5.12 Margo Ngawa Neale. Margot is a professor at the Australian National University in Canberra and is the Senior Indigenous curator at the National Museum of Australia in Canberra. She is a Gumbaynggirr and Wiradjuri woman, an author and historian. Her First Nations name is Ngawa Gurrawa, which means 'talkative but knowledgeable'.

You have seen the importance of oral histories earlier in the chapter, but you should also be beginning to understand that so much more than history has been successfully shared in the knowledge and wisdom handed down in this way for many thousands of years. Songlines are a really great example of the continuous cultures of the Aboriginal and Torres Strait Islander Peoples. **Songlines** are incredibly rich ways of communicating all sorts of things. Specific events that happened are captured in the stories of Songlines, transmitting lived experience and wisdom. Songlines can be practical – for example, sharing information that helps manage the land and its resources effectively by tracking times and places where food or water might be plentiful or scarce. But Songlines are also part of passing on wisdom, and they are ways of mapping the continent, and they have enabled trade across the whole of Australia.

Dr Anne Poelina, a Nyikina Warrwa woman from the Kimberley Fitzroy region in Western Australia, explains that the Marlaloo Songline is about two serpents travelling through the cultural landscape naming places along the way. One serpent rises up from Linagoodung Cave (Mount Anderson Cave) and travels through Nyikina Country to the beginning of Mulaloo Country, where he is confronted by the serpent from Mulaloo. As the two of them travel through the countryside, they name places and compete, and as they travel they come to significant places in the **cultural landscape**. This Songline is very important to the people because the Songline has been part of the culture since ancient times and is brought to life by the voice and the singing of the Elders and continues to connect them with the land and the wisdom that is handed down through the story.

Songlines are also maps to take people through walking country. Anne recounts that an Elder in her community in the Kimberley who was totally blind made the journey from the Kimberley to Uluru on foot, twice, because he knew the Songlines. The song was a map that took him from place to place, it told him where instruments like dishes, axes and grinding stones were hidden, buried in special places to be used, then reburied for others to use later so that they could get through the landscape. Because he knew the song, he could walk this incredible distance using the wisdom in the song.

oral history the recording of past events in a spoken form, including through song, story or dance

anthropological to do with the study of humankind

Songlines are a means of storing and learning knowledge, ancient and modern. They are stories embodied in the land, sea and skies to be remembered and passed on through song, dance, art, ceremony and, most importantly, through attachment to Country. A Songline is a system for the retention and transmission of knowledge to enhance lives (from: https://cambridge.edu.au/redirect/11216).

cultural landscape a place with many layers of history that evolves through design and use over time. A cultural landscape embodies the associations and uses that evoke a sense of history for a specific place.

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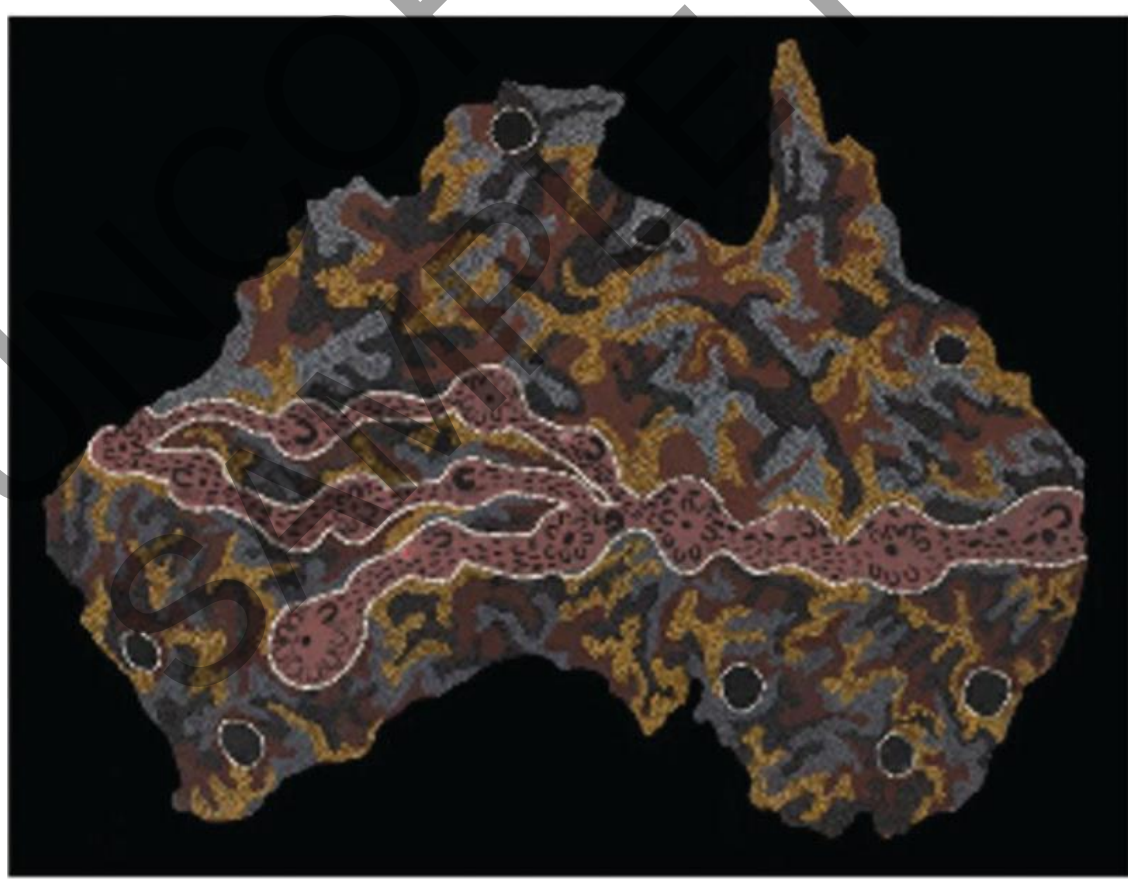
There are also Songlines that move through the whole country – these were also trade routes. The Songlines were how people traded in their **reciprocal** economy from the Kimberley to the desert, pearl shell and spinifex were traded for different types of ochre along with all sorts of other goods and services.

But the Songline is not just a map to a *place*, it is a highly organised set of information about *when* to travel and/or trade in the right season and at the right moment, giving details of when stars are in alignment because part of Songlines also connects astronomy and stories to show people how to navigate. Many of the Songlines navigate in the full moon, so that travellers can see the road ahead in the moonlight. Stories like the Seven Sisters Songlines (Sources 7.4.13 and 7.4.14 on the following page) pass on the ancient wisdom that connects all the elements, the sky, the earth, the water and the sacred sites in the landscape, with the people.

Anne explains that the songs are therefore alive because the land and river and Country are alive because they hold memory, and memory through the Songlines allows people to connect with the environment. The ancient wisdom in the Songlines continues to connect culture and humanity as Songlines are taught and shared by Elders through generations, the songs connect people now with ancient wisdom that is still relevant and useful. How 'alive' the Songlines are is easy to understand when you consider that some Songlines have become modern-day roads, such as the stretch of Highway 1 between Perth and Adelaide, and the section linking Darwin and the Kimberley, and the Bells Line of Road across the Blue Mountains, linking Richmond with Lithgow.

For more information about Anne Poelina, visit https://cambridge.edu.au/redirect/11217.

reciprocal something done in return for something else



↑ Source 7.5.15 *Seven Sisters Songline*, 1994, by Josephine Mick, Ninuku Arts. © the artist / Licensed by Viscopy, 2017. Photo: National Museum of Australia.

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The Seven Sisters

The Minyipuru began their journey from Roebourne as a big group of sisters and their mothers. At various places along the way, they lost members of their party until eventually only seven sisters remained. At Kalypa (Well 23) the Minyipuru met a group of Jukurrpa men; it was the first time either group had seen members of the opposite sex. The men tried to grab the women, but the Minyipuru chased them, hitting them with their digging sticks and leaving them lying there.

At Pangkapini the sisters met Yurla, an old man who had followed them from Roebourne. Yurla grabbed one of the women at Pangkapini, but her sisters tricked him and managed to rescue her. At another site further east, he tried to catch five of the sisters, but again they escaped, flying on to Marapinti.

Many of the sites on the Seven Sisters' journey through this country are now wells on the Canning Stock Route in Western Australia.

↑ Source 7.5.14 In Aboriginal cultures across Australia, and in other cultures around the world, the Pleiades star cluster is associated with the story of the Seven Sisters. Minyipuru Jukurrpa is the Martu version of this story. Martu Country is the Pilbara desert in Western Australia.

He points to the sky and explains: 'Aboriginal people, according to creation stories, that's where we came from – up there as opposed to walking across the land bridge [from mainland Australia]'.

↑ Source 7.5.15 pakana man Tony Brown explains his understanding of his people's origins.

It's an extraordinary thing. We don't find this in other places around the world … Say I'm a man from central Australia, my father teaches me stories about my Country. My sister's children, my nephews and nieces, are explicitly tasked with the kin-based responsibility for ensuring I know those stories properly. They take those responsibilities seriously. At any given point in time, my father is telling the stories to me and his grandkids are checking. Three generations are hearing the story at once … that's a kind of scaffolding that can keep stories true. When you have three generations constantly in the know, and tasked with checking as a cultural responsibility, that creates the kind of mechanism that could explain why [the First Nations peoples of Australia] seem to have done something that hasn't been achieved elsewhere in the world: telling stories for 10 000 years.

↑ Source 7.5.16 Settler researcher Nicholas Reid describes how oral traditions could be accurately passed down in First Nations cultures across 300 generations in a way that does not exist in any other part of the world.

Activity 7.4

Knowledge stories: developing your understanding of significance and perspective

Refer to Sources 7.5.11 to 7.5.16 to help answer the following questions.

1 **Explain** First Peoples' understandings of time and their origins. Use information from sources to support your explanation.

2 **Describe** First Nations Peoples' knowledge systems and techniques for sharing knowledge.

3 **Describe** what important knowledge the Songlines pass on.

Key concepts: significance, perspectives

HASS skills: communicating and reflecting, analysing

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Knowledge sharing about the environment

Some ancient stories that still exist today hold knowledge to help us understand changes in the Australian landscape. These Dreamings, passed down through generations about events from a long time ago, are supported by scientific evidence. For example, there are dreaming stories from 21 different places along Australia's coast that tell of a time when the sea levels were much lower than they are now. They describe how the seas started to rise, changing the land and forcing people to find new ways of living. Scientists say that sea levels reached their current height about 7000 years ago, so these stories must have been told long before that.

Researchers Patrick Nunn and Nicholas Reid summarised the following knowledge stories that were shared with them in 2016 (Sources 7.5.17 and 7.5.18).

> The principal story concerns two Aboriginal peoples, the Noonuccal of North Stradbroke and the Nughies of Moreton. One version states that a bailer shell [a type of sea snail] kept by the Noonuccal contained power over the winds and was coveted by the Nughies. When the keeper of the bailer discovered this, he summoned the winds and commanded them to blow so hard that the connection between the islands would be severed, something that caused the Nughies to become stranded thereafter on Moreton Island.

↑ Source 7.5.17 A knowledge story about the rising sea levels in the area that separated Moreton and north Stradbroke Island near Brisbane, Queensland

> According to Gungganyji informants . . . the barrier reef was the original coast here at a time when a man called Gunya was living here. [After he] consumed a customarily forbidden fish, the [ancestors] caused the sea to rise in order to drown him and his family. He evaded this fate by fleeing to the hills but the sea . . . never returned to its original limits.

↑ Source 7.5.18 A knowledge story about the rising sea levels near Cairns in Queensland

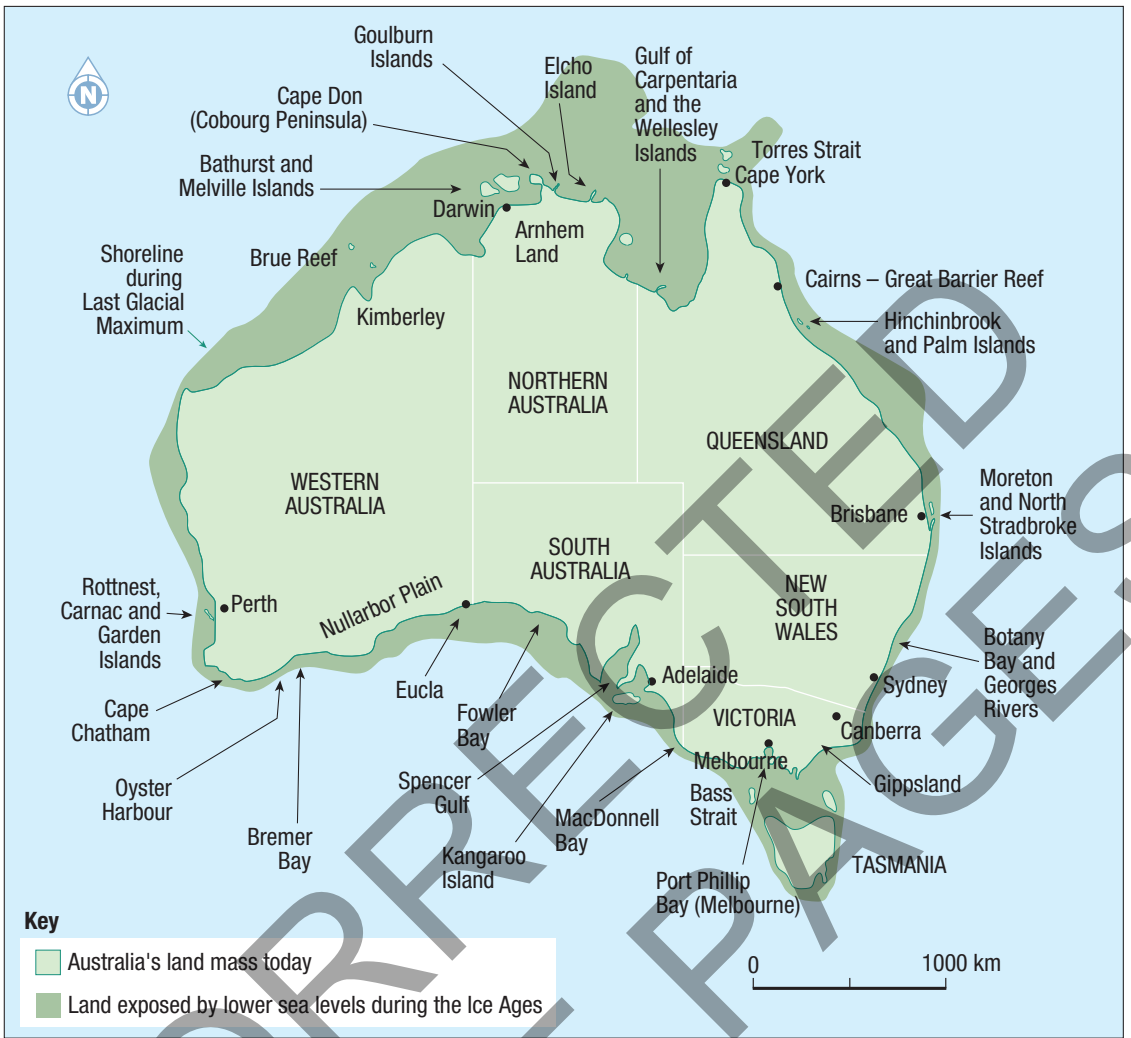
> In the Whitsunday Islands . . . the distance became too great, with the mainland over 30 kilometres away . . . the people were left to cope on their own [and] they did so by becoming specialised marine foragers. They developed their own artistic traditions and a distinct social and linguistic identity. They invented new tools to suit their particular subsistence needs: fishhooks from shellfish and turtle shell, spear points from bone and wood, as well as nets and shell-scraping tools.

↑ Source 7.5.19 A non-Indigenous archaeologist, Scott Cane, explains the impact of rising sea levels on the Ngaro Country in Queensland's Whitsunday Islands. The Ngaro were skilled seafarers who navigated their three-piece canoes over large distances to trade, fish and hunt small whales.

> There's the story about the once-dry Port Phillip Bay being a place kangaroos grazed. It has been recorded by three independent sources. Other histories refer to offshore islands on the west coast like Rottnest, Carnac and Garden being part of the mainland between 7500 and 9000 years ago, when the sea level was about eight metres lower than it is now.

↑ Source 7.5.20 Nicholas Reid (from the University of New England) explains changes in landscape described in stories from across the country.

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↑ Source 7.5.21 A map – developed by non-Indigenous researchers Patrick Nunn (from the University of the Sunshine Coast) and Nicholas Reid (from the University of New England), showing 21 locations where recorded Aboriginal and Torres Strait Islander Peoples' knowledge stories tell of rising sea levels.

Activity 7.5

Significance and continuity and change: knowledge stories

Use Source 7.5.21 to answer the following questions.

1 **Explain** the features of the map.

2 Interpret the map and write what it conveys in your own words.

3 Empathy is the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation. Developing empathy is one of the great skills you will learn in History. Brainstorm the impacts that rising sea levels may have had on Aboriginal and Torres Strait Islander Peoples.

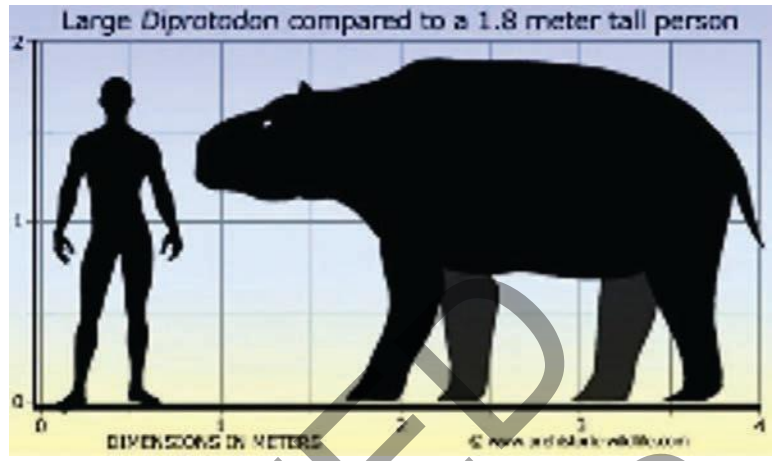
4 **Suggest** how Aboriginal and Torres Strait Islander Peoples responded to rising sea levels with innovations.

Key concepts: empathy, perspectives

HASS skills: communicating and reflecting, analysing

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Many Aboriginal and Torres Strait Islander Peoples' stories tell of a time of giant animals. The well-known story of the Rainbow Serpent is just one of these stories, and the story of the creation of Gariwerd (the Grampians) is another. Physical evidence of megafauna and representations of these creatures in Aboriginal and Torres Strait Islander Peoples' art have been found in many archaeological sites, including the rock art at Murujuga, of the Ngarda-Ngarli people on the Burrup Peninsula in the Pilbara Region of Western Australia.



↑ Source 7.5.22 Size comparison of an adult male human with an ancient Diprotodon

Amazing but true …

Fossil evidence has placed the Thylacine (Tasmanian Tiger) on the Australian mainland, proving Tasmania was once connected to the mainland during the Pleistocene era, when sea levels were lower. Thylacine bones have been found in Western Australia. If you visit Mammoth Cave in Margaret River, you can walk through the cave and see the bones of a Thylacine, the Zygomaturus (an early hippopotamus-like marsupial) and several other megafauna that used to live in the region.

The Australian extinct megafauna included animals you can see at Mammoth Cave:

- Macropus – the world's biggest kangaroo
- Thylacine – sometimes called the Tasmanian Tiger, a carnivorous wolf-like animal
- Zygomaturus – a giant marsupial believed to be like a modern hippopotamus
- Diprotodon – a marsupial that is a distant relative of wombats and koalas.

fossil evidence information gathered from the shape of a bone, a shell, or a plant or animal that has been preserved in rock for a very long period

The following story from First Nations woman Jacinta Koolmatrie could be considered evidence of megafauna being mentioned in oral histories for tens of thousands of years.

Since the beginning of time my ancestors have been telling stories … as a young Adnyamathanha kid I was told the story about the Yamuti. The Yamuti was a very large and scary animal that specifically looked to steal little kids. This story was not told in a way that placed it in the past, Yamuti existed in real time. We were always told that if we ever saw the Yamuti we had to run to the nearest tree and climb high, because the Yamuti had one flaw, the Yamuti could not look up … one of the striking descriptions of the Yamuti was that he is very big. Bigger than us kids especially. Thousands of years ago megafauna were abundant on this land. One animal in particular was the Diprotodon, the largest marsupial to have existed. The Diprotodon was incredibly large and thought to have been a browser, eating plants like shrubs. However it's mostly believed to have been a harmless animal.

Thinking more about the Diprotodon's physical description, it is oddly similar to that of the Yamuti. Interestingly, I was even told that our understanding that a Yamuti could not look up, did show some potential of being present on a Diprotodon's skeleton … If the Yamuti and the Diprotodon are the same animal, this shows an incredible depth of knowledge that has flowed through thousands of Adnyamathanha generations [more than 40 000 BP].

Whether or not you believe the Diprotodon is the Yamuti, our stories are derived from the truth. Something happened over 40 000 years ago that made my ancestors tell a story to protect their children.

↑ Source 7.5.23 Jacinta Koolmatrie, an Adnyamathanha and Ngarrindjeri person, shares a story of a Yamuti.

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Activity 7.6

Responding to the source

1 **Compare** Jacinta Koolmatrie's description of the Yamuti with Diprotodon.
2 **Suggest** what Koolmatrie's knowledge could tell historians about Deep Time history.
3 Research what other changes to the landscape or other ancient megafauna First Peoples have told stories about that can help us understand how Australia has changed over time.

Key concepts: continuity and change | **HASS skills:** questioning and researching, communicating and reflecting

Go online to access the interactive section review and more!

End of section 7.5 review

Online quiz | Review questions | Teachers can assign tasks and track results

7.5 Review questions

Recall

1 **Identify** how First Peoples record their history.
2 **Identify** the name given by historians to knowledge stories passed through generations of people.
3 **Define** what is meant by 'cultural landscape'.

Interpret

4 **Explain** what Dr Anne Poelina says about the significance of songlines.
5 **Explain** how songlines help the First Peoples to trade.

Argue

6 Use your analysis skills to go back and examine the evidence from First Peoples about rising sea levels and megafauna in Australia thousands of years ago. What does this evidence tell us about how reliable the knowledge of the First Peoples in Australia is?

Key concepts: significance, evidence | **HASS skills:** analysing, communicating and reflecting

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What technological achievements have First Peoples developed?

Focus questions

- How have First Peoples cultivated food on land and in the water?
- How have First Peoples managed water sources?
- How has fire been used to care for Country?
- How do First Peoples read seasonal indicators?
- What happens in Sky Country?

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First Peoples developed sophisticated systems of agriculture that included building dams and wells; planting, irrigating and harvesting seeds; and preserving, storing and trading surplus produce. First Peoples used complex land management alongside hunting and foraging practices. Many of these methods are still in use on Country to this day. In many areas of Australia, large, settled campsites were long-established features of First Peoples' societies before the Europeans arrived. Primary sources, archaeological records and oral traditions give us insight into what Australia was like before the Europeans came. Research reveals that Australia's precontact communities were diverse and complex, and that trade and communication between large campsites and villages were key features of the life of First Peoples in many areas.

What are First Peoples' regenerative food cultivation techniques?

First Peoples on Country today continue to actively manage the land in sophisticated ways. They use unique food cultivation systems, such as **regenerative food cultivation** developed by their ancestors shared through the generations, as well as incorporating new techniques. These systematic ways of using the Australian landscape have also been recorded by non-Indigenous people since the earliest times of European contact, exploration and colonisation. First Peoples' food cultivation works with plants and animals to develop regenerative practices that avoid exploitation.

Historian Bruce Pascoe used the original journals of the first European explorers and settlers in Australia to examine how different First Peoples farmed. The historic journals that Pascoe quotes from reveal glimpses of what Australia might have been like before the Europeans came, and perhaps what ancient First Peoples' societies were like.

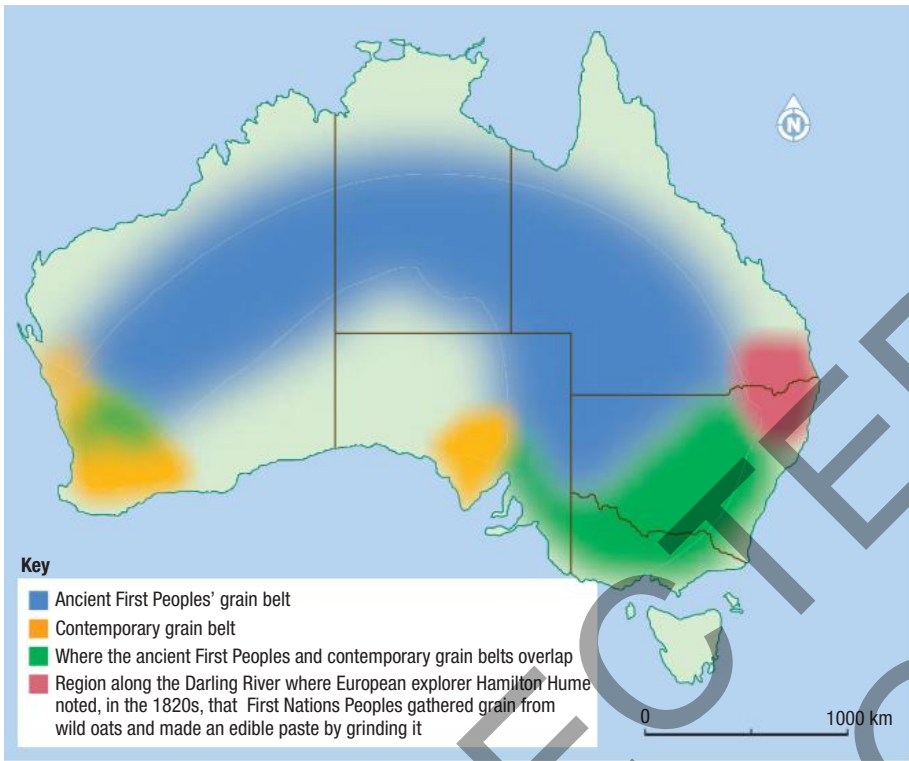
Yam cultivation was widespread in areas with more rainfall and different varieties were grown with differing techniques according to location. A European colonist commented there were 'millions of murnong' (yams) being grown and harvested by First Peoples in south-east Australia. Other Europeans commented on the growing of **grain** crops such as millet in the more arid areas.

regenerative food cultivation a method of farming that creates biodiverse, sustainable and resilient food systems

yam a type of root vegetable

grains small, hard, dry seeds from grasslike plants, used as a staple food source, often ground into flour for making bread

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←Source 7.6.1 This diagram shows the traditional First Peoples' grain belt compared with the modern Australian grain belt. It shows how much of the continent First Peoples were able to use for grain cultivation.

> [The] women were spread over the plain as far as the eye could see, collecting murrnong …
>
> I inspected their bags and baskets … and each had a load as much as she could carry.

↑Source 7.6.2 An 1841 description by George Augustus Robinson of Aboriginal and Torres Strait Islander women digging for yam, similar to a sweet potato, cited in historian Bruce Pascoe's book *Dark Emu*, 2014



←Source 7.6.3 An illustration of a decorated digging stick. Murnong yams were harvested using special digging sticks often made from wattle wood.



← Source 7.6.4 A murnong yam plant, also known as a yam daisy. This photograph shows the flower (above ground), while the edible tuber grows beneath the ground. The blooming of the flower was an indicator that the root was ready to be harvested.

UNCORRECTED SAMPLE PAGES

The Aborigines farmed as an activity rather than a lifestyle. They grew crops of tubers such as yams, grain such as native millet, macadamia nuts, fruits and berries. People reared dingoes, possums, emus and cassowaries, moved caterpillars to new breeding areas and carried fish stock across country.

They knew that kangaroos preferred short grass, native bees preferred desert bloodwood, koalas tall eucalypts and rock wallabies thick growth. The Aborigines set templates to suit land, plants and animals. Explorers such as Eyre, Mitchell and Leichhardt noted how Indigenous Australians fired grass to bring on short green pick to attract kangaroos and other animals. To do this they had to make sure the grass was nutritious and to provide shelter so that the kangaroos would not feel vulnerable.

↑ Source 7.6.5 Extract from Tony Stephens, 'The first farmers', *Sydney Morning Herald*, 1 October 2011, a review of the book *The Biggest Estate on Earth* by Bill Gammage

The Nhunggabarra did not store food in large containers and they did not use any conservation technique, such as smoking or salting … [Instead, they used] 'live larder' technology: … fish, eels and lobsters were trapped and stored alive in waterholes and ponds along the watercourse of every river …

A simple log felled and positioned at precisely the right spot in a creek acted as a barrier against predators for small fish. [First Peoples] placed fresh saplings and small branches by the log every year so small fish could congregate there, creating safe havens or 'voluntary' natural coves …

The live larders made maximum use of the natural environment and were indistinguishable from nature itself.

↑ Source 7.6.6 Non-Indigenous author Karl-Erik Sveiby explains Nhunggabarra food storage techniques.

Australian National University archaeologists have found the earliest evidence of indigenous communities cultivating bananas more than 2000 years ago … at Wagadagam on the tiny island of Mabuyag in the western Torres Strait. The site comprised a series of retaining walls associated with gardening activities along with a network of stone arrangements, shell arrangements, rock art and a mound of dugong bones. Soils from the site showed definitive evidence for intensive banana cultivation in the form of starch granules, banana plant microfossils and charcoal. Lead researcher, Kambri-Ngunnawal scholar Robert Williams, says the findings help dispel the view that Australia's First Peoples were 'only hunter gatherers'.

↑ Source 7.6.7 Extract from 'Indigenous banana cultivation dates back over 2000 years', Australian National University website, 12 August 2020

Activity 7.7

Responding to the sources: food cultivation

Refer to Sources 7.6.1 to 7.6.7 to answer the following questions.

1 **Create** a mind map or visual representation of how First Peoples produce and store food.
2 **Identify** features of First Peoples' food production techniques.
3 **Explain** the connection between food production techniques, knowledge of the environment and sustaining food sources.
4 **Compare** First Peoples' regenerative food cultivation practices with Anglo-Australian agricultural practices today.
5 **Discuss** the benefits and limitations of each system.

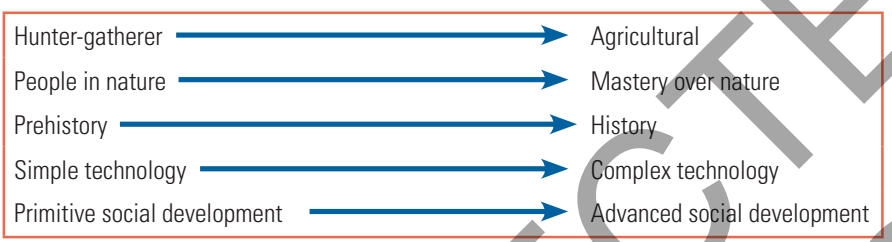
Key concepts: sources, evidence

HASS skills: analysing, evaluating

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How have historians understood food cultivation and agriculture?

From the 1700s into the 1900s, European and settler historians categorised types of societies and put them in a hierarchy. They proposed that people started as nomadic hunter-gatherers and progressed through stages to develop agriculture and villages. Associated with these stages were different political systems from no leadership to a single leader like a king or emperor. Settlers writing about First Peoples considered that the First Peoples were 'primitive' as they had not developed European agricultural techniques, and that it was a responsibility to teach First Peoples 'advanced' farming techniques. These ideas have been refuted today and the value of First Peoples' sustainable and regenerative agricultural practices is slowly being recognised.



← Source 7.6.8 Adapted from B David and TP Denham, 'Unpacking Australian prehistory', in B David et al., *The Social Archaeology of Australian Indigenous Societies*, 2006, p. 63

Activity 7.8

Responding to the sources: food cultivation and ideas of social evolution

Refer to Source 7.6.8 to answer the following questions.

1 **Identify** features of First Peoples' food production methods.
2 Yarn about whether a hierarchical scale is a helpful way to **compare** how simple or complex a society is.
3 **Suggest** ways the achievements of First Peoples' regenerative practices could be promoted and recognised.

Key concepts: significance

HASS skills: communicating and reflecting, analysing

How have First Peoples caught fish in rivers and creeks?

Fish traps and **fish weirs** are quite common throughout northern Australia. Fish traps and fish weirs were used to catch fish and to farm fish. The Burarra people of Arnhem Land, for example, farmed barramundi in fish traps and fish weirs. Fish traps were built in locations along sandy beaches, near mangrove forests, near rivers and creeks. Each trap is traditionally cared for by the people with custodial connection to it.

fish traps methods for capturing fish in seas, rivers, creeks and streams, such as pools of shallow water against artificially built walls or fences or woven nets or baskets placed in weir and pond systems

fish weir a way of channelling fish into fish traps by using a fence or wall built into the water of a river, creek or stream. The fence allows the water to freely flow through it.

> Indigenous people throughout Australia have constructed fish traps and weirs over a long period of time and there is considerable variety in types, numbers, size and location of these sites. They were designed to capture aquatic animals, predominantly fish, and the more durable of these structures (i.e. those made of stone) are still visible on Australia's coasts and rivers today. Fish were also caught in natural pools and in a variety of small portable traps … The terms 'traps' and 'weirs' are often used interchangeably … A 'weir' is an obstruction placed in a stream or tideway or along a shoreline to channel fish to where they can be gathered … a 'trap' is a device placed in an area to capture and impound fish …

↑ Source 7.6.9 Non-Indigenous Queensland researchers Michael Rowland and Sean Ulm explain First Peoples' fish traps and weirs.

UNCORRECTED SAMPLE PAGES

History through objects

Fish traps were built by the Noongar people throughout many of estuaries in the Albany region in Western Australia to catch fish at low tide. These are the oldest man-made structures in Australia. The traps consisted of low stone structures that were used to trap fish that swam in on the high tide and then were unable to escape when the tide fell. Large rocks were placed at the top and smaller rocks at the bottom. By removing the smaller rocks, the juvenile fish could be let out for the next season. The Wilson Inlet and Oyster Harbours fish traps that we know of are about 6500 years old.

The traps rely on tidal ebbs and flows. When they were not in use, rocks were removed so they were left open to allow fish to come and go. The fish traps were used all year around. In the winter they were used less as most of the Menang People travelled inland at that time of year. Fish traps were shared when large celebrations were held with people from all over the Great Southern and South West. The traps in the Wilson Inlet near the Nullaki (Noongar for place of seaweed) were much larger than the Oyster Harbour ones as they were needed to feed a lot of people.

↑ Source 7.6.10 Menang Elder, Aunty Vernice Gillies, describes the traps between Denmark and Albany. Vernice's work with the Albany Heritage Reference Group Aboriginal Corporation has allowed her to help protect these significant cultural sites and turn them into a place of education.



↑ Source 7.6.11 Fish traps of the Menang people in Kinjarling (Albany)

Use Sources 7.6.10 and 7.6.11 to help you think about what the photo tells us about the way the Menang people used technology.

Now use a 20 Thinking Routine to organise your ideas:

1. Look at the image for 30 seconds.
2. Write down 10 words or phrases that come to mind regarding the picture.
3. Write down 10 different words or phrases that come to mind regarding the picture.
4. Organise your 20 words or phrases into a paragraph that explains how the Menang people used technology.

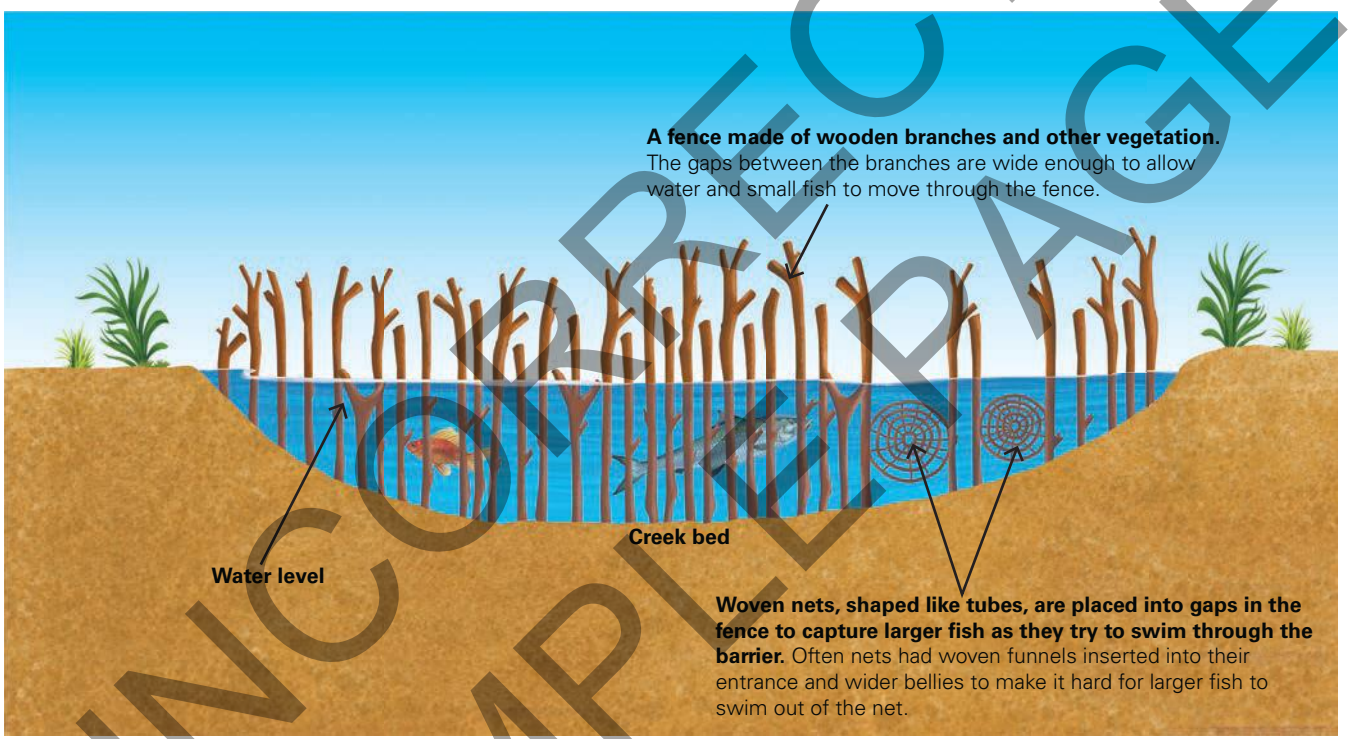
Key concepts: significance, sources, evidence

HASS skills: analysing, communicating and reflecting

UNCORRECTED SAMPLE PAGES



➜Source 7.6.12 This illustration shows an example of a fish weir and a fish trap typical of those used in northern Australia. A fish trap is positioned behind a fish weir. A woven funnel is inserted into the mouth of a net. It depicts a barramundi fish trap used by the Burarra people of Arnhem Land. First Peoples also used these traps to farm fish.



⬆Source 7.6.13 This illustration shows an example of a fish weir. Fish weirs were built across creeks and narrow rivers. Water can continuously flow through the weir. Weirs were built from materials readily available in the landscape, including wood, logs, branches, rock or coral.

UNCORRECTED SAMPLE PAGES

Activity 7.9

Responding to the sources: river fish traps

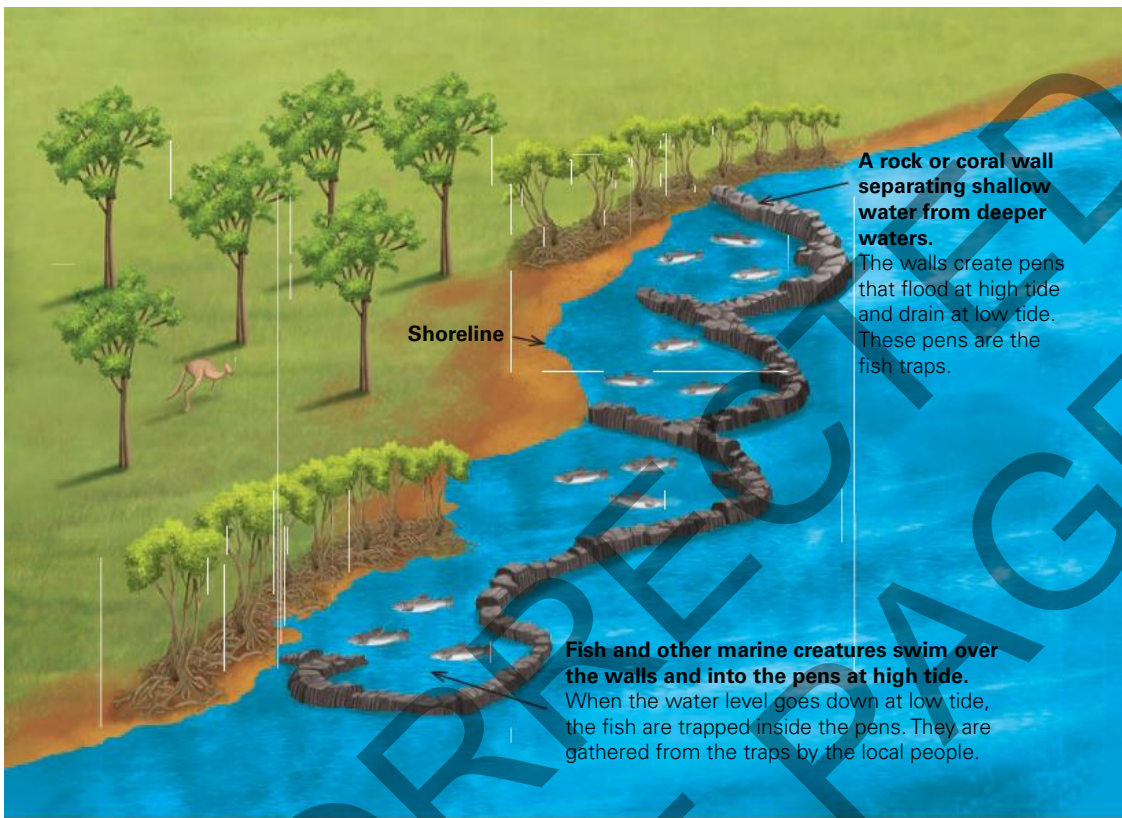
Using Sources 7.6.12 and 7.6.13, and additional independent research if necessary, **suggest** how fish traps might have worked in a creek or a river. Draw a diagram and share it with your partner to **compare** each other's ideas.

Key concepts: evidence, signfiicance

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

How have First Peoples caught fish on the coast?

Coastal fish traps rely on making use of the changing tides to trap fish. First Peoples have detailed and complex knowledge of tidal patterns and the seasons. This knowledge often relied on studying moon cycles and, in some areas, astronomy.



↑Source 7.6.14 Coastal fish traps. This diagram shows fish traps along a coastline.



↑Source 7.6.15 Stone fish traps exposed at low tide at the Torres Strait Island of Mer. Stone fish traps consist of complex systems of rock walls. Building and maintaining these stone traps took enormous effort over many generations. The fish traps on Mer were built using approximately 3500 tonnes of lava rock that was hauled to the coast from inland areas.

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Activity 7.10

Responding to the sources: fish traps

Use Sources 7.6.12 to 7.6.15 to answer the following questions.

1 **Compare** a fish trap and a fish weir. **Explain** the difference and how they can work together. **Explain** how fish traps work in coastal areas.
2 **Suggest** what might have been the advantages and disadvantages of using fish traps as a source of food.
3 **Explain** how these sources provide an insight into the way First Peoples managed their environment in a sustainable manner.
4 **Create** a model of a fish trap.

Key concepts: sources, evidence

HASS skills: communicating and reflecting, analysing

What techniques have First Peoples developed to manage water sources?

Rainfall is low and unpredictable in Western Australia's arid regions. However, Kalgoorlie–Boulder and the wider Goldfields region is Wongatha Country, and the Traditional Owners of the lands surrounding Kalgoorlie depended on and protected their water sources for many thousands of years. When Europeans arrived, they relied upon, and often forced, this ancient knowledge from the First Nations Peoples to help them locate water sources, which included wells, soaks and springs.

One of the main sources of water for the First Nations Peoples were 'gnamma' holes. These natural cavities are commonly found in hard rock, particularly granite outcrops, and as such act as natural water tanks, which are replenished from underground stores and rainwater run-off. Gnamma holes vary in shape and depth, and the small surface area of the hole helps to minimise evaporation.

First Nations Peoples would lay sticks and leaves over the narrow openings of the gnamma holes to protect the water from being fouled by animals and to help prevent evaporation.

> What scenes of bitter quarrels these watering-places have witnessed! The selfish striving, each to help himself, the awful sufferings of man and beast, horses and camels mad with thirst, and men cursing the country and themselves, for wasting their lives and strength in it; but they have witnessed many an act of kindness and self-denial too.

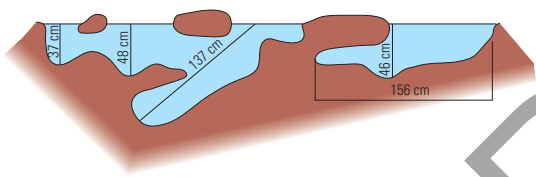
↑ Source 7.6.16 David Carnegie writing of his 1896–97 expedition

By the early 1890s the trickle of new arrivals coming to search for gold had become a flood. The population of Western Australia went from 49 782 in 1891 to 100 515 in 1895. This increased pressure on water sources, and many of the First Nations Peoples' watering places were subsequently drained, destroyed, polluted by animals or lined to create more permanent water supplies for the goldminers.

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They'd find a big flat sandstone rock where all the water went to the middle. They'd light fires there and they'd crack all the sandstone; they dug it away. They'd light another fire. They built these wells – most were shaped like a keg. They were narrow at the top, wider in the belly and narrow at the bottom. They dug them around 4 foot (about 1 metre) deep on the tops of sandhills, where the sandstone is. Some of them have a big flat rock on top of them, some of them are just open. That's how they saved their water!

↑Source 7.6.17 Elder Lindsay Black explains how Aboriginal Peoples made wells in the Central Highlands area of Queensland.



↑Source 7.6.18 Longitudinal section, showing the profile of Bull Gully Aboriginal Rock Wells, Victoria. The wells were strategically dug into sandstone in a natural rainwater catchment. The narrow mouths serve to reduce evaporation and pollution by animals or wind-borne debris. It is possible that the wells were, in the past, covered to further conserve water. The maximum depth of the wells is about 130 centimetres, for a capacity of approximately 160 litres, which represents a valuable water resource, particularly in dry seasons. Local residents indicated that they do not have any knowledge of the wells ever drying up.



↑Source 7.6.19 Water tanks, known as 'gnamma' holes, are natural cavities varying in shape and depth commonly found in hard rock and used by First Nations Peoples. They are replenished from underground stores and rainwater run-off. These gnamma holes are on top of Pildappa Rock, a granite outcrop in Eyre Peninsula, South Australia.

Activity 7.11

Responding to the sources: water sources

Use Sources 7.6.16 to 7.6.19 to answer the following questions.

1 **Explain** how rock wells were used by First Peoples to collect and manage water supplies. **Suggest** what knowledge First Peoples need to be able to make these water storage areas, and to be able to collect and store water.

2 Research other innovative ways First Peoples managed their water sources.

3 Research how water supplies were eventually secured for the expanding population of the Kalgoorlie–Boulder region as a result of the gold rush. Write a paragraph explaining how the area gets its water now.

Key concepts: significance

HASS skills: questioning and researching, analysing

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How is fire used to care for Country?

Fire has practical and spiritual applications for many First Peoples today. The ancestors gave fire to people and showed them how to use it to keep Country clean and strong. The right fire does many things, such as keeping waterways clear where they need to be, encouraging the growth of the right seeds for an area, providing new grass for animals that depend on it, keeping competing undergrowth away from trees that need resources, protecting sacred parts of the landscape, allowing areas to grow without fire, and clearing selected areas. In this way, people are part of Country; Country cannot be strong without First Peoples. First Peoples pass on the knowledge stories and ceremonies about fire, and when they burn Country they are continuing the ancestors' creation.

Fire is used for cooking and warmth, and smoke has important spiritual, ceremonial and communication purposes. Fire has been used to crack rocks and to shape tools. First Peoples use fire in ceremonies such as a Smoking Ceremony. This involves smouldering particular plants on embers to produce a steamy smoke that First Peoples consider to have spiritually cleansing and healing properties. Many First Nations Peoples have this knowledge passed on from previous generations, and researchers have found evidence of these practices through Deep Time. This knowledge and these practices continue today.

What is cultural burning?

Cultural burning, sometimes called fire-stick farming, has been used by First Peoples for tens of thousands of years. It is still used today, although it is difficult in many areas for First Peoples to access Country to do cultural burning. Doing the right fire involves knowing Country in detail. The right fire is generally small and contained.

Not all Country is burnt with cultural burning. Deep gullies and rainforests, for example, are usually avoided, as are areas that contain bush foods and bush medicines. The tops of trees are also spared. This allows safe havens for birds, animals, insects, seeds and fruits. The best time to light a fire is carefully selected so it only burns what needs to be burnt. 'Cool fires' burn slowly, 'trickling' through the landscape, and can be easily put out. David Claudie, a custodian of the north Kaanju homelands of Cape York, describes the use of fire as 'Indigenous science'. Non-Indigenous historian Bill Gammage has argued that fire-stick farming made resources 'abundant, convenient and predictable' for First Peoples.

> Fire is really important. It has its own dreaming. There are people and families who are responsible for the fire dreaming. They know the songs and the ceremony …
>
> My grandfather used to talk with the other men about the best time and place to burn. They would wait for the right wind and pick the right grass.
>
> They were careful not to burn Country belonging to other people.

↑ Source 7.6.20 Veronica Dobson, a skilled educator and Arrernte woman, describes the traditional importance of fire.

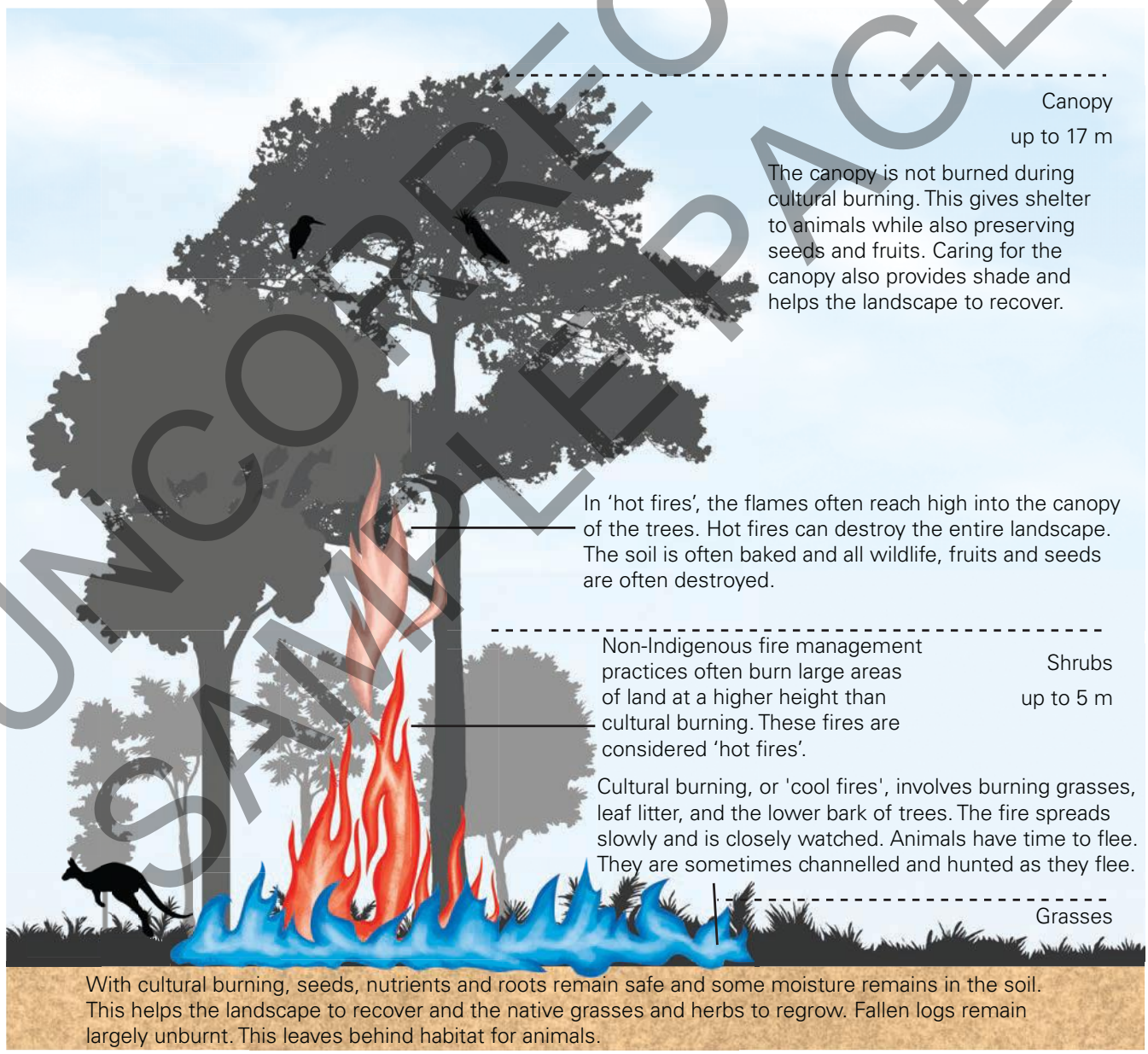
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That plume of smoke would indicate that you had been sitting there. That's just like the knock on the door.

You could be there for a day, you could be there for a week – until they've [worked] you out. They'll know you're there. They've seen the fire and when they're ready they will send some young blokes up to get you.

From there you should lay any weapons on the ground in front of you and walk over them to indicate your peaceful intention . . . Until you've had a feed, sat down, you was looked after – then the boss would talk to you. After you've settled down, that was acceptance.

↑Source 7.6.21 Yamatji actor Ernie Dingo explains the importance of using smoke and fire as a cultural practice when visiting a different Country or area.



↑Source 7.6.22 This diagram shows an example of First Peoples' cultural burning practices.

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↑Source 7.6.23 This watercolour was painted by Joseph Lycett (c.1817). It is titled, *Aborigines using fire to hunt kangaroos*. This painting was created about 30 years after the arrival of the First Fleet.



↑Source 7.6.24 Engraved drawing of Aboriginal people hunting kangaroos, from the book *Ridpath's Universal History* by John Clark Ridpath, 1897

natives a colonial word for First Peoples that is no longer used as it has derogatory meanings

> Fire, grass, kangaroos, and human inhabitants, seem all dependent on each other for existence in Australia; for any one of these being wanting, the others could no longer continue. Fire is necessary to burn the grass, and form those open forests, in which we find the large forest-kangaroo; the **native** [*sic*] applies that fire to the grass at certain seasons, in order that a young green crop may subsequently spring up, and so attract and enable him to kill or take the kangaroo with nets. In summer, the burning of long grass also discloses vermin, birds' nests, etc., on which the females and children, who chiefly burn the grass, feed.

↑Source 7.6.25 This is an account, in 1848, by the Scottish explorer Thomas Mitchell, describing the fire management practices he observed being used by the First Nations Peoples he encountered. Extract from T Mitchell, *Three Expeditions into the Interior of Eastern Australia; with Descriptions of Recently Explored Region of Australia Felix, and of the Present Colony of New South Wales*, 1848, pp. 412–13.

mosaic pattern a combination of diverse pieces of land, as in grass and adjoining forest

> In eastern Tasmania, human firing increased the extent of the **mosaic pattern** of open sclerophyll forest and grassland plains. This is the optimum habitat for some of the macropods, such as the Forester Kangaroo, and the plains provided extra food for the Kangaroos, wallabies, emus, and native hens on which the Aborigines fed . . . It is interesting that, through firing, man may have increased his food supply and thus probably his population. At the most general level, firing at the bush, in the same way as clearing a forest to create a field, increased the proportion of solar energy per unit of the ground that man could utilize. Perhaps we should call what the Aborigines did 'fire-stick farming'.

↑Source 7.6.26 Extract from non-Indigenous archaeologist Rhys Jones, 'Fire-stick farming', *Australian Natural History*, vol. 16, 1969, pp. 226–7

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Many of the species of plants and animals found in the Kimberley region in Western Australia exist nowhere else on Earth. The return to traditional fire management practices is helping safeguard this **biodiversity**. In this area, First Peoples have engaged with an initiative called Healthy Country to carry out land management using Indigenous knowledge and traditional Aboriginal land management practices to regenerate Australia. As Tom Vigilante, study co-author and Healthy Country Manager, explains



↑Source 7.6.27 Fire management on Wunambal Gaambera Country in the Kimberley

biodiversity the variety of life on Earth, including plants, animals and microorganisms

> As Tom Vigilante, study co-author and Healthy Country Manager, explains: 'Intense and uncontrolled late-season fires were damaging the ecology. One big fire going through means surviving animals and birds have to travel further to find food. Small mammals like northern quoll, golden bandicoot and scaly-tailed possum have less cover and can then be easily predated by feral cats.'
>
> By creating a mosaic of burned and unburned patches across the landscape, Indigenous fire management provides crucial habitat diversity. This patchwork effect offers refuge for wildlife and promotes the regeneration of native vegetation.

↑Source 7.6.28 A description of the value of traditional methods to control fire damage carried out by the Balanggarra, Dambimangari, Willinggin Wunumbal Gaambara peoples.

↑Source 'New study confirms Indigenous fire management equals success against wildfires in the Kimberley', WWF Australia website, 23 September 2024.

Making thinking visible 7.2

See, think, wonder

Refer to Source 7.6.27.

1 *See:* **Describe** what you see in the photo. Look at the kind of vegetation, how green it is, the direction of the wind, the strength of the fire.

2 *Think:*
   - **a** Before starting a fire, First Peoples feel the ground for moisture. **Suggest** why they would do this and what it would tell them. How would animals respond to this fire?
   - **b** Who could you ask to find out more information?

3 *Wonder:* What does this type of burning make you wonder?

Key concepts: continuity and change, perspectives

HASS skills: questioning and researching

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Activity 7.12

Responding to the sources

Each of the sources has been produced at a different time and contains different perspectives.

Categorise the paintings in Source 7.6.23 and 7.6.24 as either a primary source or a secondary source if you are investigating the practices of:

a Europeans recording the hunting practices of First Peoples
b The hunting practices of First Peoples in the early 1800s
c The hunting practices of First Peoples in the Deep Time history of Australia.

1 Justify your answers.
2 **Analyse** what each source tells you about the relationship between fire and First Peoples.
3 **Compare** how each source understands the purpose of the burning practices and what this tells you about their perspective.
4 Research cultural burning online. **Compare** Lycett's painting (Source 7.6.23) with photographs of modern cultural burning practices. Have the practices changed drastically in the past 200 years? What might this indicate?
5 Research the Healthy Country initiative. Write a list of its core goals and practices.

Key concepts: continuity and change, perspectives

HASS skills: questioning and researching

How do First Peoples read seasonal indicators?

First Peoples have been able to generate sustainable and sustaining life patterns and technologies due to their extraordinary knowledge of Country, all things of it and the relationships between all things. This includes an understanding of relationships, cycles and patterns of seasons, the movement of stars, the life cycles of animals and plants, and human activities related to all of these. Careful custodianship of Country means being able to read the indicators – that is, identify, understand and respond to the expected changes in the environment. This knowledge was refined over tens of thousands of years and forms the living culture of First Peoples.

The old people utilised the dolphin and tamed them to help hunt the mullet and with their spears they would tap them on the water to make a percussion sound along with traditional song they would call the dolphin towards the shore.

The dolphin would push the mullet towards the shore where our people would be hunting with nets and spears. Before this would happen, the old people waited for the sea eagle to take the first fish as this was a sign that we were allowed to hunt. The sea eagle could see the schools of mullet travelling north and would wait for the strongest schools to travel through first before starting the hunt. Once the mullet was caught the old people would share their catch with the dolphin.

↑ Source 7.6.29 Kabi Kabi artist James Doyle explains patterns of natural indicators. Many First Peoples have detailed seasonal calendars that connect all seasonal events on Country.

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Activity 7.13

Responding to the sources

Create a brainstorm of all the things that a detailed knowledge of seasonal calendars enables First Peoples to do on and for Country.

Key concepts: significance

HASS skills: analysing

What happens in Sky Country?

Just as we are standing on Country, the world above is 'Sky Country' and it has its own seasonal relationships and indicators. For many First Peoples, Sky Country is where people came from or will go to; it is the home of many ancestors. First Peoples see constellations in the night sky, know the phases of the moon and movement of planets, and can use this information as indicators, to monitor passing seasons, to navigate and to be connected to other people and knowledge.

For some Torres Strait Islander Peoples, a shark constellation, Baidam, was used to help navigate boats on long voyages, to predict the seasons for growing fruits and vegetables, and to indicate shark mating season – a dangerous time to be in the water!

Europeans know this **constellation** as the 'Pleiades cluster'.

constellation a group of stars that appear to form a recognisable pattern in the night sky

In many parts of mainland Australia, the stars of the Pleiades were thought to be ancestor women travelling across the landscape. On the east coast of Australia, this constellation was used as an indicator of whale migrations. The Milky Way galaxy is known by most First Peoples and often represents a celestial river or stream.

Several First Peoples, including the Kamilaroi and Euahlayi peoples of New South Wales, watch an emu in the sky as an indicator of seasonal change and action. This is not a constellation but a dark space in the night sky. When the emu first appears in the sky in mid-autumn, it marks the beginning of the emu breeding season. By midwinter, the emu has changed direction and indicates the emus are sitting on their eggs. Eggs can be sustainably collected for food. By late winter, the emu appears as two circles in the night sky.



↑Source 7.6.30 The emu in the sky as seen from Kuringai National Park. Credit: Barnaby Norris/Ray Norris.

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This indicates that it is time for sacred ceremonies to begin at the Kamilaroi and Euahlayi circular-shaped bora grounds. Through spring, the emu sits at a waterhole, indicating that waterholes are full in Kamilaroi and Euahlayi Country. In late summer, the emu dips below the horizon, indicating that the waterholes are drying and that it is time to move on to new areas. The emu does not appear in the sky again until the breeding season.



↑Source 7.6.31 Wajarri artist Noeleen Hamlett painted this picture featuring the Southern Cross and Emu in the Sky. Wajarri Country is in the Murchison region in Western Australia. The Murchison Radioastronomy Observatory is featured in Noeleen's painting.



↑Source 7.6.32 A non-Indigenous researcher has speculated that this rock engraving, at the Basin Track, Ku-ring-gai Chase National Park, New South Wales, represents the Sun woman and Moon man during an eclipse, as one Source partially obscures the other (which is what happens during an eclipse).

Noeleen says about her painting:

> Under our southern sky, the Southern Cross is our compass at night. The Emu in the Milky Way tells us when it's emu egg season. The Seven Sisters teach vital skills and lessons of survival, changing seasons and talks of creation. The Sisters became part of the landscape, water and springs as they fled from Yurlu. It also teaches us about the bond of family and relationships. The flower-shaped symbol and the emu footprints represent moving forward, coming together to reflect our vision to create a better future. The telescopes look beyond the black holes in our galaxy to challenge and enrich our understanding of the Universe.

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Activity 7.14

Responding to the sources: rock engraving

Brainstorm the kinds of evidence that would help you decide if Source 7.6.32 is a depiction of an eclipse. Using your ideas from your brainstorm, decide your point of view on whether you agree or disagree with the speculation that this is a depiction of an eclipse. Justify your perspective with evidence from both science and First Peoples in a T chart.

Reflect: Thinking back to what you have learnt about knowledge sharing, **describe** how Noelene Hamlett's painting (Source 7.6.31) combines elements of different knowledge stories about Sky Country.

Key concepts: perspectives

HASS skills: analysing

Activity 7.15

Reflecting on your learning

1 Take 2–3 minutes of individual reflection to **create**, from memory, a list of key ideas you recall from this section.
2 Swap your list with the list of one of your classmates. Take 1–2 minutes to read that list and add new things (such as details, missing ideas or a correction).
3 Repeat step 2 at least twice with different classmates.
4 Retrieve your list. Read through and review all the additions made to your list. Add any new ideas you might have had from reading three other lists.
5 Based on the information and sources in this section, either **create** a mind map or a graphic organiser or write a short response of 5–10 sentences to summarise what you have learnt.

Key concepts: significance, empathy, perspectives

HASS skills: communicating and reflecting, analysing, evaluating

End of section 7.6 review

Online quiz

Review questions

Teachers can assign tasks and track results

Go online to access the interactive section review and more!

7.6 Review questions

Recall

1 **Define** regenerative cultivation.
2 **Identify** three ways that First Peoples used regenerative cultivation.
3 **Identify** how First Peoples caught fish in creeks.

Interpret

4 **Describe** how the Wongatha people of the Kalgoorlie Boulder region protected their water resources.
5 **Explain** how cultural burning preserves biodiversity in the Kimberley.

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7.7

What are respectful ways for historians to work with First Peoples' cultural heritage?

Focus questions

- What funerary customs have First Peoples practised?
- How can First Peoples, historians and scientists work together respectfully?

displacement forced removal of people from their ancestral lands, often resulting in loss of culture, connection and livelihood

dispossession the taking of lands and resources without consent

Elders knowledge holders respected by First Peoples, often called Aunty or Uncle

This chapter has been concerned with the Deep Time history of Australia, which is the time before Europeans arrived. Since 1788, First Peoples have faced massacres, **displacement**, **dispossession** and cultural damage and loss. First Peoples' societies have always been culturally and linguistically diverse; different histories since 1788 have added more ways to make Australia a diverse nation.

Scientific investigations are one way for First Peoples to reclaim their cultural heritage. This means that scientists, archaeologists, historians and First Peoples today must find respectful ways to work together.

↓Source 7.7.1 On 17 November 2017, at Lake Mungo, Mungo Man and the remains of other people who lived about 40 000 years ago were carried in a casket made from 5000-year-old red gum to their ancestral lands, with Aboriginal **Elders** leading a ceremony.



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Making thinking visible 7.3

See, think, wonder

Refer to Source 7.7.1.

1 *See:* **Describe** what you see in the photo.
2 *Think:*
   a Who could be inside the casket?
   b Why might it be important that these remains are returned to ancestral lands?
   c The casket has been made of very old wood. Why might this have been chosen?
   d Who could you ask to find out more information?
3 *Wonder:* What does this practice make you wonder about what funerary customs First Peoples have practised?

Key concepts: significance, empathy, perspectives

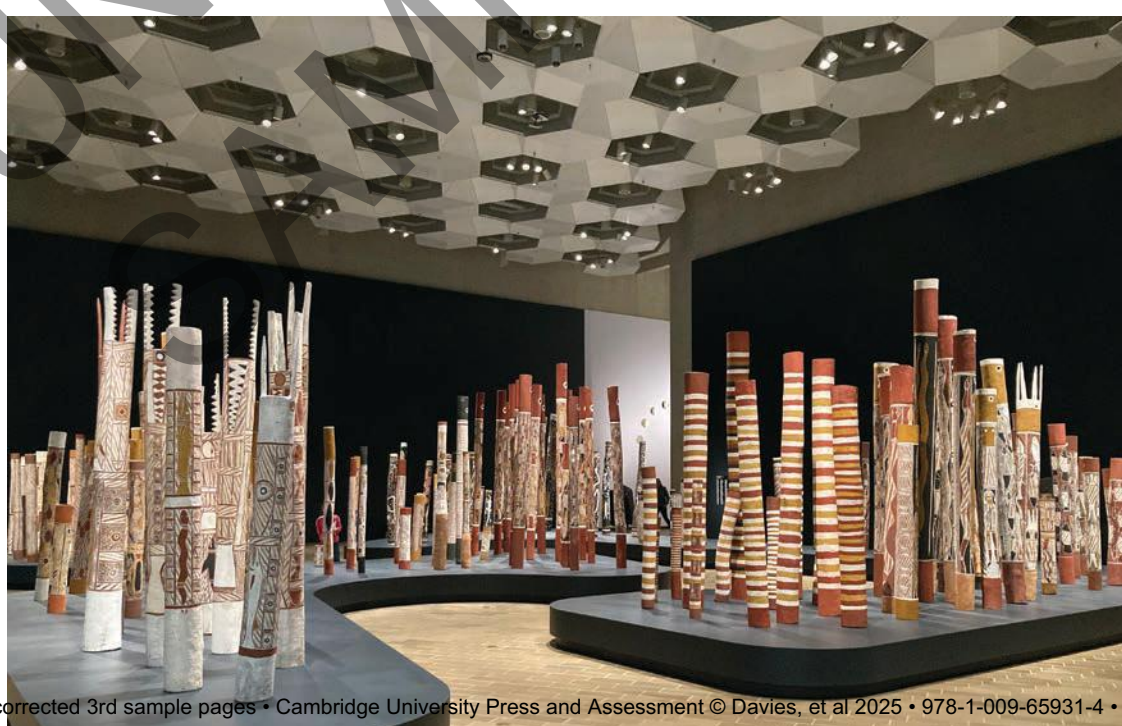
HASS skills: analysing, evaluating, communicating and reflecting

What is Sorry Business?

Peoples all over the world have important cultural practices that guide what to do when someone passes away. For many First Peoples, the death of a family member and period of mourning is known as Sorry Business in Aboriginal English. It is a significant time, and various protocols, ceremonies and rituals can be practised in which people are expected to participate. There is cultural diversity across the Australian continent.

For many First Peoples, if Sorry Business is not completed properly a deceased person's spirit cannot find its way home to the ancestors and will be restless and unhappy. It is an important cultural obligation to ensure that deceased spirits are taken care of and returned to their ancestral home.

For example, the Yolngu Peoples of Arnhem Land used log coffins, or hollow logs, in which to hold the bones of those who have died. Today, these log coffins are valued as works of art.



←Source 7.7.2 Aboriginal Memorial, an artwork at the National Gallery of Australia (NGA) in Canberra, is created in the style of Yolgnu log coffins.

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> Hollow logs made for a burial ceremony are large. Smaller hollow logs may be made to keep the bones of the deceased at the home of the family for a period of time. The hollow logs can also represent the deceased person – the designs on the log are the same as the designs painted on the body during the burial rites. Many of the hollow logs have a small aperture [a small opening or hole] either carved or painted towards the top. Yolngu believe that this provides the soul of the deceased with a viewing hole to look through and survey the land.

↑Source 7.7.3 The NGA's description of why hollow logs were made

Read the next two sources to hear what the Noongar people feel about their continuing relationship to Country after they die.

> It doesn't matter where you go, you know where you come from. You might go out of your country, but you know where your home is. Where you were born is where you will be buried.

↑Source 7.7.4 Glen Colbung, oral history, 2008

> Last night I went to sleep in my homeland. My home, my home, my great, great miya-miya home.

↑Source 7.7.5 Gus Ryder, oral history, 2008

In Torres Strait Islander communities, Sorry Business includes 'tombstone unveiling ceremonies' or a 'tombstone opening'. This ceremony refers to the ritual of a decorated headstone being unveiled for the family and community to remember a loved one. This reinforces the connections between the living and those who have gone, marks the completion of an extensively decorated tombstone and the family's final goodbye. The entire family is involved with the ceremony, which lasts a whole day and ends with feasting and dancing.

> The in-laws, who arranged and performed the burial now have a tombstone made. People have sent in money. The family wraps the tombstone in cloth and decorates it. They then give a feast for the in-laws after 'going to rest' prayers and hymns are said. The oldest man in the village may speak of the person's life. Gifts of cloth, produce, money, garden are given by the family to the in-laws to say thank-you for arranging the funeral. The head in-law returns the thanks and calls everyone to eat together.
>
> The two-way sharing between in-laws and family is parallelled by a reciprocal balance between the living and the departed one, whose spirit is freed to a new world. This new rite is of first-order importance among the Meriam and other Torres Strait Islanders: it completes a two-stage burial rite, which was outlawed by the missionaries. Wherever Torres Strait Islanders are, and more than half of them live today in towns of North Queensland, tombstone unveiling ceremonies continue to have a central place in their lives today.

↑Source 7.7.6 Non-Indigenous anthropologist Nonie Sharp describes a 'Tombstone Opening' ceremony.

How can First Peoples, historians and scientists work together respectfully?

Since 1788, some settlers showed interest in the funerary practices of First Peoples but generally the approach has been disrespectful. Many funeral grounds or markers have been destroyed and remains of deceased people have been disturbed or destroyed, often deliberately.

Scientists have also often disregarded First Peoples' funerary customs and associated understandings, believing that their interest in the science of human remains is more important than First Peoples' relatives receiving proper funerary rites.

These circumstances have led to mistrust and difficult relationships.

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Activity 7.16

Building trust

1 Reflect on your own cultural practices around funerary customs. Use your empathy skills and write down what you think it would feel like, if these were not completed properly.

2 Write a list that identifies three ways that historians and scientists can build trust with First Peoples.

Key concepts: empathy, perspectives

HASS skills: communicating and reflecting

Respecting First Peoples' funerary traditions: the story of Mungo Man

Lake Mungo, in the Willandra Lakes region in south-west New South Wales, is home to the Paakantji, Mutthi Mutthi and Ngiyampaa Peoples. Each has their own understanding of their origins. Today, Lake Mungo is a semi-arid desert environment, but thousands of years ago this was a lush area surrounding a lake filled with water. Scientists have determined that the lake has been dry for about 10 000 years.

Lake Mungo is one of the most significant archaeological sites in Australia. When researchers led by a non-Indigenous geologist and archaeologist, Jim Bowler, began to study the area in the late 1960s and early 1970s, they found evidence of the traditions of First Peoples in the area. This included evidence of funeral practices in which bodies were washed with ochre and cremated. Australian archaeologists excavated the remains of 'Mungo Man' and removed the bones from the area. Over the years, research teams took many other bones and artefacts that they found in that area 'out of Country' for study. This was not an uncommon practice at the time around the world. The researchers made many important scientific discoveries about the length of human settlement in Australia and about ancient customs and practices – especially those regarding funeral practices.

The excavations, however, came to be widely criticised. Paakantji, Mutthi Mutthi and Ngiyampaa Peoples actively campaigned to have the remains returned. In November 2017, 'Mungo Man' and the ancestral remains of 104 other people were returned to Elders and reburied according to traditional custom, on Country, at Lake Mungo.

Let remains alone

Aboriginal people have demanded that excavation of archaeological remains from lake Mungo in western New South Wales cease … A lawyer acting on behalf of the people had written to the archaeologists concerned to say they should stop and return all finds to the traditional owners. A similar letter had been sent to the National Parks and Wildlife Service asking that permits no longer be given for this type of archaeological work. Some other groups had also written letters about interference with burial sites in other areas.

The lake Mungo excavation was described as a 'crisis' … [and] draft laws which had been drawn up for the protection of sacred sites were criticised … There were also calls made for the Australian Government to consider legislation to control the trade in valuable Aboriginal artefacts. Some of these were even being sold overseas.

↑ Source 7.7.7 Adapted from 'Let remains alone, Aborigines say', *The Canberra Times,* 28 September 1974, p. 7

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The recovery and management of the remains of ancestors is an issue of great sensitivity to Aboriginal people. This sensitivity comes from both cultural beliefs and the treatment of Aboriginal people by governments, scientists and others in the recent past. Many skeletons and other remains, both ancient and modern, were taken and studied without permission. Some were scattered, sent overseas and kept in collections. This is still a controversial issue today and not all remains have been returned to their Country and their people.

↑Source 7.7.8 An extract from the Mungo National Park website, written by the Willandra Lakes Traditional Tribal Groups Elders Council and New South Wales National Parks and Wildlife Service, 2021

A 42 000-year-old man finally goes home

anthropologist scientist engaged in the study of humankind, both from past and present societies

Traditional owners say the return of the remains of the historic Mungo Man, who was removed by scientists from his resting place more than 40 years ago, will provide closure and is a step toward reconciliation.

More than four decades ago **anthropologists** removed the ancient skeleton of an Aboriginal man – the discovery of which rewrote Australian history. Now he has been returned home to his descendants, travelling for days in a hearse from Canberra.

Traditional owners hosted a welcome home ceremony attended by hundreds to celebrate the historic return of the 42 000-year-old remains of Mungo Man to his original resting place.

'Today is one of those catalytic moments that we need to enhance Australian society, and bring empathy into, understanding the Aboriginal culture,' said Paakantyi man Michael Young, who is also a member of the Aboriginal Advisory Group for Mungo Man's return …

Mungo Man was buried with his limbs stretched out, his hands crossed across his groin and was covered in ochre that had been brought from more than 200 kilometres away.

It was some of the earliest uncovered evidence of ritualistic burial in the world, and proved that early Aboriginal Australians had a robust belief and burial system – around the same time as Neanderthals were roaming Europe.

After his remains were uncovered he was moved to Australian National University in Canberra where he was kept for about 40 years.

Geologist Jim Bowler found Mungo Man and said the profound scientific discoveries could not have taken place if he was not moved …

'The Aboriginal people voiced their objection, we were intruding into their history, not our history.' …

While many are celebrating the historic return of Mungo Man, there are major concerns there is still no final resting place for him …

Mr Bowler said state and federal governments should do more to create a respectful final place of rest … 'He needs a major memorial, a major identification of his iconic status. In the pages of earliest Australian history his name stands out, and we have failed to make a final resting place for a historic remains.'

↑Source 7.7.9 Extracts from non-Indigenous journalist Isabella Higgins, 'Mungo Man returned to ancestral home where he died 40 000 years ago', ABC website, 17 November 2017

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↑Source 7.7.10 In November 2017, the remains of 'Mungo Man' and 104 other ancestors were returned to their Country at Lake Mungo. Proper ceremonies were conducted.

Thinking deeper

Two more key historical concepts you will learn about in your studies of History in Year 7 are **contestability** and empathy. We discussed the difference between primary and secondary sources earlier in the chapter. When historians have different interpretations of something such as an event, we use the term 'contestable' to refer to a clash of ideas. It lets us keep in mind that not everyone agrees about the meaning of things in History. **Empathy** is the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation. Developing a sense of empathy for people in the past is one of the great skills you will learn in this subject.

contestability where interpretations of the past differ

empathy the ability to relate to other people

↓Source 7.7.11 First Nations Peoples and others gather for a traditional, on Country, funeral ceremony for Mungo Man's remains and the remains of others. Mungo Man was the ancestor of the Mutthi Mutthi, Ngiyampaa and Paakantyi peoples. These three communities worked together for 40 years to achieve a government decision in 2015 to repatriate (return) his and other remains.



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Thinking deeper historical concepts

Did you know you are engaging in conceptual thinking? The historical concept in this question is contestability.

Activity 7.17

Responding to the sources

Refer to Sources 7.7.7 to 7.7.11.

1 **Analyse** why you think non-Indigenous scientists felt they could take the remains of buried First Peoples.
2 Reflect: If you were a scientist interested in the Deep Time history of Australia, how would you have acted in this situation?
3 **List:** What does respectful Deep Time history research look like?

Key concepts: contestability, perspectives, empathy

HASS skills: communicating and reflecting, analysing

Activity 7.18

Reflecting on your learning

1 Take 2–3 minutes of individual reflection to **create**, from memory, a list of key ideas you recall from this section.
2 Swap your list with the list of one of your classmates. Take 1–2 minutes to read that list and add new things (such as details, missing ideas or a correction).
3 Repeat step 2 at least two times with different classmates.
4 Retrieve your list. Read through and review all the additions made to your list. Add any new ideas you might have had from reading three other lists.
5 Based on the information and sources in this section, either **create** a mind map or write a short response of 5–10 sentences to summarise what you have learnt and to answer the question: 'What are respectful ways for historians to work with First Peoples' cultural heritage?' Be sure to consider both First Peoples' understanding of time and place and historians' understandings of history.
6 Consider how the information and sources in this section could contribute to answering the overall inquiry question: 'How have First Peoples sustained a regenerative relationship with the Australian continent through Deep Time?'
7 Reflections are personal explorations. Write, sketch, **create** or tell to explore your thinking on the content in this topic. Use these sentence stems to help you:

- I used to think . . .
- Now I think . . .

Key concepts: empathy, perspectives, continuity and change

HASS skills: communicating and reflecting, analysing, evaluating

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Activity 7.19

LEARN

1 **Create** a 3–2–1 organiser.

Using the information about key features of ancient societies in the 'Historical overview', write down:

- 3 things you have learnt
- 2 interesting facts and
- 1 new word.

Now share your 3–2–1 ideas with a partner. What did you both choose that was the same **(compare)**? What did you each choose that was different **(contrast)**?

CONSOLIDATE

2 **Create** a table with two columns and write the title 'The common features of ancient societies' at the top.

- At the top of one column write 'Australia's First Peoples' and at the top of the other write 'Other ancient cultures'.
- Reread the information about trade, art, writing and pottery in the 'Historical overview'.
- Choose ONE of these topics to focus on. This might be because it is more interesting or has more examples or because of another reason.
- Using what you just reread from the topic you chose, summarise in your table columns, using your own words, the information about that topic for Australia's First Peoples and other ancient cultures.

APPLY

Using your information in both columns, highlight or underline things that are the same in one colour and things that are different in another colour.

3 Do you have more that is the same or more that is different? **Compare** your table with that of a partner.

4 Using what you have identified as the same and different as your examples (or evidence), write a short paragraph in response to the following statement:

People in every ancient society across the world developed features in their societies in exactly the same ways.

Key concepts: continuity and change, significance

HASS skills: communicating and reflecting, analysing

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Go online to access the interactive section review and more!

End of section 7.7 review

Online quiz

Review questions

Teachers can assign tasks and track results

7.7 Review questions

Recall

1 **Identify** what Sorry Business includes in Torres Strait Islander culture.

2 **Identify** how some settlers have been disrespectful about First Peoples' funerary practices.

3 **Identify** when and where the remains of Mungo Man were discovered.

Interpret

4 **Explain** what happens if Sorry Business is not completed.

5 **Explain** why First Peoples are trying to protect the sacred sites in Lake Mungo.

Argue

6 Using your understanding of empathy, perspectives and contestability, argue why historians and archaeologists should be more respectful of the cultures of First Peoples.

Key concepts: contestability, perspectives, empathy, continuity and change

HASS skills: communicating and reflecting, analysing, evaluating

7.8 Conclusion: why does it matter?

It matters because without understanding the past, we put the future in danger. Planning for the future can only be done well by considering all the important things that have happened in the past, and using what has been learnt to make a good plan about how to go forward.

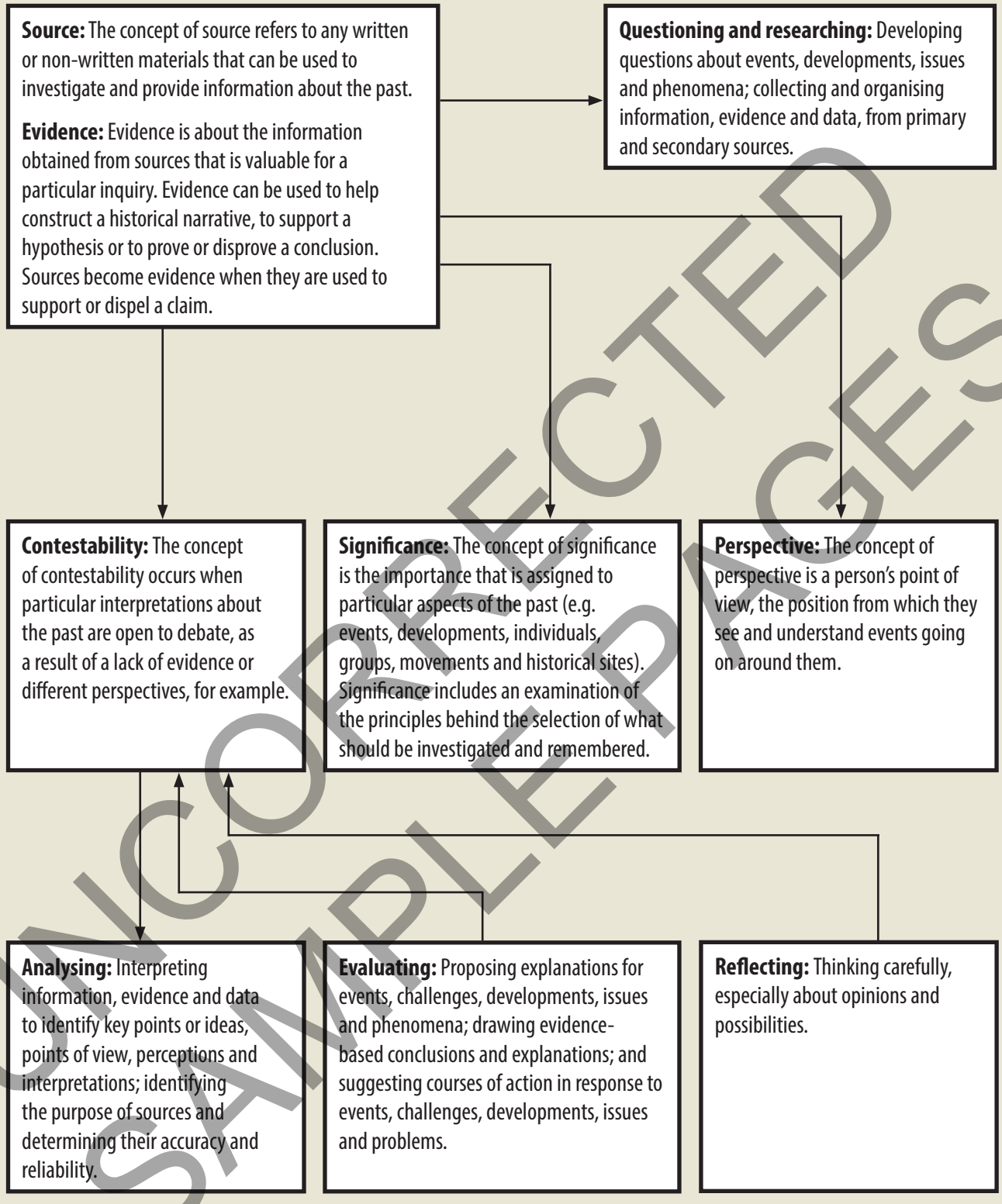
It also matters because learning how to think like a detective is an important life skill. Historians are 'time detectives' – they learn to ask questions about the information they find, and they know how to pull together different pieces of information to make sense of them all. This is an important life skill, because it can help us to make choices, whether we are choosing the phone/car/house we want to buy, or finding out whether we are being told the truth by our boss about how much we were paid.

Refer to Source 7.8.1 on the following page. Thinking about evidence in this way and asking these kinds of questions means learning to think critically. This doesn't mean thinking negatively. Instead, it means being able to evaluate, assess and analyse information for strengths and weaknesses, which is necessary for making good decisions. This is why questioning and researching, analysing, evaluating, and communicating and reflecting are key HASS skills. These skills help in developing understanding of the key history concepts of sources, evidence, perspectives, significance and contestability.

You don't have to be a historian to see how useful these ways of learning to think and act are. Nor do you need to be a historian to use these skills. You probably already do use them, every single day. Studying History will just make you better at them.

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History concepts and skills



↑Source 7.8.1 The interconnections between some important history concepts and skills

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7.9

End of chapter activities

Reflection



Self-assessment

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

Check your understanding

Go back through the chapter and find one example of:

- something that is significant
- something that is contestable, that people have different perspectives about
- something that made you reflect (think carefully)
- something you would like to research more about.

Now write one sentence explaining your reasons for choosing each. Use the following sentence stems to help you:

- *This is significant/contestable because …*
- *This made me think carefully because …*
- *This is interesting because … and I want to know more about …*

Inquiry



Create an archaeological site in a shoebox using small objects from around the home or classroom. Carefully bury a few small artefacts in layers of different material, like coloured sand and soil.

- Think carefully about the different strata you will lay down and what objects will go in each level.
- Write a short paragraph explaining the history of your site.
- Ask a partner to carefully uncover the site, layer by layer, and write a site report interpreting their finds.
- **Compare** the two reports and **discuss** the findings.

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Analysis

Work with a partner to find at least two different pieces of information in the news about one important event that has happened recently. This can be on any topic. Your family or teacher might help you find these. Online articles or articles from two different newspapers would work well for this task – for example, an article from *The West Australian* and one from *The Guardian* newspapers. Label one article 'Source 1' and the other 'Source 2'.

- For each piece of information/article/source, write down: the key points being made; any evidence or data used; any opinions being given.
- Now write two lists: What things are the same in both of your sources? What things are different?
- Look at what you have written about both of your sources so far. Decide which of the sources you think is more reliable.
- Write down two reasons why you think this.
- **Explain** your ideas to another pair working in your class.

Writing

Extended-response questions

1. Choose a famous historical figure and **explain** why studying them is important.
2. **Explain** the role that sources play in constructing history.
3. Summarise how technological and scientific methods have increased our understanding of the past.
4. Why is conservation important to archaeologists?

Be a detective

Make sure you use at least two pieces of evidence and/or examples to support your ideas when you answer the question below. You will need to write one paragraph (at least four sentences) to answer this question properly.

Question: *Why should we care about the past, and what can we learn from it?*

Key concepts: sources, evidence, continuity and change, significance, perspectives

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

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Topic 2

The Ancient World

Overview

So much of who and what we are today came from civilisations and people who lived thousands of years ago. Many of the traditions and cultural practices of the settlers in Australia come from the ancient civilisations of Europe and the Mediterranean. Our society, languages and values are based on a mix of many of the ideas and skills developed in these ancient societies, including democracy, architecture, religion and engineering. However, powerful ancient societies who built empires did not only exist in Europe and the Mediterranean; the Asia–Pacific region was home to the ancient civilisations of India and China during the same period.

The cultural beliefs and practices of all of these unique civilisations have helped shape the way we live and think in Australia today. The ancient past has impacted on us in ways we often do not realise.

In Year 7, you have the chance to explore six of the most significant ancient civilisations in world history: Egypt, Greece, Rome, India, China and of course the oldest continuous culture in the world right here in Australia, which you have explored in Chapter 7. You will investigate their physical features, key individuals, beliefs and practices and key historical events. As you investigate these fascinating ancient societies, think about what we do today in Australia that originated in these ancient civilisations.

Learning goals

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

- How do we know about the ancient world?
- Why and where did ancient societies develop?
- Why and how did ancient societies change and stay the same?
- What key beliefs and values emerged, and how did they influence the people?
- What were the causes and effects of conflict between ancient societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

➜ Source A The Great Sphinx, Pyramid of Khafre and Great Pyramid of Khufu in Cairo, Egypt; The Parthenon at the Acropolis of Athens, Greece; Ruins of the Roman Forum, Rome, Italy; Mahabodhi Temple in Bodh Gaya, Bihar, India; The Great Wall of Qi in China stretches from Changqing District in Jinan, across central Shandong Province to the Yellow Sea in Qingdao.

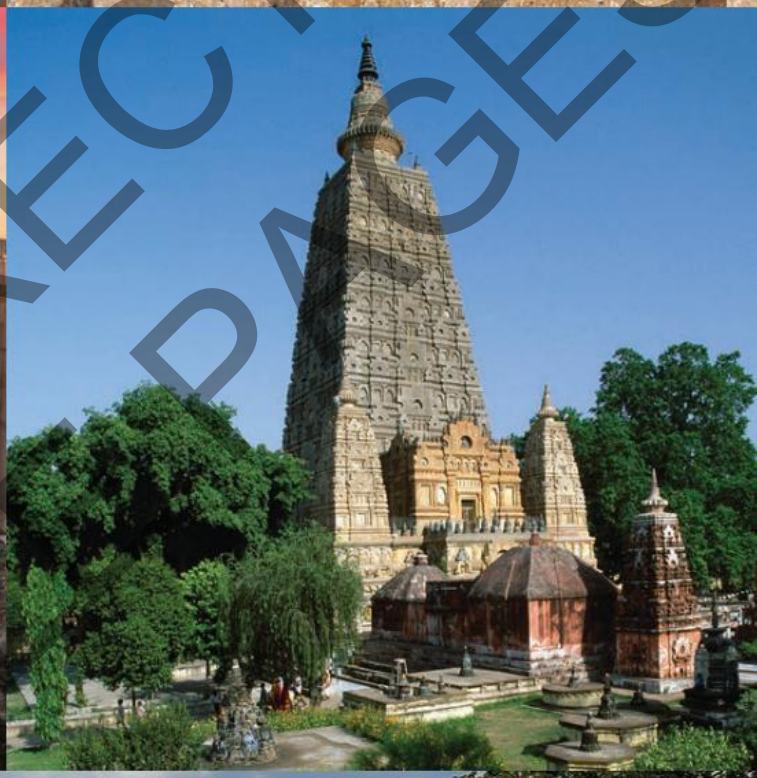
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Introducing historical concepts and skills: *cause and effect*

Some of the chapters in this book have a special focus on the concept of **cause and effect**. This means you will be developing your ability to explain why things happened in the past and what the results of those events were.

There are many different types of causes and effects. Causes and effects can be political, economic and social. There is also usually more than one cause or effect for an event, so we need to avoid falling into the trap of thinking an event only has one trigger or one result. As you read the chapters, you can look for opportunities to build your understanding of cause and effect.

Introducing historical concepts and skills: *continuity and change* and *empathy*

Some chapters also have a focus on the concepts of **continuity and change** and **empathy**. This means you will develop your ability to explain what changed and what stayed the same over time, as well as your understanding of what life was like for people in the past.

Identifying continuity and change is a key skill when studying history. These chapters will help you identify when things change and why, which groups were involved and what types of things stay the same. Empathy is understanding the past from the point of view of a particular individual or group, including an understanding of what their circumstances and challenges were, and what motivations, values and attitudes were behind their decisions and actions. Developing a sense of empathy towards others is a crucial life skill because it will help you see the world from more points of view than your own, and this will help you make better decisions.

Historical dating and spelling in ancient Egypt

Using dates while studying ancient Egypt

The majority of Egyptologists agree on the dates for events that occurred in ancient Egypt. This system is known as the Conventional Egyptian chronology, which places the beginning of the Old Kingdom in the 27th century BCE, the beginning of the Middle Kingdom in the 21st century BCE and the beginning of the New Kingdom in the mid-16th century BCE.

Despite this general agreement, many disagreements remain among academics, resulting in different dating systems used by academics studying ancient Egypt, which can be anywhere from 500 to 30 years different from the conventional dating system dates.

So, how do we decide when something happened and give it a definite date?

Simple – we don't. Because so many experts disagree about how to accurately date the artefacts and evidence found in ancient Egypt, as history students all we have to do is to choose one dating system and stick with it when we are writing about ancient Egypt.

In this book, we will use the conventional system – but, because this is so contested, we will refer to Old Kingdom, Middle Kingdom and New Kingdom more than we will refer to dates. There will also be some reference to the 'Three age system' of dating things outlined on the following page.

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Spelling

Similarly, you may see lots of different spellings for the names of various people in ancient Egypt while you study this topic. There is a good reason for this too. It is because the ancient Egyptians wrote in either hieroglyphs or hieratic script. You will read more about these later. To make sense of these ancient languages that no one reads or writes anymore, we have to go through three processes:

1. **Transliteration** changes the symbols used in hieroglyphs, hieratic and demotic into alphabetic symbols.
2. **Transcription** then happens because we have to write the transliterated symbols into our own language.
3. **Translation** then puts the meaning of each word into our individual languages. This might be English, French, German, Japanese or any other language.

This is where it gets tricky because different languages translate different sounds using different letters, and this results in differences in spelling. This can be confusing. If you can read French, German, Dutch or Italian, you will find the transcriptions and therefore the spelling of names vary between languages. So, although they are spelt differently, Thutmosis is the same as Thutmose and Tuthmose.

However, *do not panic.* Again, all we have to do is pick one accepted spelling for each name that we use and stick to it.

Three-age system: Stone, Bronze and Iron Ages

The three-age system of dating time has been widely used by historians. It was developed by Danish scholar CJ Thomsen in the 19th century when he worked as director of the Royal Museum of Nordic Antiquities. Thomsen divided the collection of the museum into different periods, depending on the technology people used. His system created the terms Stone Age, Bronze Age and Iron Age. This method of dividing the past creates a timeline of ancient people based on the types of materials they used to make their tools. These terms are still in common usage, despite being inexact. Other periods, based on the principles of the three-age system, such as Copper Age, Steam Age and Digital Age, have become common historical terms.

Periodisation

Historians have also sought to divide history into blocks of time based on periods of human history. Examples of periods include the Dark Ages, Middle Ages, the Renaissance and the Enlightenment. These terms refer to broad blocks of time with no clear beginning or end dates. The primary reasons these terms are used is to allow historical analysis of human development. We also group history into ancient, medieval and modern periods to denote when significant changes in culture occurred.

Relative dating

Relative dating is the practice of determining the date of artefacts in relation to each other without working out their exact age. Stratigraphy is an example of relative dating as things found in the same strata are assumed to be from the same time period. Another method is comparing artefacts with other objects that have similar features (such as artistic style, size or materials used). As technologies and artistic styles evolve over time, they can be used to group things on a timeline. This is called **typology** dating. Although relative dating does not provide an exact date, it is fast and cost-effective and helpful in understanding what things, people and events came first, what occurred at roughly the same time, and what came after.

typology using the characteristics of an object to classify them over time. It helps in showing how an object has changed over time.

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↑ Source B The evolution of lighting, demonstrating the principles of typology dating

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Activity

Creative task

Look at Source B.

1 Apply the principles of typology to **create** your own sequence of drawings showing the development of a technology over time.
   - **a** You could draw different versions of a computer from an ancient abacus or the Antikythera mechanism, to the latest laptops and super computers.
   - **b** You could also look at other areas of technological development, such as aeroplanes, trains or cars.

2 Choose five different examples and **explain** how your sequence shows the principles of typology dating.

Key concepts: continuity and change, cause and effect, significance

HASS skills: questioning and researching, communicating and reflecting

Chapter 8

Ancient Egypt



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Chapter 9

Ancient Greece



↑ Source C Greece is full of ruins from its ancient civilisation. The Parthenon in Athens is one of the most famous ancient buildings in the world. Construction was overseen by the Greek statesman Pericles and began in 447 BCE.

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Chapter overview

Introduction

The ancient Greeks dominated the Mediterranean around 3000 years ago. They were explorers and sailors, spreading their culture from Türkiye, around the shores of the Mediterranean Sea to Italy, Sicily, North Africa and as far west as France. Alexander the Great extended Greek influence across Europe and Western Asia as far as Afghanistan and India, and into Egypt in North Africa.

Today, the ancient Greeks are important because they formed the foundation of much of our own culture. Our government, ways of thinking, scientific understanding, mathematics knowledge, art and literature styles and sports have all been impacted by the ancient Greeks.

They believed many different things and much has changed since the time of ancient Greece. However, some of their beliefs and traditions, such as democracy, are part of everyday life in Australia, while some of their actions and beliefs may seem strange. Ancient Greece is therefore both familiar and strange to us, which is one reason why this area of study is so interesting and popular.

Learning goals

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

- How did geography affect how ancient Greece developed?
- What were the significant beliefs and values of the ancient Greeks?
- What was everyday life like for the ancient Greeks?
- What were Greek warfare and military life like?
- Who were significant individuals in ancient Greece?
- How do archaeologists uncover information about ancient Greece?

Historical skills and concepts

After completing this chapter, you should be able to:

- explain what cause and effect means in the study of history
- understand the role of historians and archaeologists in uncovering the past
- develop historical empathy with people in the past
- interpret written and archaeological sources
- evaluate the reliability of sources
- correctly use special terms specific to the topic under study
- use evidence (dates, statistics, examples) to build an argument
- reflect on your findings and refine your learning.

Digital resources

Visit the Interactive Textbook to access:

- interactive review quizzes and Scorcher competition
- videos, image galleries and other extra materials.

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9.2

Timeline of key events



↑Carving from 645 BCE of ancient Mesopotamian irrigation channels for farming

What came before this topic?

- **c.4000–3000 BCE** Early forms of farming begin in Mesopotamia
- **c.3100–2686 BCE** Farming societies in early Egypt develop along the Nile River
- **c.3000–1450 BCE** Greek-speaking tribes enter Greece



←Reconstruction of the 'bull-leaping' fresco from the Minoan royal palace at Knossos

c.3000–1600 BCE
The Minoan civilisation develops in Crete. It is one of the earliest organised societies in Europe

c.2000 BCE
The beginning of the Mycenaean era. Organised cities spread across the Greek mainland

c.1400 BCE
The city of Athens is founded

c.1100 BCE
The Trojan War is fought. The city of Troy is destroyed by the Greeks

c.1100–900 BCE
Greece enters a time when written records disappear (little is known about this period). Mycenaean culture is destroyed, possibly by invaders

Timeline activity

1 Use the timeline to **identify** some of the famous individuals associated with ancient Greece. What are these people known for?

2 Research and write about what happened during the Trojan War. What is the most famous event in this conflict?

Key concepts: cause and effect, significance

HASS skills: questioning and researching, communicating and reflecting



↑Relief of Trojan and Greek soldiers in the Trojan War

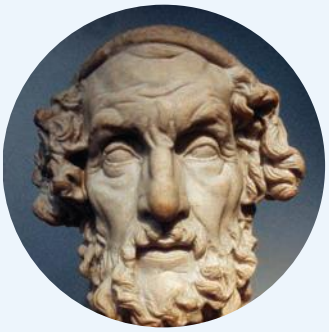
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What came after this topic?

- **c.336–323 BCE** Reign of Alexander the Great
- **c.27 BCE** Beginning of the Roman Empire
- **1 CE** Birth of Christ



↑Roman copy of lost Greek bust of Homer, 2 BCE



←Roman copy from 1 CE of Alexander the Great

c.700 BCE
Homer writes *The Iliad* and *The Odyssey*, two famous stories that survive today

c.750–500 BCE
Early forms of democracy emerge throughout Greece

c.490–479 BCE
The period of the Greco-Persian Wars. Greece prevents Persian invasion at the Battle of Marathon. Although the battle of Thermopylae saw setbacks for the Greeks because of the defeat of the 300 Spartiates led by Spartan King Leonidas, the Greeks rallied and followed up with a crushing sea victory at Salamis. The final battle was won by Greece, with the Spartans leading the Greeks at Plataea

c.460s BCE
Greece enters a 'classical age' and Pericles implements a radical form of democracy in Athens

c.431–404 BCE
The Peloponnesian War. Athens and Sparta go to war, which brings the classical age to an end

c.356 BCE
Alexander III of Macedon, commonly known as Alexander the Great, was born. Alexander was a king of the ancient Greek kingdom of Macedon and introduced a culture of 'Hellenism', which helped to ensure that Greek culture and language continued to diffuse across Europe and the Near East for hundreds of years



↑The Acropolis of Athens is a symbol of democracy around the world.



← Statue of Leonidas on a monument for the Battle of Thermopylae

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9.3

The physical features of Greece and how they influenced the civilisation that developed there

Focus question

- How did geography affect the ways ancient Greece developed?

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city-state a city that rules itself and the area immediately surrounding it

Ancient Greece developed as a series of independent cities called **city-states**. It was not a large kingdom like ancient Egypt or ancient China. Instead, each city-state (called a *polis* by the Greeks) controlled the area that immediately surrounded it. Greece's landscape is very mountainous, so city-states found controlling more than the area directly around them challenging. The geography of Greece influenced how ancient cities like Athens, Sparta and Corinth developed politically, economically and socially.

Location and climate

Greece is in south-eastern Europe. It is surrounded by the Aegean, Mediterranean and Ionian Seas. Africa lies to the south and Asia is to the east. Thousands of small islands exist off the Greek mainland. Many of these were home to Greek communities during ancient times and remain home to its people today.

The Greek mainland is a harsh rugged, mountainous environment. There are different climates across Greece, depending on location.



↓Source 9.3.1 The Mediterranean Sea and the Greek city-states in the 9th to 6th centuries BCE

In the mountains, the winters are cold, the plains in summer are extremely hot, while parts of Greece experience weather conditions very much like ours in Western Australia. In many places, the soil is poor and shallow, so is not suitable for growing large crops for farming. This meant that the city-states could not easily grow a lot of the basic food staples like wheat or barley to feed their populations.

Impact of the environment

The rugged environment made transport and trade by road difficult. To overcome this, most communication and transport was done via the sea. Some Greeks took to the sea much more readily than others. The Athenians, for example, became expert sailors very early on, while the Spartans tended not to favour moving around by sea even though they have some of the most rugged and mountainous territory in Greece, which made it challenging for them to travel overland.

The mountainous landscape also kept city-states separate, which meant they ruled themselves and were independent from one another, but they did have a lot of similarities across their cultures, which they recognised brought them together as the *Hellenes* (the word for Greek in Greek).

The mountainous **terrain** did have advantages too. It provided the city-states natural protection and defence. Large armies had difficulty moving across the landscape. An example of this is when a small number of Greeks held off a large Persian army at Thermopylae by fighting in a narrow mountain pass. The separateness of the city-states at times made their relationships with each another competitive. This sometimes caused conflict between them, like the Peloponnesian War when Athens and Sparta and their allies fought each other for almost 30 years, but at other times they united against common enemies like the Persians.

terrain the landforms of a particular area

Greece's mountainous terrain had a significant impact on the types of food that could be produced. The Greek mainland was unable to grow large **grain crops**, which is what helped sustain other ancient civilisations. Therefore, the ancient Greeks had to import much of their food from other lands, such as Egypt and southern Italy. The ancient Greeks were able to trade the olives and grapes they grew in Greece's rocky soil for the extra grain they needed.

grain crops plants used to grow grain to use in making food such as bread

Amazing but true ...

The olive was such an important crop for the Greeks that groves of olive trees were sometimes considered sacred, and were associated with the gods. In legend, the goddess Athena gave olive trees to the city, which was why they chose to name the city after her. The olive was used as a food and trade source, and today some of the olives Greece produces, such as kalamata olives from Sparta, are enjoyed everywhere around the world.

The ancient Greek city-states mostly developed along the coastline because the mountains tend to come very close to the coast, leaving only a small strip of land suitable for settlement, which increased their need to trade. These societies were therefore reliant on the sea. As a result, ancient Greeks became expert sailors and navigators. They explored far beyond Greece, developing trade relationships with other ancient civilisations such as Egypt. Despite their lack of accurate navigation tools, like a compass, Greek sailors explored around the eastern Mediterranean. They were able to use the stars to help them navigate across open water and, because of the Greek islands, they could sail great distances across the sea by island hopping as they travelled. This meant that although they would travel very long journeys in total, they never needed to be out of the sight of land, making sea travel safer. Through their exploration, they developed relationships with the nations right around the Mediterranean Sea. The ancient Greeks, particularly the Athenians, therefore developed large navies that helped them to defend their cities.

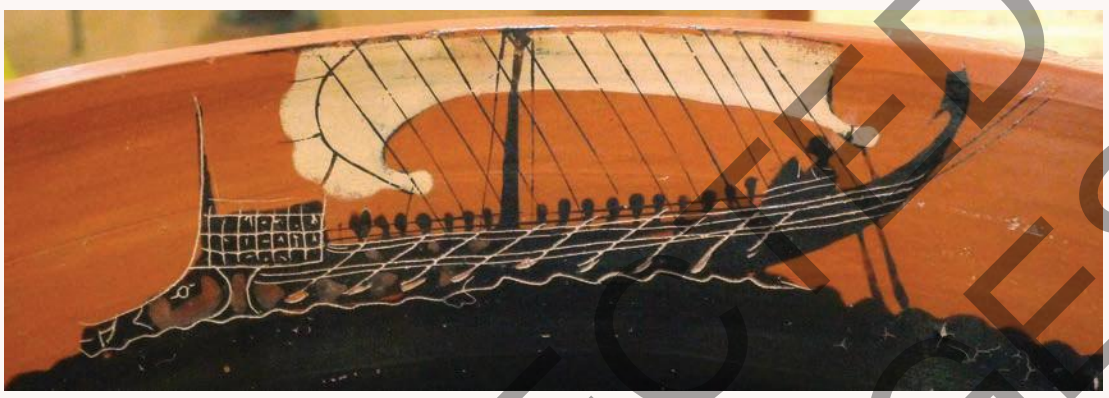
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Activity 9.1

Using historical sources as evidence

Examine the following sources and then answer the questions that follow.



↑Source 9.3.2 A detail from a painting on a black-source *krater*, which is a water pot. The detail shows a trireme (an ancient Greek battleship) on its inner rim. When the *krater* was full, it looked like the ship was sailing on the water. The *krater* is from Thira and dates to 6 BCE. It is held at the Archaeological Museum in Santorini, Greece.

Sources are evidence for historians and archaeologists and are how we learn about people and events in the past and present. This activity will help you think about how sources and evidence help us understand important history concepts like cause and effect.

1 Examine Source 9.3.2.
   - **a** **Identify** who created this object.
   - **b** When was it made?
   - **c** **Describe** what has been painted on the side of the object.
   - **d** Use your analysis skills to **explain** what the source shows us about the importance of ships and sailing to the Greeks.

2 Examine Source 9.3.3.
   - **a** **Identify** where this photo was taken.
   - **b** What are some key characteristics of the landscape? **Describe** them.



↑Source 9.3.3 The geography in Rethymno, Greece. It is easy to see how the rugged mountains reach right to the sea, leaving small spaces for human habitation.

3 Now use the evidence you collected in your answers to the questions so far to **explain** how Sources 9.3.2 and 9.3.3 help us to understand that the ancient Greeks were reliant on the sea.

Key concepts: sources, evidence, cause and effect

HASS skills: analysing, communicating and reflecting

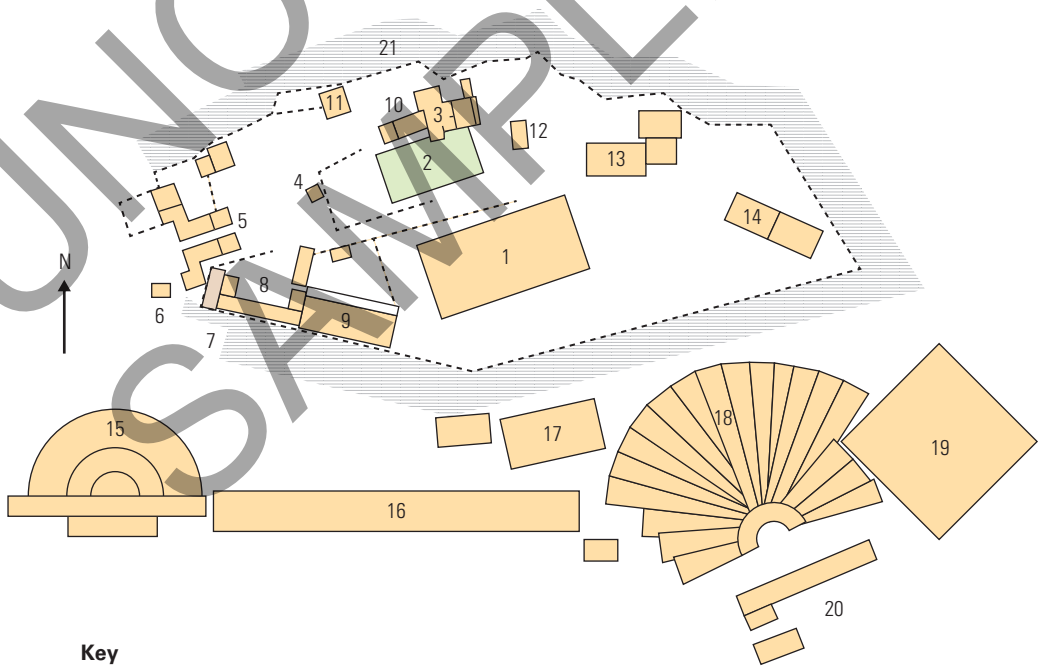
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↑ Source 9.3.4 The archaeological site of Messene gives us an excellent idea of the way of life in an ancient Greek city-state. Shown here are the ruins of the town's *agora*.

The geography and climate of Greece affected how the ancient Greeks lived from day to day. Most of the year they spent outdoors because of the warm climate. As a result, Greek cities developed large marketplaces called ***agora***. People would meet in the *agora* to enjoy the good weather, do business deals, gossip with their friends and discuss current events. The *agora* was surrounded by long verandas called *stoas*. The *stoas* provided shade, and were places for traders and merchants to set up stalls to sell goods. Unlike people in colder climates, the ancient Greeks did not need to spend a lot of time inside to keep warm. During the winter months, most ancient Greek sailors returned home because of the rough winter seas. Armies would also usually stop fighting in winter too.

agora an open public space used for markets or assemblies



Key

1 Parthenon
2 Old Temple of Athene
3 Erechtheum
4 Statue of Athena Promachus
5 Propylaea
6 Temple of Athena Nike
7 Sanctuary of Aegeus
8 Sanctuary of Artemis Brauronia
9 Chalkotheke
10 Pandroseion
11 Arrephorion
12 Altar of Athena
13 Sanctuary of Zeus Polieus
14 Sanctuary of Pandion
15 Odeon of Herodes Atticus
16 Stoa of Eumenes
17 Sanctuary of Asclepius
18 Theatre of Dionysus Eleuthereus
19 Odeon of Pericles
20 Temenos of Dionysus Eleuthereus
21 Aglaureion

←Source 9.3.5 Site plan of the Acropolis, Athens, showing major archaeological remains

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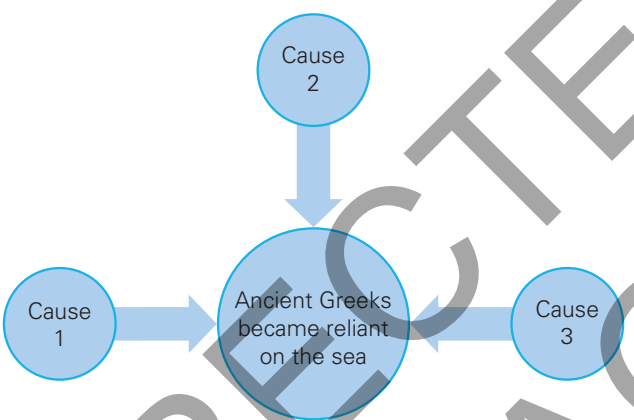
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Developing historical concepts and skills 9.1

Cause and effect

One of the most important ways of thinking in history is to understand cause and effect. Events do not happen without a reason. Historians can explain what causes an event and what the effects of an event were. Most historical events have more than one cause and more than one effect.

Based on the reading in this section, **create** a graphic organiser like the example here to show the causes of ancient Greece's reliance on the sea.



Of the causes you have identified, which do you think was the most significant? Why do you think that?

Key concepts: cause and effect, significance

HASS skills: analysing, evaluating, communicating and reflecting

Go online to access the interactive section review and more!

End of section 9.3 review

Online quiz

Review questions

Teachers can assign tasks and track results

9.3 Review questions

Recall

1 **Identify** what the small, independent cities were called that developed in ancient Greece.
2 The varied climate made it difficult for the ancient Greeks to grow a particular type of crop. What type of crop was difficult to grow?
3 **Identify** which regions the ancient Greeks developed their trading relationships with.

Interpret

4 **Explain** what effect the climate had on ancient Greek cities and the way they were designed.
5 **Explain** what caused the ancient Greeks to become expert sailors and navigators of the sea.

Argue

6 **Explain** the significance of the landscape and climate in influencing how ancient Greece developed as a society.

Key concepts: cause and effect

HASS skills: communicating and reflecting

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Everyday life in ancient Greece

Focus questions

- What was everyday life like in ancient Greece?
- What different day-to-day experiences did rich and poor Greeks have?
- What ideas, innovations and technology did the Greeks use?

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When historians consider what life was like for people living in ancient Greece, they are using empathy to try to understand the people and their lives at the time. One of the ways to learn about people from all sections of society, be they rich or poor, is to investigate what their day-to-day experiences would have been like. It is easier to do this for the rich and powerful about whom much was written and recorded both in their own lifetime and since. However, finding out about the poor, the slaves and the working people is much more challenging, and for this we rely a lot more on the material evidence or archaeology.

In this section, you will discover who the Greeks really were – what they enjoyed, where they worked, what they ate and wore, and where they lived. You will notice that most of the sources in this section are archaeological, as you progress through the section, think about why this might be.

Daily life in ancient Greece depended on which city-state people lived in, and we can get a good idea of some of the key aspects of everyday life by thinking about Athens and Sparta, the two most important Greek cities of the classical period (the 5th century BCE). These cities show us that life in ancient Greek cities was similar in some ways, but very different in others. Athens and Sparta were *very* different from each other. This, perhaps inevitably, led to some fierce conflict between them at times.

Athens

Athens was one of the leaders of Greece during the **Greco-Persian Wars**. The city also fought against Sparta in the **Peloponnesian War** that followed. Athens is known for developing the form of government known as democracy in the 460s BCE, and although democracy was only used in Athens for a short time, other city-states adopted it as well. Athenian democracy is the basis for the system of democracy used in countries like Australia today.

Athens was home to most of the great writers and thinkers of ancient Greece. Aristotle and Socrates came from Athens.

Sparta

Sparta was an interesting and unique city of ancient Greece. Sparta had a different kind of society from the rest of Greece because it was a **military state**. The city did, however, have some elements of democracy like the other city-states. Sparta had a brutal education system, but it allowed women more freedom and economic power than anywhere else in ancient Greece. Therefore, Sparta was a city of contradictions, which is why it is an interesting example of Greek society.

Greco-Persian Wars a series of conflicts between the Greek city-states and the Persian Empire

Peloponnesian War a series of conflicts between Athens and Sparta, and their allies

military state a society that is organised around the military. All of the Spartan boys who were citizens had to go into state military training. This was the only job they were allowed to do, and they started at age 7 when they moved out of the family home and into the military barracks.

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Trade



↑Source 9.4.1 Map of Greek trade routes

Becoming expert sailors meant that trade grew very effectively between the Greek city-states and their neighbours. Several important trading centres grew up, making Greek trade by sea very effective. These centres were in places that supported the best access to trade routes and resources. For example:

- **Athens:** Athens has a very deep harbour and its port, the Piraeus, became (and remains) a major trade hub in the ancient world, dealing in goods like pottery, food, textiles and silver.
- **Corinth:** found in the **Peloponnese**, Corinth was another vital trade centre, particularly noted for fine pottery and metals.
- **Rhodes:** this island was an important place for trade between the Aegean and the Eastern Mediterranean, and was famous for its shipbuilding and skilled sailors.
- **Ephesus:** located in Asia Minor (modern Türkiye), Ephesus was an essential port for trading luxury goods, grain and textiles.

Goods traded by the ancient Greeks were very varied and could be moved around the region in large quantities because the Greeks had excellent ships and were very good sailors. Fine Greek pottery was in great demand across the region. Examples have even been found on the Atlantic coast of Africa. Slaves were also traded in large numbers in ancient Greece.

Amphorae are large terracotta pots or jars that were used for transporting all kinds of goods by the ancient Egyptians, Greeks and Romans. Many of them have been found in shipwrecks across the Mediterranean. What was in these jars tells us a lot about what and where trade happened in ancient Greece.

Peloponnese a south-western mass of land in Greece surrounded by sea. It is joined to the mainland by a narrow strip of land called the Isthmus of Corinth. Sparta was dominant in the Peloponnese for centuries.

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DNA analysis of ancient storage jars found in ancient Greek shipwrecks from Cyprus suggests that wine, olive oil, grain, vegetables, herbs, ginger, walnut, juniper and herbs like mint, thyme and oregano were regularly exported by the Greeks. Additionally, we know that eels, cheese, honey, meat (especially from sheep and goats), tools (e.g. knives), perfumes, bronze work, marble and fine pottery (especially Attic and Corinthian pots) were also popular.

Precious metals were used in jewellery, art and coins. Athens had a lot of silver, which we know about from ancient sources such as the writer Thucydides, who lived in Athens during the Peloponnesian War in the 5th century BCE, and from surviving inscriptions. The mines were extremely productive, providing Athens with a good income of 200 *talents* per year. One *talent* was the equivalent of around nine years' worth of wages for a single skilled labourer. Though Greece had quite a lot of silver, it was not as rich in gold, which had to be imported from places such as Thrace in the north (on the border of Greece and modern Bulgaria and Romania) and the islands of Thasos and Siphnos.

Amazing but true …

In ancient Greece, salt was so valuable that it was frequently used to make payments. Often, people used salt to buy slaves. This is where the expression 'not worth their salt' comes from.



↑Source 9.4.4 This cup from c.470–460 BCE shows a slave on the far right carrying offerings for the gods.



↑Source 9.4.2 A Greek shipwreck with amphorae

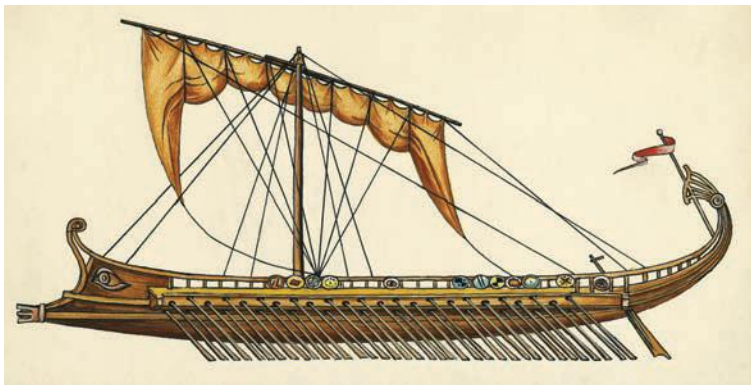


↑Source 9.4.3 An example of fine Attic pottery from Greece, c.520 BCE. This is a *kylix*, a drinking cup that was used at men's dinner parties. As you will learn later, these cups were part of a very popular drinking game. The design has two eyes and between them is a Pegasus.



↑Source 9.4.5 A silver coin from Athens, 5th century BCE

UNCORRECTED SAMPLE PAGES



↑Source 9.4.6 Drawing of a trireme. The three levels of rowers are clearly visible.



↑Source 9.4.7 This artist's impression shows what a naval battle using triremes would have been like. This is a scene from the Battle of Aegospotami in 405 BCE during which the Spartan admiral Lysander destroyed the Athenian fleet, thus ending the Peloponnesian War.

However, goods were imported from outside Greece too. Grain, salt and fish came from the Black Sea in the east. Wheat, slaves, papyrus, textiles, glass and metals such as iron, copper, tin and gold came from across the region.

The expansion of Greek trade significantly contributed to the growth and wealth of the city-states. Wealth generated from trade allowed the city-states to flourish and achieve political and cultural power. Trade also brought in substantial income through taxes and tariffs, boosting the economy. Increased wealth led to the expansion of urban areas, creating more jobs and higher standards of living, and could be invested in public buildings such as temples, theatres and *agoras*. The long-term economic effects of trade led to Greek city-states forming alliances to protect and increase their opportunity to trade.

Trade also built cultural connections that allowed ideas to be exchanged with other societies and helped spread Greek language, art and philosophy across the Mediterranean. Philosophical and scientific ideas were traded between Greek and non-Greek thinkers like the Egyptians too.

The Greeks' excellence in shipbuilding was key to their trade success. Shipbuilding was advanced and sophisticated. Greek shipbuilders designed various types of ships based on use, which could be trade, transportation or warfare.

- *Triremes* are the most famous Greek ships and were known for their speed and manoeuvrability. They were generally used for warfare, but the navy supported trade by protecting trade ships from pirates and securing trade routes across the Aegean Sea.
- Early large Greek merchant ships were *kerkouros*. These combined rowing and sailing and seem to have been in use between 500 and 100 BCE. They could carry an average of 250–500 tonnes of cargo and may have been up to 50 metres long.



↑Source 9.4.8 Ancient Greek *kerkouros* trade ships may have looked something like this, with sails and oars.

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- *Penteconters* were used both for trade and warfare. They were smaller than triremes and carried about 50 rowers. Because they were smaller, they had a shallow draft (less of the hull was below the waterline), making them more suitable for coastal navigation. Homer mentions penteconters in his epic story about the Greek hero Odysseus's journey home after the Trojan War.



↑Source 9.4.9 Smaller ships with 50 rowers used for war and trade had shallower hulls, making them good for use close to the coast.

Activity 9.2

Exploring ancient Greek trade

LEARN

1 **Create** a 3–2–1 organiser.

Using the information in this section about trade in ancient Greece, write down:

- 3 things you have learnt
- 2 interesting facts and
- 1 new word

Now share your 3–2–1 ideas with a partner. What did you both choose that was the same (**compare**)? What did you each choose that was different (**contrast**)?

CONSOLIDATE

2 **Identify** three resources or goods that were traded by the ancient Greeks. Choose something that is made by people, something that is grown by people, and something that is found in the environment and/or earth.

3 **Explain** why Greek shipbuilding was so important to trade.

APPLY

4 **Identify** what was traded that was *not* a resource or some kind of goods.

5 **Explain** why this kind of trade made Greece more influential.

Key concepts: significance, continuity and change

HASS skills: communicating and reflecting, analysing, evaluating

UNCORRECTED SAMPLE PAGES



↑Source 9.4.10 Traditional Greek staple foods – olives, bread, garlic and oil

Food

The ancient Greeks did not consider extravagant and rich meals a good thing. This is quite different from some other ancient cultures. However, there were some big dinner feasts that only men could attend called symposiums, where there was lots of eating and drinking while boys or slave girls served food and drink, danced, juggled, played music and entertained the attendees.

The three main staple foods of the Greek diet were wheat, oil and wine. They ate a lot of bread, which they would dip in wine or olive oil. It is believed the ancient Greeks had many different types of bread, perhaps as many as 50.

Typically, there were three meals a day. Breakfast was light and usually consisted of bread or porridge, perhaps with some olives or figs. Lunch was also a light meal. There would be more bread, but this meal would perhaps add some cheese or figs. The big meal of the day was dinner, which was eaten around sundown. Dinner would sometimes be a long social event with a variety of foods.

The Greeks ate a lot of vegetables, such as cucumbers, beans, cabbage, onions and garlic. Figs, grapes and apples were common, as well as asparagus, fennel, chickpeas and celery. They also gathered and boiled dandelions to eat. The bulbs of certain plants, such as iris, were also edible, and they ate stinging nettles. Honey was an important Greek food. It was used as a sweetener in many different foods and could also be used as a medicine. The Greeks believed that Zeus was fed milk and honey as a baby. For them, honey was almost magical. Today, we know that honey can be used as an antiseptic (to fight infection) and as an anti-inflammatory.

The Greeks drank water with wine. Wine would be watered down so it would not be too strong. People in the ancient world were aware that untreated water could make them sick, so they mixed it with wine because the alcohol in the wine would purify the water to some extent. They sometimes also drank a thick gruel called *kykeon*, which included water, barley and herbs.



↑ Source 9.4.11 A diagram showing the contents of each meal

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The main meat was fish, but the wealthy would sometimes eat other meat, including beef, chicken, lamb and pork.

Some favourites in the Greek diet may seem strange to us today, but perhaps the strangest was a popular food in Sparta called 'black soup'. Black soup was made from pig's blood, salt and vinegar.



↑ Source 9.4.12 A modern version of the Spartans' black soup. Today, people eat this soup with lumps of pork meat as well as pigs' blood.

Clothing

Because Greece has a mild climate with very hot summers, simple clothing was better. Most clothing was made at home, and it is clear from ancient vase paintings that it was often very colourful. The fabric used was usually spun and dyed at home and was often a type of linen or wool.

Both men and women wore a garment called a tunic. Men's tunics reached their knees, while women's tunics came to their feet. The tunic would usually be tied at the waist.

Women wore a tunic called a *peplos*. The *peplos* was full-length and would be draped and pinned at the shoulder in different ways. Women also wore a *chiton*. This was worn over the *peplos* and could be made from lighter imported linen. The *chiton* was usually very long and pulled together or sewn at the shoulders.



↑ Source 9.4.13 Mosaic of girls wearing *strophion*

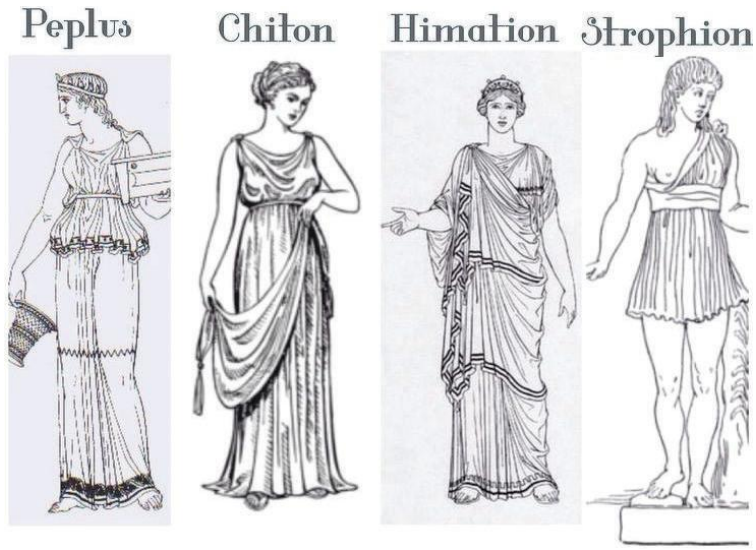
Greek women also sometimes wore an undergarment around the middle of the body called a *strophion*.

Men also wore a *chiton*, but theirs was made from a lighter material because men often had to work outdoors. A man's *chiton* could be draped over one or both shoulders depending on what they were doing. A shorter *chiton* would be worn over their left shoulder for horseback riding or other vigorous activity.

Both men and women wore a garment called a *himation*, a cloak for colder weather. The *himation* could be used by soldiers away from home as a blanket as well as a piece of clothing. Soldiers had another cloak called a *chlamys*, which was a large rectangle of wool.

Both women and men wore sandals, slippers, soft shoes or boots, although at home they usually went barefoot.

↓ Source 9.4.14
Women's clothing



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Housing

Ancient Greek families generally centred around the household. A typical household consisted of a husband and wife, their children and any slaves the family owned. Sometimes grandparents also lived in the house.

In most of ancient Greece, a house was built around an open-air courtyard. Houses were built of stone, wood and clay bricks or stone, with roofs made from clay tiles or reeds. In this outdoor area, women might cook, animals might be cared for, or there may have been a religious shrine, perhaps to Hestia, the goddess of homes and hearth.

The size of the property would depend on the family's wealth but would typically contain somewhere between two and 12 rooms or areas. Floors in smaller homes were compressed earth, but bigger more luxurious homes had mosaic floors.

Some properties had two storeys. In this case, women, children and perhaps also slaves, depending on the family's wealth, would tend to live upstairs.

The central courtyard was a private place. Because women were only allowed to leave their homes for short periods in many city-states like Athens, and then only if they had their husband's permission, the privacy of their courtyard allowed them to enjoy time outside. The courtyard was the centre of family life. Meals were often eaten in the courtyard. The family would gather together in the evening and talk about their day or tell stories, much like we do with our families at dinner time today.



↑Source 9.4.15 Ancient Greek housing

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The average ancient Greek home rarely had wells or water supplies, so women would fetch water from outside the home. Public latrines and chamber pots – typically emptied on the street – were used to remove waste instead of toilets. However, an aristocrat's home would include more amenities. The image in Source 9.4.15 is an *oikos*, a nobleman's home, and while there are some features that would have been common to all homes, you will notice that a bathroom is included.

The hearth fire used for cooking and heating in Greek homes was kept burning in honour of the goddess Hestia all year round. This fire was also used for making charcoal, which could then be used again for heating. The Greeks sent out colonies of people when their city-states were getting overpopulated. One of the most important things they took with them were the coals from their hearth fire from their old home to light the fire in their new home.

In ancient Sparta, homes were very different. Men lived in the barracks until they were 30, whether they were married or not. Women lived in very plain homes (today we would call spartan homes 'minimalist', meaning they had little furniture, clutter or personal items), which husbands visited from time to time until they were 30, after which they were allowed to live with their families. When the boys were seven years old, they went to the barracks to live and begin their military training. Spartan women had far more freedom than other women in ancient Greece. They were educated, did regular exercise and could own property. The women, and the groups in spartan society who were not warriors, kept the community going when the men were away training or fighting.

Work and play

Work

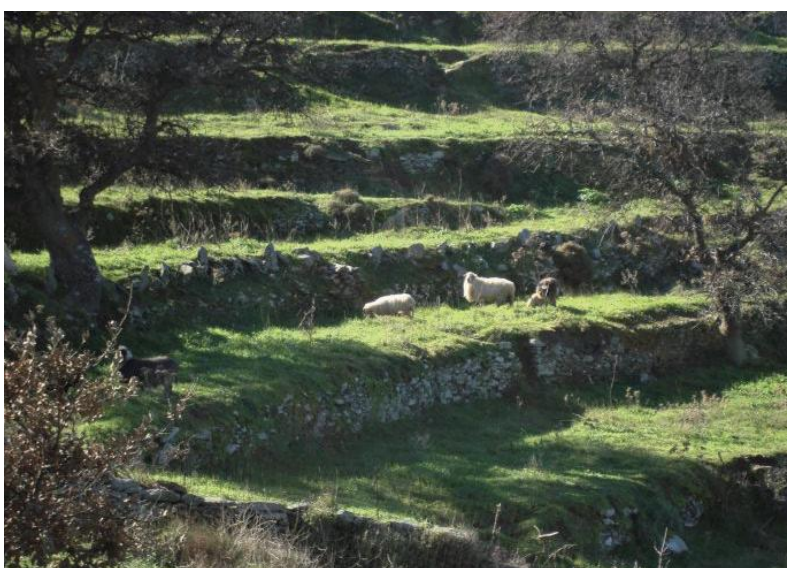
Most people in ancient Greece worked in farming, fishing, as traders or soldiers. For many poorer Greeks, life could be hard because resources like water, farmland and timber for building could be scarce.

The majority of people worked in agriculture. It was the most important industry in the Greek economy. You already learnt in this chapter about what ancient Greeks traded, much of which was food grown on the land. Competition for fertile land between city-states and the poor soil in many places meant that many Greek farmers became highly skilled at working the land they had access to. They developed irrigation to allow them to grow crops in areas that were not otherwise suited for growing. Because of the rocky landscape, they developed a **terracing** system to create strips of flattened land.

terracing cutting into slopes to create flat platforms of land, which can then be used to plant crops and prevent rain from running off the sloped surfaces of the hills

Animals were also farmed, mostly sheep and goats that were moved from winter lowland pasturage to the moist and cool mountain regions during the hot summer months. Cattle, horses and donkeys, though less numerous, were also present.

Information about fishing in ancient Greece is found in the ancient sources and depictions on mosaic. From this evidence, we know that fishing lines, spears, tridents, fish weirs (traps) and nets were used for fishing. Greece has many natural harbours, so sea fishing was a common occupation.



↑Source 9.4.16 These terraces on the island of Kea in Greece may date back to 500 BCE.

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↑Source 9.4.17 Fresco of a fisherman carrying his catch, Akrotiri, Santorini Island, 1600–1500 BCE

Fishing took place both from the shore and on sailboats. Tuna hunts using a 'lookout' method have been described by ancient authors. This included putting a lookout up in a high tree. When a school of fish approached, the lookout would shout to those in the boats below, who would surround the fish with large nets. Dolphin hunting was also conducted in antiquity. Dolphins were hunted with spears for their fat, not for their meat.



↑Source 9.4.18 This is an image from the side of the Meidias Hydria, one of the most famous pots in the world, because of the fine drawings and workmanship by Meidias, the creator, c.420 BCE.

Skilled craftsmen

Skilled craftsmen included sculptors, architects, cobblers, metalworkers (goldsmiths, silversmiths and blacksmiths), potters and painters. There were also numerous very highly skilled shipbuilders and vase-painters in classical Athens (5th century BCE). Information about craftsmen comes both from literary texts and archaeological evidence.

Pottery was one of Greece's most popular exports. The Greeks made pottery for everything – carrying and storing water and food, plates, cups and cutlery. Pottery was even used for storing the ashes of the dead, a practice some of us still have today. Pottery is so durable that a great deal of it has survived, and it makes up most of the artefacts we have available to us today to understand life in ancient Greece.

The British Museum explains that what you can see in the section of the pot shown in Source 9.4.18 tells the story of 'the abduction of Elera and Eriphyle, the daughters of the Spartan king Leukippos by Kastor and Polydeukes', two sons of Zeus. The sisters struggle as the brothers drag the women onto their chariots, their divine father Zeus looks on approvingly from the side while Aphrodite, the goddess of love and union, watches from beside her altar. 'Clearly Aphrodite's assistant Peitho, the personification of Persuasion, has convinced everyone to turn this into a double wedding. She is the source who rushes away to the right, turning guiltily to look back at what she has done.'

Greek pottery was known for its beauty and high quality, but a lot of it was also quite affordable, leading to it being traded widely throughout the region.

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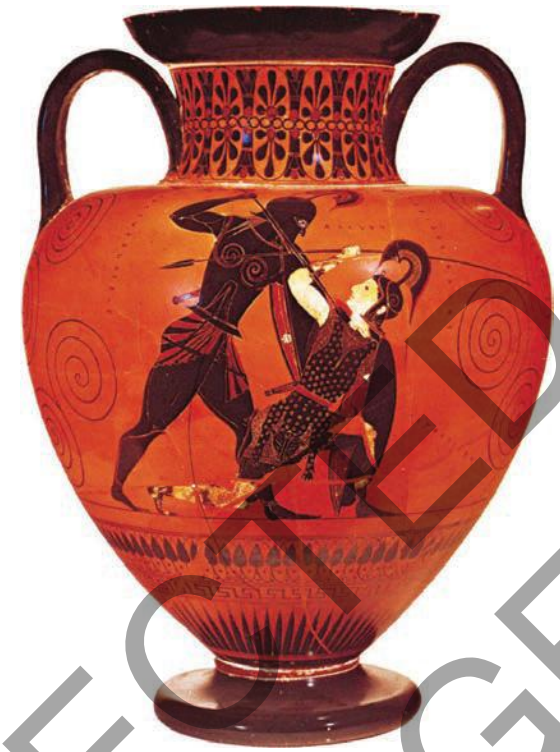
The designs on Greek pottery included a huge variety of images, including heroic stories, battles, gods and goddesses, scenes of daily life, such as men's symposium parties, children attending school, women collecting water, working at home on the loom or chatting with their friends, as well as real and mythological animals and plants.

Potters were highly skilled, as were the painters who decorated the vases. Artists through time have learnt about geometry and scale from the pottery of the ancient Greek artists, who frequently signed their work.

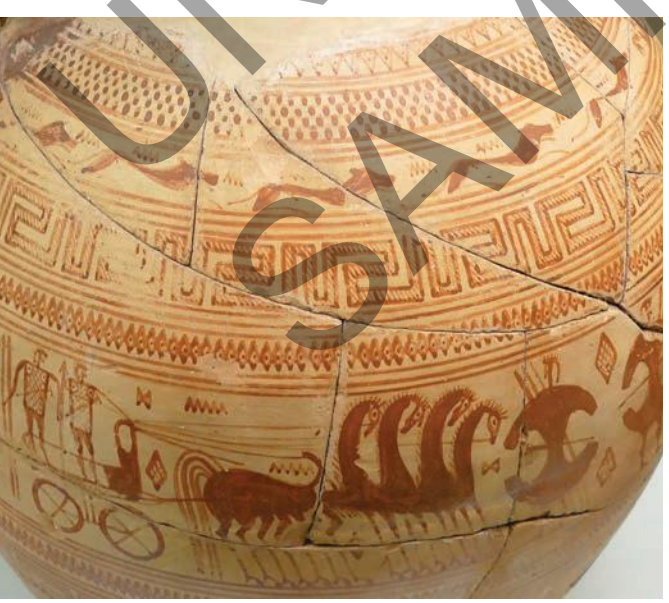
The decorations and stories painted on the pottery have also been useful to historians and archaeologists in piecing information together about the ancient Greeks. Pottery styles changed, which helps historians date things in ancient Greece. We know when the styles changed, which means that we can use the images and the styles and the names of the artists to help us understand a chronological framework of events and people and ideas from ancient Greece. Early pottery from about 1000–700 BCE had geometric designs.

Black-source pottery became popular from 700 BCE. The Athenians seem to have adopted this style of pottery by about 630 BCE. It gets its name from the use of the darker colours of the sources on a lighter, usually red, background.

Red source pottery was invented at Athens in 530 BCE. It is the reverse of the black-source style, the reddish sources appear light against the black background of the pot surface.



↑Source 9.4.20 Achilles slaying Penthesilea, the queen of the Amazons. This is a good example of black-source pottery from c.530–525 BCE. Signed by Exekias, British Museum, London.



↑Source 9.4.19 Large amphora (storage jar) with geometric patterns across the top and chariot and horses underneath



↑Source 9.4.21 Greek drinking cup, called a *kylix*, depicting the sack of Troy, from c.490 BCE

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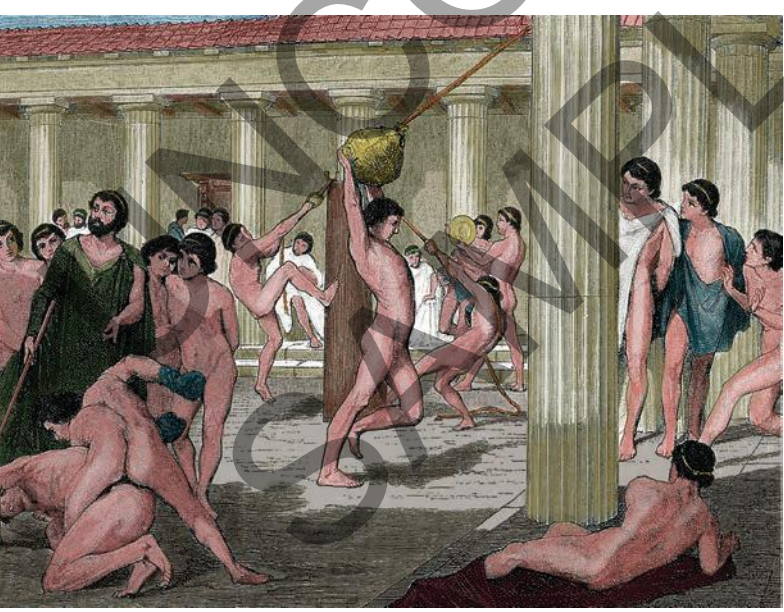
Education in Athens

Education in Athens was only for rich boys from wealthy families. Learning focused on academic subjects, music and physical education. The discipline in schools was extremely harsh. Students were beaten with a sandal or cane if they lost concentration or made mistakes.

barracks a place where soldiers live and train

School in ancient Athens did not look like it does today. Boys had only one teacher and they usually learnt in a room at the teacher's house. Teachers were not respected and were poorly paid. They were usually foreigners or slaves. The low opinion of teachers is strange considering how important Athenians thought education was. However, this was not always the case. The rich paid for their children to be educated by the famous philosophers. For example, Alexander the Great was educated by the famous philosopher Aristotle.

Girls were expected to stay at home and learn the skills of weaving, cooking and managing the household finances. Athens was not a great place to be female.



↑Source 9.4.22 An engraving from 1879 imagining the education and training program for male Spartan citizens

Education in Sparta

A unique aspect of Spartan society was the city-state's education system. Boys left home when they were seven years old to live in a **barracks** (*agoge*) with other boys the same age. The boys never went back to their family home again. They were subjected to harsh discipline and were whipped if they did not follow instructions. The boys exercised naked, did all their own housekeeping and were given only small amounts of food. They were trained to be expert soldiers and to obey orders without question.

The education of Spartan girls was similar to Spartan boys but with some important differences. Girls stayed at home and their education focused on preparing their bodies for childbirth. At times, girls would exercise with the boys. There was as much rivalry among the girls as there was among the boys.

Girls did not bother training for domestic duties, like weaving, because this was seen as trivial and was done by slaves. Instead, Spartan girls focused on physical activity to improve their bodies. They were also aware of the history of their culture. They were renowned for their ability to sing and dance and knew the same 'choruses' (songs that told stories about heroes and important Spartan cultural and military events) as the men.

The Spartan education system made its citizens very loyal to the city-state. However, some historians have said the system did not allow for Spartans to adapt to change.

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Professionals and scholars

Greek architects and engineers were experts in what they did, and their designs are still copied today. Some of the most famous examples of Greek architecture are temples, recognised by their tall columns, symmetry and balance. Greek temples were very grand buildings with a fairly simple design. A row of columns lined the outside. Above the columns was a decorative panel of sculpture called the frieze. Above this was a triangle shaped area with more sculptures called the pediment. Inside the temple was an inner chamber that housed the statue of the god or goddess of the temple. The most famous example of an ancient temple like this is the Parthenon in Athens. You will learn more about the Parthenon when you learn about Greek religion.



↑Source 9.4.23 The Parthenon in Athens. Although some of the frieze and the pediment are missing, it is still a beautiful and impressive building. Built by the architects and engineers Ictinus and Callicrades to honour the goddess Athena, on behalf of the politician Pericles in 447 BCE.

Developing historical concepts and skills 9.2

Methods of conservation

Archaeologists use specific methods to **conserve** the remains of the past. They treat the ownership of what they find very carefully. To do this, archaeologists try to work with local communities to uncover and protect what they find. Unfortunately, when archaeologists first developed their skills in the late 19th century, they sometimes did not act with the same **ethical understanding** that we have today.

conserve to protect something so that it is not damaged or destroyed

ethical understanding to consider different perspectives on what is morally right

There are many examples of archaeologists, many of whom were treasure hunters, removing extremely valuable and significant artefacts from where the objects were originally found. These artefacts are now displayed in museums and private collections around the world. There has been a lot of argument about what to do with these artefacts. Should they be returned to their original homelands or should they stay in the museums they currently occupy? Some argue that these artefacts have been bought by and are much better preserved in museums than they would have been if they had stayed in their original locations. They say the museums are keeping the artefacts safe for future generations to see.



↑Source 9.4.24 A small ceramic container shaped as an Athenian hoplite, known as an *aryballos*. It was created around 600–570 BCE and was used to hold perfume or gels.

Controversy: the Parthenon Marbles

One of the biggest controversies involving artefacts from ancient Greece concerns the Parthenon Marbles. The Parthenon Marbles are a set of marble sculptures that were originally part of the Parthenon on the Acropolis in Athens. In the early 19th century, the British Lord Elgin bought the marbles from the Ottoman government, who controlled Greece at that time. Lord Elgin transferred the marbles from their home at the Acropolis to Great Britain, where they came into the possession of the British Museum. They are still on display at the British Museum today.

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> The British Museum tells the story of cultural achievement throughout the world, from the dawn of human history over two million years ago, until the present day. The Parthenon sculptures are a significant part of that story. The Museum is a unique resource for the world: the breadth and depth of its collection allow a global public to examine cultural identities and explore the complex network of interconnected human cultures. The Trustees lend extensively all over the world and over 3.5 million objects from the collection are available to study online. The Parthenon sculptures are a vital element in this interconnected world collection. They are a part of the world's shared heritage and transcend political boundaries.

↑Source 9.4.25 The position of the Trustees of the British Museum is available on the museum's website.

Greece regained its independence from the Ottoman Empire in 1832 and began to focus on restoring the remains of its ancient past. Greece has asked for the return of the Parthenon Marbles from the United Kingdom, but so far this request has not been met. The Trustees of the British Museum's official position is outlined in Source 9.4.25.

Other historians and public sources have a very different opinion on this issue:

> These nations have a right to their own heritage and should not have to prove their capacity to care for it to satisfy any foreign museum. To hide behind outdated treaties signed by long-vanished empires does not address the moral issue of one nation generating income from the display of treasures taken from another.

↑Source 9.4.26 Jonathon Downes, 'Losing "Our" Marbles', *History Today*, 2010, p. 19

FAMOUS FACE

LORD ELGIN

Lord Elgin (1766–1841 CE) was a Scottish nobleman who was responsible for removing the Parthenon Marbles from Greece and transporting them to Great Britain. The cost of removing the marbles was significant. They were eventually purchased by the British Museum. The marbles are sometimes referred to as the Elgin Marbles.



The debate about whether Britain should give back the Parthenon Marbles is complex. If every museum had to give back every piece they had acquired, there would not be much left in the museums to show. If the marbles had never been taken to Britain, they might not have been preserved as well as they are now. Passionate views are held on both sides of this ethical debate. Many Greeks see the marbles as a significant part of their history and cultural identity.



↑Source 9.4.27 The Parthenon Marbles on display in the British Museum

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Debate: who owns the past?

Identify the factors that 'pull' at each side of the dilemma about the Parthenon Marbles, then answer the questions here.

1 **Identify** the reasons that support the British Museum keeping the Parthenon Marbles.
2 **Identify** the arguments for the Parthenon Marbles to be returned to Greece.
3 What do you think about this dilemma?
4 Use your evaluation skills to **suggest** a good way to resolve this tug of war.

Key concepts: significance, perspectives, empathy, contestability

HASS skills: analysing, communicating and reflecting

Besides temples, Greek engineers and architects built many other types of public buildings and structures, including large theatres that could hold over 10 000 people. Often theatres were built into the side of a hill and were designed in such a way that the sound travelled so well that even the back rows could hear the actors. A great example of this is the theatre at Epidaurus (Source 9.4.28). The theatre stands on a slope of Mount Kynortion in Argolis, Greece, and has a maximum capacity of 13 000 to 14 000 spectators. It is still used today for special events. The regularity and mathematical proportion of its shape allows the slightest sound to travel throughout the whole theatre. The architect Polycleitus is credited with designing it.



↑Source 9.4.28 Theatre of Epidaurus. The lower section was built c.350 BCE, and it was extended in the next century.

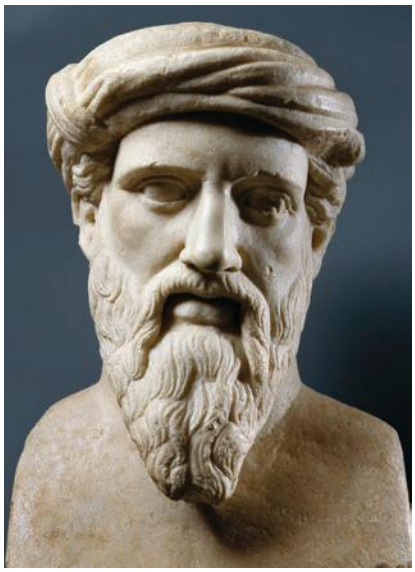
Amazing but true …

For many years, historians thought that the ancient Greeks did not like bright colours and preferred their marble statues to be white. However, archaeologists found several ancient Greek statues in the second half of the 19th century that had bits of colour left on them. There were traces of red for lips, traces of black for hair and a whole range of colours for clothing, including gold leaf. The spotless, white marble of ancient Greece is a myth – their statues were multicoloured! The colour disappeared because it was exposed to oxygen and weathering, which wore the colour away. Coloured artefacts have been found buried where they were protected from the elements.



↑Source 9.4.29 Ancient Greek horses from c.570 BCE

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↑Source 9.4.30 A marble statue of Pythagoras

Ancient Greece also produced some of the most influential scholars in history who were philosophers, scientists, mathematicians and artists. Their contribution to our own understanding of the world today cannot be underestimated. Apart from all the academic work they did, each of them was also a teacher.

Pythagoras (c. 570–490 BCE) is known as the father of mathematics. Pythagoras believed mathematics offered a rational way of explaining the cosmos. He discovered the complex relationships between numbers in relation to proportions and ratios, and his discoveries, including the geometry between three sides of a triangle, have influenced architecture and mathematics for thousands of years.

Socrates (469–399 BCE) is known as the father of Western thought. He is one of the most famous Greek philosophers in history, and his drive for knowledge changed the course of philosophy. He believed that knowledge was the ultimate good and that pursuing knowledge was vital to living a good, virtuous life. To him, ignorance was the ultimate evil. Socrates's ideas survived because his pupil, Plato, made Socrates the central character of his own writing. His ideas survived to become the core principles of scientific reasoning for centuries. Socrates's ideas and teachings were not popular in Athens at the time, mainly because he regularly embarrassed people by making them look stupid. He also publicly criticised the government. However, he was executed for showing disrespect to the gods and corrupting young people, which he was probably guilty of, though he was never sorry for his actions, because he had encouraged disrespect for authority among his students. He was accordingly convicted, sentenced to death and died by taking poison.



↑Source 9.4.31 The Greek philosopher Socrates (469–399 BCE) teaches his ideas to his Athenian students while awaiting his execution.

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Aristotle (384–322 BCE) is known as the father of logic. Aristotle studied under Plato and was the tutor of Alexander the Great. While Aristotle was interested in ethics and philosophy, he also contributed to a great many other things, including motion theory in physics, medicine, mathematics, psychology, biology, where he tested early ideas about atoms, and politics, which he wrote a great deal about.



↑ Source 9.4.32 Alexander the Great (Alexander III of Macedon) 356–323 BCE as a youth listening to his tutor, Aristotle (384–322 BCE)

History through objects

The Antikythera mechanism

Humankind has always been interested in time. Ancient people marked time for many reasons, from knowing when to eat and sleep, to determining when to plant crops and when to observe important dates, such as festivals and religious holidays. People in the ancient world used a variety of methods for calculating time. One of the most common involved tracking the movement of celestial bodies such as the moon, planets and stars. This process is still used today to determine important dates. For example, the lunar months are used to find out when Easter and Ramadan are to be held for Christians and Muslims, respectively. Other methods of measuring time included calendars, sundials and water clocks.



↑ Source 9.4.33 A reconstruction of the Antikythera mechanism

The ancient Greeks developed the Antikythera mechanism, an ancient analogue computer, discovered in a ship that sank near Greece more than 2000 years ago. It measured the relative position of the planets and stars, allowing the user to determine key dates, such as the Olympic games. The kind of maths and science that were needed to create this mechanism demonstrate the extent of the expertise of the scholars and engineers in ancient Greece.

Research task

Research another ancient calendar or time-measuring device, such as a water clock. Find out who created it. Write a paragraph outlining how it worked and who used it. Include an image if you can find one.

Key concepts: continuity and change, cause and effect, significance

HASS skills: questioning and researching, communicating and reflecting

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Women

Work outside the house was done by men in most parts of Greece. Greek women had virtually no rights of any kind and were controlled by men at nearly every stage of their lives. The most important duties for women who lived in cities were domestic. Women were limited to the traditional roles of having children, preferably male, and running the household. Women who lived in the countryside would do some of the agricultural work, and might harvest olives and fruit as well as gathering vegetables.

Since men spent most of their time away from the house, home life was dominated by women. The wife was responsible for raising children, spinning, weaving and sewing the family's clothes. She supervised the daily running of the household. If there were slaves in the house, the female slaves would be supervised by the wife while they cooked, cleaned, and carried water from the fountain. Only women in poor homes carried out all these duties by themselves.



↑Source 9.4.34 Women drawing water at the fountain house. Belly of an Attic black-source *hydria* (water jug), c.530 BCE. On display at the Metropolitan Museum of Art, New York.



↑Source 9.4.35 Detail from a terracotta *lekythos* (an oil jar), showing two women spinning wool into yarn and two women working at an upright loom, c.550–530 BCE

Greek women had to limit their time outside the house to visiting their nearest female neighbours or family. Exceptions were weddings, funerals and state religious festivals in which some women were expected to play prominent public roles.

Women may have spent much of their time in the courtyard of the house, the one place where they could regularly enjoy fresh air.

Sparta was the only place in Greece where women had a different experience. Spartan women had more rights and enjoyed greater independence than women in any other city-state. In Sparta, women could inherit property, own land, run businesses and were better educated than any other women in Greece at the time.

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Unlike Athens, where women were considered second-class citizens, Spartan women were equal to their men. The laws of Sparta emphasised the importance of equality among all citizens. Girls were given the same physical fitness training as boys and were educated at the same level at home, while boys would attend a state school. The slaves in Sparta, called *helots*, took care of labour around the house, including weaving, cleaning and cooking, allowing Spartan women to concentrate on what they considered their most important role – motherhood. Spartan children were expected to honour the city-state through virtuous behaviour, so mothers were very invested in raising their children well. Spartan women also had the responsibility of running the farm or estate, managing finances and operating businesses, because the men were frequently away.



↑Source 9.4.36 Archaic bronze statuette of a Spartan female athlete, running and holding her *gymnos*

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Activity 9.3

Comparing primary and secondary sources

The famous Greek **playwright** Aristophanes was from Athens. In his play *Lysistrata*, he makes fun of Spartan women and their constant physical training:

> **Lysistrata:** Welcome Lampito, my dear. How are things in Sparta? Darling, you look simply beautiful. Such colour, such resilience! Why, I bet you could throttle a bull.
>
> **Lampito:** So could you my dear, if you were in training. Don't you know I practice **rump jumps** every day?

↑Source 9.4.37 Aristophanes, *Lysistrata*, Penguin Classics, 2015, p. 168

playwright a person who writes plays

rump jumps an exercise that involved the person jumping up and hitting their feet

1 **Identify** how Lysistrata greets Lampito.
2 **Describe** what Lampito says is the reason for her fitness.
3 **Explain** what kind of evidence this source provides.

Key concepts: sources, evidence, perspectives, empathy

HASS skills: communicating and reflecting

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Slaves

Like other ancient cultures, including Rome, Greece was a slave economy. This means that much of the labour done to keep the economy going was carried out by slaves. Historians are not sure exactly how many slaves were in Greece, but it is estimated that between 30 and 40 per cent of the population were slaves. Even the poorer families could own at least one slave, but some wealthy families would own hundreds. Most slaves were foreigners who had been captured in war or bought through the slave trade. If they went through a tough time, Athenians could become a slave if they couldn't pay their debts through a practice called debt enslavement. This was a way of becoming 'enslaved' to someone until the debt had been paid off.



↑ Source 9.4.38 An artist's impression of an ancient Greek slave market. The slaves for sale stand on the raised platform. From their dress and complexion, it is clear they came from places outside Greece.



↑ Source 9.4.39 The cruel treatment of the *helots* by the Spartans. The *helots* received a specified number of beatings every year, despite how good or bad they were, so that they would never forget they were slaves. From Hutchinson's *History of the Nations*, published 1915.

Slaves did a wide variety of work, depending on their skills and who owned them. Some slaves carried out hard labour in the mines or on farms. Other slaves did household chores, and the educated and skilled ones worked as clerks or artisans in the city.

Owners might allow slaves to save money and buy their own freedom, though some were freed by their masters. Freed slaves were not citizens and often had continued responsibilities to their former owners.

In Sparta the *helots* were a different kind of slave. The Spartan population had expanded, and they needed more agricultural land, so they made war on their neighbours the Messenians. Sparta defeated Messenia in a series of wars that led to the entire population of Messenia becoming state-owned slaves. However, the *helots* – as the Messenians became known – were more like serfs in the medieval period. They worked land they did not own, but they could not be bought or sold by the Spartans whose farms they worked because they were owned by the government. Spartans took the majority share of everything the *helots* grew and produced. *Helots* were mostly expected to work in agriculture, but they were also important workers in Spartan households and could end up in the army working for the top ranks of the military elite. The *helots* outnumbered the Spartans 20:1 and were often rebellious, which meant that they were a constant threat to the Spartans. The Spartans therefore employed a group of secret police called the *krypteia*, whose job it was to monitor the *helots* and keep them in line.

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Members of the *krypteia* operated in small groups or alone, often in darkness, often armed with a dagger and basic provisions to carry out their missions to eliminate *helot* threats. They were brutal and would put any *helots* to death who were suspected of being rebels. This meant they were key in helping prevent *helot* revolts.

Play

The ancient Greeks loved to be entertained, and a variety of options were available.

Theatre

Nearly every Greek city had an open-air theatre, with seats arranged in tiers. Performers were all male actors wearing masks, and performances could include plays, singing, dancing and choruses.

Greek plays tended to be either comedy or tragedy. Tragedy tended to have some kind of moral lesson and featured stories where pride or ambition or similar had led to some terrible outcome, such as the story of Prometheus, who stole fire for humanity from the gods and was eternally imprisoned as a result. Competitions were run to find the best tragic plays and playwrights. Sophocles, Euripides and Aeschylus were the most influential and successful tragedy writers during the 5th century BCE.

Comedy tended to ridicule mythology, or mock politicians of the time. Jokes and humour could be quite rude; the Greeks loved jokes about bodily functions. Comic actors wore grotesque masks and tights with padding on the rump and belly.

Athletics

The Greeks loved athletic events. The most important athletic competitions began in 776 BCE at Olympia. By the 6th century BCE, other games involving all Greek-speaking city-states were being held at Delphi, among other places. Many local games, like the Panathenaic games at Athens, were modelled on these games.

Athletics was about being fit, fast or strong enough to beat an opponent. For this reason, many sports in ancient Greece did not include team competitions; instead, performances focused on setting records. Athletics competitions looked similar to those today because they included running races, long jump, discus and javelin throwing, wrestling, the pentathlon (a combination of these five events), horse races and chariot races.



↑Source 9.4.40 Theatre masks. In ancient Greek plays, actors wore masks made of wood or linen cloth, which indicated the sex, age, character and morals of the heroes. Plays are depicted in vase paintings, and these masks can be seen in use.



↑Source 9.4.41 Ancient Olympia, the venue of the ancient Olympic Games. This is the stadium where athletic events were held. Our word 'stadium' comes from the name of the race held on this track, which is 192 metres long. This distance was known as a *stadion*, and the race held on this track was also called the *stadion*. If you visit Olympia today, you can still run on the original ancient track.

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During competition and training, athletes were usually naked and covered with olive oil to keep off the dust. Competitors trained in the gymnasium, a covered colonnade, often coached by past victors.

Festivals

The Greeks celebrated festivals at harvest time and to honour their gods. Festivals were often financed by the state and were regarded as an important part of the reputation of the city-state. As city-states grew, more people came to these festivals and they became more elaborate. Processions, sacrifices, athletic events and musical performances were part of the celebrations.

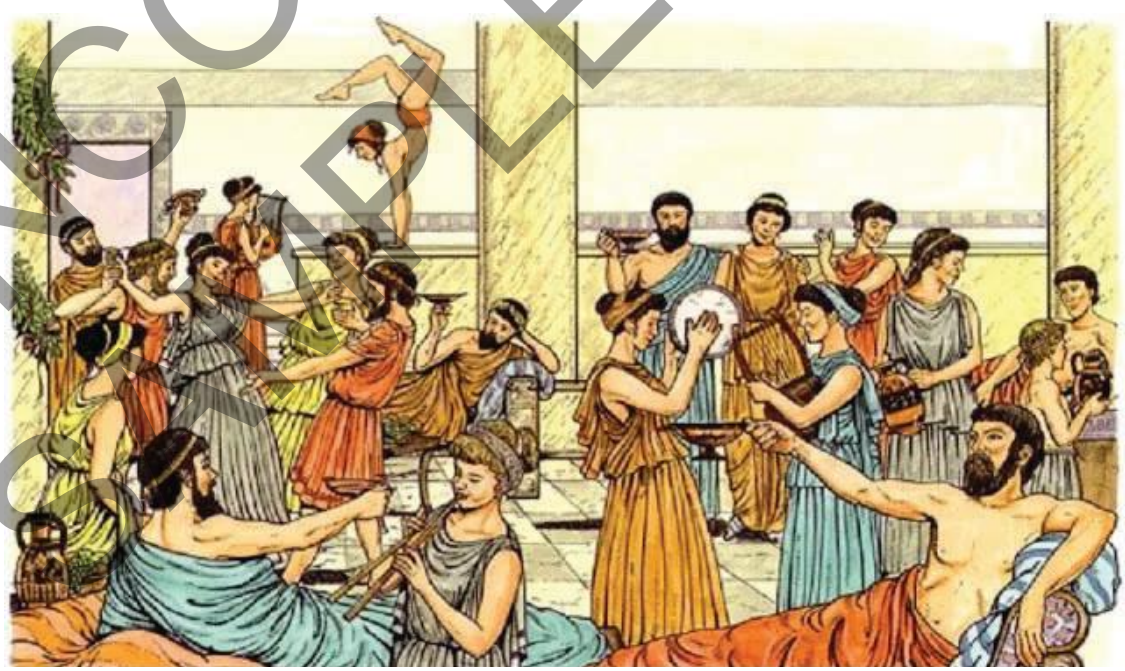
Some festivals were celebrated across Greece, others were local.

The festival of Dionysia was in honour of Dionysus, the god of wine and fertility. Dramatic competitions were a feature of this festival, so it was very important for the development of tragedy and comedy plays. The Olympic Games was the most famous athletic festival, held every four years in Olympia to honour Zeus. Winners received olive wreaths and were celebrated as heroes, enhancing their city-state's prestige.

Toys and games

The invention of the board game draughts was ascribed to Palamedes, one of the heroes of the Trojan War, demonstrating that board games were played in Greece as far back as 1100 BCE. Nuts and coins were also used as counters in some games, and games of dice were played in various ways.

Kottabos was one of the world's first known drinking games. This game was played at Greek symposiums and involved flinging the dregs left over from a cup of wine at a target. Usually, the participants sat in a circle and tossed their dregs at the basin in the centre. The game was so popular that ancient Greeks built special round rooms where the game could be played, so all competitors were equidistant from the target. It has been suggested that after centuries of being played it died out because it was such a mess to clean up afterwards.



↑Source 9.4.42 The Dionysus festival was celebrated in the spring in March. During the festival, dancers danced until they passed out, drank wine, and made their way towards the most important point of the ceremony where the animal sacrifices took place. The festival was celebrated in many places and was administered by the highest officials. Originally, the festival lasted for five or six days, later increased to seven days. The first day was usually spent preparing. Parades were held and victims were sacrificed on the second day. In the following days, comedy and tragedy plays were performed, and on the last day a meeting was held to give prizes to the winners of the games.

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↑Source 9.4.43 A fresco of two guests, one of whom is holding a *kylix* (drinking cup) for playing *kottabos*

Children in ancient Greece loved to play with toys. Archaeologists have uncovered all sorts of toys and games; a popular one was knucklebones. The pieces for the game were made from the ankles of sheep and goats. Players threw knucklebones like dice and often carried them around in their own pouch. Knucklebones were popular toys because they were cheap, and most children could get them.

Rattles, spinning tops and pull toys were also popular. A close relative of the yo-yo may have been created in Greece made out of two terracotta (pottery) discs. Boys often played with toy chariots; girls played with dolls. Some dolls from ancient Greece had moving arms and legs and were made from ivory and glass, or with rags, clay or wax, but most were made from terracotta. Some had holes in the top of their heads for a string; perhaps the string was used to make the dolls move and dance. Some of these dolls may have been used in religious rituals as well.

Marbles were very popular. The earliest marbles were most likely made from chestnuts and acorns, but later they were made from polished stones.

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↑Source 9.4.44 This terracotta toy horse is 3000 years old and was a pull-along toy.



↑Source 9.4.45 Ancient Greek yoyo made of terracotta. A string was tied and wound, in the same way as a yoyo today.



↑Source 9.4.46 A spinning top. Acorns may also have been used for the same purpose.

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End of section 9.4 review

Online quiz | Review questions | Teachers can assign tasks and track results

9.4 Review questions

Recall

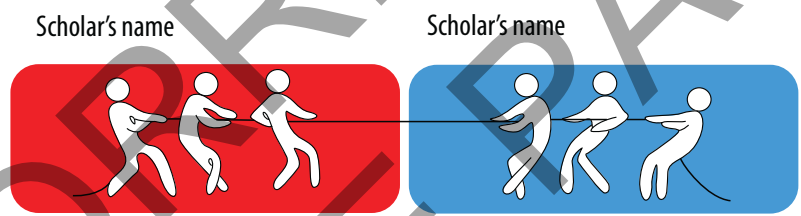
1 **Explain** what women could do in Sparta that was unusual and different from other ancient Greek city-states.
2 **Identify** three kinds of food that were the staple food in a Greek diet.
3 **Identify** two items of clothing that were similar and different for men and women.
4 **Identify** the most common jobs in ancient Greece.

Interpret

5 **a** **Identify** three kinds of fine pottery made by the ancient Greeks. **Explain** how the designs changed over time.
b **Identify** four uses for this fine pottery and **explain** why you think the variety of uses for Greek pottery made it so popular.

Argue

6 Visible thinking routine: **create** a tug of war diagram.



You are going to argue which scholar from ancient Greece discussed on pages 348– 349 was more influential. To help you build your argument and collect and understand your evidence, **create** a tug of war diagram.

a Draw a line across your page that represents the rope in a tug of war game and make a mark in the middle of this line to show where the two sides are. Leave yourself enough room to write above and below the line.

b Choose two of the scholars discussed on pages 348–349. Write the name of the first scholar you chose above the line on one side and the name of the other scholar on the other side.

c Write reasons for each side of the argument, on each side of the rope line you have drawn.

- First write down examples of *what* makes the individual important.
- Second, write down reasons why their important contribution is significant. Write your reasons *why* in two different coloured pens (one colour for each side).
- Now that you have collected evidence and reasons for both scholars, write down reasons that:
  - support the idea that one scholar is more influential and argue why this is the case
  - support the idea that the other scholar is more influential and argue why this is the case.

When you have all of your evidence written in your two colours on each side of the rope line, look at it all carefully and decide which evidence persuades you which individual is more important, or if the evidence persuades you that they both were.

d Write a short paragraph to **explain** your decisions using the evidence from your tug of war rope diagram.

Key concepts: sources, evidence, perspectives | **HASS skills:** analysing, evaluating

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Warfare and the military in ancient Greece

Focus questions

- How did the Greeks build their military?
- What was Greek warfare like?
- Who did the Greeks have conflict with?
- What weapons and weaponry did the Greeks use?

The Greeks were involved in some of the most spectacular and famous wars and battles in history, including everything from facing unwinnable odds to building vast empires. This section will look at how the Greeks faced conflict by focusing on the infamous Trojan War, Alexander the Great and the battles of Marathon and Thermopylae, all of which are the stuff of legends and heroes.

How did the Greek army work?

First of all, it is important to understand how the Greeks built a military capable of defeating almost every enemy they faced. Throughout time, their approach changed, but two constants were the basic formation they used to move troops around the battlefield and their basic armour.

↓Source 9.5.1 Relief depicting a Macedonian phalanx of Alexander the Great. You can see how closely the soldiers are packed together.



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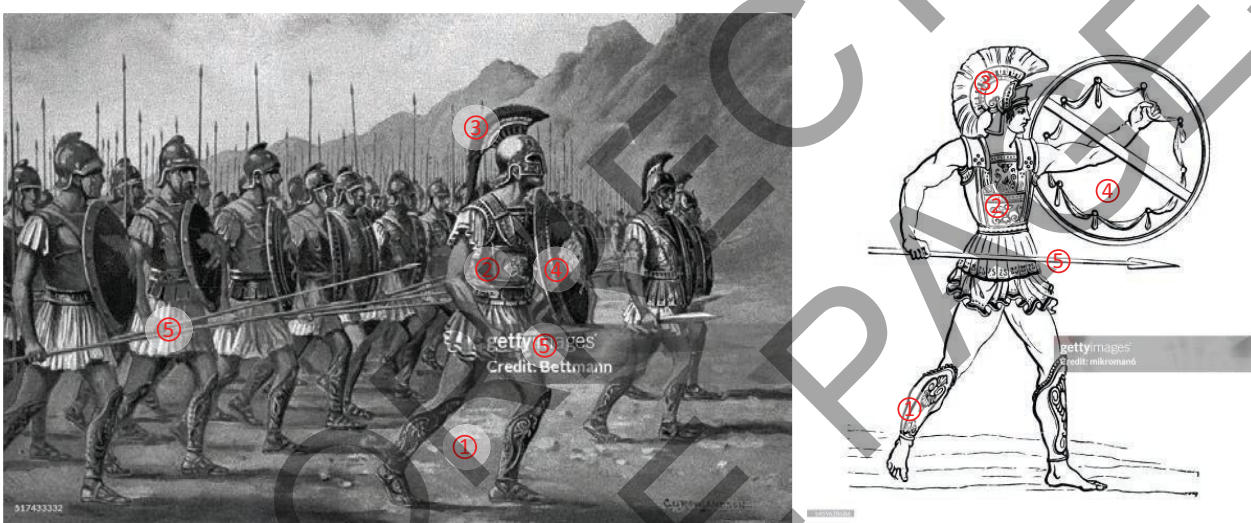
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Formation

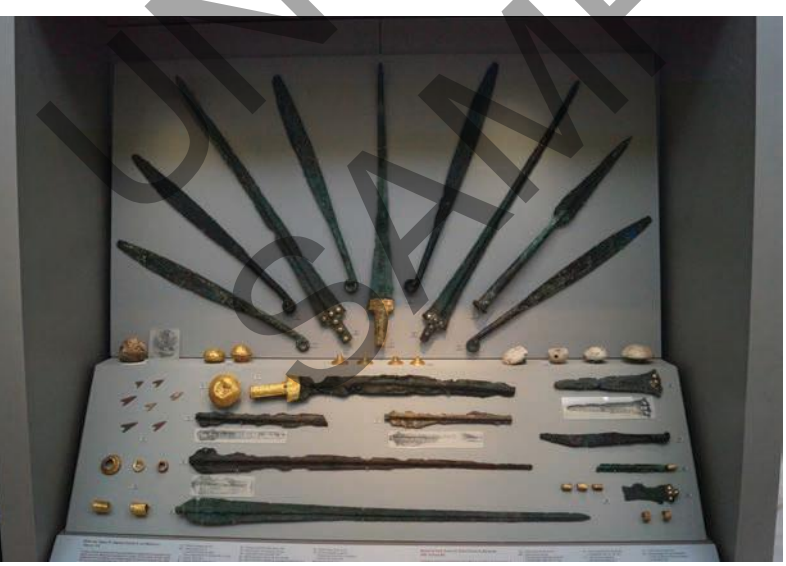
The ancient Greek forces at Troy, the Spartans, Alexander and the Athenians retained their use of the phalanx on the battlefield. The phalanx was a rectangular-shaped group of soldiers, usually made up of heavy infantry armed with spears and spikes or similar and carrying shields, who were tightly packed together. The use of this formation continued throughout Greek history, but the ancient Greek writers also called any massed infantry formation a 'phalanx', regardless of its equipment. The purpose of the phalanx was to smash through the enemy line. The tightly packed formation proved very effective, and there were few casualties within the lines because the soldiers were protected by their shields. If anyone did fall, the soldiers behind could immediately cover the gaps.

Armour and weapons

Greek soldiers were called *hoplites*. This name comes from their armour, which was called the *hopla*.



↑Source 9.5.2 Hoplites dressed for battle. Over time, the construction of these elements of armour changed. At times they were solid bronze, but later they were made from layers of linen stuck together, stiffened by being soaked in vinegar and salt, and reinforced by layers of bronze. (1) greaves covered the legs; (2) breastplate; (3) helmet; (4) shield – used to protect but also as an offensive weapon to batter and barge. Each soldier carried (5) a long lance and a short metal sword.



↑Source 9.5.3 Ancient Greek swords. Shape and weight varied quite dramatically.

Swords, spears and shields

Swords, shields and lances/spears changed over time, across different places and depended on the strategy of the leaders.

During the early period of the late Bronze Age (c.1200–1100 BCE), the Mycenaeans (famous for attacking Troy in the Trojan War) used long, thin, rapier-like swords, but over time they started to use shorter and stouter blades. Bronze bends relatively easily and tends to dull quickly, so shorter stabbing swords were more practical.

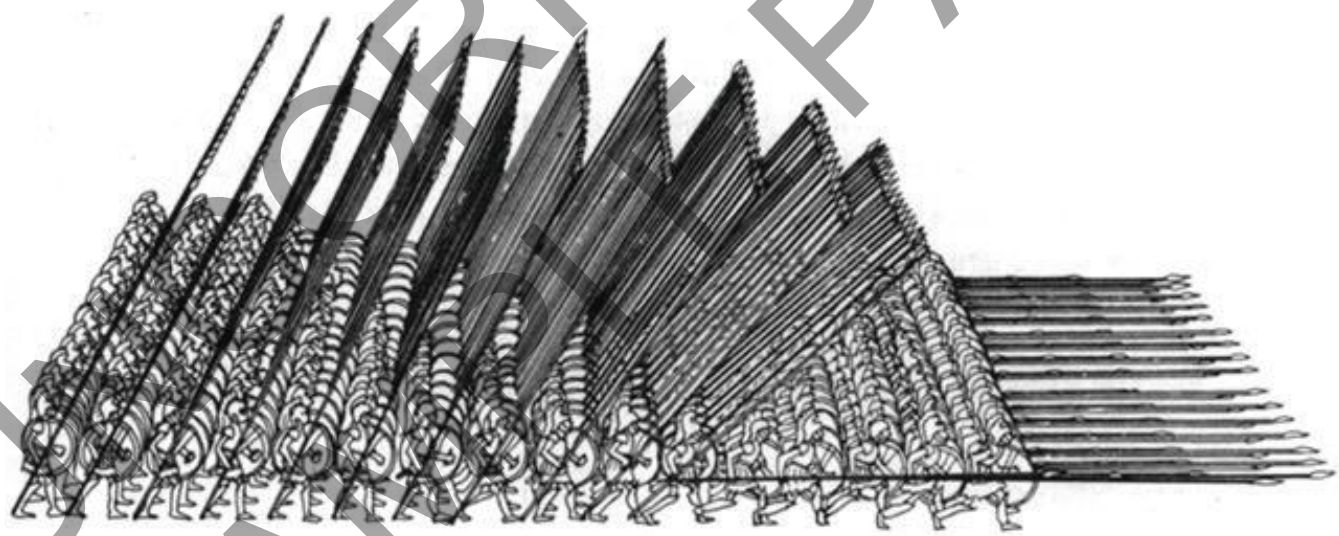
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A lot of the longer blades from this time show signs of repairs, especially around the hilt where they tended to break or split.

By the 6th century BCE, the most common Greek sword had a leaf-shaped blade and straight cross guards. These swords were often short, probably around 60 cm. By the 3rd century BCE, the *kopis* or *machaira* was a favourite of soldiers and cavalry. It had a curved blade and is sometimes referred to as a sabre.

The Mycenaeans used many different lances and spears, and their spearheads range from large leaf-shaped to much smaller blades with wings above the socket. These differences are because they were used for different things. Longer spears would be wielded with two hands and could be used for thrusting. They would also be necessary if fighting from a war chariot. Shorter spears were used one-handed with a shield and could be thrown if necessary.

Alexander the Great's father, Phillip II of Macedonia, introduced the *sarissa*, which were very different spears. Alexander's *sarissa*-equipped infantry allowed him to effectively conquer a huge empire. This spear was very long, anywhere between 4 and 6.5 metres, and gave his infantry extra reach so that the spears of the enemy could not reach them. This meant that the Macedonian infantrymen did not have a free hand to carry a shield, so they hung a small bronze shield around their necks. Alexander's close formation of men marched or ran at their opponents, bristling with these long spears, and must have been a fearsome sight. Alexander himself would go with them, mounted on his warhorse on the left wing.



↑Source 9.5.4 The tightly packed *sarissa* phalanx of Alexander the Great. Each spear extended five rows of men in front of the soldier carrying it.

Shield design evolved over time. Initially, shields were made of wood and covered with layers of animal hide or bronze. As warfare techniques and materials advanced, the shields began to feature a round, convex shape, which provided better protection against arrows and other thrown weapons.

The hoplite shield was designed to be held with one arm, allowing the soldier to wield a spear or sword with the other hand. It was usually about 1 metre in diameter and weighed around 6 kg, making it effective in close combat. The shield played a vital role in the phalanx, where the soldiers' tightly knit formation meant that their shields overlapped, creating a virtually impenetrable wall of defence, making the hoplites an incredibly formidable force on the battlefield.

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Greek hoplite shields had a distinctive design that set them apart from other ancient shields. The bronze surface was decorated with either legends and characters from mythology or with symbols representing the city-state the soldier belonged to. These designs gave the soldiers a sense of unity and loyalty.



↑Source 9.5.5 Shield designs from different city-states



↑Source 9.5.6 Historical reenactment of a hoplite phalanx from ancient Greece, 7th century BC

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Activity 9.4

Using historical skills and concepts: historical significance

The designs on the shields shown in Sources 9.5.5 and 9.5.6 identify different Greek city-states. Today, we still have particular ways of identifying the place where groups of people come from, something that we are part of, like a club or state or team.

Using symbols in this way is very powerful because it creates a sense of unity and is a way to demonstrate our identity and represent an important part of who we are. This gives many of us a sense of belonging and place.

Analysis questions

1 Use your analysis skills to write four dot points explaining what the designs used on the shields in Sources 9.5.5 and 9.5.6 remind you of the way we use symbols to identify identity today.

2 **Identify** which city-state shields soldiers in Source 9.5.6 carry.

3 Look at the shields in either image and **suggest** reasons why at least two of the city-states might have chosen this image for their shields.

Key concepts: significance, empathy

HASS skills: analysing, communicating and reflecting

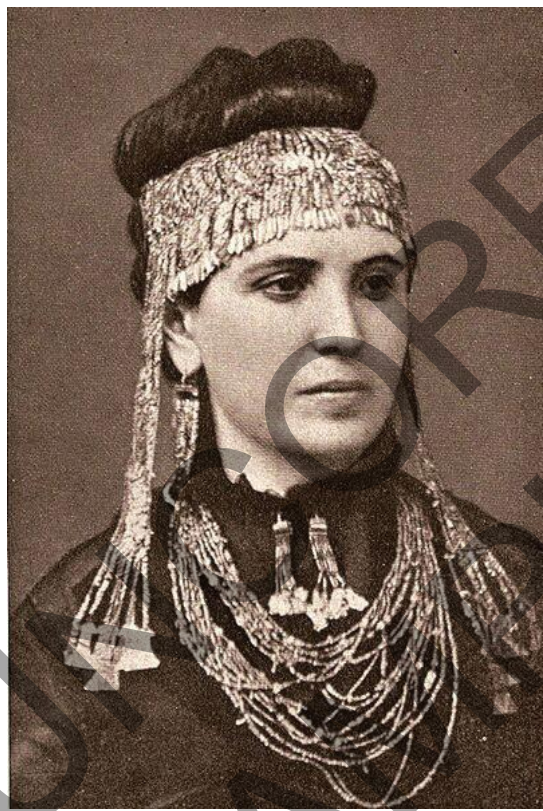
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Greek warfare

The Trojan War

The Trojan War was 10 years long and took place in the late Bronze Age (c.1100 BCE) between the Mycenaean Greeks and the people of Illia, or Troy, in modern Türkiye.

The events of the war were recorded in Homer's epic poem *The Iliad*. Homer told a mythological story that included all the good elements of a myth – heroes, gods, great deeds and sorrowful sacrifice. Because of this, many people thought it was just a myth for thousands of years. However, archaeologist Heinrich Schliemann was determined to find out if any parts of story were in fact history. He knew that some other ancient writers, including some from Egypt, also talked about the war, saying that a combined group of 22 Greek cities went to Troy. Schliemann tracked down the location of Troy in Türkiye and excavated it in the 1870s. He found so much evidence that the Greeks fought an extended war at Troy in the late Bronze Age that now we know that a lot of Homer's story was based in truth. This is a good example of how what we 'know' can change.





←Source 9.5.7 Sophia Schliemann (1852–1932) wearing a gold headdress from what her husband called the 'Treasure of Priam', a large collection he found of gold, silver and pottery items plus other artefacts that date from the period when the Trojan War was fought. The headdress is now in the Pushkin Museum, Moscow.



←Source 9.5.8 This is a Greek death mask found in the home of Agamemnon in Greece. This one dates from the period of the Trojan War (c.1100 BCE). The Greeks would put masks on their dead to honour and commemorate them. This one is made entirely from gold and was so grand that Schliemann called it 'The Mask of Agamemnon' when he discovered it at Mycenae in 1876. It was found over the face of a body located in a burial shaft. Though there is no proof to support his theory, Schliemann believed that he had discovered the body of the legendary Greek leader Agamemnon. Today you can see this mask in the Archaeological Museum in Athens.

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The story of the war starts with a clash between the gods at the wedding of King Peleus and the sea-nymph Thetis. They had invited almost all of the gods to their wedding except Eris, goddess of strife. She was angry, so she threw a golden apple among the guests with 'To the Fairest' written on it. The goddesses Hera, Athena and Aphrodite all caught the apple at the same time and fought over who was the most beautiful. Because they could not decide who should win, Paris, son of the Trojan king, was chosen to decide. Each of the goddesses offered Paris gifts so he would choose her. Hera offered Paris control over all of Asia Minor (modern Türkiye), where he lived. Athena offered wisdom. Aphrodite offered Paris the love of the most beautiful woman in the world.

Paris gave the apple to Aphrodite. But Aphrodite did not care that the most beautiful woman, Helen, Queen of Sparta, was already married to King Menelaus of Sparta. Regardless, Aphrodite had her son, Eros, shoot Helen with a golden arrow and she fell in love with Paris. They left for Troy, causing Menelaus, Helen's husband, to declare war on Troy to get his queen back. Menelaus's brother was Agamemnon, the king of Achaea, who was the most powerful king in Greece at the time, and Menelaus knew that he would need his brother's help to bring the Greeks together to fight the Trojans.

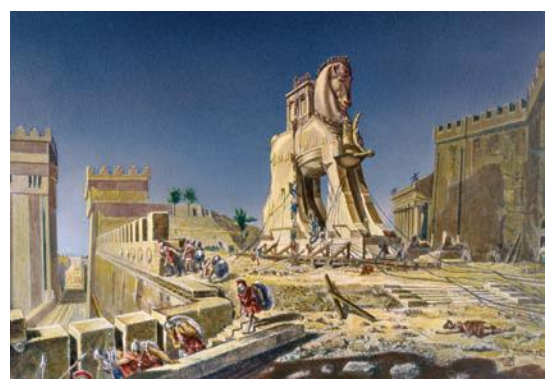
Agamemnon agreed to support his brother, and the war went on for 10 years, with possible victory swinging to one side and then the other. Some of the fighters were the legendary Achilles and the eldest son of the Trojan king, Hector. In the end, the Greeks won by building a big wooden horse, which we now call the Trojan Horse. Achilles and Agamemnon's friend Odysseus, King of Ithaca in Greece, suggested this tactic. Greek soldiers hid inside the horse and put it on the shore for the Trojans to find while they sailed their boats out of sight. The Trojans thought the Greeks had gone and that the horse was a gift in their honour. They pulled the horse into the city and had a big party to celebrate their victory. But when night fell, the Greeks hiding inside the horse opened the city gates to let in the rest of the Greek army and set fire to the city. When the Greek army returned, they won the war and burned the city to the ground. Use of fire as a weapon in this way is called *razing*.

Tales from the Illiad

One famous part of the story relates the tragedy of Hector. Achilles's closest friend Patroclus stole Achilles's armour one day and pretended to be him on the battlefield. Hector killed Patroclus, thinking he had defeated the mighty Achilles, but of course this was not so, and Achilles was stricken with grief. Achilles challenged Hector and killed him in a brutal duel, after which he dragged Hector's body around behind his chariot to show his disregard for the enemy.



↑Source 9.5.9 Roman silver-gilt drinking cup depicting King Priam of Troy appealing to Achilles for the return of his son Hector's body



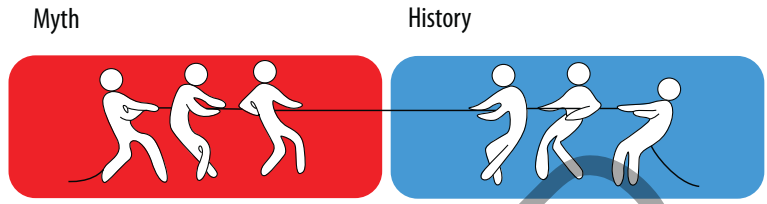
↑Source 9.5.10 The Trojan Horse. An artist's impression showing the Greeks sneaking out of the giant wooden horse they had built to conceal their soldiers so they could attack the sleeping Trojans.

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Making thinking visible 9.1

Tug of war

You are going to use the information to decide how much of Homer's story about the Trojan War is myth and how much is history.



To help you collect and understand your evidence, **create** a tug of war diagram:

1. Draw a line across your page that represents the rope in a tug of war game, and make a mark in the middle of this line to show where the two sides are. Leave yourself enough room to write above and below the line.
2. Write 'Myth' above the line on one side and 'History' on the other side.
3. Write reasons for each side of the argument, on each side of the rope line you have drawn, in two different coloured pens (one colour for each side). Make sure you justify your reasons with evidence. Write down evidence that:
   - supports the idea that the story is myth and argues why this is the case
   - supports the idea that the story is history and argues why this is the case.

   When you have all of your evidence written in your two colours on each side of the rope line, look at it all carefully and decide which evidence persuades you if the story is primarily myth or primarily history, or if the evidence persuades you that it is a bit of both.
4. Write a short paragraph to **explain** your decisions using the evidence from your tug of war rope diagram.

Key concepts: contestability, sources, evidence

HASS skills: analysing, evaluating

Alexander the Great

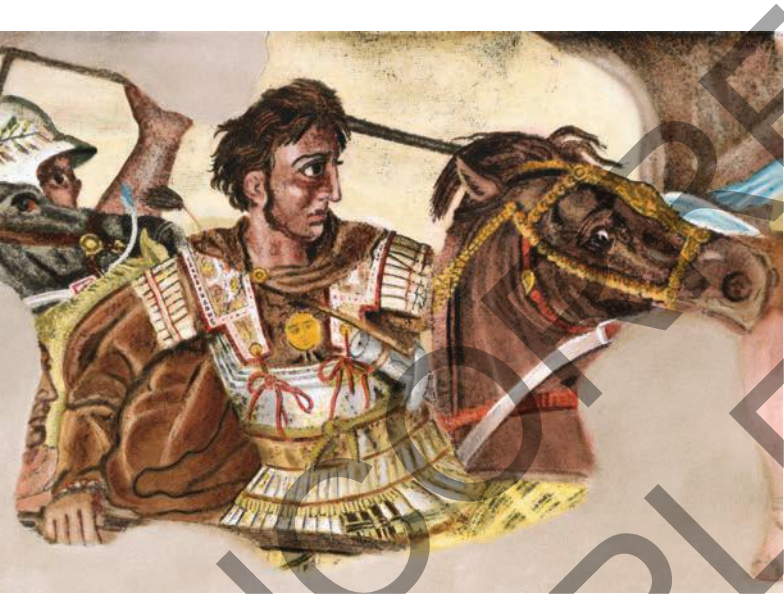
Alexander is best known for creating one of the largest empires in history in a very short period of time. As a child, he was educated by the Greek philosopher Aristotle. Alexander was a skilled horseman, a fearsome warrior, a strategy genius and very young and ambitious. In fact, he was only 32 when he died from a fever.



↑ Source 9.5.11 Alexander the Great's empire. Alexander's conquests spread Greek civilisation and culture into the Middle East, Western Asia and Egypt. His vast empire stretched as far as India.

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In 338 BCE, Alexander's father, Philip II of Macedonia, brought all the Greek city-states except Sparta under his rule. Young Alexander was given command of one section of the army. He excelled in this role and earned the loyalty of the army. In 336 BCE, Philip was killed and Alexander became king and was successful in winning the loyalty of most of the Greek states. His plan was to push Greek influence farther east, so in 334 BCE he brought together a large army to invade the empire controlled by Persia. He freed the Greek settlements in Asia Minor (now Türkiye) from Persian rule and made them his allies.



↑ Source 9.5.12 Mosaic of Alexander the Great fighting in the Battle of Issus, c.310 BCE. It is thought he is riding his famous warhorse Bucephalus. This mosaic was found in the House of the Faun, Pompeii, Italy.

In 333 BCE, Alexander defeated King Darius III of Persia, at the famous battle of Issus where he was massively outnumbered by the Persian troops but used his phalanx to outflank the enemy. Alexander sustained a nasty wound in this battle, but after defeating the Persians he marched southward along the coast of Phoenicia (present-day Lebanon).

In the next year, Alexander took Egypt from the Persians and became pharaoh. This meant he now controlled the whole eastern Mediterranean and had achieved it in just two years. Near the Nile River, he founded the city of Alexandria, which is still there today. Although it was destroyed in (perhaps) the 4th century CE, Alexander built the first library of its kind at Alexandria. This famous library held the largest collection of information in the world from countries across the region and, although we do not know precisely how many scrolls were there, it held thousands – anywhere between 40 000 and 400 000 at its height.

In 331 BCE, Alexander went back into Asia and again defeated Darius. After that, he was called king of Asia. Soon afterwards, Alexander captured Babylon, in what is now Iraq, and Susa, the Persian capital.

Many of Alexander's men now wanted to go home, but instead he had them advance further into Asia. In 327 BCE, Alexander went to India. There he fought his last great battle at the Hydaspes River in modern-day Pakistan. At this battle against King Porus, he encountered something he had not seen before: 200 war elephants. This was probably where the Greeks experienced their greatest casualties, but Alexander defeated the Indian armies and founded two cities, which meant that large areas of modern India and Pakistan were absorbed into the Macedonian empire. Alexander's famous warhorse, Bucephalus, was killed in this battle. In honour of the great horse whom he alone had been able to tame and ride, Alexander named one of the local cities Bucephala after him.

Despite their successes, at this point Alexander's men refused to go any farther. They were tired, had been away from home for many years and wanted a break. This forced Alexander to return to Susa in 324 BCE.

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Nonetheless, Alexander still wanted to secure and expand his empire, so in the following year he went to Babylon. However, he was weakened by his travels and battles and died very suddenly of a fever. His body was taken to Alexandria in Egypt and placed in a golden coffin there. His generals divided up his empire after his death because without him they could not keep it united. One of his generals was Ptolemy, who took over Egypt. He made himself pharaoh, married into the royal Egyptian family and was the founder of the Egyptian Ptolemaic Dynasty. Perhaps his most famous descendant is Queen Cleopatra.

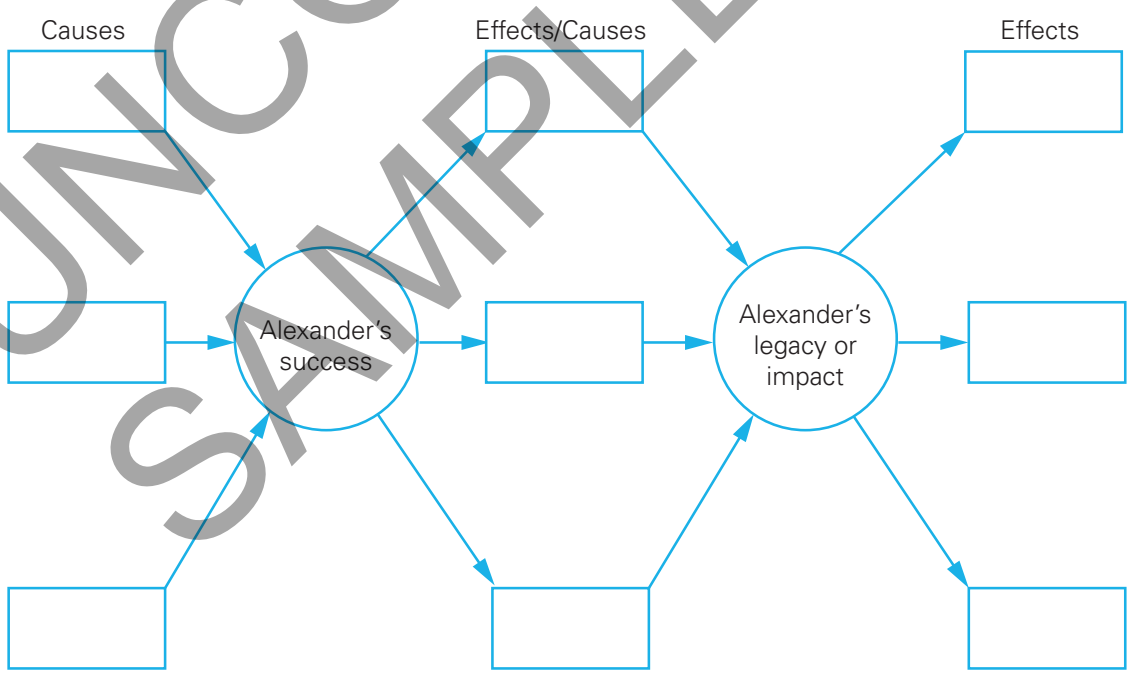


↑Source 9.5.13 A painting of the 'Battle between Alexander and Porus', 326 BCE. The forces of Alexander the Great fought the Indian ruler Porus on the banks of the River Hydaspes (now the River Jhelum in Pakistan). Although Porus had the advantage of battle elephants, which the Greeks had never encountered before, Alexander still defeated Porus.

Developing historical concepts and skills 9.3

Cause and effect and significance

Create the following graphic organiser to help you make sense of Alexander's success and what impact he had. Placing different events in the graphic will help you to see how what made Alexander strong, what he was able to achieve and what he left behind after his death are connected to each other.



Key concepts: cause and effect, significance

HASS skills: analysing

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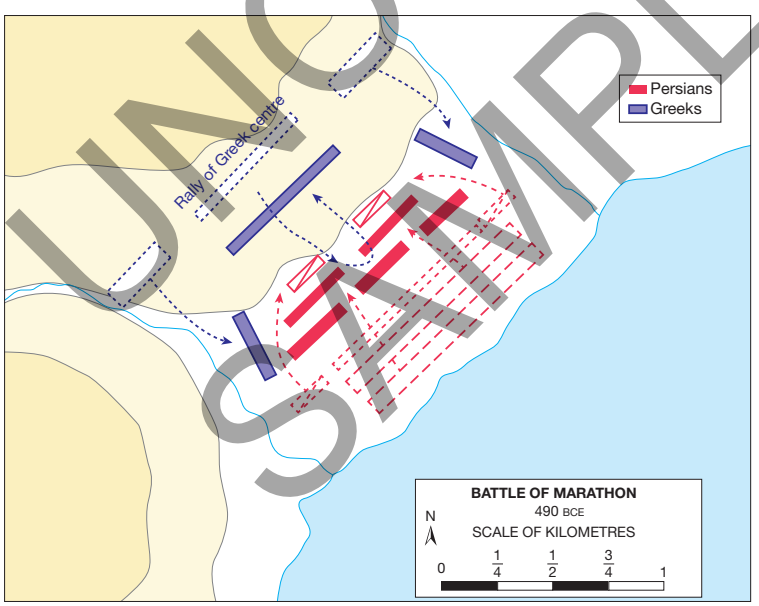
The Battles of Marathon and Thermopylae

These infamous clashes between the Greeks and Persians took place in the 5th century BCE and are both classic underdog stories. Both battles proved the superiority of the Greek hoplite soldiers, strategy, weapons and armour.

The Greco-Persian Wars (490–479 BCE) were fought between Greece and Persia. The conflict was one of the most significant in ancient Greek history. We mainly know about these wars from the Greek historian Herodotus. However, Herodotus's writings were unreliable to some extent because:

- his writings contain factual errors
- he can be narrow-minded when explaining the causes of the wars
- he is pro-Greek, which means he tends to make the Greeks look better than they possibly were; he is very biased.

Persian Immortals an elite military unit for two centuries between 550 BCE and 330 BCE. Ten thousand-strong, the Immortals represented the best of the empire's troops. They operated as the emperor's guard and were part of the army.



↑Source 9.5.14 A map of the position of Greek (blue) and Persian (red) forces at the Battle of Marathon in 490 BCE. The Greeks, led by Athens, won the battle and prevented the invasion of Greece by Persian King Darius.

The Battle of Marathon

In the 490s, the King of Persia, Darius, decided to invade mainland Greece. He was looking to extend Persian territory, but specifically, he wanted revenge against Athens, which had helped the Greeks in Asia Minor (modern Türkiye) revolt against the Persians some years earlier. Darius sent an enormous army, and was very confident of victory.

The Battle of Marathon was fought on a plain near the town of Marathon in the Greek region of Attica, by an Athenian force of about 10 000 Greeks led by the Athenian general Miltiades. Quite against expectations, the Greeks completely defeated the huge Persian force, which may have had as many as 90 000 men, led by one of the so-called **Persian Immortals**, Datis. The Athenian victory led to the Greek city-states later uniting into the Hellenic League to defeat King Darius's son, Xerxes. The Athenian victory was proof that the Greek hoplite could defeat pretty much any enemy, even when outnumbered. Although massively outnumbered, the Athenians took advantage of their familiarity with the land and their superior armour and weapons. According to the 5th-century historian Herodotus, the Greek Pheidippides ran more than 150 miles from Athens to Sparta to tell the Spartans that the Persians were coming and get their help. However, Sparta was celebrating an important religious festival and did not set out for Marathon until too late, arriving after the battle had been won.

The Greeks only had about 9000 Athenians and 1000 Plataeans, but they had a number of advantages, the first being that they arrived at Marathon before the Persians, so were essentially able to pick the battlefield.

UNCORRECTED SAMPLE PAGES



↑Source 9.5.15 The Soros or burial mound of the Athenians, Marathon, Greece. Three monuments like this were erected by the Greeks to honour their dead. One hundred and ninety-two Athenian fallen warriors were placed in a massive, hemispherical mound, 12 metres high. The site was excavated in 1882 initially but was revisited in 1970 by Spyridon Marinatos and his team, who conducted a partial excavation of the burial trench inside the smaller mound, revealing five perfectly preserved skeletons, carefully placed side by side. Next to each skeleton was a tiny painted oil phial, and a large plate for use in the afterlife. The skull of a sixth warrior was also found, bearing the marks of the spear or sword that likely killed him.

This allowed the Greeks to offset their numerical inferiority because they chose a plain with hills and forests on one side and a swamp on the other, which created a choke point, making the larger forces of the Persians difficult to use.

Their next advantage was the strategy employed by the Greek general Miltiades. Instead of placing the best Greek troops in the middle, Miltiades put the best men on the flanks. The importance of this becomes obvious when you see how the flanks were used. The Greek hoplites also went out to meet the Persians, meaning that the Persian cavalry and archery were not very effective. Once the battle began, the Greek centre gave way, and the stronger flanks moved up around the Persians in the first recorded 'pincer movement' in history. The Persians were crushed, and Miltiades's classic manoeuvre is still taught by the military today.

Amazing but true …

The historian Herodotus tells us the story of Pheidippides, an Athenian runner, or *hemerodrome* (day-runner or messenger), who was sent to Sparta to request help when the Persians landed at Marathon, Greece. He ran about 240 km in two days and then ran back. He then ran the 40 km to the battlefield near Marathon and back to Athens to announce the Greek victory. It is said that he ran the entire distance between Marathon and Athens without stopping. When he arrived in the Athenian assembly, he called out 'hail, we are the winners' and then collapsed and died.

When the modern Olympics began in 1896, the organisers were looking for a great event that would link the Games to the ancient glory of Greece. The legend of Pheidippides inspired them to introduce the marathon race as an event in the first modern Olympic Games in Athens. The Greeks staged a selection race for the 40 km Olympic marathon on 10 March 1896, which was won in 3 hours and 18 minutes. The winner of the first (men only) Olympic marathon, on 10 April 1896, was Spyridon Louis, a Greek water-carrier, who won the race in 2 hours 58 minutes and 50 seconds. Today, the record for the men's marathon is 2 hours and 6 minutes.

For the next few Olympics, the length of the marathon remained close to 25 miles. But at the 1908 Olympic Games in London, the course was extended, allegedly to accommodate the British royal family so that it could finish in front of the royal box at the Olympic stadium, a distance of 26.2 miles (42.195 km). In 1921, the length of a marathon was formally standardised at 26.2 miles.

UNCORRECTED SAMPLE PAGES

Activity 9.5

Using historical sources as evidence

Here is Herodotus's account of the Battle of Marathon.

> . . . the Athenians in close array fell upon them, and fought in a manner worthy of being recorded . . . There fell in this battle of Marathon, on the side of the barbarians, about six thousand and four hundred men; on that of the Athenians, one hundred and ninety-two. Such was the number of the slain on the one side and the other.

↑Source 9.5.16 Herodotus, *The Histories*, Book 6, Penguin Classics, 2003, pp.110–17



←Source 9.5.17 The Athenians were greatly outnumbered at Marathon by the invading Persians, but they eventually overcame their more lightly armed foe.

1 How does Herodotus make the Athenians look?
2 Given that Herodotus was not at the battle and was writing many years after the event, **evaluate** how reliable this source is.

Key concepts: sources, evidence, perspectives, contestability

HASS skills: analysing, evaluating

The Battle of Thermopylae

The sacrifice of King Leonidas of Sparta alongside 300 of his elite Spartan warriors in this battle is one of the most powerful stories of bravery and courage in history. Although the Greeks lost this battle, the time that the Spartan defence cost the Persian advance into Greece meant that the Greek city-states could be safely evacuated. So, although Leonidas and his men all died, they saved all the people in central Greece, which *was* an important victory.

Causes of the war

The conflict between Persia and Greece continued after the Athenians and their allies defeated Persia at Marathon. The Persian King Xerxes tried to finish what his father Darius had failed to do and expand the influence of Persia into Greece. The Greek city-states were not united even after their victory at Marathon, and many believed they had no chance of resisting the enormous Persian Empire's army.

UNCORRECTED SAMPLE PAGES

King Xerxes demanded the Greek city-states surrender, and some did. However, some city-states refused to submit to the Persians, the most important being Athens and Sparta. Xerxes therefore made it his mission to crush Athens and Sparta and subdue the rest of Greece.

In 481 BCE, Xerxes personally led the Persian army and navy to conquer Greece. He had spent nearly 10 years building both the army and navy into a force that would dominate Greece. According to Herodotus, the Persian army had millions of soldiers. Modern historians think it was more likely to be between 70 000 and 300 000 soldiers. The Greeks only had about 7000. The Greek city-states that resisted Persia formed an alliance called the Hellenic League, which the Greeks agreed should be led by Sparta.

Because of the size of the Persian army and navy, the Greeks knew they had to use their knowledge of the landscape to their advantage, just as they had done at Marathon.

It was decided that they would force the Persians to fight in narrow passes and harbours to prevent them being able to use all of their troops and ships at once. Thermopylae was chosen because it is a narrow pass on the east coast of central Greece. It was also known as the 'hot gates', because of its nearby hot sulphur springs. In ancient times, the cliffs were on one side of the pass, and the sea was on the other and it was so narrow that two chariots would barely be able to travel side by side. A narrow harbour called Artemisium was chosen for the Greek ships to fight the Persian navy. Both battles were fought at the same time. The Greek strategy was that if either the battle on land or the battle on the sea was lost to Persia, the surviving force would retreat so that they could fight another day.

The Greek troops were led by the Spartan King Leonidas, who brought 300 elite Spartan warriors with him. The rest of the 7000-strong Greek army was made up of soldiers from the Greek city-states who joined the Hellenic League. Xerxes did not believe such a small force would oppose him. However, the Greeks formed into a phalanx, making an impenetrable wall of overlapping shields and layered spears, spanning the entire width of the pass. Xerxes sent his troops into the pass with disastrous results. The Persians' arrows and short spears could not break through the long spears of the Greek phalanx, and they quickly discovered that their lightly armed and armoured men were no match for the vastly superior armour and weaponry of the better trained and equipped Greek hoplites. Enormous casualties were sustained by the Persians in their battle with the disciplined Spartans and Greek troops. Because of the terrain, the Persians were unable to surround the Greeks, so their superior numbers were almost useless. The Greeks defended the pass successfully in this way for two days. After watching so many of his troops fall, Xerxes decided to send his legendary Immortals, so named for their fierce fighting and impenetrable line. However, even the Immortals lacked the power to break the Spartan phalanx and were forced to retreat.

However, on the second day a Greek named Ephialtes betrayed the Greeks by telling Xerxes of a path that led around Thermopylae, which the Persians could use to surround the Greeks and defeat them. This path was defended by 1000 of the Greek troops but when the Persians turned up, they could only offer brief resistance and fled, leaving the Persians to advance behind the Greeks unopposed.

Leonidas realised that further fighting was pointless and sent all but the 300 Spartans, and a few of the most loyal troops, away. This small number of Greeks stayed, knowing that their effort to delay the advance would lead to their deaths.

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The story goes that after the Spartans' spears broke, surrounded by the Persians they kept fighting with their short swords, and after those broke, they fought with their bare hands and teeth. Although the Greeks killed many Persians, including two of Xerxes's brothers, Leonidas was eventually killed, along with all 300 of his men. The last Spartans were killed by Persian archers after fighting fanatically to recover their king's body.

When the body of Leonidas was found by the Persians, Xerxes, in a rage at the loss of so many soldiers, ordered that the head be cut off and the body mounted and put on display, but apparently Xerxes later deeply regretted this. Leonidas's body was eventually returned to Sparta, where he was buried with full honours.

There is a short text honouring the Spartans on a monument at the site of the battle that we know about from Herodotus:

> *Go tell the Spartans, stranger passing by,*
>
> *that here, obedient to their laws, we lie.*

The Greeks may have lost this battle, but the sacrifice of the 300 gave the people of central Greece enough time to evacuate all their cities. The navy at Artemisium was also able to retreat, meaning they were able to regroup and, using the same tactic of fighting the Persians in narrow spaces, resoundingly win the next sea battle against Persia at Salamis. The Greek population were also saved, but the Persians advanced, destroying the empty Greek cities as they went. Athens was burnt to the ground (or razed) twice.

Effects

Effects can also be thought of as something that has an impact on other things, so if you see the words 'effect' or 'impact', you are being asked to think in the same way.

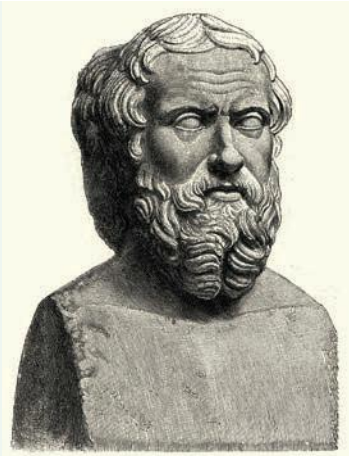
The ancient Greeks were able to stop the Persians from taking over Greece. A significant effect of this victory was the common Greek identity that developed – the ancient Greek city-states had united against a massively superior enemy and defeated them. Unity was strength and after this the Greek city-states thought of themselves as a united people for the first time.

Another significant effect of the Greek victory was the emergence of Athens and Sparta as two of the most powerful city-states. For Athens, victory brought about the peaceful 'classical age', which was a time when its power and influence in Greece was mostly unmatched. Athens created an alliance of cities, called the Delian League, that did not include Sparta. Over time, the Athenians tended to see the league as their empire, which worried the Spartans.

FAMOUS FACE

HERODOTUS

Herodotus (c.484–425 BCE) was a Greek writer who invented what we think of as 'history' – the study of the past. He wrote about the wars against the Persians, and about his travels through Egypt, Africa and Asia Minor. While the events that Herodotus wrote about are generally accurate, many of the details are thought to have been exaggerated to cast the Greeks in a favourable light.



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Activity 9.6

Reliability of historical sources

Herodotus is an important source because he was able to talk with people who were there at the time, but his accuracy is sometimes questionable and he made all kinds of assumptions about what he saw and heard, so his conclusions are not always reliable. Does this make his information useful, or not?

1 Go back through this section and find two pieces of evidence that we have from Herodotus about conflict in Greece in the 5th century BCE. **Assess** the accuracy of each piece of evidence. Give it a rating out of five.

2 Now **assess** how useful this information was in helping you understand something that happened at the time. Give it a rating out of five.

3 Write one to two sentences to **explain** what you think about the usefulness of Herodotus's information. Include a short explanation of why you think this.

Key concepts: sources, evidence, contestability

HASS skills: evaluating, communicating and reflecting

End of section 9.5 review

Online quiz

Review questions

Teachers can assign tasks and track results

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9.5 Review questions

Recall

1 **Describe** the phalanx in your own words.

2 **Describe** how Macedonian spears or lances were different from those used by other Greeks.

3 **Identify** the names of two Persian kings who intended to invade Greece in the 5th century BCE.

Interpret

4 Using at least one source from this section, use your analysis skills to **explain** how archaeology has helped us understand the conflict between the Greeks and Troy.

Argue

5 Use your evaluation skills to debate the following statement:

The sacrifice of the Spartans at Thermopylae was worthwhile.

Create two lists:

- one that argues that the loss of the Spartan king and his allies was a waste of manpower and experienced leadership
- one that argues that the sacrifice of the Spartans was worthwhile for all of Greece.

Using your lists, write a short paragraph that **explains** whether you agree or disagree with the statement. Use evidence from your lists to support your ideas.

Key concepts: sources, evidence, perspectives

HASS skills: analysing, evaluating

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9.6

The significant beliefs, values and practices of ancient Greece

Focus question

- What were the significant beliefs, values and practices of the ancient Greeks?

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pantheon all the gods in a religion or mythology

Ancient Greek religion was very different from most modern religions. For example, the ancient Greeks were very involved in their daily religious practice. Religious belief affected almost every aspect of ancient Greek life. Religion also unified the ancient Greeks and gave them a common identity.

Gods

The ancient Greeks were polytheistic, which means that they believed in many gods. The most important of these gods were the 12 Olympians, but there were also many others. Each god in the Greek **pantheon** controlled an aspect of the world. Ancient Greeks believed that making sacrifices and praying to their gods would make their lives easier. The gods often made mistakes and intervened in the lives of humans. Sources 9.6.1 to 9.6.3 show the names, responsibilities and symbols of some of the most important ancient Greek gods.

The system and central ideas in the Greek pantheon were adapted and adopted by other cultures, such as Rome.

Hera	Demeter	Aphrodite
 **Queen of the gods** Responsible for: • Women • Marriage Symbol: • *Polos* (high cylindrical crown)	 Responsible for: • Agriculture • Harvest Symbols: • Flowers • Fruit • Grains	 Responsible for: • Love • Beauty Symbol: • Seashells
Athena	**Artemis**	**Hestia**
 Responsible for: • Wisdom • Weaving and crafts • War Symbols: • Owl • *Aegis* (shield)	 Responsible for: • Hunting • The moon • Childbirth Symbols: • Moon • Bow and arrows	 Responsible for: • The hearth Symbol: • Fire

↑Source 9.6.1 The six Olympian goddesses

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Zeus



King of the gods

Responsible for:

- The sky
- Weather
- Travellers

Symbols:

- Throne
- Sceptre
- Thunderbolt

Poseidon



Responsible for:

- The sea
- Earthquakes
- Horses
- Bulls

Symbol:

- Trident

Hephaistos



Responsible for:

- Fire
- Metalworking craftsmen

Symbol:

- Anvil

Ares



Responsible for:

- War

Symbol:

- Armour

Apollo



Responsible for:

- Education
- Music and the arts
- Archery
- The sun
- Prophecy

Symbols:

- Lyre
- Bow

Hermes



Responsible for:

- Messages from the gods
- Travel
- Trade

Symbol:

- Winged sandals

Source 9.6.2 The six Olympian gods

Hades



God responsible for:

- Death
- The underworld

Symbol:

- Pomegranate

Dionysus



Outsider god, responsible for:

- Drama
- Wine
- Revelry

Symbols:

- Vines
- Ivy
- Animal skins

Muses



Nine goddesses responsible for:

- Artistic talents such as music, dance and song

Furies



Female spirits of vengeance responsible for:

- Punishing those who had done wrong

Source 9.6.3 Other important ancient Greek gods

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Heroes

mythological something that is imaginary, from myths or legends

Acropolis the complex of temples and other buildings built on the hill in the centre of Athens

Aside from gods, the ancient Greeks also worshipped heroes. These heroes were based on myth, although some heroes were historical sources. Achilles and Heracles (called Hercules by the Romans) were **mythological** heroes, although there is evidence to suggest they were originally real-life people. Achilles and Heracles were worshipped and revered in ancient Greece for shaping Greek society.

The 10 tribes in Athens were named after 10 heroes from Athenian history. People visited the tombs of these heroes to worship them. In fact, the ancient Greeks believed that heroes sometimes became gods after they died. This was the case with Heracles, who was regarded as one of the greatest of all Greek heroes. The Spartans believed they were directly descended from Heracles – they thought that he was the source of their great strength and skill in battle.

Activity 9.7

Gender roles

Consider the ancient Greeks' perspectives about the different roles of males and females by looking at the roles of the gods and goddesses in Sources 9.6.1, 9.6.2 and 9.6.3.

1 **Describe** the kinds of responsibilities the male gods had.
2 **Describe** the kinds of responsibilities the female gods had.
3 Use your analysis skills to **explain** what your examination of the roles of the gods and goddesses tells you about ancient Greek gender roles.

Key concepts: perspectives

HASS skills: analysing

Temples and practices

Greek temples were important public buildings. They showed off a city-state's wealth and culture, and were built to honour the gods. Temples in ancient Greece were seen as the home of the gods. The architecture was intended to make people feel a sense of wonder and awe. The most famous example of an ancient Greek temple is the Parthenon on the **Acropolis** in Athens. The Parthenon was a temple dedicated to the goddess Athena.

UNCORRECTED SAMPLE PAGES

Priests would sacrifice animals to the gods in an area in front of the temple. Food and drink, such as cakes and wine, were also offered to the gods and left on their altars. The ancient Greeks would offer sacrifices to the gods and pray for the gods to favour them in return.



↑Source 9.6.4 A modern artist's representation of the Acropolis as it probably would have looked in ancient times

Making thinking visible 9.2

Question stems

Based on what you have read so far, brainstorm a list of questions about ancient Greece. You can use some of these question stems to help you.

1 *Why . . . ?*
2 *How would it be different if . . . ?*
3 *What are the reasons . . . ?*
4 *Suppose that . . . ?*
5 *What if . . . ?*
6 *What if we knew . . . ?*
7 *What is the purpose of . . . ?*
8 *What would change if . . . ?*

Come back to these questions as you finish each section of the chapter. Which questions can you answer now? Would you update questions based on your new knowledge?

Key concepts: significance

HASS skills: questioning and researching, communicating and reflecting

Developing historical concepts and skills 9.4

Contestability

As we saw in Chapter 7, in the study of history contestability means that an issue is debatable and different historians may have very different opinions about the same subject.

Scan the QR code to watch a story about the oracle at Delphi, however the priests who interpreted Pythia's words were notorious for accepting bribes! The Spartans were known to have bribed the priests to make sure the oracle said something favourable to them.

FPO

↑Source 9.6.5 Engage and explore: the trouble with oracles

Reflect on the story

1 Did the god, speaking through the oracle, give answers to the questions put to the oracle, or were the priests in control of the answers people received?
2 How reliable were the responses to these questions?
3 Why did people consult the oracle if the answers weren't always reliable?

Key concepts: perspectives, contestability

HASS skills: analysing

UNCORRECTED SAMPLE PAGES

Festivals

The ancient Greeks did not have weekends. Instead, most work would stop when they had festival days. The Athenians had over 120 festival days spread throughout the year. Each festival was different, but often a celebration would go for several days and focus on an element of Greek life. These are some examples of Athens' festivals:

- *Dionysia* was held in spring and was an annual celebration of new life.
- *Genesia* was held in September. It was an annual festival to remember and celebrate the dead.
- *Panathenaia* was held in mid-July. It celebrated Athena's birthday and so was the most important festival for Athens. Every four years, the Athenians had a bigger celebration where they played many games.

underworld a place where the ancient Greeks believed the soul went when a person died. It was ruled by the god Hades.



↑Source 9.6.6 A carved gravestone of an Athenian soldier who fought at the Battle of Marathon in 490 BCE

Sporting events were also important to the ancient Greeks. People came from all over Greece to participate in athletic competitions. The sporting festivals were known as the Panhellenic Games. Some of the most important sporting events in ancient Greece were the:

- Olympic Games – dedicated to Zeus and held every four years at Olympia or Elis
- Pythian Games – dedicated to Apollo and held every four years at Delphi
- Nemean Games – dedicated to Zeus and Heracles, and held every two years at Nemea or Corinthia
- Isthmian Games – dedicated to Poseidon and held every two years at Isthmia or Sicyon.

The afterlife

What happens after we die? Different religions have different answers to this question, and the ancient Greeks were no different. The ancient Greeks believed that when a person died, they were sent to the **underworld**. The underworld was ruled by the god of death, Hades. People who had lived lives that harmed others were tormented for eternity. The Greek afterlife had three parts: Tartarus (where the evil were punished for all eternity), the Asphodel Meadows (for those who led neither good nor bad lives) and the Elysian Fields (for heroes).

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Funeral practice

The ancient Greeks performed complicated rituals when a person died. They believed that these acts would help the soul pass safely into the underworld. If the rituals were not completed, the person's soul would wander aimlessly for all eternity. This is a common idea in many cultures, and is still in place today in many cultures that have strict rules about what is done to honour the life of a deceased person. What examples can you think of?

The ancient Greek funeral practice had five stages: 1 preparation, 2 *prothesis*, 3 *ekphora*, 4 burial, 5 tending the dead.

Stages of a Greek funeral

Preparation	The *prothesis*	The *ekphora*	The burial	Tending the dead
• Only women could prepare the body for burial • The body was cleaned and a coin was placed in the mouth, or in some cases, two coins were placed over the eyes • The coin was for the soul to pay Charon, the ferryman, who would row the soul over the River Styx into the underworld	• For two days the body was laid out in a room • Friends and relatives could come to pay their respects • The women in the house would cut their hair, mark their head with ashes, and sing a lament or song of sorrow (some families hired professional singers)	• The funeral took place before sunrise on the third day • The body would be carried out from the home to the grave • Funerals became so extravagant that laws were eventually introduced to limit excessive displays of grief	• The body was either buried or burned at the burial site • Families would leave gifts at the grave • An animal was sacrificed to the gods	• Ancient Greek society believed in respecting and honouring their ancestors • The period of mourning lasted 30 days • Relatives would visit the grave every year on the anniversary of the person's death

↑ Source 9.6.7 The five stages of a funeral for the ancient Greeks

End of section 9.6 review

Online quiz

Review questions

Teachers can assign tasks and track results

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9.6 Review questions

Recall

1 Who was expected to prepare the body of the deceased?

2 What term is used to describe a belief in many gods?

Interpret

3 **Explain** how the ancient Greeks worshipped their gods.

4 Use your analysis skills to **explain** the similarities between ancient Greek funerals and Australian funerals in the 21st century.

Argue

5 Use your evaluation skills to **explain** the significant beliefs of the ancient Greeks and how they honoured the gods.

Key concepts: continuity and change, significance

HASS skills: analysing, communicating and reflecting

UNCORRECTED SAMPLE PAGES

9.7

The role of a significant individual in ancient Greece: Pericles

Focus question

- Why was Pericles a significant individual in ancient Greece?

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Pericles

There were many significant individuals throughout the history of ancient Greece. One of the most important was an Athenian general and politician called Pericles. Pericles (also known as Perikles) is the person who is most associated with 'radical democracy'. Radical democracy was where all major decisions were made by all citizens gathered in the assembly. It was implemented in Athens before the Peloponnesian War.



↑ Source 9.7.1 Marble portrait bust of Pericles

c.495 BCE
Birth of Pericles

472 BCE
Pericles presents the play *The Persians* at the Dionysia, which demonstrates he is one of the wealthy men of Athens

463 BCE
Pericles is the leading prosecutor in the trial of Cimon (who was the most important general at the time)

462–458 BCE
Pericles and his allies succeed in introducing more democratic practices into Athens

461–429 BCE
Pericles is the effective ruler of Athens and implements radical democracy. Pericles introduces many successful social and economic reforms, even achieving full employment

c.459–431 BCE
Pericles's policy was a key factor in developing the Delian League into an empire – their allies were most tightly controlled while Pericles was in charge

429 BCE
Pericles dies from the plague

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Early life

Pericles was born in Athens to an important family during the Greco-Persian Wars. He was related to famous Athenian politicians and generals, and was influenced by some of the most significant individuals of classical Athens. These people included:

- Anaxagoras – a great thinker who taught Pericles to ignore superstitions
- Damon – Pericles's music teacher, who sparked his interest in politics and philosophy
- Protagoras – a renowned **sophist** thinker
- Sophocles – an accomplished **dramatist**
- Phidias – an excellent sculptor.



↑ Source 9.7.2 A painting of Pericles speaking at the assembly

sophist a teacher in ancient Greece who specialised in philosophy

dramatist an individual who writes dramas

Skills

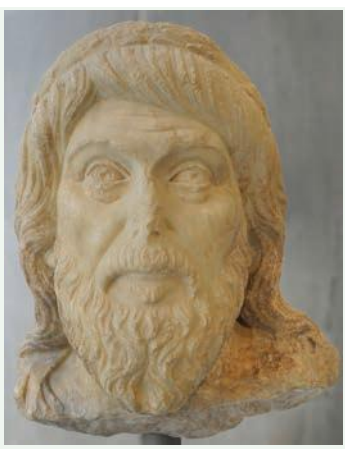
The ancient writers Plutarch and Thucydides described Pericles as intelligent with great speaking and debating skills. Plutarch and Thucydides also said Pericles was determined, and had a sense of justice and integrity. He showed firm leadership and loved Athens. In his early years, Pericles served in the Athenian navy and spoke in the assembly in support of democratic ideas. He quickly became one of the most influential speakers in the assembly because of his skills. Eventually, Pericles took a position of leadership in Athens.

Rise to power

Pericles became a key leader of Athens in the period following the Greco-Persian Wars. He was elected as one of the 10 generals to implement the decisions of the Athenian assembly. Pericles had to win the support of the people to be elected to this position, which he did 15 times in a row. His success in being re-elected so many times gives us a good understanding of his popularity, as well as his speaking and debating skills.

FAMOUS FACE

PLUTARCH



Plutarch (45–125 CE) was a Greek writer and biographer who lived in the Roman world. Plutarch has become an influential writer and is one of our main sources on ancient Greek and Roman societies. While he wrote about Pericles and the ancient Greeks more than 500 years after they had lived, he remains one of the main historical sources we have of the Greek and Roman civilisations. Plutarch has remained a popular historian for nearly two thousand years and there is barely a time in history when he has not been widely read and studied.

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Activity 9.8

Using historical sources as evidence

Plutarch wrote about Pericles, stating:

> His teacher in music … was Damon … it was he who trained Pericles for his political contests …
>
> Pericles also studied under Zeno the Eleatic… Zeno had perfected the technique of cross-examination, which enabled him to corner his opponent by the method of question and answer.
>
> … But there was one man more closely associated with Pericles than any other … This was Anaxagoras of Clazomenae, whom men of the time used to call Intelligence personified …

↑Source 9.7.3 Plutarch, *The Rise and Fall of Athens: Nine Greek Lives*, Penguin Classics, 1964, p. 168

1 **Explain** how Plutarch portrays Pericles in this source.
2 Use your analysis skills to **explain** if Plurtach's writing conveys a positive or negative image of Pericles.

Key concepts: sources, evidence, cause and effect, perspectives

HASS skills: analysing, evaluating

Significant achievements

Pericles had many significant achievements while he was a leader in Athens. He helped implement a radical form of democracy by:

- introducing pay for the most important government jobs and jury service
- making the role of **archonships** open to lower economic classes
- a hugely ambitious and very successful public building program
- restricting citizenship to a smaller group of people.

archonship high offices in command of important jobs in the city-state of ancient Athens

These changes made it possible for Athenians who did not have much money to take a bigger role in the management of the city. This is because government work was no longer limited to the wealthy as some jobs in government were now paid employment.

Connecting History and Civics

Think about democracy today, and, using the list above about the main features of democracy in ancient Greece:

1 Use your research skills to research what roles in government today have a wage so that people can work in government.
2 Use your analysis skills to **explain** why you think that it is important to pay people for their roles in government.

Key concepts: democracy, cause and effect

HASS skills: questioning and researching, analysing

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Making thinking visible 9.3

Headlines

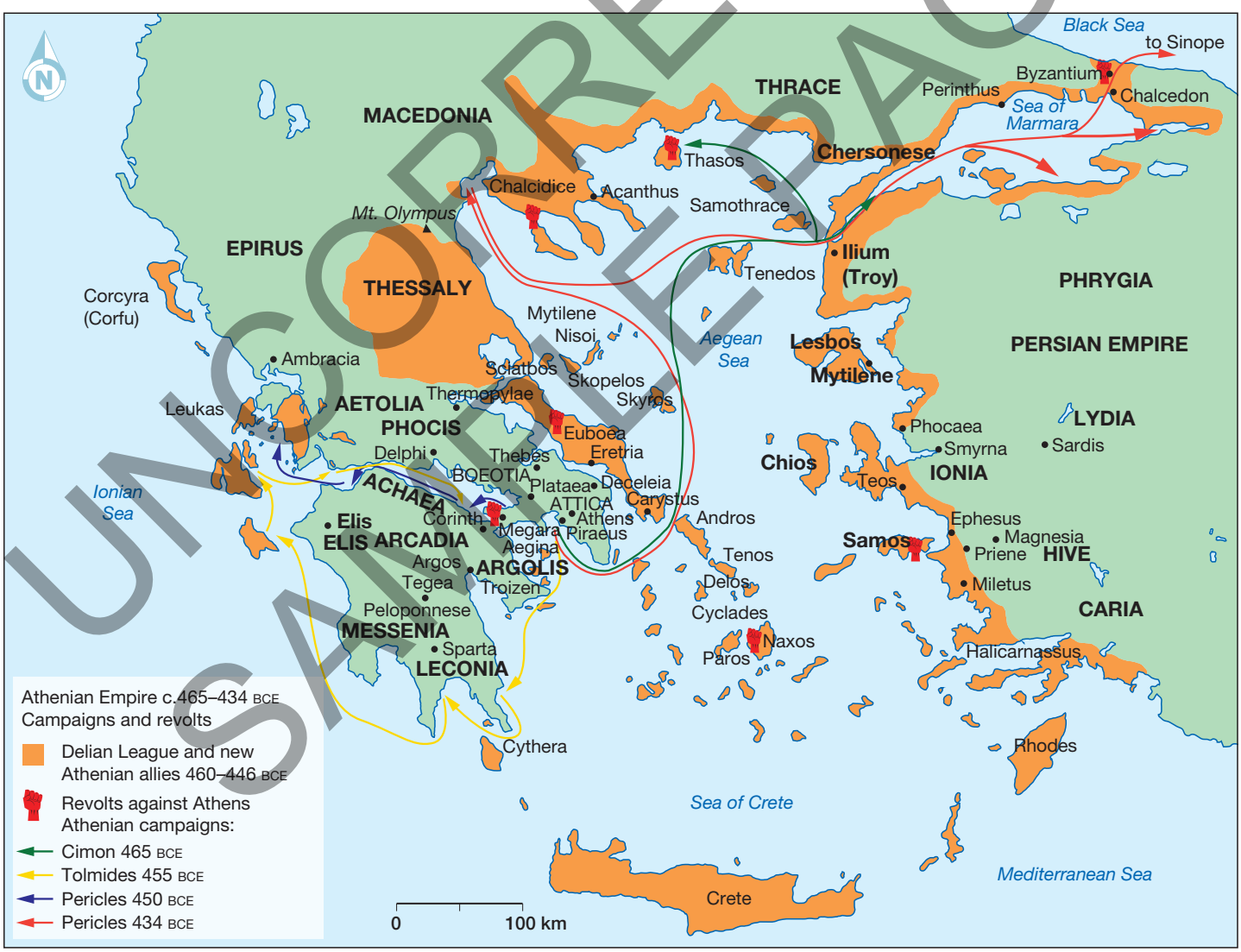
If you worked for a newspaper in ancient Greece and were asked to write a headline for one of Pericles's significant achievements, what would it be? (*Hint*: make sure you capture the most important aspect of his achievement in your headline.)

Key concepts: perspectives, empathy, contestability

HASS skills: evaluating, communicating and reflecting

Pericles expanded the Athenian Empire by making sure the Athenian navy was the biggest and most well trained in Greece, setting up **garrisons** and democratic governments in allied cities. He also signed treaties with cities outside of the control of Athens, and in this way spread Athens' influence across Greece.

garrison a group of troops stationed in a town or city



↑ Source 9.7.4 The Athenian Empire during 465–434 BCE

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One of Pericles's lasting legacies is the construction of many of ancient Greece's famous buildings. This was one of the reasons for his popularity, as the building program created a great many jobs paid for out of the public coffers (taxes paid by the allies). Athens enjoyed full employment while Pericles was in charge. The famous buildings built under the leadership of Pericles include the:

- Parthenon
- statue of Athena
- Temple of Athena Nike
- Temple of Hephaestus
- Temple of Poseidon
- Hall of Mysteries at Eleusis
- Propylaea
- Odeon.

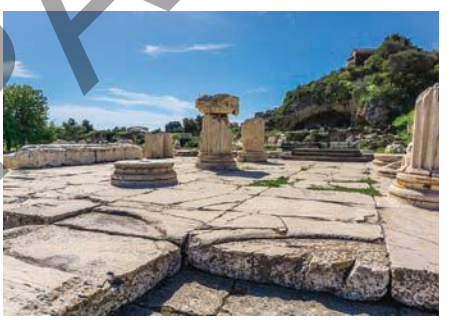

The Parthenon


The statue of Athena (reconstruction)

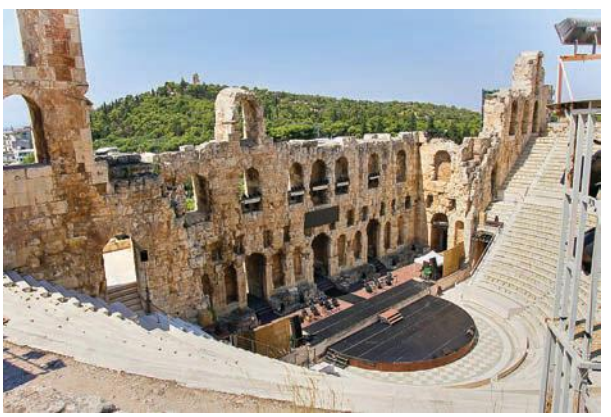

The Temple of Athena Nike


The Temple of Hephaestus


The Temple of Poseidon


The Hall of Mysteries at Eleusis


The Propylaea


The Odeon

↑ Source 9.7.5 Some of the buildings constructed under Pericles's leadership are the most famous of ancient Greek constructions.

Opinions on Pericles

We can look at historical sources to gauge the opinions people had of Pericles. Activity 9.9 shows us what Thucydides's opinion was of this Athenian leader.

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Activity 9.9

Using historical sources as evidence

An interesting opinion on Pericles comes from the ancient historian Thucydides. He describes Pericles in the following way:

> Indeed, during the whole period of peacetime, when Pericles was at the head of affairs, the state was wisely led and firmly guarded, and it was under him that Athens was at her greatest …
>
> The reason for this was that Pericles, because of his position, his intelligence, and his known integrity, could respect the liberty of the people and at the same time hold them in check. It was he who led them, rather than they who led him, and since he never sought power from any wrong motive, he was under no necessity of flattering them: in fact, he was so highly respected that he was able to speak angrily to them and to contradict them … So, in what was nominally a democracy, power was really in the hands of the first citizen.

↑ Source 9.7.6 Thucydides, *History of the Peloponnesian War*, Book 2, Penguin Classics, 1974, p. 163

1 **Identify** how Thucydides makes positive comments about Pericles.
2 Read the source carefully to **identify** any negative comments about Pericles.
3 **Explain** how reliable you think Thucydides is as a commentator on Pericles. Justify your answer.

Key concepts: significance, perspectives, contestability

HASS skills: analysing, evaluating

Developing historical concepts and skills 9.5

Perspectives on Pericles

Pericles was undoubtedly a great leader, but the information that exists about him is nearly all biased and represents him very positively. This is because the person who wrote one of the most important sources for the period was a peer of Pericles – Thucydides, who was an important general in the highly successful Athenian navy. Perhaps because of his own background and experiences, Thucydides believed that Pericles's leadership was the best thing that had ever happened to Athens. Was he right? The Athenians may have thought so, but most of their allies hated Athenian rule while Pericles was in charge because the Athenians were harsh, cruel and often ruthless.

Consider whose perspective is 'right'? Do you think it matters? Perhaps it is more important that we think about these different perspectives and try to see the situation from both sides.

1 Think about a situation where you have disagreed with someone about something important to you. What key points of difference were there in this disagreement? Did you both think you were right? Why? How did you (or how might you) resolve your differences?
2 Write down your ideas about these questions and share your ideas with a partner.
3 Use your understanding of perspective to imagine you are the other person in this disagreement. How does the disagreement look from this perspective? Write down your ideas and share your ideas with a partner.

Key concepts: perspectives

HASS skills: communicating and reflecting

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Go online to access the interactive section review and more!

End of section 9.7 review

Online quiz | Review questions | Teachers can assign tasks and track results

9.7 Review questions

Recall

1 **Identify** in what period Pericles grew up.

2 **Name** some of the people who influenced Pericles.

3 **Identify** how many times Pericles was re-elected a general. **Explain** what this tells us about how popular he was.

4 **Identify** the famous buildings that Pericles was responsible for building in Athens.

Interpret

5 Use your analysis skills to **explain** how Pericles made it easier for poorer Athenians to be involved in government.

6 **Describe** what Thucydides thought of Pericles's leadership of Athens.

7 Use your analysis skills to **explain** why Thucydides says that power was in Pericles's hands even though Athens was a democracy.

Argue

8. Why was Pericles a significant individual in ancient Greece?

Key concepts: continuity and change, significance

HASS skills: evaluating, communicating and reflecting

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9.8 Conclusion: why does it matter?

Ancient Greece was the beginning of many of the big concepts that we take for granted today, such as 'democracy', 'drama' and 'voting'. There are also plenty of other concepts that had their beginnings in this amazing society.

After the time of Pericles and the Peloponnesian War, ancient Greece began to change. Specifically, a 'Greek identity' spread throughout Greece. Alexander the Great was able to use the idea of Greek identity to create a unified empire, which went on to become a major power in the ancient world.

Ancient Greek ideas spread around the Mediterranean and the Near East, including Egypt, Italy and Mesopotamia, and even as far as India.

Ancient Greek mythology has inspired stories for thousands of years, many of which are still enjoyed today. The influence of ancient Greece runs deep in our society and has influenced much of how Australia works. We might not realise the extent of this influence unless we study the incredible achievements of these intriguing ancient people.

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End of chapter activities

Reflection

Self-assessment

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

Follow the flow of main ideas

What have you learnt about ancient Greece? For this activity, copy the diagram and fill it out by explaining your understanding in a few points. (We have done one topic for you.)

Geography of Greece	
Structure of Greek society	
Significant beliefs in ancient Greece	
Conflict in ancient Greece	
Pericles	
Archaeology and ancient Greece	
Conserving ancient Greece	• Many archaeologists over the years have helped us to conserve the past of ancient Greece. • Some archaeologists have used controversial methods to preserve precious artefacts. • The Parthenon Marbles are a famous example of artefacts that have been removed from their original location. • There is much debate about whether Britain should give the Parthenon Marbles back to Greece.

Once you have finished adding your notes, rank each category in its order of importance by placing a number to the left-hand side of each box. Justify your decisions in a paragraph.

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Making thinking visible

I used to think that ancient Greece was …

Now I think that ancient Greece …



↑Source 9.9.1 A reconstruction of the statues above the western door of the Parthenon. The statues were created from a detailed, early 20th-century drawing.

This exercise in visible thinking asks you to track the difference between what you knew about ancient Greece before starting this chapter, and what new understandings you have acquired since reading the chapter.

Using the stem sentences here, write a paragraph explaining what you previously knew about the topic. Then write another paragraph explaining what you now understand about the topic.

1 a I used to think that the geography of ancient Greece was important because …

b Now I understand that the geography of ancient Greece was important because …

2 a I used to think that life in ancient Greek society was …

b Now I understand that life in ancient Greek society was …

3 a I used to think that ancient Greeks believed in …

b Now I understand that ancient Greeks believed in …

4 a I used to think that ancient Greeks fought …

b Now I understand that ancient Greeks fought …

Analysis

Identify four major changes that Pericles made to Athens (and/or Greece). Write one paragraph explaining:

- whether these changes were good or bad for Athens
- whether these changes were good or bad for Greece.

Make sure you use evidence to support your ideas. Try to include information from the ancient primary sources in this chapter.

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Writing

Using historical terms meaningfully

As a historian, you will need to confidently and correctly use the terms related to your subject. Write a paragraph in response to the question using all the key terms listed. Ensure that your use of these terms shows your understanding of what each term means.

Question: *Explain* *the practices of ancient Greeks that are still followed today in Australia.*

Use these words correctly in your answer:

- democracy
- drama
- education
- philosophy.



↑Source 9.9.2 The Parthenon is a temple on the Athenian Acropolis.

Inquiry

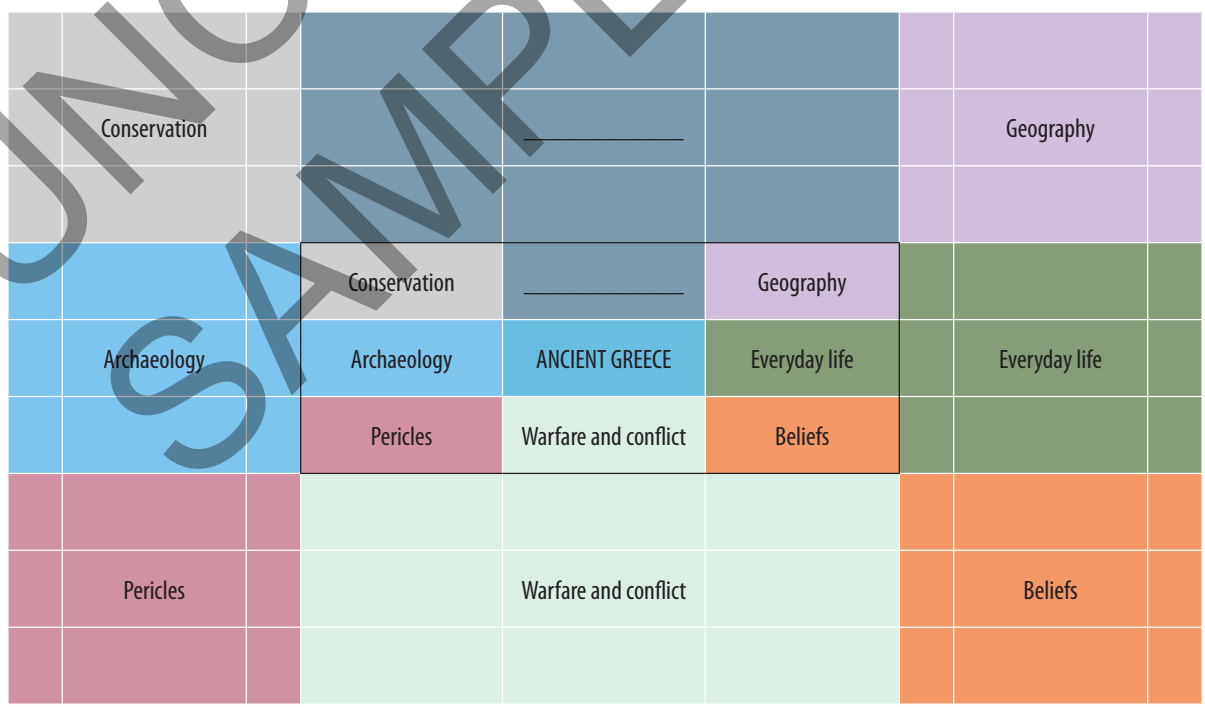
Research task

Investigate the different aspects of ancient Greek civilisation and **identify** their key elements. Try to find historical sources for each topic.

Copy the lotus diagram provided and fill it in with your research. This will build a complete picture of what you have learnt in the different learning areas. One area has been left blank so that you can add topics of your own choosing.

When you have finished creating your lotus diagram, use it to answer the following question. Your answer needs to be an extended written response.

Question: *Explain* *how different elements of ancient Greek society were influenced by Greece's geography.*



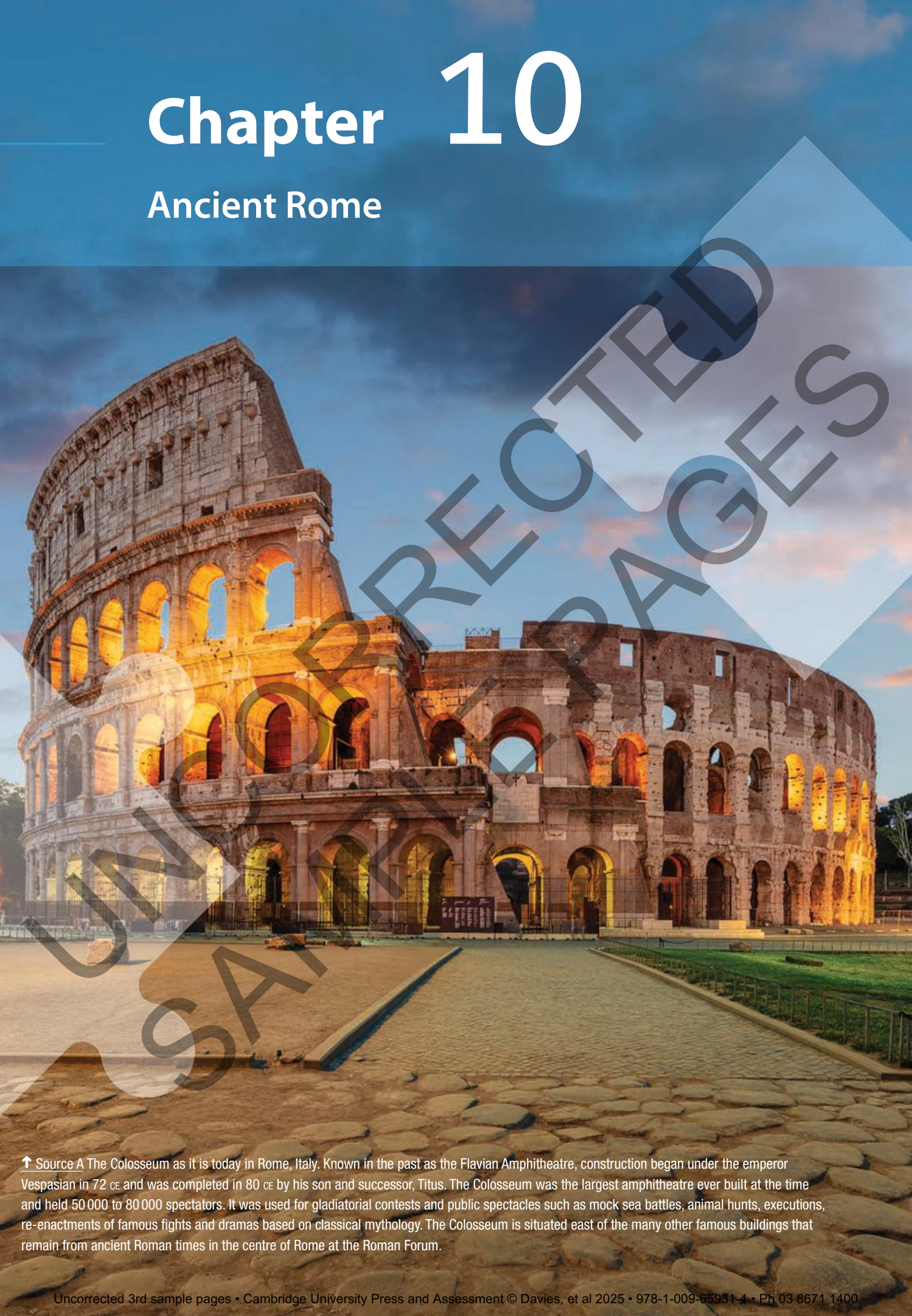
Key concepts: continuity and change, cause and effect

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

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Chapter 10

Ancient Rome



↑ Source A The Colosseum as it is today in Rome, Italy. Known in the past as the Flavian Amphitheatre, construction began under the emperor Vespasian in 72 CE and was completed in 80 CE by his son and successor, Titus. The Colosseum was the largest amphitheatre ever built at the time and held 50 000 to 80 000 spectators. It was used for gladiatorial contests and public spectacles such as mock sea battles, animal hunts, executions, re-enactments of famous fights and dramas based on classical mythology. The Colosseum is situated east of the many other famous buildings that remain from ancient Roman times in the centre of Rome at the Roman Forum.

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Chapter overview

Introduction

As historians in the 21st century, it is important to think about the **legacy** of the ancient Romans. The ways in which they influenced our world can be seen all over Europe, the Middle East and North Africa in the areas that were once part of the Roman Empire. The Romans had a huge influence over millions of people, as many nations adopted Roman ways of doing and thinking which continued in the cultures that followed. While there was change after the Roman Empire ended, a great deal of ancient Rome survived throughout the millennia and is still with us today, which is perhaps their biggest legacy.

At its biggest, the Roman Empire stretched from Italy right around the Mediterranean Sea, to Africa, the Middle East, northern Europe and Great Britain. Everywhere the Romans went, they left behind impressive buildings, **monuments** and roads. Their empire was huge, much bigger than the empire of the Egyptians and Alexander the Great. The borders of the Roman Empire met those of some of their rivals, the Parthians in the east, and the so-called 'barbarian' groups in the north, who would eventually divide and destroy Rome sometime not long after 410 CE.

The ancient Romans were ambitious, and they were excellent at organising. In order to create and rule their enormous empire, they had to have a well-organised government and disciplined army, and effective leaders to control it. In fact, some of the nastiest villains in history were cruel and terrible, but incredibly powerful, Roman leaders.

Often, the ways that the Romans enforced their power and influence were extremely brutal. Rome invaded and took over many other places, stealing from the local people and often enslaving or killing them. The Romans took other peoples' resources and used them to build even bigger armies to take even more land. Most of the cities, settlements and farms were created and maintained using slave labour and the spoils of war. Studying ancient Rome therefore reminds us of the great things that people can achieve, but also the cruelty and violence that the powerful can inflict on others.

Learning goals

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

- How did geography affect the ways ancient Rome developed?
- What was daily life like in ancient Rome?
- What were Roman warfare and military life like?
- What religion and beliefs did the Romans have?
- Who should we consider as significant individuals in ancient Roman history and why?

Historical skills and concepts

After completing this chapter, you should be able to:

- explain what cause and effect and change and continuity mean in the study of history
- analyse different historical perspectives
- determine historical significance
- understand the role of historians and archaeologists in uncovering the past
- develop historical empathy
- interpret written and archaeological sources in both print and visual form
- correctly use special terms specific to the topic
- use evidence (dates, statistics, examples) to communicate your ideas and build an argument
- reflect on your findings and refine your learning.

legacy an object, idea or story left behind or handed down by people from the past

monument statue or building created to commemorate an important event

Digital resources

Visit the Interactive Textbook to access:

- interactive review quizzes and Scorcher competition
- videos, image galleries and other extra materials.

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10.2

Timeline of key events



↑ A statue of an Etruscan woman, c.425 BCE

What came before this topic?

- **1000 BCE** Evidence that Rome was settled
- **1000–700 BCE** Latins (including Romans), Etruscans, Sabines and Samnites settled in Italy
- **c.750–400 BCE** Greek settlements in southern Italy and other parts of the Mediterranean were established



← A statue of Julius Caesar

753 BCE
The legend of Rome's **founding** by King Romulus

509 BCE
Rome becomes a republic and the government develops. Rome expands to control more of the Italian peninsula by defeating neighbouring territories

264–146 BCE
Rome takes on its greatest challenge – it fights and wins three wars against the great African city state of Carthage. Rome keeps invading across the Mediterranean and fights successful wars in Greece and the Middle East to control most of the area

115–100 BCE
Roman territory and even Italy itself face a number of external threats. Jugurtha and Mithridates attack from Africa and the East, and the Germanic tribes attack from the north

99–61 BCE
Internally, the Roman political system is under threat from ambitious Romans who lead rebellions, several of them even marching their own armies against Rome and killing their political rivals in brutal executions

73–71 BCE
Spartacus, an escaped gladiator, leads a huge slave rebellion in Italy. At one point, he leads a slave army of 100 000. It takes the Roman army and its generals nearly three years to defeat them

59 BCE
Gaius Julius Caesar is made consul of Rome

58–51 BCE
After being **consul**, Julius Caesar conquers Gaul (modern-day France) and tries to invade Britain, but is forced to withdraw. The invasion of Britain will not be achieved for another 100 years



← A statue of the myth of the founding of Rome, showing a she-wolf nursing Romulus and Remus

founding when something new is created by a people, generally a city or place

consul the leader of Rome. During the Roman Republic, two consuls were elected to office every year.

senator politician who has been elected to a senate

barbarian someone from another place who spoke a different language. For ancient Romans, a barbarian was any person who was not part of the Roman Empire.

sack to invade and destroy a city



↑ Emperor Constantine on a coin from c.751 BCE

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What came after this topic?

- Augustus, Caesar's heir, becomes the first emperor and the imperial system develops
- Imperial Rome continues until c.410 CE when Rome was invaded and the culture destroyed by Barbarians from the north
- The Christian Byzantine or Eastern Roman Empire continues until it finally collapses and is taken over by the Islamic Turks
- The Roman Empire is separated into smaller kingdoms, run by barbarian rulers (even Italy is split into separate states)
- In 800 CE, the French ruler Charlemagne creates an empire covering what are now France, northern Spain, Italy, Germany, Austria, the Czech Republic, Hungary, Italy and Croatia



↑ Portrait of Charlemagne, who was one of the most powerful kings during the medieval period of European history

49 BCE

Julius Caesar becomes unpopular in Rome and a civil war begins between his supporters and those who oppose him. In 45 BCE, Julius Caesar wins the war and becomes the sole leader of Rome

44 BCE

A group of Roman **senators** murder Julius Caesar

27 BCE

The rule of the first emperor, Augustus, begins. He is the great-nephew of Julius Caesar. The Republic of Rome becomes the Roman Empire

64 CE

A big fire occurs in Rome. Emperor Nero blames the Christians, who are a new religious community

79 CE

The Colosseum in Rome is opened. Pompeii and Herculaneum are buried by the eruption of Mount Vesuvius

c.200 CE

The borders of the Roman Empire come under increased attacks by **barbarian** tribes. Under pressure, a number of costly civil wars weaken the empire

283 CE

The Roman Empire is split into the eastern and western empires

313 CE

Emperor Constantine accepts Christianity as a religion after centuries of Christians being persecuted and shunned. Christianity later becomes the official religion of the empire

402–410 CE

The Goths and Vandals ('barbarian' tribes) take control of parts of the empire. In 410 CE, Alaric the Goth is able to **sack** the city of Rome itself



← A statue of Augustus

Timeline activity

1 Use the timeline to **identify** three challenges faced by ancient Romans. These could be natural disasters, major changes or attacks.

2 **Create** two historical questions about significant events shown in the timeline. These should be questions that you would like to learn about as you move through the chapter.

Key concepts: continuity and change, cause and effect, significance

HASS skills: questioning and researching, communicating and reflecting

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10.3

The physical features of Rome and how they influenced the civilisation that developed there

Focus question

- How did geography affect the ways ancient Rome developed?

The geography of Rome

We may never know exactly how Rome was founded, but by studying the geography of Rome it is possible to understand why Rome was so successful.

Rome began as just one city, but the rulers of Rome conquered all of Italy, and then expanded around the Mediterranean Sea, then more widely across Europe, North Africa and the Middle East. Ancient Rome maintained control over its vast empire for hundreds of years. How the Romans achieved this when others failed was due in part to geography.

FPO

Source 10.3.1 Video: Roman expansion

Position

Look at the map of the Roman Empire shown in Source 10.3.2 and you will see that Rome is almost exactly in the middle of Italy. Its position meant that it was easier for the early Romans to manage territory on the Italian peninsula that they had conquered as they slowly took control of the neighbouring Italian communities.

↓ Source 10.3.2 Rome grew along the banks of the Tiber River, which enabled travel and trade.



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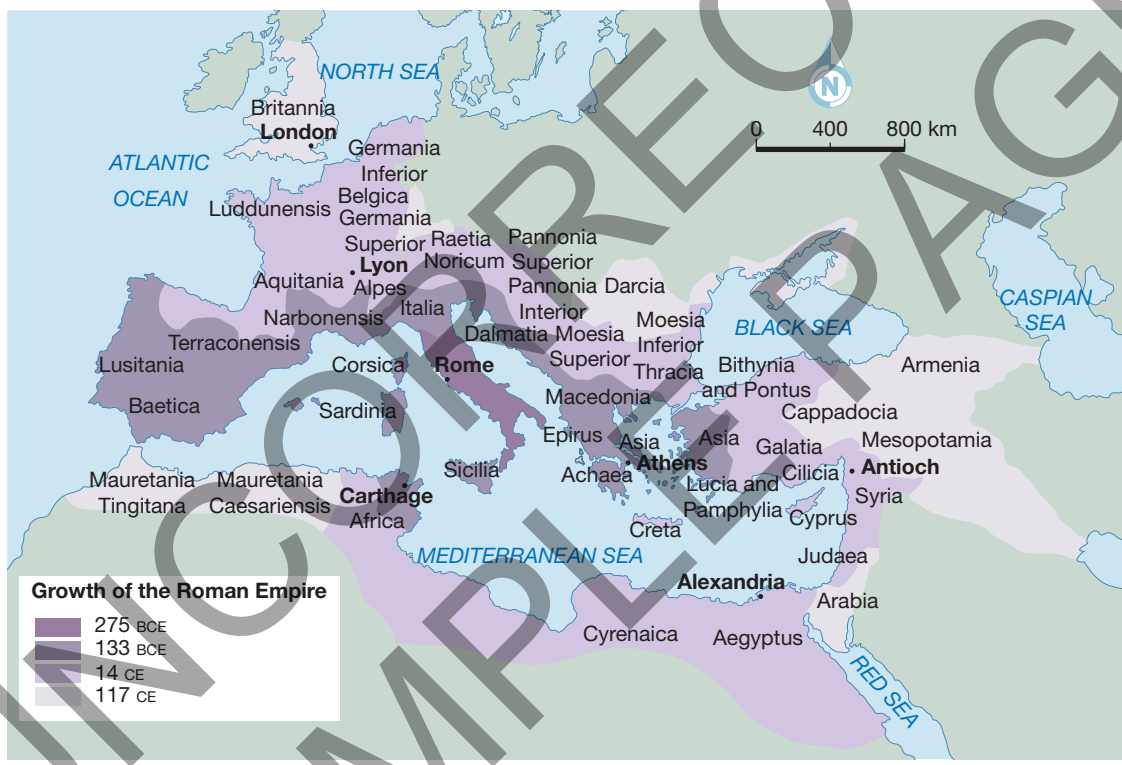
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However, look at the map again and you will see that Italy is also in the middle of the Mediterranean Sea. Its position in the centre of the Mediterranean region meant that it was also in an ideal place to conquer the territory all around it across Europe and North Africa, and still be able to manage the empire from its centre of power, the city of Rome. Therefore, geography gave the Romans a significant advantage from the start.

River and sea

The city of Rome is located on the banks of the Tiber River, close to the western coastline of Italy. The river flows out into the sea, and the ancient Romans took advantage of this by using the river and the Mediterranean Sea to travel, trade and to conquer their neighbours. Goods were shipped from farms down the Tiber River and into the city of Rome. From there, more ships travelled to the mouth of the Tiber River and out to sea.

The Mediterranean Sea connected Rome to all of its neighbouring territories, making it easier for Rome to trade and also to conquer surrounding lands. The ancient Romans used the sea so much for transport and trade that they named it *mare nostrum*, which translates as 'our sea'.



↑ Source 10.3.3 The growth of the Roman Empire between 275 BCE and 117 CE

Mountains and hills

The city of Rome is famously built on seven hills, which provide the city with protection because it is easier to defend a hill from attack. If you go to Rome today, be prepared for lots of walking up and down steps and slopes. According to one myth of the founding of Rome, Romulus and Remus fought over which hill they should use as the site of the city. The city grew so big that it eventually covered all of the seven hills, but the communities that had originally been small villages on each hill retained their own identities, and much like we do in the suburbs we live in today, the residents of the city always thought of themselves in terms of which hill community they belonged to within the city.

The Italian peninsula is home to two large mountain ranges. The Alps soar across the north and divide the Italian peninsula from the rest of Europe, whereas the Apennines run the length of Italy. If you look on Google Earth at Italy today, you can see these mountain ranges.

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The mountains offered the ancient Romans plenty of protection from enemies, particularly in winter. However, the mountains were not a perfect defence. Unlike some of the mountain ranges in Greece, there are many passes through the Alps that mean this impressive mountain range is not impossible to cross. In fact, in 218 BCE, Hannibal, the ruler of Carthage in North Africa, invaded Italy by crossing the Alps. He brought with him an entire army, including elephants, which were very effectively used in battle against the Romans, ending with him attacking the city itself. You can read more about Hannibal later in the chapter.

← Source 10.3.5 An artist's impression of Hannibal's journey across the Alps, along with his army and elephants



↑ Source 10.3.4 A map of Hannibal's crossing of the Alps and invasion of Rome in 218 BCE. All mountains in the region are indicated by the darker yellow.

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Making thinking visible 10.1

Question stems

As you study ancient Rome, you will practise how to ask historical questions. History is about inquiry – asking the kinds of questions that help us to examine the evidence and try to piece together how people lived their lives and what might have occurred. Good historians investigate what makes them curious. To do this, it is necessary to be able to formulate questions that help you to think about the puzzles and mysteries from history.

Use the question stems below to develop some questions about what is important or 'significant' for us to know about Pompeii and ancient Rome.

1 *How do we know ...?*
2 *What caused ...?*
3 *What were the reasons for ...?*
4 *What happened after ...?*
5 *What can this source tell me about ...?*
6 *Why did people in ancient Rome ...?*

Key concepts: significance

HASS skills: questioning and researching, communicating and reflecting



↑ Source 10.3.6 Plaster casts of victims of Vesuvius at Pompeii. Left: a muleteer (worked with mules) found sitting with back to the wall of the Athletics school. His mule was close by. Right: two people embracing. The casts were made in the 1870s by Italian archaeologist Giuseppe Fiorelli, who wanted to find out what had been in the spaces that he was finding in the rock when he excavated Pompeii. He pumped plaster into the cavities, let it harden and then removed the rock carefully from around the plaster cast revealing what happened to some of the people of Pompeii. Fiorelli reasoned that the ash and rock that had covered Pompeii and its people during the eruption had hardened around the bodies and other organic material before they decomposed, but when the bodies decomposed cavities were left in the rock. Because of Fiorelli's work, we have a very clear idea about the last moments of some of the residents of Pompeii during the eruption of Vesuvius.

FPO

Video Source 10.3.7 Setting the scene: Mount Vesuvius erupts!

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Activity 10.1

Using historical sources as evidence

1 Read Source 10.3.8 carefully. Pliny was an eyewitness to the eruption of Vesuvius. **List** the things that Pliny saw on the day that Vesuvius erupted in the order they appear in the extract from his letters.

2 Now look at Source 10.3.9 This image was painted several centuries after the eruption. Make a list of what you see in the image that tells you about the eruption.

3 Look at both of your lists and highlight in two different colours all the things that are the same and all the things that are different. What you are doing while you do this is using the historical concept of contestability, meaning that not all accounts about the past agree.

4 How accurate is the painting? Write one to two sentences that **explain** why the information from the image is 'contestable' or may not be very accurate. Make sure you use at least two points from your lists to help you.

> Ashes were already falling, not as yet very thickly. I looked round: a dense black cloud was coming up behind us, spreading over the earth like a flood. 'Let us leave the road while we can still see,' I said, 'or we shall be knocked down and trampled underfoot in the dark by the crowd behind.' We had scarcely sat down to rest when darkness fell, not the dark of a moonless or cloudy night, but as if the lamp had been put out in a closed room.
>
> You could hear the shrieks of women, the wailing of infants and the shouting of men; some were calling their parents, others their children or their wives, trying to recognise them by their voices. People bewailed their own fate or that of their relatives and there were some who prayed for death in their terror of dying. Many besought the aid of the gods, but still more imagined there were no gods left and that the universe was plunged into eternal darkness for evermore.

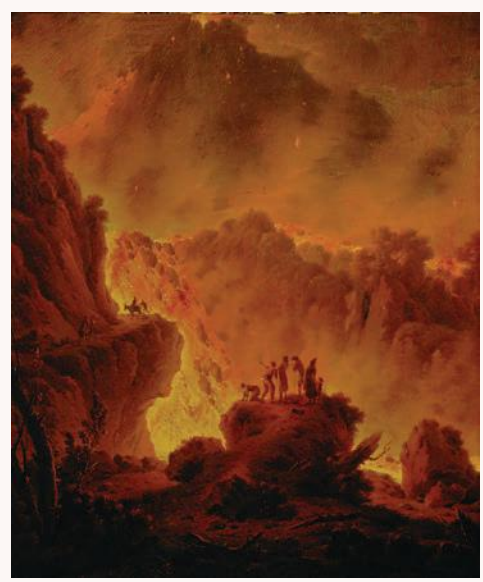
↑ Source 10.3.8 A letter from Pliny the Younger to Tacitus, from 'The destruction of Pompeii, 79 CE'

What you just did was to **analyse** both Sources 10.3.7 and 10.3.8, and you have **evaluated** both sources for accuracy. Evaluation and analysis are important historical skills in the Western Australian Curriculum. What you have also done is **identify** that evidence about the eruption of Vesuvius is **contestable**. This is an important historical concept.

analysis (in the study of history) to identify the purpose of sources and determine their accuracy and reliability

evaluation (in the study of history) proposing explanations and drawing conclusions about a historical event, development or issue and its connections with the present

contestability (in the study of history) this occurs when interpretations about the past are up for debate, especially between different historians



→ Source 10.3.9 This painting, called *Eruption of Vesuvius*, was painted in the 1780s CE by the Austrian painter Michael Wutky, who visited Mount Vesuvius several times while it was active in the late 18th century so that he could paint the volcano's eruptions and lava more realistically.

Key concepts: sources, evidence, significance, contestability

HASS skills: questioning and researching, analysing

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Farming

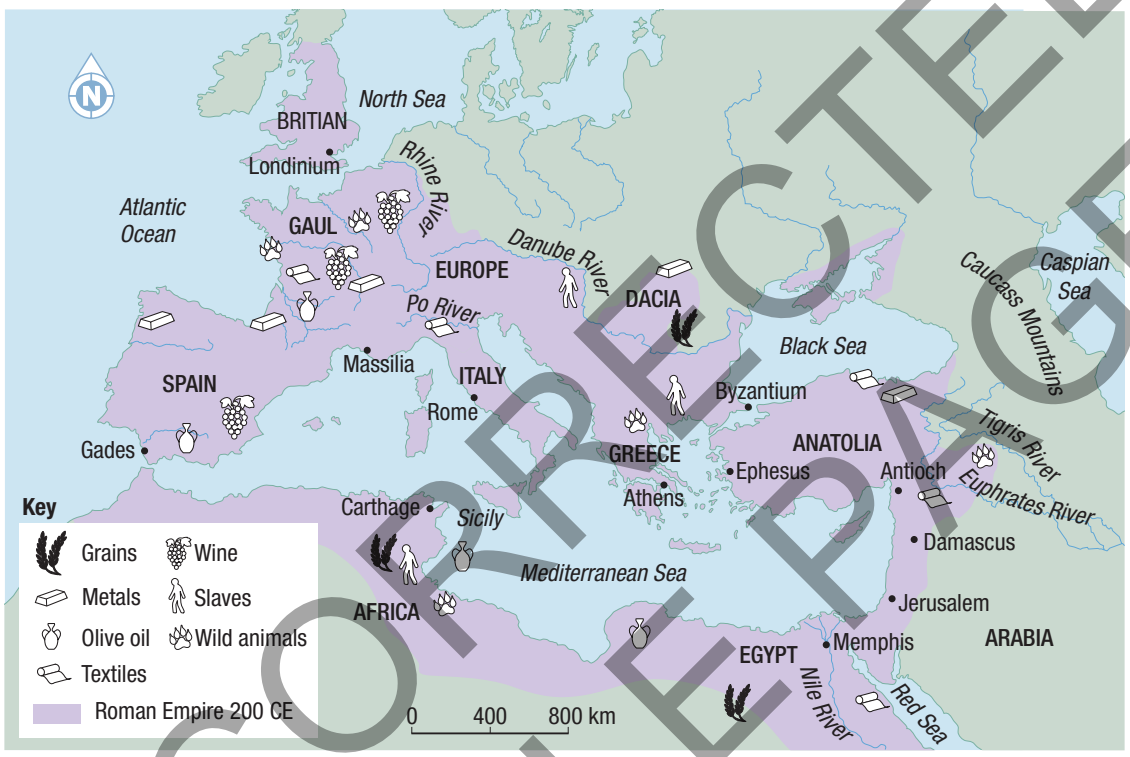
Rome and its surrounding areas were also good places to grow food. This region experiences a lot of volcanic activity, due to its location between the Eurasian and African **tectonic plates**. Volcanic soils are rich with nutrients, and the climate of Italy meant that crops grew well there.

As the population of Rome grew, they needed more food. They invaded and conquered their neighbours, the **Latins** and the **Etruscans**, partly to seize land so that they could grow more crops. The Tiber River was used to transport crops into the city to feed the people. The map in Source 10.3.10 shows the kinds of foods grown in ancient Rome around the Tiber River.

tectonic plates parts of Earth's surface that move in relation to each other. Where the edges of the plates occur, the heated inner core of the planet breaks as volcanic activity on the surface.

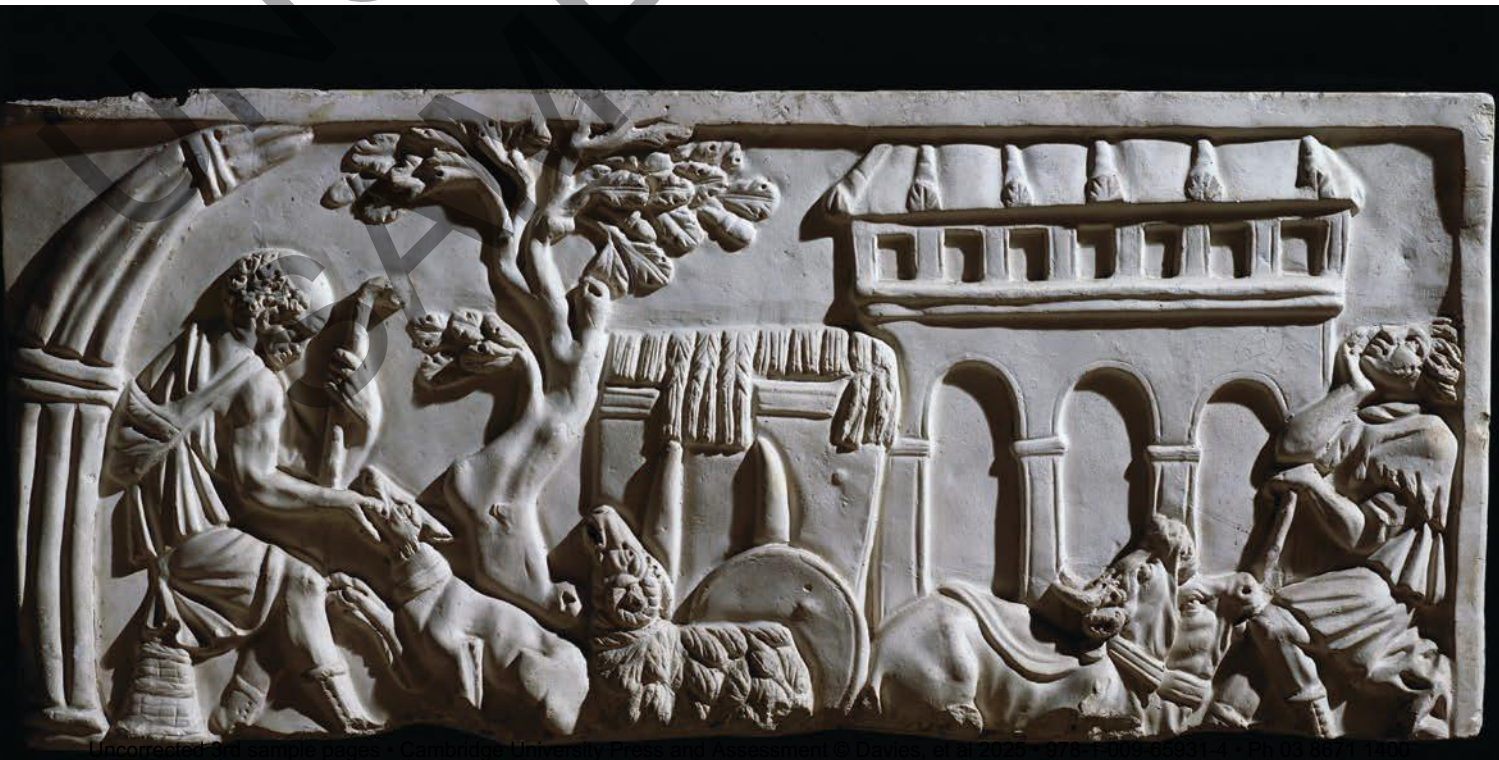
Latins ancient Italian tribe of people who lived in the area bordering Rome to the south

Etruscans an ancient civilisation of people who lived to the north of the city of ancient Rome



↑ Source 10.3.10 Map showing the types of crops grown around ancient Rome

↓ Source 10.3.11 An ancient Roman bas-relief showing farmers at work



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Activity 10.2

Using historical sources as evidence

The people of ancient Rome were aware that the site of their city and empire was well located. The historian and author Livy wrote:

> With good reason did the gods and men choose this site for the founding of the city. Rome's hills provide a healthy environment, the Tiber is favourable for navigation upstream to inland crops and downstream to the sea, and the sea itself is close enough for trade and yet far enough that we are not in danger of invasion by foreign fleets. Consider too Rome's location at the centre of Italy. This site is uniquely suited by nature for the expansion of a city – as is proven by the size itself of our city while yet so young.

↑ Source 10.3.12 Livy, History 5.54.4, from Peter J Aicher, *Rome Alive: A Source Guide to the Ancient City*, vol. 1, 2004

Another writer, Vitruvius, also felt that Rome's success was due to where it was located geographically. He thought that the climate had an impact on the character of the people too. Vitruvius argued that Romans became the leaders of the world because Rome was neither too hot nor too cold. He wrote:

> It is a fact that southern nations, although extremely clever, give way when it comes to a contest of courage. This is because their spirit has been [weakened] by the hot sun. Conversely, people born in the [cold] regions of the north, though better suited for the violence of warfare on account of their fearless courage, are slow of mind, and [have] . . . no thought of strategy.
>
> . . . the peoples of Italy are temperamentally balanced in each direction, having both physical strength and a mental vigour suited to their courage . . . Thus did divine intelligence situate the city of the Roman people in an extraordinary and temperate region, so that it might extend its empire across the world.

↑ Source 10.3.13 Vitruvius, Architecture 6.1.10–11, from Peter J Aicher, *Rome Alive: A Source Guide to the Ancient City*, vol. 1, 2004

1 **Identify** three things mentioned in either of the sources that demonstrate the location of Rome as contributing to its success.
2 What do these sources agree on about Rome's geography?
3 What do they disagree on? (*Hint*: think about what is different in the two writers' arguments.)
4 Both of these sources are written by Romans about their home, Rome. **Explain** why being from Rome might have affected what these people wrote.

Key concepts: sources, evidence, perspectives, contestability

HASS skills: analysing, communicating and reflecting

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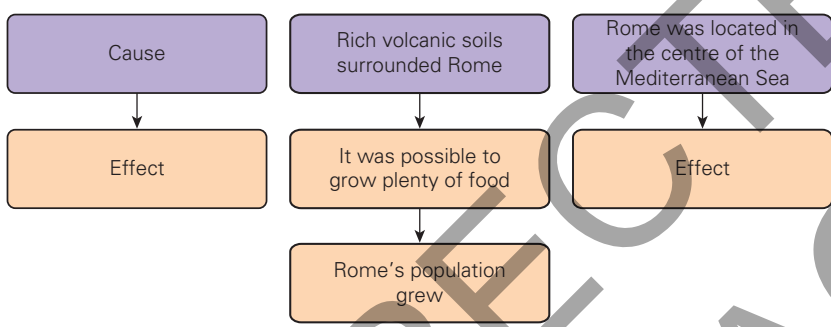
Developing historical concepts and skills 10.1

Cause and effect

When studying history, it is important to understand not just *what* happened, but *why* it happened. This is the study of cause and effect.

So far, this chapter has considered why Rome succeeded in growing into the enormous empire it became. Now reflect on what you have learnt. You can summarise your understanding by creating a cause-and-effect diagram, such as the one shown here. Draw a similar diagram on a piece of paper, filling in the spaces for cause and effect. The arrows should lead from the causes and point to the effects.

Use your cause-and-effect diagram to answer this question: *Why did Rome succeed and grow?*



Key concepts: continuity and change, cause and effect

HASS skills: analysing, communicating and reflecting

End of section 10.3 review

Online quiz

Review questions

Teachers can assign tasks and track results

Go online to access the interactive section review and more!

10.3 Review questions

Recall

1 **Name** three crops that were grown around the Tiber River, near the city of Rome.
2 What did the ancient Romans call the Mediterranean Sea?
3 When was Pompeii destroyed by Mount Vesuvius? (*Hint:* refer to this chapter's timeline.)
4 **Explain** the impact of ancient Rome being located on a river and near the sea.
5 **Explain** why Pompeii is such an important site for learning about life in ancient Rome.

Interpret

6 **Explain** why the people of Pompeii lived so close to an active volcano.

Argue

7 Use your analysis skills to decide what Rome's most important geographical advantage was. Think about all the geographical reasons why ancient Rome succeeded and **identify** which you think was most important for Rome's success. **Explain** your answer.

Key concepts: continuity and change, cause and effect

HASS skills: analysing, communicating and reflecting

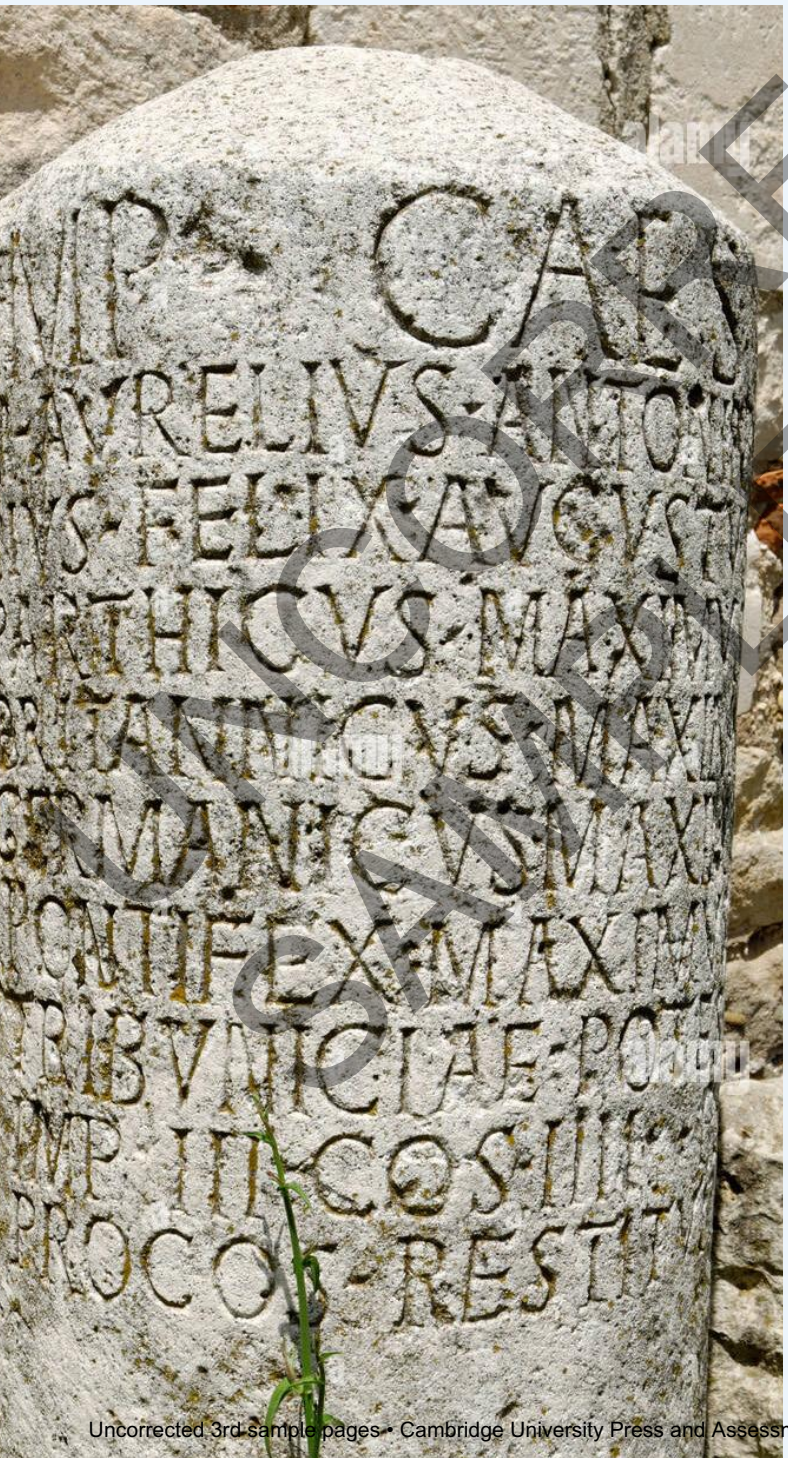
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10.4

Everyday life in ancient Rome

Focus questions

- What was everyday life like in ancient Rome?
- What different day-to-day experiences did rich and poor Romans have?
- What ideas, innovations and technology did the Romans use?



When historians consider what life was like for people living in ancient Rome, they are using empathy to try to understand the people and their lives at the time. One of the ways to learn about people from all sections of society, be they rich or poor, is to investigate what their day-to-day experiences would have been like. It is easier to do this for the rich and powerful about whom much was written and recorded both in their own lifetime and since. However, finding out about the poor, the slaves and the working people is much more challenging, and for this we rely a lot more on the material evidence or archaeology.

In this section, you will discover who the Romans really were: what they enjoyed, where they worked, what they ate and wore, where they lived. You will notice that most of the sources in this section are archaeological. As you progress through the section, think about why this might be.

← Source 10.4.1 A Roman milestone. In the 3rd century BCE, streets starting from Rome had milestones or distance columns, continuously placed after every Roman mile along the course of the street. Later, these also included information on how the road was constructed and who built it.

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Trade

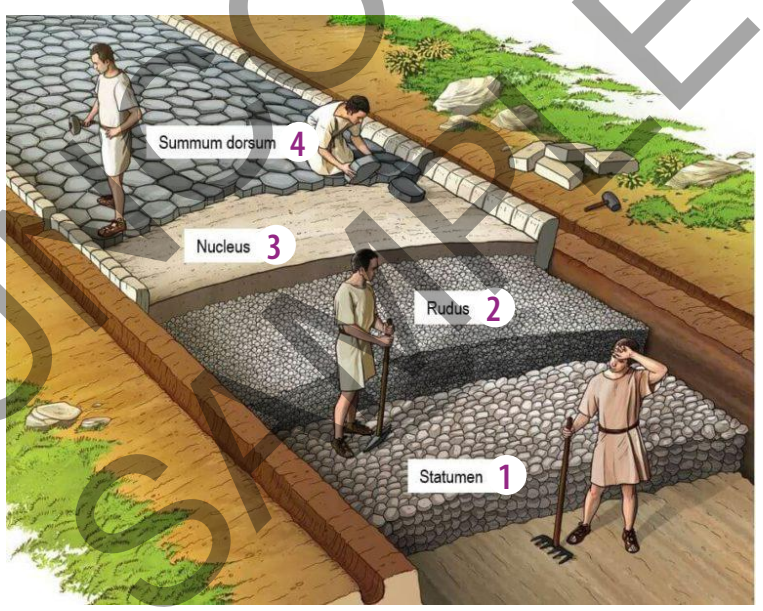
Trade was vital to ancient Rome. The empire was extremely expensive to run and maintain, and trade brought in most of the income Rome needed. The population of the city of Rome grew to one million (much bigger than any other city in the ancient world) during the empire, and such a huge population required many things to be brought in via trade, just as big cities do today.

Because trade was so important, the Romans made trade as easy as possible. On land, the Romans built an immense road network, which they used to move goods, to communicate across the whole empire and to move the Roman army with great efficiency and quite quickly, by ancient standards, across vast distances. A key feature of Roman roads is that they are generally as straight as possible. This meant using their understanding of engineering and science to build across mountains and valleys, to cross rivers and swamps. Many of these roads have been maintained since they were built and are still in use (with modern surfaces, of course) all across Europe, the Middle East and North Africa.



↑ Source 10.4.2 A section of the ancient Via Appia, arguably the world's oldest (built c.300 BCE) and longest (800 km) surviving road. This main road was ancient Rome's vital lifeline, serving as both a military and economic highway. It may also have played a role in inspiring the famous saying 'All roads lead to Rome'. The cobbles are regular and smooth and there is drainage on either side to move the rainwater away from the surface.

Amazing but true ...



↑ Source 10.4.3 Cross section of a Roman Road. A gravel path for pedestrians typically ran along each side of the road, varying in width from 1–3 metres. Separating the path from the road, the curb was made of regular upright slabs.

The average width of an ancient Roman road was 5.5–6.0 metres, and consisted of several layers:

- Foundation soil – the base on which a road was built was compressed and then covered with sand or mortar.
1. *Statumen* – a layer of crushed rock 25–60 cm thick.
2. *Rudus* – a 20 cm thick layer of crushed rock in cement mortar.
3. *Nucleus* – a concrete base layer made of cement, sand and gravel; 30 cm thick.
4. *Summum dorsum* – the final layer consisting of large 15 cm thick rock blocks.

The high level of Roman engineering expertise and scientific understanding is easily seen in this diagram. Although it was straight, the road was not flat, it was higher in the middle to allow water to drain away. This prevents water pooling on the surface and wearing it away. Surveyors would take exact measurements of where the road needed to go before construction started. Teams would then level the surface before the rest of the specialists and labourers came to put down the various layers of materials seen in the diagram to finish the road. Roads are still built in similar ways today.

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Additionally, the Roman Empire had vast and complicated sea trade routes. Sea was the quickest way to get products anywhere, but it was risky; there were lots of pirates and the weather in the Mediterranean can be treacherous. Thousands of Roman ships sank in the Mediterranean and Black Seas. Over 900 of these wrecks have been investigated by archaeologists who specialise in exploring underwater sites. There have been some amazing finds on these wrecks that have told us a lot about what, and how much, the Romans traded. One of the discoveries included honey found in a sealed jar that was still good to eat after 2000 years under water!

The Roman port of Ostia brought goods in and out of the city. It was situated at the mouth of the River Tiber, and the river was used to move goods the short distance of 15 Roman miles from Ostia to Rome itself. Many ships travelled between Ostia and major ports across the Mediterranean, including Carthage in North Africa, a journey that took between three and five days. The archaeological remains at Ostia show us that traders from all over the world set up offices or shops. There are 50 individual places like this at Ostia with mosaics and inscriptions that tell us what happened in every shop, and that these shops dealt with countries all over the empire.



↑ Source 10.4.4 Terracotta transport amphora, 85 cm tall, red clay with pointed bottom. Their shape made amphorae easy to stack and store. This type of amphora was often sealed with wax and was used for transporting grains, wine, honey, oil, fish sauce, grapes and fish.

↓ Source 10.4.5 Mosaic depicting fish and amphora. The floors of each shop featured what each shop specialised in. This was one of the 50 shops in the Square of Guilds or Corporations.



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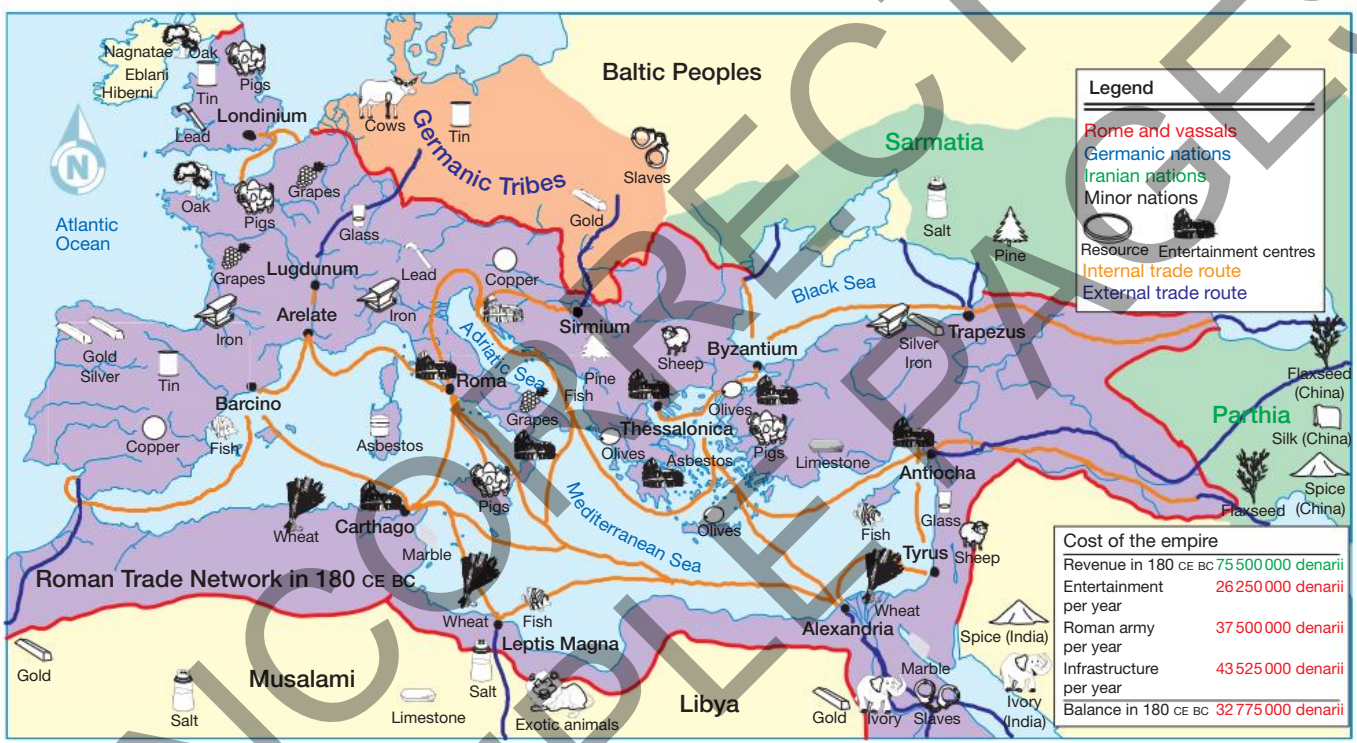
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↑ Source 10.4.6 Mosaic depicting a cargo ship from Carthage, showing the international traders who were trading in the Roman port of Ostia. This was one of the 50 shops in the Square of Guilds or Corporations.

↑ Source 10.4.7 Mosaic depicting grain measurers. This shop specialised in trading grains.



↑ Source 10.4.8 Map of Roman trade routes across the empire

Trade grew to some extent because there were many years of peace within the empire. Trade was vital to the success of the empire, but when the Roman Empire collapsed, trade throughout the empire also collapsed. This had a very negative impact on the many countries and people who had built trade connections with Rome over hundreds of years.

The Romans traded a huge variety of materials. There was a huge slave trade back and forth across the whole empire. Glass and sand were imported from India, and gold and silver came in from Spain. Silk came into Rome from China, and perfumes and spices came in from the Middle East and North Africa. Timber, tin and wine made journeys across the Mediterranean and were traded as far away as Britain. Exports included corn, leather, marble, olive oil and purple dye.

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Romanisation the process of making something similar to the beliefs and practices of Rome

Many nations were happy to become part of the Roman Empire because it was desirable to have access to so much in the way of goods and services through the enormous trade network built by Rome. In this way, the Romans also spread their language and culture across much of Southern Europe, North Africa and the Middle East. Spreading culture and ideas like this is called **Romanisation**.

Amazing but true …

Many European languages today are based on Latin, the language spoken by the Romans. The list includes English, French, Italian, Spanish, Portuguese, Romanian and Sardinian. Latin became so incredibly widespread across Europe largely as a result of Rome's trading networks. Today, of all the words in the English language, 50 per cent are Latin. This means that half of all the words in English have Roman ideas and culture in them that have been adopted and have not changed much at all for thousands of years. So, while ancient Rome might have come to an end in one sense, it remains very much with us today because 50 per cent of all the words you are reading in this book have come straight from the ancient Romans.

Connecting History and Economics

Exploring ancient Roman trade and modern economics

Investigate the similarities between ancient Roman trade and modern economic systems, and **analyse** the impact of trade on economies. Develop your understanding of how trade has been an important component of economies from ancient times until today. You will also develop skills in identifying, explaining, discussing and evaluating these concepts.

Research

- Use the internet to research the trade routes of the Roman Empire and modern trade routes.
- **Compare** the ancient Roman trade routes with modern trade routes used by Australia.
- Research the key goods that were traded in ancient Rome, such as grain and wine.
- Research what are Australia's main exports today, such as minerals and agricultural products.

Analysis questions

1 **Identify** the main goods traded in the Roman Empire and **compare** them with Australia's main exports today.
2 **Explain** how trade routes in ancient Rome were similar to or different from modern trade routes.
3 **Discuss** the importance of trade for the Roman economy and how it compares to the importance of trade for Australia's economy today.
4 **Evaluate** the impact of trade on the economic stability of both ancient Rome and modern Australia.

Key concepts: interdependence, specialisation and trade, continuity and change, significance

HASS skills: questioning and researching, analysing

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Activity 10.3

Working with historical sources

In this activity, you are going to be thinking about the concepts of change and continuity, evidence and significance. You will also be using your research skills and using your analysis skills.

1. Look at Source 10.4.1 and Source 10.4.2 and read what the text tells you about Roman roads. What do these sources tell you about the Roman people? Think as widely as you can and **create** a brainstorm or a graphic organiser to help you collect your ideas.
2. Look at the map in Source 10.4.8. Think about the different kinds of goods that were available because there was so much trade. Write a list of five things that you think could be found in at least three different parts of the empire.
3. Now fact check your list and do an online search of what could be found in the three places you chose.
4. Look at the house in Source 10.4.14. How similar is the design of the house to our houses today in Western Australia? **List** the things that are the same and are different.
5. What do your lists tell you about how much culture we have inherited from the Romans?

Key concepts: continuity and change, perspectives

HASS skills: questioning and researching, analysing, evaluating

Food

What we know about what the Romans ate, how this food was gathered and even how some of it was cooked comes from written texts (including cookbooks), wall paintings, mosaics, and in some cases even from the remains of food found at places like Pompeii.

Cereals made up most of people's diet. Wheat and barley were the most common grains used to make bread and porridge, the staple food for poorer people. Roman bread was usually quite coarse and dark in colour. The mills that ground the grains were of different quality, with higher quality harder stone being used to make fine flour. However, the average person would spend much of their life eating bread that had been ground on softer coarser stone that wore away during the milling process and ended up in the flour. As you can imagine, lots of ground stone in the bread was not good for anyone's teeth, and some of the skeletons of the people who died at Herculaneum, another village destroyed when Mt Vesuvius erupted, show just how badly teeth could be eroded. One poor man had had such terrible tooth infections that his jaw bone had rotted away in two places.



↑ Source 10.4.9 Left: A house with a bakery, Pompeii. Right: A carbonised loaf of bread from Pompeii.

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Fruits and vegetables

Ancient Romans had access to many fruits and vegetables still used today. Just as you can now, you could expect to find apples, figs and grapes (fresh and dried as raisins), pears, plums, dates, cherries and peaches. Similarly, vegetables included what we still see in supermarkets all the time: beans, lentils, peas, asparagus, mushrooms, onions, turnip, radishes, cabbage, lettuce, leek, celery, cucumbers, artichokes and garlic. Olives and olive oil were very much a staple food, as they are today, but for the Romans they were an important source of healthy fats. Both fruit and vegetables could also be pickled or preserved to conserve them so that they were still available when they were out of season.

fermenting a chemical process that breaks down substances into simpler ones. It is caused by microorganisms like bacteria, yeast and mould.



↑ Source 10.4.10 Mosaic depicting a Roman pantry: fish and vegetables hanging up in a cupboard. Vatican Museums, Rome.

Meat and fish

Meat was generally expensive, so was often prepared as small cuts or sausages. Pork, veal, mutton and goat were popular but rabbit, hare, wild boar and deer were also eaten, and many of these animals were farmed. The Romans loved birds of all kinds being on the menu. You could expect to eat partridge, pheasant, goose, duck, and even blackbirds, doves and magpies. The Romans also loved large exotic birds, and it would not be too unusual to go to a rich person's home and find flamingo, peacock, ostrich or parrot as the main dish, foods that would be sure to impress the dinner guests. In fact, the worlds' oldest surviving cookbook, written by the Roman Marcus Gavius Apicius between 14 and 37 CE, contains several recipes for peacock. You can still buy this book today, and some of its recipes are pretty good, although you'll have to find replacements for some of the more exotic ingredients.

The Mediterranean is full of seafood, so it is not surprising that the Romans ate a lot of it. Fish and shellfish were also farmed in artificial saltwater and freshwater ponds. Favourites that we still enjoy that turned up at the Roman table were crayfish, crabs, mussels, clams, scallops and oysters. The Romans even had their own very popular version of ketchup, which was a very strong sauce called garum made from fermented fish. Apparently, the smell of the fish **fermenting** in the garum factories was pretty awful. Fish guts were another extremely popular method of flavouring food.

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Clothing

The type of clothing worn would depend on how rich people were to an extent. Men and women wore a version of the toga, which the Romans adapted from the Etruscans. Richer and important or wealthy people's clothes were made from finer material and were more colourful. Slaves might be dressed in fine robes like their masters, or in cheap shabby garments or nothing much at all depending on their role, job and the wealth and status of their owner.

Roman men tended to wear togas. This distinctive garment was a semi-circular, woollen cloth that was often white. It was worn draped over the left shoulder and around the body. The senators who were elected to important positions in the Roman government, called the senate, had purple stripes on the bottom of their togas, and the more stripes they had, the higher their rank. In Rome, the colour purple was made by crushing rare molluscs. This was very expensive, which is why only very rich and important people used purple. Julius Caesar sometimes wore a toga that was entirely purple to show his importance and wealth. Purple is still used to denote importance – for example, the official robes of the Kings and Queens of England are purple.

Women in ancient Rome wore an equivalent garment to the toga known as a *stola*. The *stola* was a long pleated sleeveless robe that could be made out of a range of materials, though traditionally it was wool, like the toga. Outside the house, over the *stola* women often wore the *palla*, a sort of rectangular shawl that was up to 3 metres long and 2 metres wide. Keeping these garments clean and washing them would have been a challenge.



↑ Source 10.4.11 An artist's impression of a Roman man dressed in the distinctive toga of a senator



↑ Source 10.4.12 Statue of Livia, the emperor Augustus's wife. She is wearing the *stola* with the *palla* over the top.

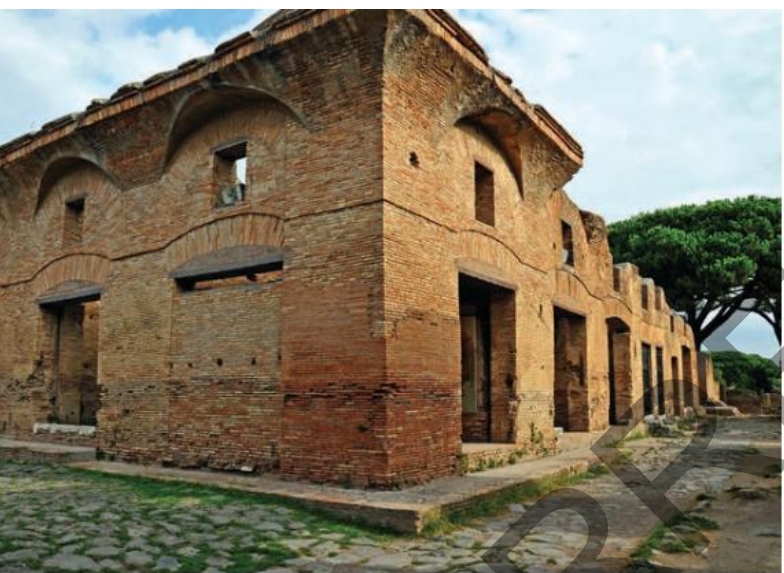
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Houses

Insulae

Most people living in Roman cities lived in small apartment buildings called *insulae*. *Insulae* were generally three to five storeys high and included a number of small apartments with two small rooms.

The bottom floor of the *insulae* were usually shops that opened onto the streets. Larger apartments were also on the ground floor or near the bottom. Many *insulae* were poorly constructed from wood or a mixture of wood and brick. People cooked on open fires in these buildings, so they were dangerous places and house fires were common.

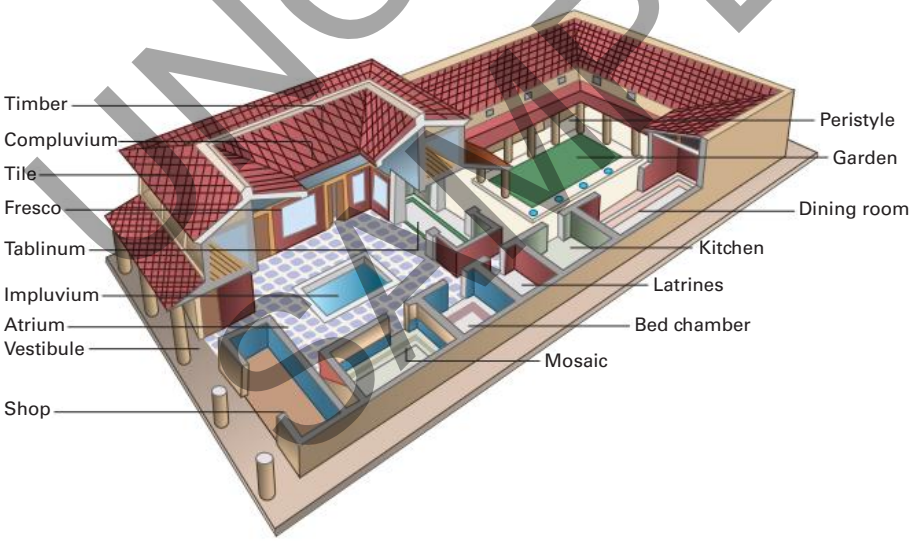


↑ Source 10.4.13 Roman *insula* at ancient Ostia

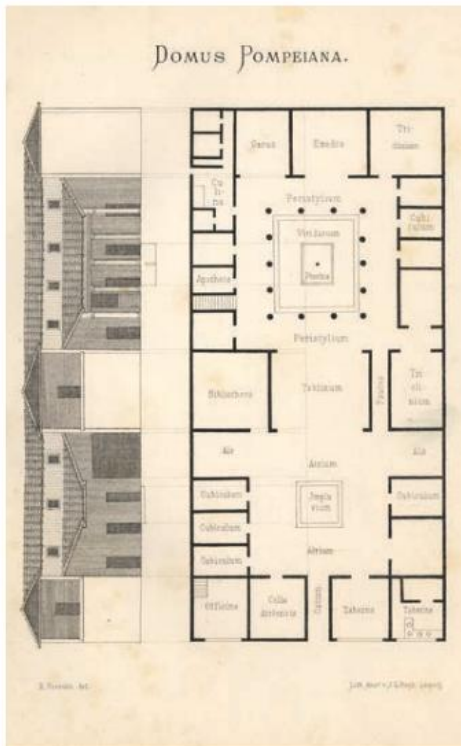
Wealthy homes

Wealthy Romans lived in large homes called a *domus*. Most Roman houses had similar design features much like our homes do today. We have learnt a lot about these kinds of homes from the excavations at Pompeii.

There was an entryway that led to the main area of the house called the *atrium*. Other rooms, such as bedrooms, dining room and kitchen, might be off to the sides of the *atrium*. Beyond the *atrium* was the office. In the back of the home was often an open garden.



↑ Source 10.4.14 A typical Roman *domus*



↑ Source 10.4.15 Floor plan of a Roman *domus* belonging to Pomepiana in Pompeii

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Typical rooms in a Roman house:

- *Vestibulum* – the entrance hall to the house. On either side of this impressive entrance hall there might be rooms with small shops opening out to the street.
- *Atrium* – an open room in the middle of the house. The *atrium* typically had a beautiful garden and a small pool that was used to collect rainwater, called the *impluvium*.
- *Tablinum* – an office or living room usually for the man whose house it was.
- *Triclinium* – the dining room. Usually the most impressive room and beautifully decorated with mosaics and frescos painted on the walls in bright colours so that guests could be impressed.
- *Exedra* – an elegant lounge, sometimes used for dining.
- *Cubiculum* – bedrooms.
- *Culina* – a kitchen.

Roman villa

The Roman villa of a very wealthy Roman family was often part of an extensive farm in the countryside. Homes in the country were much larger and extravagant than where the family lived in the city. There were many more rooms, including servants' quarters, courtyards, extensive baths, pools, storage rooms, exercise rooms and gardens. All wealthy homes also had the kinds of comforts we would expect and appreciate, such as running water in bathrooms and kitchens, well-plumbed toilets that led to complex sewer systems to take away waste, and heated floors.

Work

The Roman Empire was huge, so, a diverse range of work and professions were needed to maintain the economy of such a vast empire. The most important jobs, such as political administration and military leadership, were reserved for the upper class known as the patricians. While the common people, known as the plebeians, were involved in a variety of everyday jobs. Some jobs were inherited roles from parents or picked up through family status, but it was possible to choose a job to some extent.

The Roman Empire was heavily dependent on slaves. It is estimated that over 25 per cent of all the people in the Roman Empire were slaves. A wealthy man could own as many as 500 slaves who could be used in many ways. Some of the most common jobs done by slaves included farming, domestic services and construction. However, educated slaves were also available, but they were very expensive because they had incredibly valuable skills that meant they could be used as lawyers, accountants, teachers and doctors by their masters. One important feature of Roman life was that when slaves were freed, they could become Roman citizens, though as freedmen (as they were known) they had fewer rights than citizens who had been born free.



↑ Source 10.4.16 *The Slave Market* by Gustave Boulanger, 1886

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That slaves could become freedmen shows that Romans did recognise the value of some of their slaves. However, Rome continued to rely on its slaves as a main source of labour to work on its farms and in its industries and homes until the end of the Roman Empire in the 4th century CE, and very few slaves were actually freed. Freed slaves took on the names of the families that had freed them and had obligations to their ex-owners.

History through objects

Look at the slave's collar shown in Source 10.4.17, then complete the activities that follow.

Responding to the source

1 What is this object? Why was it made, and who for?

2 What does the inscription tell us about slaves? (*Hint:* look at the source caption to see the inscription's translation.)

3 What does the source tell us about how owners viewed their slaves?

Practise using empathy and thinking about perspective

Write a diary entry imagining you are the slave who had this collar put round their neck. In your diary entry, write about:

- why you ran away
- how you were caught
- what it felt like when the collar was welded shut around your neck
- how you feel about having to wear this collar for the rest of your life.

Now write a diary entry as the master of this slave who ran away. When you write this entry, write about:

- why you think the slave ran away
- why this slave is valuable enough to offer a reward for if they run away again
- why you decided that putting this collar on the slave was a good thing to do.



↑ Source 10.4.17 A slave's collar with the inscription: 'I ran away. Hold me; when you will have brought me back to my master Zoninus, you get a gold coin.' Dated from 4–6 CE.

Key concepts: sources, evidence, perspectives, empathy

HASS skills: analysing, communicating and reflecting

Politicians

Rome had a complex government run by a large council of around 600 men called the senate. Jobs in government included tax management, military service, public administration as well as membership of the senate. These jobs were reserved for the upper classes, and senators had a job for life. Other government jobs included magistrates in the courts and governors in the provinces (those areas outside Rome that belonged to the empire).

Public jobs

These could include tax collectors called *publicanus*, and clerks who did all the paperwork who were called *notarii*. Financial officers also worked for the treasury.

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Professional jobs

Lawyers, teachers, and engineering jobs only went to more educated and skilled Romans. Many of these people came from wealthier families. As you have already read, educated slaves from respectable backgrounds could become teachers and lawyers.

Roman engineers have left their mark on the world. Much of what they achieved is still standing today. The engineers were responsible for the successful road network across the empire, the huge monuments, the military technology applied to heavy artillery and siege works, and the incredible public buildings such as the Colosseum, all of which are examples of the high level of education and technological skills that the Romans mastered.

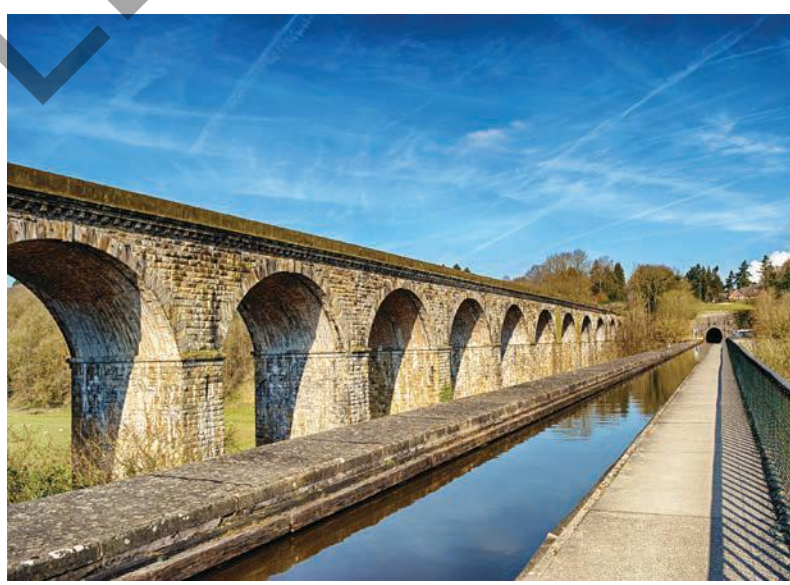
The aqueducts are a great example of Roman engineering. Aqueducts were large structures made out of stone, whose purpose was to direct water wherever the Romans needed it to go. Often that meant taking fresh water into urban areas so that clean running water was available for everyone constantly in the cities and towns. Rome had 11 aqueducts, bringing water in from as far as 92 km away. Aqueducts could be many metres tall and were usually constructed with many arches to make them as strong as possible. Across the top of the aqueduct there was a channel that carried the water. Water could be carried hundreds of metres above the land or over a valley so that the Romans could receive and use it where it was needed. Many of the Roman aqueducts were so solidly built that they still exist today. Some of them are still in use. Their remains demonstrate the skilful engineering and building skills of the Romans.

The Colosseum is an enormous stadium built by the emperor Vespasian and completed by his son Titus in 80 CE. It seated an audience of 50 000 to 80 000 people for gladiatorial games and spectacles. It was constructed on a grand scale to try to restore Rome to glory, after a period of political instability and civil war.

Known by the Romans as the Flavian Amphitheatre after the family of emperors responsible for its construction, the Colosseum was opened by the emperor Titus with 100 days of celebratory gladiatorial games. Gladiatorial games remained popular within the Roman world until they were officially banned in 404 CE. From that point onwards, the Colosseum was not used with the same frequency as it had been in earlier centuries. If you visit Rome, you can still go into the Colosseum today. Much of it remains, and it is possible to climb up to the top of the viewing areas or to have a tour of the areas that were originally below the arena floor, where the gladiators and wild animals were housed while they waited for their fights.

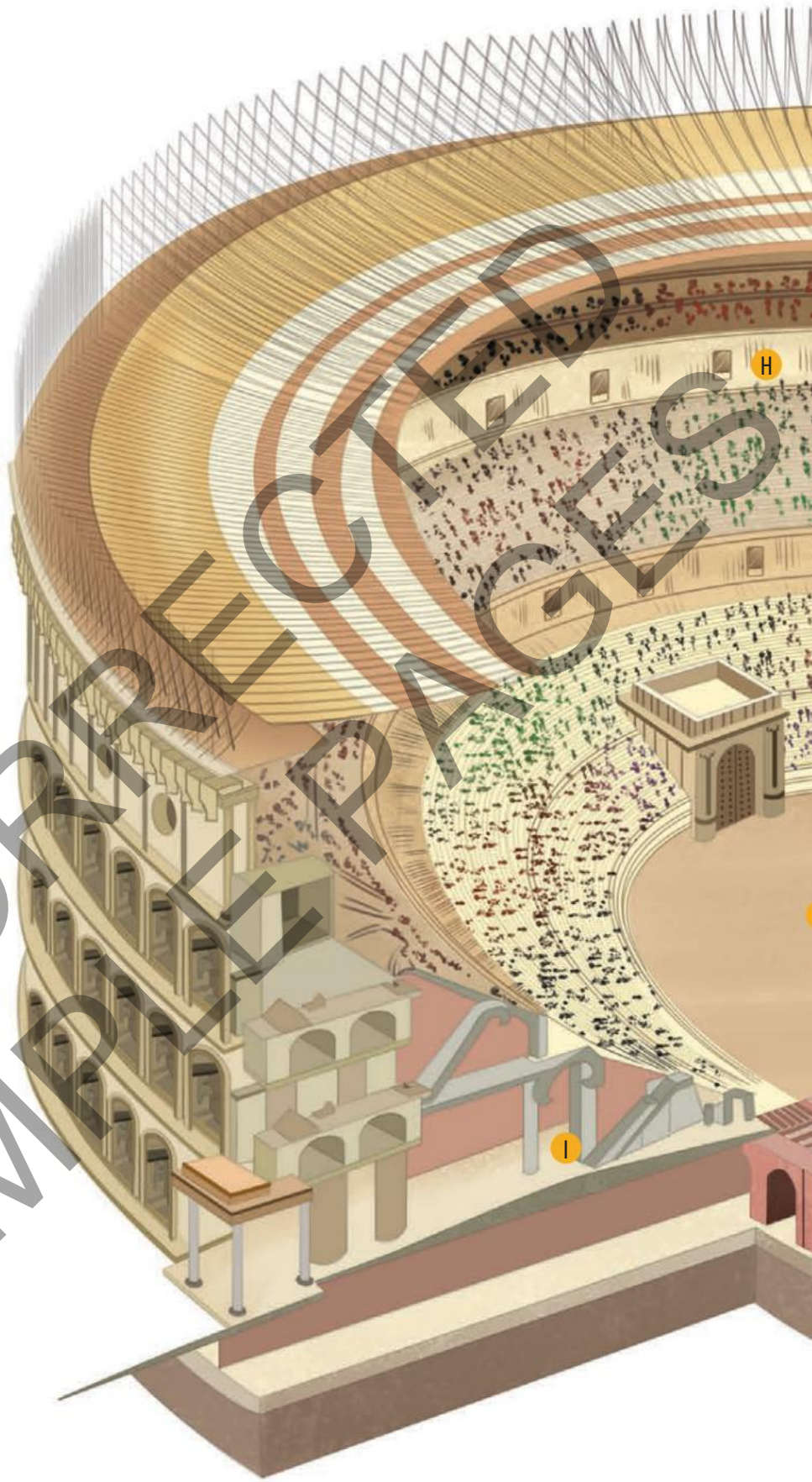
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Source 10.4.18 Video: Aerial footage of the Colosseum



↑ Source 10.4.19 A Roman aqueduct that still operates today. The Chirk viaduct and aqueduct on the Llangollen canal, in Wales, United Kingdom.

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A Central arena, covered with sand. It could be set up with boulders or trees for some events, or even flooded to host mock naval battles.

B The *hypogeum*, which had tunnels, compartments and animal pens beneath the surface of the arena. The Romans used a complex system of pulleys, counterweights and ropes to bring scenery into the arena, as well as to raise the cages containing the animals for combat.

C Sails to give spectators protection from the sun and rain

D Gilded bronze shields supporting the sails

E Archways containing statues

F Facade made of a type of limestone called travertine

G Special box for the emperor

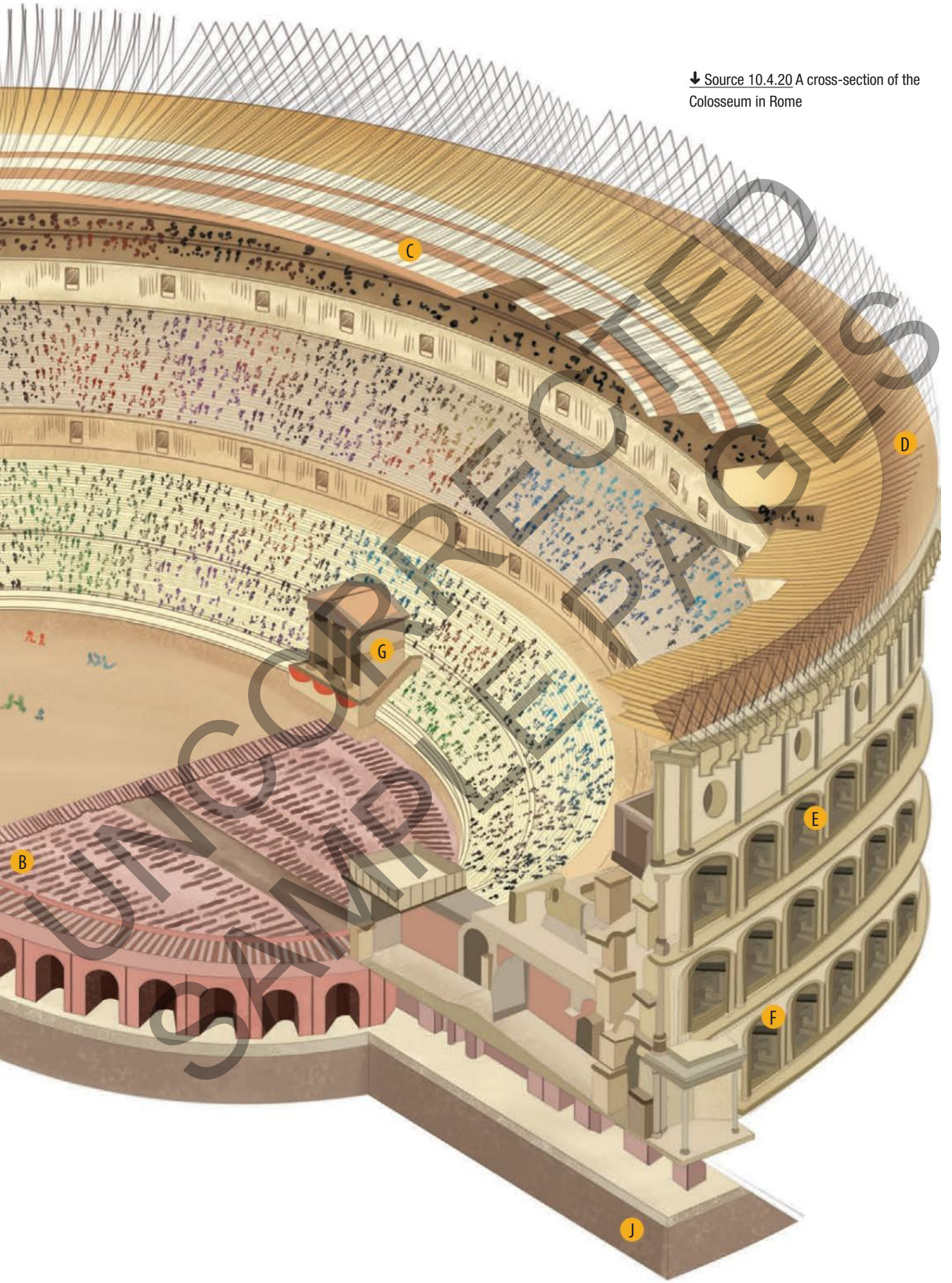
H Several levels of seating. Seats closer to the arena were more expensive. Behind wealthy citizens sat middle-class citizens. Next came slaves and foreigners, and finally, in the standing areas only, were the poor. Women were also in this top tier, separated from the poor by a row of columns. They sat on wooden bleachers.

I Public entrances where tickets were sold. These entrances had staircases giving access to the upper levels.

J Exits

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↓ Source 10.4.20 A cross-section of the Colosseum in Rome

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Doctors in Rome usually trained in a kind of apprenticeship with an experienced doctor. Most of them were born outside Rome; many were Greek, and even more were very valuable slaves. Some of their ideas were incredibly important to our understanding of the human body today, and other ideas were rather strange.

Galen of Pergamon was born in Greece. He studied anatomy and physiology (the way in which bodies work) in Egypt and developed his skills by treating wounded gladiators. He performed surgery such as cataract removal, was the first doctor to understand the difference between veins and arteries, and also understood that it was important to stay healthy by exercising, eating a balanced diet, having good hygiene and bathing. He even suggested that the brain, not the heart as ancient people originally thought, controlled the body. Galen was the doctor of several emperors and wrote hundreds of medical texts, some of which remained the standard medical reference text until the 1500s.

However, Roman doctors did not always get it right. Some recommended that epilepsy sufferers drink warm blood drawn from a slain gladiator as a treatment for this illness. Pliny the Elder, a scholar and general (uncle of Pliny the Younger, who witnessed and recorded the eruption of Vesuvius), reported that 'The blood of gladiators is drunk by epileptics as though it were the draught of life'. They also thought that cabbage was a kind of wonder drug that cured everything from headaches to digestive illnesses, and used dreams as a way of diagnosing illnesses.

Not everyone could afford medical care or was given it. For example, one of the skeletons found at Herculaneum, another village destroyed by the eruption of Vesuvius in 79 CE, had a number of different health problems that would have caused him a great deal of pain. He had what would have been very painful arthritis in his spine, shoulders and major leg joints. It was clear that he was poor or poorly cared for and had not eaten healthily all of his life because, although he would have been quite strong and muscular, his muscles had worn his bones flat because he didn't have enough calcium in his diet. His biggest problem would have been his teeth, though. They had rotted so badly that the infection had eaten away his upper jaw bone. Imagine how painful that would have been.



← Source 10.4.21 A group of physicians in an image from the *Vienna Dioscurides*, a late 6th century Byzantine illustrated scientific text. Galen is depicted top center emphasising his importance to scientific history.

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Army

The Roman Empire had been created through the Roman military being able to invade and hold territory. The military was open to people from all backgrounds, and the lower classes could earn a regular wage and have a pension in the form of land at the end of their service. Land ownership gave them greater social status. Soldiers were also often used for building forts and roads. You can learn more about the Roman army in section 10.5.

Farming

A huge part of the empire was farmland. Farming and agriculture were very important to feed the large urban populations. Farming jobs were numerous and included working the land through planting, sowing, reaping and harvesting, but also included animal farming and operating mills and granaries. Most of the field work was done by slaves because they were the cheapest form of labour. The majority of farming took place on large private estates called *latifundia*, which were owned by wealthy Romans who generally tended to live in town and hired managers to oversee their farms.

Religion

Religion was of great importance to the Romans, and there were various jobs that were part of religious administration, including those of priests and priestesses. The Vestal Virgins were six female priests of the goddess Vesta chosen by the chief priest, who served at the temple for 30 years. They were responsible for maintaining the eternal sacred fire of Vesta, which the Romans believed guaranteed the wellbeing of the state. When their service ended, they could marry and own property, which made them more independent than many other Roman women. You can read more about religion in section 10.6.

Augurs and *haruspices* were priests who interpreted the will of the gods and predicted the future through the study of the flight and entrails of birds. The Etruscan bronze model in Source 10.4.22 is a guide for the haruspicy priests for how to look at a sheep's liver and predict the future. Each part of the map shows where the liver is connected to the chief Etruscan gods, Tinia, Uni and Minerva (later Jupiter, Juno and Minerva for the Romans). Tinia, for example, can be found top right in a section of possible malevolent or 'bad' readings. When looking at the liver, if there was a lesion or blemish on the liver that corresponded with this place on the map, it would be read as a bad omen. The Romans adopted this practice from the Etruscans and took omens very seriously.



↑ Source 10.4.22 The Piacenza Bronze Liver Model and a hand-drawn map to show what is on the model

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Trade occupations

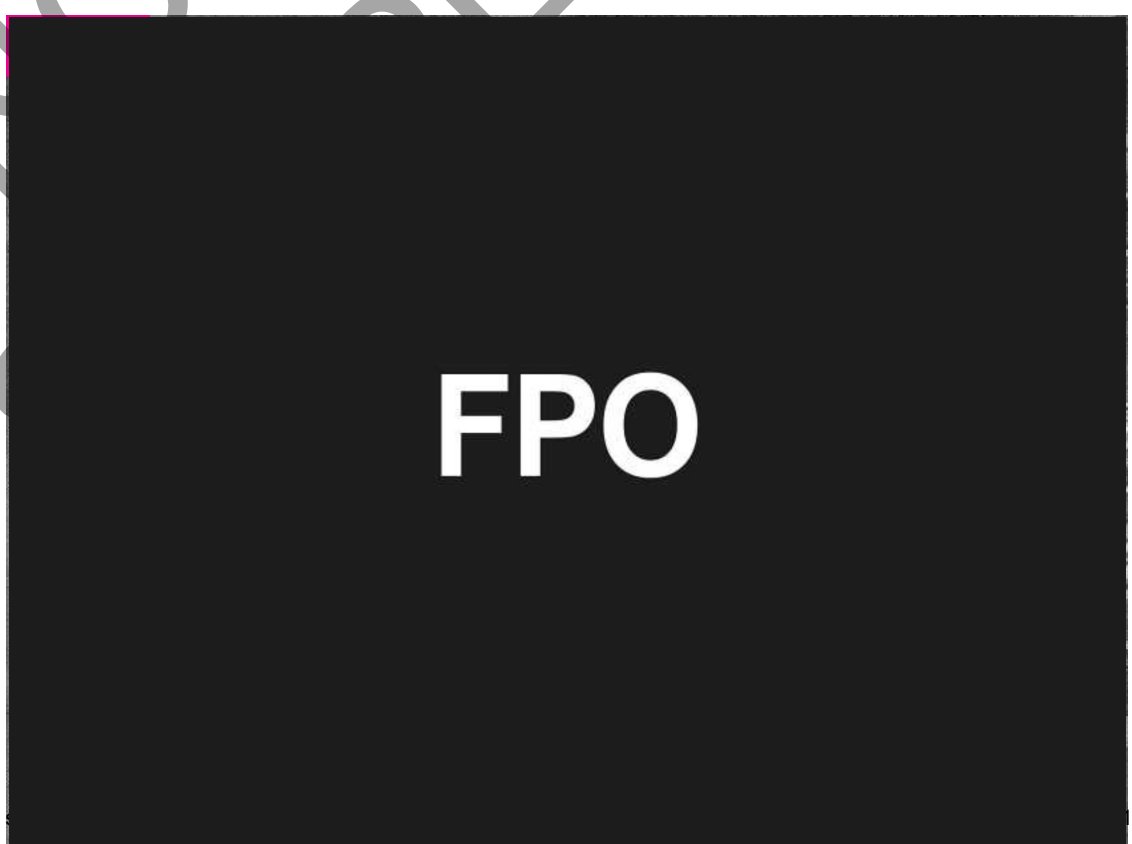
Extensive trading in the empire led to a huge number of jobs requiring a high level of skill. Glass makers, tilers, metal workers, painters, builders, potters, jewellers, weavers, experts in roofing and transport, shopkeepers, blacksmiths, bakers, millers, fishermen, boat makers, rope makers and many more highly skilled jobs existed in various trades because of how diverse the economy was and how much trading the Romans took part in. Jobs for craftsmen and artists included sculptures and frescos, and also making weapons for soldiers. This kind of work usually ran in families, and the son of an artist or a designer would grow up to have the same profession.

Jobs you might not want to do

The Roman baths were hugely popular and functioned as much more than a place to go to and get clean; they were central to a lot of socialising. At the baths, Romans met people, did business deals or hung out with their friends. There were a lot of less than glamorous jobs that existed to meet the needs of people attending the baths. Various employees specialised in plucking armpit hairs, keeping the bathing facilities clean, making sure the water ran properly through all the different rooms in the bath houses. Others kept the sewers functioning or kept the heating rooms at the right temperature, which meant stoking fires in a dark humid and cramped space under the floors to sustain the hot water in the baths above.

Other jobs you might not have wanted to do were connected to washing and dying fabrics and clothes, all done by the fuller. The prime cleaning agents for fabrics were urine or sulphur. The urine was good because of the ammonia in it, which would whiten fabrics and remove stains. Urine collection from the public toilets was therefore quite an important job. Once collected, the urine was used to soak the clothes in fairly large tanks at the fullers. Someone was needed to move the clothes around while they soaked. Sometimes this might be done by stirring the contents of the tank, but most of the time there was someone walking around in the tank in the liquid with the clothes and fabric.

↓ Source 10.4.23 Reconstruction drawing of a fullery in the Roman port town of Ostia. De Ruyt 2001.



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Activity 10.4

Exploring ancient Roman work

LEARN

1 **Describe** why not many slaves were freed in ancient Rome.

2 **Describe** what happened to slaves after they were freed.

CONSOLIDATE

3 **Recall** what you have learnt about trade thus far. **List** three dot points that link the ideas that trade led to a huge number of different jobs and opportunities for different kinds of work in ancient Rome.

APPLY

4 Work in pairs to research 'The worst jobs in Rome.'

Each person in your pair chooses one job you *would not* like to do and researches more about that job. You must each choose a different job.

a Find out as many of the points below as you can about the jobs you are researching:

- Which people commonly did this job? Were they rich or poor, citizens or slaves?
- **Describe** the job in detail.
- **Identify** what kind of working hours might have been involved, and whether or not it was day or night work.
- **Explain** the health outcomes for people doing this job. Was their health at risk?
- **Identify** one other interesting fact about the job you are researching (this can be good or bad) and note down why you think this is interesting.

b Now **discuss** your findings with a partner. **Compare** and **contrast** the two different worst jobs. What is the same? What is different?

c Which job is worse? Rate each job out of 5 (5 being the worst and 1 being not so bad) and **explain** to your partner why you think the one you chose is worse.

Key concepts: empathy, perspectives

HASS skills: questioning and researching, analysing

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Play

There was a lot of entertainment in the ancient Roman world, particularly in the bigger urban areas like Rome and Pompeii. Sophisticated entertainment such as the theatre and more violent forms of entertainment such as gladiator fights were all immensely popular. Festivals and public games were held using the amphitheatres and the Circus Maximus, where sports like chariot racing and re-enacting famous battles were common forms of entertainment. Gambling was also incredibly popular, especially at the horse races.

Public entertainment was common and was always paid for and hosted by a prominent individual, such as the emperor, or a rich senator looking for support, or a successful general who wanted to celebrate his victory

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↑ Source 10.4.24
Video: Exploring a gladiator mosaic

Public plays, public executions, beast hunts and horse racing were favoured. Rome's most famous amphitheatre, the Colosseum, could accommodate up to 50 000 spectators for these kinds of 'shows'. There are also accounts of the Colosseum being flooded to hold mock naval battles (called *naumachiae*) for the public to watch. All of these were massive public spectacles or shows and were very much an important part of Roman culture.



↑ Source 10.4.25 An artist's impression of a Roman chariot race, 1882. If you look carefully, you can see chariot wheels on the ground and a chariot crashing behind the leaders. Chariot racers usually worked in teams and each team had a big fan following. The reds and blues worn by the spectators show which racing teams they supported (and placed gambling bets on).

Animal hunts allowed the Romans to indulge their fascination for exotic animals, many of which were captured to use in the amphitheatre's animal hunts and battles.

Chariot races were the Roman version of car racing, involving a driver, a chariot, and multiple horses galloping around a looping racing track in the Circus Maximus. However, this was violent and bloody with no safety for the drivers or their horses. The small carriage only had room for one standing driver, leaving them fully exposed to the rough terrain. The fierce race was notorious for death and injuries.

Wild animals were brought in from Africa or Asia to the games to be displayed for the audience. The larger and more ferocious the beasts were, the better the games. Many animals died on the way to Rome, but there are stories of zebra and giraffes making it to the arena to thrill Roman audiences.

Gladiator battles are the most famous of all Roman entertainment. These professional fighters were very rarely free men fighting for glory and riches; most were slaves forced to fight to the death. There was a range of different contests between gladiators, who ranged from lightly armed to heavily armed fighters. Different gladiators had different specialised skills and equipment. Their different weapons and armour were designed to make the contests between them more interesting for the crowd to watch.



↑ Source 10.4.26 Mosaic with gladiators and hunters. The image has the end moments of arena combat, with three pairs of gladiators, each labelled with his own name.

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Wrestling and boxing were popular sports, as a fitness activity as well as to build strength and impress others. There were no such things as boxing gloves; hands were wrapped in layers of cloth instead.

Board games were a favourite for poorer citizens, who would join in on a game in work breaks or after work. Many of these games used counters and dice, including a type of checkers, tic-tac-toe, and sometimes even games similar to chess.

Theatre was very popular. Performances of comedies and tragedies were common, with actors wearing different coloured masks and costumes to illustrate what character they were.

Bathing was a very social activity. Instead of private bathrooms with individuals bathing separately, bathing was a group activity. Large public baths were able to hold hundreds of people at once. Citizens attended to relax with their friends, gossip and do business deals while they scrubbed the dirt away.

Ball games have been around for a lot longer than you might think. Romans participated in a variety of handball, soccer, field hockey, and even games similar to dodgeball. Though there have been changes to these games, many of the basic rules and structures have stayed the same.

For the wealthy citizens, exclusive dinner parties for friends and business associates were hugely popular. Dinners were used to show off the host's wealth and style, with expensive and exotic dishes served in glamorous dining rooms. These dinners would take hours, with many courses of food and wine being served, and would be more like a lavish party today.



↑ Source 10.4.27 Cube and bone dice



↑ Source 10.4.28 The historic Roman Baths in the town of Bath in the United Kingdom being drained for spring cleaning. The original Roman lead-lined floor of the Great Bath is drained of 250 000 litres of hot natural thermae spa water as part of a spring-cleaning operation, which has to be done regularly to prevent the 1.6-metre-deep baths from becoming murky and to stop algae from growing. The Roman Baths were built c.70 CE and take water from Britain's largest thermal spring. These baths are one of the best examples of a preserved Roman bath complex in Europe and are visited by over one million tourists a year.



↑ Source 10.4.29 Roman wall painting (called a fresco) of a dinner-party, Pompeii, Italy

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Go online to access the interactive section review and more!

End of section 10.4 review

Online quiz 

Review questions 

Teachers can assign tasks and track results 

10.4 Review questions

Recall

1 **Describe** how the Romans made trading as easy as possible.

2 **Identify** three foods that the Romans ate that are the same as ours today and three foods that are different from ours today.

3 **Identify** who might live in an *insulae* and who might live in a *domus*.

4 **Explain** why there was such a diverse range of jobs and work in ancient Rome.

5 **Identify** three different jobs slaves might do, and **explain** how some slaves had really good jobs.

6 **Explain** why farming was such an important job.

7 Choose one job you would not like to do in ancient Rome. Now **explain** why this job existed and why it was important.

8 **Identify** who paid for the really big public games and spectacles and **explain** why you think they did this.

9 **Describe** three different types of gladiators in ancient Rome and the equipment they used.

Interpret

10 Why do you think popular entertainments in amphitheatres were so important throughout the Roman Empire?

11 Come back to the question asked at the beginning of this section again. After learning about all of the different aspects of everyday life, use your analysis skills to **explain** why you think the sources in this section are archaeological rather than written. Use examples from the sources to support your ideas.

12 Using at least four examples from this section:

- **a** **Identify** what has stayed the same, and what has changed, since the time of ancient Rome.
- **b** **Explain** why you think there has been continuity and change in the period since ancient Rome and now. (*Hint*: think about the legacy of Rome that was discussed at the beginning of this chapter.)

Argue

13 **Explain** what benefits people had, and what challenges people faced living in ancient Rome. Give examples, using different people or groups of people, in your answer.

 **Key concepts:** empathy, perspectives, continuity and change, cause and effect

 **HASS skills:** analysing, evaluating, communicating and reflecting

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Warfare and the military in ancient Rome

Focus questions

- How did the Romans build their military?
- What was Roman warfare like?
- Who did the Romans have conflict with?
- What weapons and weaponry did the Romans use?

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The Roman army was arguably the longest surviving and most effective fighting force in military history. Without the army, Rome would not have conquered or been able to hold the territory it gained to build an empire that covered five million square km. Control over the diverse and widespread territories that Rome had included in its empire was only possible because Rome could deploy such an effective and efficient fighting force in the army.

The army went through many changes. Originally, only citizens who owned land could fight and were **conscripted** by the government in times of conflict. They went back to their regular jobs after the fighting finished. This kind of army is called a militia because it is not a permanent or professional fighting force.

Hannibal and Scipio Africanus

During the 3rd and 2nd centuries BCE, the Romans found themselves seriously threatened by the people of Carthage in North Africa in a series of wars called the Punic Wars. In the Second Punic War (218–201 BCE), the Carthaginians were led by a bold and brilliant general named Hannibal.

Hannibal's father, Hamilcar Barca, was also a famous Carthaginian general. After Rome's victory in the First Punic War (264–241 BCE), it was clear that Rome wanted to control the entire region around the Mediterranean Sea, which would have included Carthage. At the time, Hispania was controlled by Carthage, so Hamilcar took his family and army to Hispania to begin preparations to defeat Rome. However, both Hamilcar and his successor Hasdrubal the Fair were both killed in battle, leaving Hannibal in charge. He was 26 years old.

conscripted being forced to join the army by the government to defend your country in a time of war. Conscription is something that has continued – Australian soldiers were last conscripted by the Australian Government in the 1960s for the Vietnam War.



↑ Source 10.5.1 Print showing Scipio Africanus on horseback with Roman soldiers engaging Hannibal, riding a war elephant, during the battle of Zama, 202 BCE

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Hannibal attacked Saguntum, a city in eastern Hispania, and the Second Punic War began in 219 BCE. Hannibal decided to attack the Romans at home in Italy, while in the meantime the Romans made plans to invade Carthage. Hannibal's journey to Italy and his assault on the Romans became one of history's most daring marches. He led his forces through Spain over the Pyrenees Mountains, and across southern France. This is remarkable because his forces were said to have included 90 000 soldiers, 12 000 cavalry soldiers, and 40 elephants. Hannibal left detachments of men to guard the regions he conquered as he travelled. When they tried to cross the snowy Alps to enter Italy, many of the soldiers died because of the bitter cold weather, and as a result of falls from the narrow and icy mountain paths.

About half of the force that crossed the Alps reached Italy. Despite this loss of men, Hannibal defeated the Romans twice in quick succession. He campaigned across Italy until his biggest victory came when Hannibal and his troops crushed the Romans near the village of Cannae in south-eastern Italy. In this battle, the Carthaginians killed over 60 000 Roman soldiers. This shocking defeat was forever remembered by the Romans as one of the greatest they ever suffered.

Hannibal continued to fight in Italy, but he was gradually losing territory. The Romans changed their tactics, and by avoiding major battles they drained the strength from Hannibal's army through constant skirmishes. This turned the war in their favour.

Meanwhile, the Romans drove the Carthaginians out of Hispania and invaded their home in North Africa. This made Hannibal return home to help defend Carthage in 203 BCE. A year later, Hannibal and his troops were defeated by the Roman General Scipio at the Battle of Zama, which ended the war. In exchange for peace, Rome forced Carthage to give up Hispania and the Mediterranean islands it controlled. It took almost 50 more years of war for the Romans to actually take control of Hispania, but the Romans burned Carthage to the ground.

As recognition of his outstanding achievement in defeating Hannibal, Scipio was allowed to add the honorary title 'Africanus' to his name permanently so that everyone would know that he had defeated the Africans from Carthage, who had been the greatest enemy that Rome had faced until then. He is still known as Scipio Africanus.

Activity 10.5

Thinking about cause and effect

After reading about Hannibal and Scipio Africanus, **explain**:

1 **Identify** what caused the Carthaginians to go to Italy.
2 **Explain** what caused the Roman army to change its tactics so that it could defeat the Carthaginians.
3 **Explain** what effect the victory had on Rome.

Key concepts: cause and effect, continuity and change

HASS skills: communicating and reflecting, analysing

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How did the Roman army become so powerful?

From about 300 BCE, Rome had four legions. These legions had been used to defeat Hannibal in the Second Punic War, but long decades of conflict between Rome, Carthage and then Spain led to a manpower shortage and change was needed.

Army general Gaius Marius got the soldiers to sign on for service for roughly 20 years, guaranteeing them a career. He also personally provided their pay, equipped them with standardised weapons and armour at his own expense, and he promised them a pension and land when their service was over. All of these new conditions made the soldiers loyal to him rather than the government. This caused all kinds of problems for the government later on when it had no armies of its own to defend against ambitious Roman generals like Sulla and Caesar, who used their loyal troops to attack Rome and take power from the government.

At the end of the Roman Republic and the beginning of Imperial Rome, the first emperor, Augustus, reorganised the Roman army again, changing the length of service and creating a military treasury so that the government was responsible for paying the soldiers instead of the generals.

The army was a key part of the Roman Empire, and the emperors relied on its allegiance. Augustus prevented any other general from having complete command over any legions, and while other generals led armies in his name, he made sure that the legions all ultimately stayed under his command. Augustus also realised it was important for the emperor always to have the title of Commander (*Imperator*) and be seen as a soldier. Indeed, one of the emperor Nero's failings was that he was a poor soldier and commander. Augustus established the imperial bodyguards, called the Praetorian Guard, a section of the army stationed in Rome, initially tasked with protecting the emperor and his family.

The Praetorian Guard was involved in several significant historical events, including the assassination of the emperor Caligula and the installation of Claudius as emperor. The importance of the army to the emperor is obvious from a coin by the emperor Vitellius, which says that he is in power in 'agreement with the army'.

FAMOUS FACE

GAIUS MARIUS (c.157–86 BCE)



Gaius Marius was an army general who became consul during the Roman Republic. Marius was the son of a man who, though Roman, lived 100 km south-east of Rome and did not come from a family that had a connection to the senate. Marius was therefore a *novus homo* ('a new man'), because he had no ancestors or relatives who had been senators. Marius was incredibly popular. He was elected as consul seven times, which was more often than anyone had ever been elected consul before. When Rome faced invasion from its neighbours, Marius revolutionised the army, making it stronger and more efficient than before. His most important changes were to allow men who had no property to enter the army, and to pay and equip the men himself. Before Marius, a man had to be a citizen with enough wealth before they were able to serve in a legion. Marius changed this, allowing any free man to serve. This increased the size of the army and meant that men were able to raise themselves up in the world by succeeding in the army and becoming wealthy.



↑ Source 10.5.2 A *denarius* coin issued by the emperor Vitellius in 69 CE. The back of the coin has the god Mars (a war god) holding a spear and one of the army standards (called the *aquila*) and reads *Consensus Exercitum* (the consent of the army).

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↑ Source 10.5.3 A dagger and scabbard. The *pugio* was a dagger that was used as a sidearm. It was part of the military belt worn by soldiers. This *pugio* has a decorated scabbard.

How was the army organised?

The majority of soldiers in the Roman army were Roman citizens. They signed up to fight for anywhere between 16 and 25 years. The average service was for 20 years, and at the end of this the soldiers were generally awarded land or a large sum of money. In this way, the army was made up of trained and experienced soldiers. It also ensured that land went to loyal soldiers who could be recalled if they were needed.

There were also non-citizen soldiers called auxiliaries. They joined for 25 years and were awarded Roman citizenship at the end of this time. Roman citizenship was very valuable because it came with many privileges.

The army was divided up into legions of around 5400 soldiers each. Legions were led by a senior officer who was usually a senator or a governor. Legions were made up of 10 groups of soldiers called cohorts. Cohorts were then further divided into groups of 80 men called centuries. The officers, or leaders, of each century were called centurions.

The Roman soldiers used a variety of weapons, including a *pugio* (dagger), *gladius* (sword), *hasta* (spear), a javelin called a *pilum*, and bows and arrows. The soldiers were trained to fight with their weapons and practised regularly.

The soldiers wore helmets and armour for body protection. Up until Gaius Marius's reforms, legionaries bought their own equipment.

By the late republican period, all legionaries carried a *gladius*, two *pila* (spears with detachable heads) and a large rectangular shield called the *scutum*, which had rounded corners. Cohorts had different emblems on their shields, and each soldier would inscribe his name, cohort and century on the back (much like the 'dog tag' worn by soldiers today), and they all wore chainmail.

Larger weapons, such as the *ballista* (large crossbow) and the *onager* (catapult), were used in bigger battles.



↑ Source 10.5.4 Armour and chain mail. A close-up of an auxiliary soldier from Trajan's Column showing him wearing mail armour and helmet. He carries a flat oval shield.

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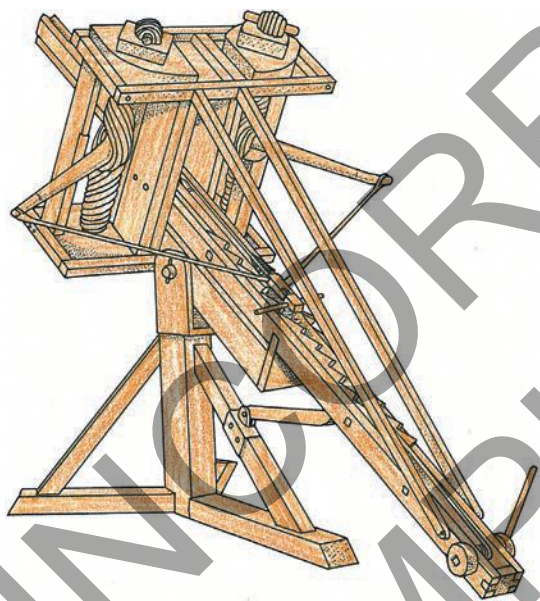
When the army was not fighting, it was training. Route marches might take place several times a month, and manoeuvres would be practised. However, there were civilian duties too. Bridge and road building were carried out, hospitals were staffed, and soldiers worked the kilns, fetched fuel and baked bread while in camp. The **Vindolanda writing tablets** from Britain are a brilliant insight into life at a Roman camp and have personal letters and camp accounts showing how orderly the army was while the soldiers were in camp. However, the whole legion might not be in camp at the same time; sometimes troops were divided across a province, acting as policemen or guards to the Roman governor.

Sieges

The Romans became excellent at siegeworks. Julius Caesar took almost 10 years to conquer Gaul (modern France). He used a combination of ruthless executions, intense battles and negotiation to finally subdue Gaul and claim it for Rome. His most worthy opponent was Vercingetorix, leader of the Arverni Tribe, who was a very good general and had been trained in Roman military strategy and tactics.

At the battle of Alesia (a city in eastern Gaul) in 52 BCE, the Romans carried out a military blockade where Vercingetorix and his army had regrouped.

Vindolanda writing tablets a set of wooden writing tablets from the Roman fort of Vindolanda in northern England. The tablets are thin slices of wood around the size of postcards written on in ink by the soldiers and officers at the fort. Most of the tablets date to around 100 CE.



↑ Source 10.5.5 A heavy *ballista*. This was one of the most powerful pieces of Roman artillery used to attack enemy defences, especially useful in siege warfare. It was sometimes mounted for defence on fortress towers. The *ballista* was a kind of heavy crossbow about 1.5 metres wide, and could accurately project missiles (arrows, stone balls, stones, beams with iron), with an average weight from 30 to 100 kg over a distance of 200–400 metres. Eight people were needed to use the *ballista*. The soldiers working on the *ballista* were called *ballistarii*.



↑ Source 10.5.6 Weapons and shields. Roman legionary soldiers carrying their shield, the *scutum*, a *pilum* and a short sword. This is a drawing representing the carving on the base of the Antonius Pius column in Rome, Italy, made by the emperor to celebrate his successes. Each soldier also wears the famous segmented armour the *lorica segmentata.*

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Caesar directed his troops to build one of the most extensive siegeworks in history to keep the defenders in and potential reinforcements out. These siegeworks have been excavated by archaeologists. A reconstruction of them is shown in Source 10.5.7.

The town was on top of a hill with rivers on either side, and the Gauls had dug trenches and erected a stone wall around the settlement. Caesar decided that Alesia could only be taken by siege, so ordered his men to encircle the town with two walls spanning approximately 11 Roman miles (16.7 km) that included 23 smaller forts (redoubts) manned by sentinels and night watches. If the Gauls wanted to get in or out, they would have to cross a field of wood blocks with iron hooks fixed in them, a field of sharpened stakes in pits, a barricade of impenetrable artificial underwood, two trenches (filled with water), and a palisade with watch towers.

Vercingetorix's eventual surrender was the final major military engagement of the Gallic Wars, and secured Roman control over Gaul. This was also an enormous success for Caesar.



↑ Source 10.5.7 Life-size reconstruction of Caesar's siegeworks at Alesia



↑ Source 10.5.8 Model of the siegeworks. You can see walls, watchtowers and trenches behind the barricade of brushwood and the pits full of sharpened stakes.

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FAMOUS FACE



SPARTACUS (c.111–71 BCE)

Spartacus was a slave and a gladiator. He was originally from Thrace (in Greece) and had at one time trained with the Roman army. When he became a slave, his military training made him a good gladiator. However, in 73 BCE he escaped from gladiatorial school along with 70 other gladiators. They hid and camped near Mount Vesuvius and then travelled north, trying to escape to freedom. As they travelled, their group grew in size until Spartacus was commanding an army of 100 000 rebel slaves. They fought and won two battles against the Roman army and got so close to Rome at one time that the Roman government, the senate, became very worried about the threat from Spartacus's forces and appointed a number of generals with special powers to defeat this formidable slave army.

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Spartacus and the gladiators attacked lots of smaller towns and settlements as they moved throughout Italy. Many of Spartacus's men wanted to take revenge on the Romans who had made them slaves. At one point, they were close to the Alps in the north but, although Spartacus wanted to leave Italy, his men didn't agree. Eventually, they were stopped by a military general called Crassus. Crassus defeated Spartacus's army with great difficulty and help from another general called Pompey the Great. Spartacus was killed in this battle. Afterwards, as punishment for their actions, Crassus crucified 6000 of the rebel slaves alongside the main road into Rome as a warning to all the other slaves about what would happen if they rose up against their Roman masters.

Most historians agree that Spartacus was not trying to make a political point with his actions – he wanted to escape from life as a slave and a gladiator and knew he would have to fight for his freedom. However, many have come to see Spartacus as a revolutionary hero, who challenged the power of Rome and gave hope to other slaves. These are very different perspectives about Spartacus, and this disagreement makes him an individual whose influence and significance have been argued about, or contested.

Developing historical concepts and skills 10.2

Taking historical perspectives

Empathy is being able to understand the points of view of other people. For historians, this is a key concept. It is an interesting concept because it also means considering how differently people view things, and how they experience things differently. We all know that everyone interprets and understands things slightly differently from each other. For historians, this makes understanding the past a challenge because witnesses and people who were involved in an event and people who study the event all have different points of view about the event. For example, a freak storm might blow the tin roof off a building. Everyone who was there will agree that the roof blew off. But some of them will argue that the way the roof flew through the sky afterwards was the most amazing part, whereas others will emphasise the tremendous noise created as the roof peeled away from the walls. However, people who write about it and study it later (historians) might focus on the cause of the storm, or the damage the roof caused when it landed on the road, as the most important aspects of the whole event.

None of these versions of what happened are wrong. They are all just different *perspectives* of the same event. When there are different perspectives of something that has occurred, this can sometimes lead to opposing views and disagreement. As historians, this is when we can observe that different views are *contestable* (disputed or subject to question). Our job as historians is to work with these different 'contestable' versions of an incident or event and decide what we can learn about the whole event, even when the information we have is not in agreement.

When we study history, it is our job to try to understand as many perspectives or points of view as possible. This is how we use the key historical concepts of perspective and empathy. Both help us to decide what is reliable evidence about the past. But it is also how we explore the concept of *contestability*.

Challenge yourself

Choose two different people from this chapter and write a diary entry for each of them for the same event, but from different points of view. For example, you might decide to write about the battle experiences of a slave in Spartacus's army and a soldier in the Roman army fighting against the slave army. Or you might write about organising a big dinner party in an upper-class senator's home from the point of view of the wife of the senator and from the point of view of a slave who is owned by the family. What you are doing when you write these diary entries is using your empathy to examine different perspectives. These perspectives might contest with each other. All of these are key historical concepts.

Key concepts: perspectives, empathy, contestability

HASS skills: analysing, communicating and reflecting

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End of section 10.5 review

Online quiz

Review questions

Teachers can assign tasks and track results

10.5 Review questions

Recall

1 **Identify** who was allowed to fight in the army originally, in the early years of Rome. **Identify** how the government recruited the soldiers in its militia.
2 **Name** two different early conflicts that Rome fought in.
3 How long did a soldier sign up to serve in the army for?
4 **Describe** what the army would do when it was not fighting.
5 **Describe** the structure of the legion.
6 **Describe** how Caesar used siegeworks to defeat Vercingetorix.

Interpret

7 **Explain** why the way Marius recruited and paid the solders was such a big change and **explain** why this caused problems for the government.
8 **Explain** why the Romans decided to make an example of the slaves in Spartacus's army who were captured alive after they were defeated in battle.

Argue

9 **Explain** why the army was so important to the emperor. In your answer, think about what you learnt about how vast the empire became.
10 Practise your understanding of perspective by arguing for or against the following statement:
The Roman army was the best in the world.
To do this, follow the steps below:

- Collect your ideas in a T chart.
- Put all the ideas you have chosen into at least two paragraphs: the first explaining the strengths and weaknesses of the Roman army, and the second stating how the evidence in your first paragraph supports your perspective that it was or was not the best army.

Key concepts: significance, contestability

HASS skills: analysing, evaluating, communicating and reflecting

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The significant beliefs, values and practices of ancient Rome

Focus question

- What were the significant beliefs and values of the people of Rome?

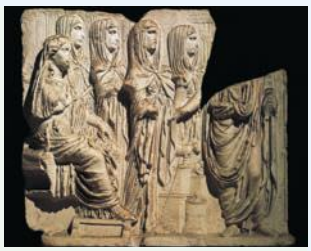
Religion in ancient Rome had a very important place in the daily lives of the people. Like the Egyptians and the Greeks, the Romans had small shrines or altars in their homes to the household gods, the Lares, who would make sure the family stayed happy, healthy and safe. All of their communities featured large and small temples, and the festivals and holidays for the gods were frequent and included very public and private celebrations. Romans also used religion as part of their decision-making processes. The ancient Romans were polytheistic, meaning they believed there were many gods who had different roles to play in determining events in the world.

The ancient Romans generally believed that the actions of the gods could control the fate of the people. Many emperors held great celebrations and events at places such as the Colosseum. They performed sacrifices to try to keep the gods happy and supportive of everything the Romans did. Over time, the role of the emperor became partly a religious one. He was chief priest during his lifetime and as such had an important set of responsibilities that connected him to the gods and gave him control over such things as the calendar because it revolved around important religious events. He could advise the elected officials and he interpreted omens. It was also believed that some rulers would become gods when they died, such as Julius Caesar and his adopted son Augustus, the first emperor.

Many **temples** were built to worship the gods across the Roman Empire. People would leave offerings to particular gods and ask for help in their lives. For example, a person might leave an offering to Apollo, god of healing, if they were unwell. But if they were preparing for battle, they might pray to Mars, god of war. People also worshipped many gods within their homes and set up shrines for their favourite gods alongside their shrine to the Lares.

temples places for worshipping gods. In ancient Rome, a temple would have an altar, where animals were sacrificed.

hearth the central fireplace in a home



FAMOUS FACE

VESTAL VIRGINS

The Vestal Virgins were priestesses of the goddess Vesta, goddess of the **hearth** and protector of the family. The Vestal Virgins were selected as young girls to become priestesses by the chief priest and dedicated 30 years of their lives to their duty, which was to ensure that the eternal flame of Rome, housed in the Temple of Vesta on the Palatine Hill, continued to burn. If the flame went out, it was believed to be a sign that Rome would be destroyed. If one of the priestesses was discovered to have let the flame go out, she was seen to have failed in her duty. The punishment for this was to be buried alive. Because the Vestal Virgins were considered to be sacred women, to kill one was a crime. Therefore, they were buried alive so that it was the earth that killed them, not an individual person.

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Omens

The ancient Romans had a lot of ideas and traditions that they believed would help them in times of trouble or would help them prevent trouble. Therefore, before they did anything really important, the Romans would try to understand the will of the gods through interpreting omens.

One way to do this was by taking auguries. Auguries were the interpreting of fortunes by looking at birds. Certain patterns in the movement and flight of birds were thought to be good and bad omens. An augur would analyse the flight of birds to determine if something was going to be good or bad. If someone was starting a new business, going on a trip, or trying to decide whether to attack the enemy, they would first consult the augur.

Another way Romans would take omens was through haruspices. Haruspices are omens taken from the entrails of sacrificed animals. As you learnt in the 'work' section, the haruspicy priest would look at the intestines or the livers of animals and predict the future.

No official state business was ever held without taking the omens and auspices. Not everyone listened to the advice given by the priests, but generally the Romans avoided bad omens where they could for public and private business. Many Romans also wore amulets and lucky charms to prevent bad things happening. Important things such as marriages were planned for certain days and months to prevent them from being overshadowed by bad omens.



↑ Source 10.6.1 Auspices examining sacrifices. Auspices or haruspices interpreted the will of the gods from the entrails of animals offered in sacrifice, and also from lightning, earthquakes and other natural phenomena.



↑ Source 10.6.2 The '*lunula*' (from the Latin for moon) was a crescent moon-shaped pendant, worn primarily by women and girls. This amulet protected from bad luck and promoted fertility. The goddess Diana was also associated with the moon and chastity, making her a good protector for women.

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Amazing but true …

A famous example of someone who did not tend to pay much attention to omens is Julius Caesar. He is said to have fallen on his face when arriving in Africa and the soldiers feared this terrible omen meant their upcoming campaign would fail. In response to their fear, he grabbed hold of the sand and said, 'Africa, I have tight hold of you', turning the fall into a good omen. However, according to the ancient source Plutarch, Caesar had plenty of warning about when he would die. He ignored two warnings from the priest to stay at home on the day of his murder, the Ides of March. There were also strange birds in the forum, a slave's hand burst into flames in his home but the slave was not harmed, and his wife had a terrible dream the night before. Caesar ignored the warnings and omens and went to the senate, where he was murdered by a large group of his friends and colleagues. Perhaps he should have been more careful on that day!



↑ Source 10.6.3 A painting of the death of Julius Caesar, 1805, by Vincenzo Camuccini

The Sibylline Books were also very important to the Romans. These were written in Greek and contained a selection of omens and predictions. They were said to have been bought by the first Roman king from an old Greek woman who was (perhaps) an **oracle**. These books were so important that 10 people, five patricians and five plebeians, looked after them. Their job was to keep the books safe and hidden. This was eventually expanded to 15 people, plus two Greek interpreters.

The books were consulted during any time that something looked bad, or when something unexpected happened, such as a comet appearing in the sky. Plagues, famines, fires, floods or invasions were all reasons for the Romans to consult the books. The books contained advice about what to do, or what rites to perform to please the gods so that they could prevent bad fortunes from befalling Rome.

Religious beliefs and death

The beliefs held by the ancient Romans about what happened when a person died tended to vary widely. One thing that was universally believed was that there was reward in the afterlife for good people, who either went to the Elysian Fields or the Plains of Asphodel, and that the punishment for the wicked was to go to a dark and scary place, but that they could earn their way out for good behaviour. The ancient Romans had specific practices for dealing with the body of a loved one. The body of the dead person would generally be laid out so that their friends and family could visit and view the body. This would take place for about seven days.

The most common ways in which bodies of dead Romans were disposed of was by **cremation**. But, over time, some of these religious practices changed. The people instead began to have their bodies buried in the earth or in very large tombs. Ancient Roman laws generally made it illegal to bury a person's body or ashes inside the city. This meant that Roman tombs and cemeteries were always outside the city walls; bodies were often buried in tombs and monuments alongside the roads into Rome and Roman cities. You can still see the large tombs built alongside the main road into Rome, the ancient Via Appia, if you visit there today.

oracle a person or thing considered to provide insight, wise counsel or prophetic predictions, most notably including precognition of the future

cremation to dispose of a dead body by burning it to ashes

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Jupiter



King of the gods

- God of sky and thunder
- **Patron** god of Rome

Neptune



- God of fresh water and the sea, earthquakes, hurricanes and horses
- Often depicted with his trident

Mars



- God of war, guardian of agriculture
- The embodiment of aggression and what was considered manliness
- Father of Romulus

Apollo



- God of music, healing, light and truth
- Twin brother of Diana

Vulcan



- God of fire, volcanoes, metalwork and the forge
- Patron god of Rome

Mercury



- God of translators and interpreters, trade and travel
- Messenger of the gods

↑ Source 10.6.4 Important gods of ancient Rome

patron someone who supports others with money, gifts or favours. A patron god of a place was seen to support that place with divine favour.

Juno



Queen of the gods

- Wife and sister of Jupiter
- Protector of Rome's women
- Patron goddess of Rome

Ceres



- Goddess of agriculture and harvests
- Protector of farmers, pastoralists and plebeians

Minerva



- Goddess of wisdom, arts, trade and strategy
- Born from the head of Jupiter – she leapt out of his head, fully grown and wearing armour!

Venus



- Mother of the Roman people
- Goddess of love, beauty, fertility, sex and desire

Diana



- Twin sister of Apollo
- Goddess of the hunt, the moon and birth

Vesta



- The sacred fire of the Vestal Virgins
- Goddess of hearth, home and family

↑ Source 10.6.5 Important goddesses of ancient Rome

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Activity 10.6

Check your understanding

Investigate how the Romans adopted and adapted gods and religious practices from other societies.

Explain the connections between Roman religion and other religions. For each of the gods and goddesses below, **list** whether they:

a. are synchronised with, similar to or unchanged from another religion

b. have Etruscan or Greek influence.

- Jupiter
- Apollo
- Pluto
- Janus
- Juno
- Mars
- Minerva
- Neptune
- Saturn
- Venus
- Vesta

Key concepts: significance | **HASS skills:** analysing

Ancient Roman values

In ancient Rome, people lived their lives by following tradition and customs. In particular, there was a core set of values that people tried to follow in order to live well.

Activity 10.7

Look at the following list of values and rank them in order of how important you think they are. Share your ranking with a partner.

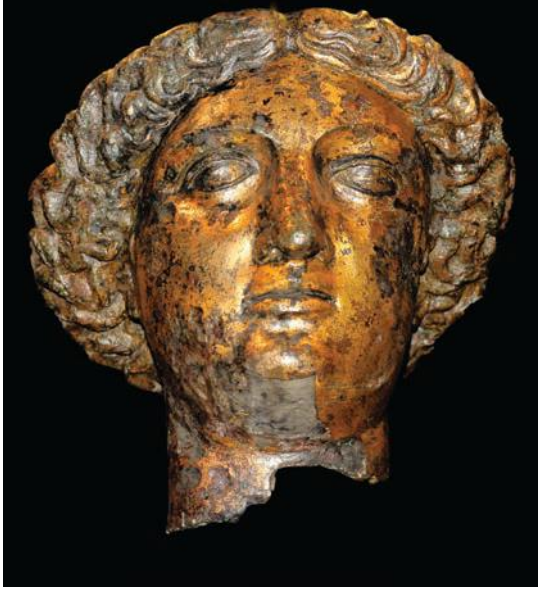
The values are known by their Latin names:

- *Fides* – loyalty and trustworthiness, which were considered to be an important part of business relationships and the law.
- *Pietas* – piety and religious devotion. In order to uphold the value of *pietas,* people had to conduct all the proper rituals and sacrifices to the gods. They also had to always act morally and with good intent.
- *Gravitas* – self-discipline and composure. People who achieved *gravitas* were in control of their emotions and behaviours, and faced problems in a calm manner. *Gravitas* also referred to someone who was considered wise and was respected.
- *Virtus* – the quality of manliness ('vir' means 'man'). This virtue changed in meaning, depending on what was thought of as manly. For most ancient Romans, *virtus* meant someone who could act rationally, who was a good fighter and a good leader of his family.
- *Dignitas* – the ultimate quality to achieve, if someone was able to uphold all the other values at once, they achieved *dignitas* or honour. It was about being viewed by others as someone worthy and important.

Key concepts: significance | **HASS skills:** communicating and reflecting, analysing, evaluating

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FPO

↑ Source 10.6.6
Video: The legend of Romulus and Remus

↑ Source 10.6.7 This bronze head depicts Sulis-Minerva. It decorated the Roman bathhouse in Bath, England.

Roman religion: a fair trade

The ancient Romans did not just trade goods with their neighbours, they also adopted some of their neighbours' religious beliefs and practices. The ancient Romans adopted and adapted from others what they felt would improve their empire or would make their people happier. Much of this was, at its core, a recognition of the importance of the different ideas, values and attitudes of the people who lived in the various parts of the empire – but only as long as Rome retained control over the whole lot, of course.

You may have noticed when looking at the list of gods that they are very similar to the ancient Greek gods and goddesses. This is because the ancient Romans adopted ancient Greek religious beliefs in many ways. They merged Greek beliefs with their own when they imagined their gods. Once of their most important goddesses, Minerva, was an Etruscan goddess originally. When Rome invaded Britain, the Celts had their own goddess, called Sulis. She reminded the Romans of their goddess Minerva and so they created 'Sulis-Minerva'. Many cults grew up in Rome so that people could still carry out their own religious practices and beliefs. The cults of Cybele (from Asia Minor – modern Türkiye) and Isis (from Egypt) were both very popular.

mythology a story, often with some kind of moral message that is part of a religion, that describes a heroic deed or the origin of something

Myth in ancient Rome

Myths often appear as simple stories filled with brave heroes, maidens in distress, and all-powerful gods. But there is much more to them than this. The gods of the Romans were thought to be like people. They had many human qualities – they love, hate, are jealous and caring – and because of this, Romans were able to recognise their own lives in these stories and understand their relationship with the world as well as their connection to the gods. The moral lesson learnt from the stories in the myths was that Romans needed to face their destiny with strength, determination and nobility. In this way, myths helped individuals cope with the challenges of their lives.

Many myths told stories about being brave – for instance, Lucretia, who sacrificed herself to overthrow the king; or Scaevola, who put his hand into the fire to prove his loyalty. Other myths are connected to the gods, and therefore to religion, very centrally in Roman culture – for instance, the story of how the bee got its stinger from Jupiter to protect its honey; or the story of Orpheus and Eurydice, which is also a Greek myth, about Orpheus trying to reclaim his wife from death only to fail when he didn't trust the advice of Pluto, the god of the underworld, about how to get Eurydice home.

Perhaps the most famous Roman myths are connected to the foundation of Rome. The Romans dated the beginning of Rome to 21 April 753 BCE. The Romans dated their years and calendars by how long it had been since this date. However, what really occurred on that day is something of a mystery.

Roman stories of Rome's origins include a lot of **mythology** and the involvement of gods. Although the myths should not be understood as historical fact, there is some historical 'truth' in the myths.

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Studying myths is fun and it can tell historians a great deal about what the people of a society thought, believed and valued. It is also interesting that much of what was included in the myths does have a connection to historical events in some way.

One story is that Rome was founded by Aeneas, son of the goddess Venus, one of the few Trojans who was not killed in the Trojan War fighting against the ancient Greeks. Aeneas fled Troy as it was invaded and burned to the ground. He sailed all the way to Italy and created a new city there. This myth links the foundation of Rome to the important and very ancient Greek story of the Trojan War (c.1100 BCE) and to the goddess Venus.

Another story is that Rome was founded by Romulus. Romulus and Remus were twin sons of a princess named Rhea Silva. Their father was said to be the Roman god of war, Mars, although in another version the king was their father. In the land where they lived, the king worried that the boys might one day try to overthrow him.

Because of his fear, the king arranged to have Romulus and Remus placed in a basket and left by the River Tiber to die. But the sons were saved. First, they were nursed by a she-wolf (a female wolf) and then they were found by a shepherd, who took them home to be raised as his own children.

The boys grew up and were natural leaders. They killed their father, the king, just as the king had feared would happen, after he took Remus as a prisoner. Romulus and Remus decided to create a new city together on the banks of the Tiber, but they argued and in anger, Romulus fought Remus and killed him. Romulus then went on to create the city of Rome alone and named the city after himself.

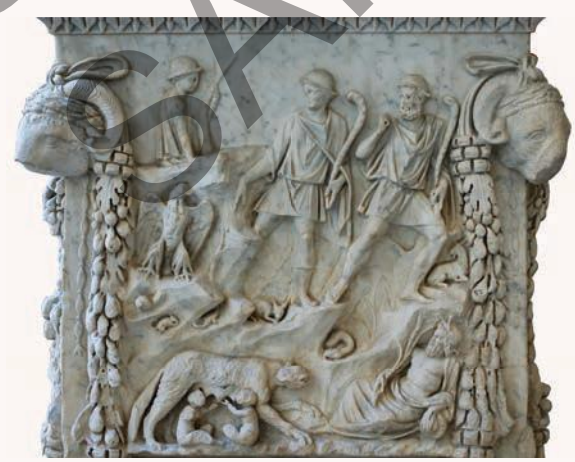
Romulus is said to have founded the city on 21 April 753 BCE. He made himself king of the city and established a group of leading citizens of 100 noblemen. These men would become the **patricians** of Rome.

patrician wealthy upper-class person in ancient Rome who often had a political role in society

Activity 10.8

Using historical sources as evidence

The scene in Source 10.6.8 is carved onto an altar, which was used to worship the gods Mars and Venus. In the bottom left-hand corner, you can see Romulus and Remus being suckled by the she-wolf. The children have been discovered by the shepherds (shown behind the children), who are carrying shepherd's crooks (curved sticks), which were used to herd sheep. The man lying in the bottom right-hand corner represents the River Tiber, where the baby boys were left.



↑ Source 10.6.8 A detail of an altar from Rome showing the story of Romulus and Remus

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1 Research what an altar is and what it was used for in ancient Rome. Note down your answer.

2 Research what an altar is used for today. Has there been a *change* since Roman times, or *continuity* in the use of altars?

3 **Describe** everything you can see in the scene in Source 10.6.8. What do you think is the most important part of the carving? Why?

4 Why do you think that this scene was carved on an altar used to worship the gods Mars and Venus? What is the connection of these gods to the story of Romulus and Remus? **Explain** what you think the Romans were trying to say about themselves through this link to the founding of their culture and the gods Mars and Venus.

Additional content available:
Contact and conflict with other societies and the fall of Rome

Key concepts: sources, evidence, continuity and change, significance, perspectives

HASS skills: questioning and researching, communicating and reflecting

Go online to access the interactive section review and more!

End of section 10.6 review

Online quiz | Review questions | Teachers can assign tasks and track results

10.6 Review questions

Recall

1 Why was religion so important in everyday life to the Romans?
2 What did people believe happened to emperors after they died?
3 What was a Vestal Virgin?
4 Which god was considered king of the gods?
5 **Explain** why temples were built throughout the Roman Empire.
6 Where did Romans bury the bodies or ashes of the dead?

Interpret

7 **Explain** what the ancient Roman people valued most. Try to summarise the kind of person a Roman was meant to be.
8 **Explain** why the Romans worshipped so many gods.
9 **Explain** what role myths played in the life of ancient Romans.

Argue

10 Use your evaluation skills to argue in what ways ancient Roman values and beliefs were similar to ours today, and in what ways they were different.

Key concepts: continuity and change, significance, empathy

HASS skills: communicating and reflecting, analysing

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The role of significant individuals in ancient Rome

Focus question

- Who should we consider as significant individuals in ancient Roman history and why?

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FAMOUS FACE



JULIUS CAESAR (100–44 BCE)

Julius Caesar is one of the most famous and well-known ancient Romans. He was a famous politician, general and writer. He was celebrated for the way he led the legions in Gaul, now modern-day France, and during the years that he was involved in a civil war against his enemies in Rome. He was also remembered for how he extended the empire as far as the English Channel. He was the first Roman to visit the United Kingdom. One way that Caesar made himself famous was by writing accounts of his own military campaigns and victories. He also became the lover of the most powerful woman in Egypt, Queen Cleopatra, with whom he had a son. Caesar was eventually declared **dictator** of Rome for life. But many Romans believed that, as a dictator, he held too much power and did not listen to his political opponents. Due to Caesar's power and influence, many high-ranking wealthy Romans decided to put an end to his leadership. On 15 March 44 BCE, they killed Caesar by stabbing him to death in the Senate House. Julius Caesar's death was described by the author Plutarch, in his biography *Life of Caesar* 66.4–14:

dictator someone who rules with total power over a country or territory

> When, after sitting down, Caesar continued to reject the requests and started to grow angry with one or another … Tilius grasped his toga with both hands and pulled it down from his neck – the signal for the attack. It was Casca who gave the first blow with his dagger, in the neck, a wound which was neither mortal or even deep, probably because he was nervous at the beginning of such a bold venture, and Caesar, as he turned, was therefore able to grab the knife and hold onto it … All of those who had prepared themselves for murder produced their naked daggers, and Caesar was encompassed by them all, wherever he turned confronting blows and dagger aimed at his face and eyes, driven here and there like a wild beast and entangled in the hands of them all – for they all had to participate in the sacrifice and taste the blood … It is said that he received twenty-three [knife wounds], and many of the conspirators were wounded by each other as they tried to direct so many blows into one body.

↑ Source 10.7.1 Plutarch, *Life of Caesar*, adapted in M Dillon and L Garland, *Ancient Rome: From Early Republic to the Assassination of Julius Caesar*, 2005

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Amazing but true …

Did you know that our current calendar is adapted from one created by Julius Caesar?

Different societies in the ancient world dated time differently. For example, the ancient Egyptians, during the New Kingdom period, had three seasons that revolved around the flooding of the Nile, and each of their weeks lasted 10 days. The way they noted the passing of the years was also very different because they dated them by the reign of the pharaohs and began again at year one for each new ruler.

In the modern world, time is divided into seconds, minutes, hours, weeks, days, months and years. In Australia, we follow the Gregorian calendar, named after Pope Gregory XIII, who introduced it in 1582. This calendar is adapted from the Julian calendar implemented by the famous Roman, Julius Caesar.

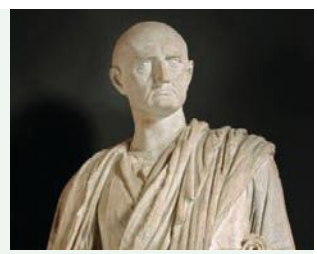
Julius Caesar was aware that the moon and sun did not move across the sky at the same pace as each other, which meant that the Romans' calendars continually got out of whack because some of their events were based on the lunar calendar and other events were based on the solar calendar. For example, a mid-winter festival was sometimes a month late. He also got tired of the solution handed to the Romans by the Greeks, which was to put an extra month in every two to three years to get it all back on track. So, Caesar hired a mathematician from Egypt to work out a permanent solution, and because of this we have a calendar that includes a leap year.

The Gregorian calendar, adapted from Caesar's calendar, is the most widely used calendar today, enabling international communication and trade. In this calendar, a year of 365 days is divided into 12 months, and each month has between 28 and 31 days. Every four years there is a leap year, which adds an extra day to February to account for the fact that a full revolution around the sun takes 365.2422 days (so, slightly more than an even 365 days). If an extra day was not added every four years, the calendar would not match Earth's orbit around the sun.

The Gregorian calendar is not the only calendar used today. Islamic, Buddhist and Jewish calendars are still used around the world to determine key religious holidays in these religions. As you saw in Chapter 7, the First Peoples in Australia view time as continuous rather than as a line of one event after another.

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FAMOUS FACE



CICERO (106–43 BCE)

Marcus Tullius Cicero was, like Marius, a *novus homo* with no noble ancestors. He was a lawyer known for his brilliant public speaking and debate skills. He lived during the end of the Roman Republic, as Julius Caesar fought against other powerful commanders for the right to rule on his own. Cicero supported the idea of Rome remaining a republic and was voted as consul for one year in 63 BCE. However, Cicero was unable to prevent the dictatorship of Julius Caesar, and he was proscribed, captured and killed after he insulted Mark Antony. Mark Antony had ordered his execution after Cicero publicly humiliated Antony in a number of speeches called 'The Philippics', which survive today. Antony had Cicero's head and hands displayed in the forum, and Antony's wife is said to have pierced Cicero's tongue with her hairpin. But Cicero is best known for his writing. He wrote many letters in his lifetime and over 900 of these letters survived. This means they were copied and kept, instead of lost over time as many other written works were. Cicero wrote discussions on all sorts of topics that interested him, from the nature of government to the best way to speak publicly. Cicero's writing, like archaeological evidence, provides historians with important information about what life, and especially what politics, was like in ancient Rome.

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FAMOUS FACE



AUGUSTUS (27 BCE to 14 CE)

Augustus was the adopted son and great-nephew of Julius Caesar. After Caesar's death, he struggled for power and was involved in civil war with others who tried to seize control of Rome, including Cleopatra and her husband Mark Antony. Ultimately, Augustus won and was made consul initially, and then emperor, by the senate. This meant the end of the Roman Republic and its belief in elected leaders. Augustus became emperor for life. Generally, Augustus was seen as a good ruler. He had many impressive buildings created and brought in new laws to help the poor and keep order in the streets. He also agreed to work closely with the senate and bring peace to the empire after years of discord. However, his popularity may have also been because he was emperor and had total control. Augustus had anyone who posed a serious threat to him killed by a process called **proscription**. This involved the names of enemies being written on a list so that anyone could kill them and receive a reward. Not long after Augustus died, he was declared to be a god by the next emperor, Tiberius. After this event, all emperors were considered to become gods after they died.

proscription a list posted in Rome of all those who were outlawed and could be killed by anyone for a reward

FAMOUS FACE



LIVIA DRUSILLA (58 BCE to 29 CE)

Livia Drusilla was a highly influential Roman. She became the third wife of Augustus, and gained power because of her marriage. Interestingly, she was married to another man, an enemy of Augustus, and pregnant with her second child when she met Augustus. Her husband had been put on the lists of the proscribed, so she was on the run with her husband and children, fleeing Augustus's army when they met. Augustus was deeply impressed by her, so he made a deal with her husband. In return for sparing his life and letting him go, Augustus made her husband divorce her and leave their children with her. Augustus then married her, later adopted both of her sons, and they spent the rest of their lives together, apparently quite happy overall. Livia had already shown herself to be somebody who could take advantage of the opportunities that came her way when she agreed to marry Augustus, but she was able to influence people very effectively. Some historians have described her as smart and savvy because she attained influence at a time when most women could not vote or even appear in public without a husband or male guardian present. Livia presented herself as supportive of her husband's reform policies. She turned a blind eye to his affairs with other women and served the empire as the symbol of the loyal wife. However, behind the scenes, Livia spent much of her adult life making sure her son became the future heir to the throne – and she succeeded. Her son Tiberius became the next emperor to rule after Augustus.

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Developing historical concepts and skills 10.3

Determining significance

Why does history record the outcome of a great battle or the invention of a new technology, but does not track what you had for breakfast yesterday? History focuses on recording and analysing events that are significant. A battle is significant because many people die and who rules a country is often determined. Your breakfast choice does not have the same impact. So, how do we determine and evaluate the significance of key historical events, and the roles and achievements of individual people?

This is done every day in the news. Watch the news on television or your device and consider which global events are mentioned first and why. This will give you an idea of why we consider some events to be more significant than others.

criteria standards or rules against which something can be judged

Some **criteria** for establishing what is significant might include:

1. Many people's lives were affected.
2. The event affected some people very deeply.
3. The event caused significant consequences.
4. The event is remembered or commemorated long after it happened.
5. A key person had an impact.

Read the profiles of the significant individuals in this section. Using the criteria listed here, and any other criteria you think are relevant to significance, rank the people in order from *most significant* to *least significant*. Justify your choices with a brief explanation.

Key concepts: sources, evidence, continuity and change, cause and effect, significance

HASS skills: analysing, evaluating, communicating and reflecting

Using significant individuals to think about how historians use sources

Historians collect sources for what they want to learn about, and then determine what the evidence from these sources reveals. A good historian uses a range of different sources in their inquiry, so they can form the most complete picture possible. There are a range of important questions that historians ask when analysing what evidence can be taken from a source. These include:

- What is the source?
- Where is it from?
- When was it created?
- Who created it?

For a written source, these questions help a historian work out how the background of the author has influenced what they have written. If someone was an eyewitness, they may be more reliable than if they are reporting an event second-hand. If the author of a text is writing about an opponent, they may be unreliable because they might be overly critical. The same principle applies if they are writing about themselves, or someone they admire, because they may exaggerate their achievements or leave out negative details. The political or religious beliefs of an author can also affect a source's trustworthiness.

This type of information is important for working out what a source is really saying. For an archaeological source, these questions are often harder to answer. Archaeological sources can be compared to other finds to determine what evidence they reveal.

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Evaluating sources

Once historians have analysed a source's background, they can evaluate how relevant the source is for the topic they are investigating by asking:

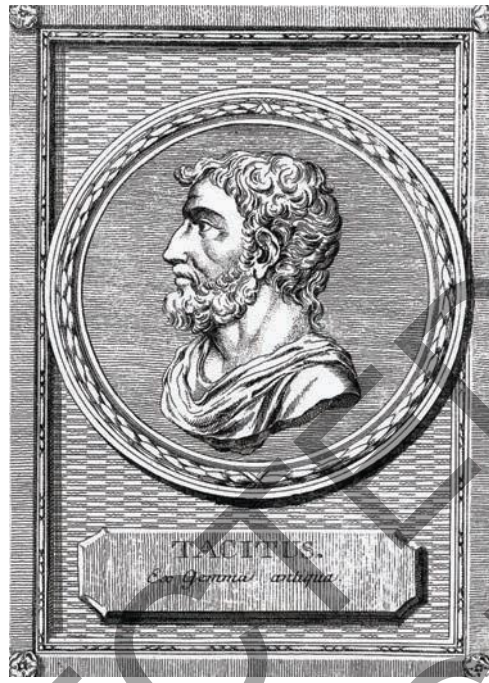
- Is it useful?
- Is it reliable?

Just because a source may be one-sided or untruthful does not necessarily mean that it is not useful. The usefulness of a source is directly related to how much information it reveals about what is being studied, or the site that is being excavated. As an example, a gold mask might be a very impressive find, but a piece of written text from the same site may provide more useful information.

Some sources might be **biased**, meaning they only tell history from one point of view. The Roman historian Tacitus is famous for his bias. He wrote very negative, critical things about the imperial family who ruled Rome at the time. He did this because he thought that Rome should be ruled by the politicians in the senate, rather than being controlled by one influential family. But Tacitus was one of the politicians in the senate, so what he actually believed was that real power should belong to himself and his peers. This belief made him, and what he wrote, biased. Even though Tacitus's works are one-sided, they are still important to the study of this period. Historians need to take account of bias when they are assessing reliability.

Facts and opinions

A major problem with history is that we can never fully understand everything that happened in earlier times. Most of what occurred has not been recorded, and what remains is often incomplete or only reveals one side of the story. Historians need to be careful to note the difference between what is fact and what is opinion.



↑ Source 10.7.2 The Roman historian Tacitus was very biased, so this needs to be taken into account when using his work as a source.

biased one-sided, unfairly shows only one point of view or is prejudiced

- Facts are things that are well supported by evidence and generally accepted by historians. An example of a historical fact would be that Julius Caesar was assassinated in Rome on the Ides of March in 44 BCE.
- Opinions are a person's ideas about what happened in the past; they cannot be proved to be correct. For example, any theory about why Caesar was assassinated is an opinion.

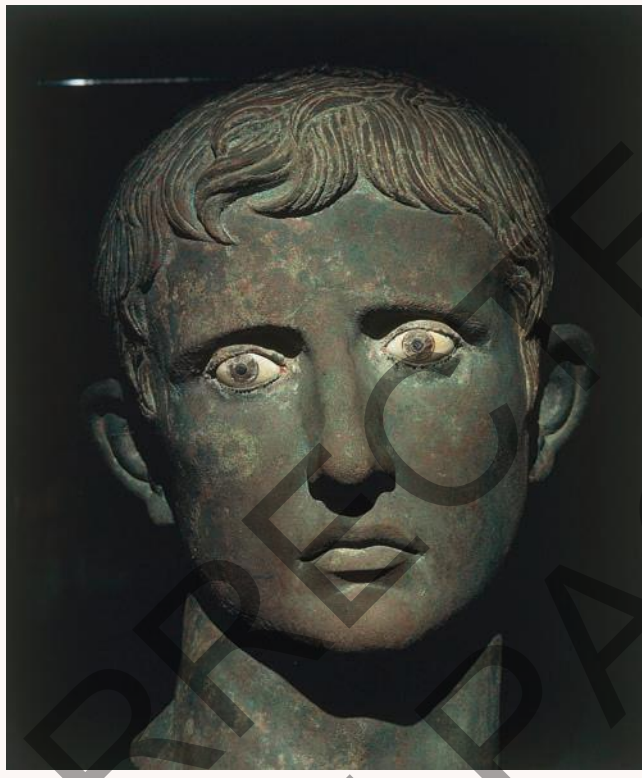
Like detectives, when historians have collected enough evidence, and assessed the reliability of the evidence, they present their case, outlining their view of what happened.

In Activity 10.9, you will look at a number of sources relating to Augustus, the first emperor of Rome. Under his rule, the Roman world changed from the republic (in which the senate and people ruled) to a new political system called the *principate*. Although Augustus attained almost complete power over the Roman world, he argued at the time, and wrote a lot about, how he had saved the republic and handed power back to the senate and people of Rome.

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Activity 10.9

Using historical sources as evidence



↑ Source 10.7.3 Larger than life-size bronze head of Augustus, created during his lifetime, discovered in Meroe, Sudan

> After I had extinguished civil wars, and at a time when … I was in complete control of affairs I transferred the Republic from my own control to the will of the Senate and the Roman people.
>
> *Res Gestae Divi Augusti*, 34

↑ Source 10.7.4 An extract from the inscription on Augustus's tomb, in which he describes handing power back to the Roman people. This text was written before his death.

> He [Augustus] gradually pushed ahead and absorbed the function [power] of the senate, the officials and even the law. Opposition did not exist … Political equality was a thing of the past; all eyes watched for imperial commands.
>
> Tacitus, *Annals,* Book 1

↑ Source 10.7.5 Roman historian Tacitus, writing approximately 100 years after Augustus's death

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> Augustus was a Roman statesman and military leader who was the first emperor of the Roman Empire, reigning from 27 BC until his death in AD 14. His status as the founder of the Roman Principate has consolidated an enduring legacy as one of the most effective and controversial leaders in human history.
> https://en.wikipedia.org/wiki/Augustus, accessed 8 November 2019

↑ Source 10.7.6 Modern-day Wikipedia article on Augustus

Identify the following in Questions 1–4 below.

1. Which sources are primary sources?
2. Which sources are secondary sources?
3. What historical facts can you find in the sources? Write a dot point list.
4. What opinions can you find in the sources? Write a dot point list.
5. Wikipedia is an online encyclopaedia, where entries are written by volunteers from a variety of backgrounds. The entries do not go through the same rigorous checking process that most other published information must undergo. With this in mind, **explain** the pros and cons of using Wikipedia as a source.

Key concepts: continuity and change, cause and effect, significance

HASS skills: questioning and researching, communicating and reflecting

Developing historical concepts and skills 10.4

Perspective and contestability

The concept of perspective is a person's point of view, the position from which they see and understand events going on around them. The concept of contestability occurs when particular interpretations about the past are open to debate, as a result of a lack of evidence or different perspectives, for example.

The following questions refer to perspectives and contestability found in Activity 10.9.

1. Which source/s show bias? Bias is another word for 'perspective'. **Explain** why you think these sources have this perspective.
2. Which source/s are the most useful for understanding Augustus's role in the Roman government? **Explain** your answer, using the information you gathered to answer Question 1.

Key concepts: continuity and change, significance

HASS skills: questioning and researching, communicating and reflecting

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Go online to access the interactive section review and more!

End of section 10.7 review

Online quiz

Review questions

Teachers can assign tasks and track results

10.7 Review questions

Recall

1 Give two reasons why an event might be considered historically significant.

2 Which significant individual is a 'new man' (*novos homo*) and what does this mean?

3 Who was Livia Drusilla's husband?

4 How did Cicero die?

5 How can historians find out about people from ancient Rome who are not labelled 'significant'?

Interpret

6 What similarities do the significant people described in this section share? What are their differences?

7 Choose one of the individuals described. Conduct some further research and **create** a timeline of their life, including at least five key dates. When choosing the dates, you need to think about what makes an event in someone's life significant enough to be included in a timeline.

Argue

8 *It is important for us to continue to investigate ancient Rome and conserve what we find.*

Do you agree or disagree with this statement? **Explain** your answer by giving reasons why you feel one way or the other.

9 **Explain** the extent to which it is reliable to believe that all people commemorated in sculptures should be seen as significant individuals.

Key concepts: sources, evidence, continuity and change, cause and effect, significance

HASS skills: questioning and researching, analysing, evaluating

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10.8 Conclusion: why does it matter?



↑ Source 10.8.1
This terracotta oil lamp in the shape of a gladiator's helmet from ancient Rome was a sort of souvenir from the gladiatorial games.

The remains of ancient Rome exist all around us, even if we cannot always see them. Ancient Rome has influenced how societies work, aspects of many European languages and the sorts of buildings that we use for entertainment. Governments that describe themselves as being republics, such as the United States, adopted the idea of a republic from the ancient Romans. The United States, like many other countries, is ruled by senates and assemblies and, like the Roman Republic, emphasises the idea that rulers should be elected.

To this day, we see parts of ancient Roman life in buildings, art and the layout of major cities around the world. The ancient Romans gave us many practical legacies, including 50 per cent of the words used in many languages in Europe, the roads that people still travel along in areas where the empire extended, sewerage systems, aqueducts, and public baths and gyms. By learning about ancient Rome, we can understand that even though the Romans lived about 2000 years ago, there are things that we share with them as humans. By studying the ancient Romans, we can see continuity and change in our own culture.

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End of chapter activities

Reflection

Self-assessment

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

Analysis

Historical sources task

As part your study of Ancient History, you should do some thinking about what you can learn about ancient Rome from ancient and modern source material. Look back through this chapter and find three sources. At least two must be primary (ancient) sources. The third source can also be a primary (ancient) source, or it can be a secondary (modern) source like the example below – Source 10.9.1.

For each source, **create** a short summary, describing it as if you were writing about it for someone who could not see or read the source. Try to be as detailed as possible.

In this source, you can see …

Explain how this source shows one key thing that you already know about ancient Rome.

This source supports the idea that the ancient Romans …

Explain how this source supports what you have learnt about ancient Romans.

This source supports … because it shows …

On the next page is an example of how you could tackle this activity.

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↑ Source 10.9.1 The Roman Empire – a typical street scene in ancient Rome. If you go to Pompeii today, it is not hard to imagine the streets when they would have looked like this with the local people going about their daily business, which might be meeting their friends, buying their groceries, fixing the pavers. Produce, food, crafts, merchants and people of all social classes can be seen in this image. Illustration by J Williamson.

This source (Source 10.9.1) shows what daily life would have been like for the Romans. The street is busy with lots of different shops and lots of people buying and selling things or meeting their friends in the area. There are also people doing some repair work on the road who might be working for the government. This looks a lot like the places today where we do our shopping, and while we are there we might stop to drink, eat or chat with friends. This source supports the idea that Romans had a good standard of living with lots of different types of goods (the shops and market stalls) and services (the people fixing the road) available to them.

Explain how the source can be used as evidence of something you have learnt. For example, this source helps us to understand that trade was important to the Romans because there are a lot of different items on sale in this market. It also helps us understand that Roman citizens had a culture like ours where there are lots of different types of work. This all means that many people living in Rome had quite a high standard of living.

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Inquiry

Research task

Select one of the famous faces mentioned in this chapter. Complete some more research on this person and then copy and complete the following research table.

When were they born?	Where did they live?	What did they do?
What did other people think of them? (Try to find a quote from someone who lived in ancient Rome.)	What did they look like?  Paste a picture or a description here.	Were they celebrated or punished by society?
Did they have a family?	How did they die?	Why should they be remembered?

Writing

Extended-response question

Use your research to **analyse** the success of the Roman Empire.

Topic: ***Evaluate*** *the importance of a key aspect of ancient Rome and argue that it was the reason Rome succeeded in ruling as a powerful empire for hundreds of years.*

In your answer, **explain** the key aspect you have chosen in detail. **Describe** how it contributed to Rome's expansion, and **discuss** how and why this factor should be considered the most important cause of Rome's success.

You must support your argument by providing key names, dates, statistics and terms that are relevant to ancient Rome.

Key concepts: sources, evidence, continuity and change, cause and effect, significance

HASS skills: questioning and researching, analysing, evaluating

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Chapter 11

Ancient India

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Chapter 12

Ancient China

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Making connections

History and the other HASS topics

History has many connections with other subjects in the Humanities. Have you considered how what you have learnt about the ancient past and ancient societies relates to the other topics you will cover this year? Here's a sample:



Geography

Investigation

We can learn many important things about the past and the present from archaeological sites that have revealed important written and material artefacts and buildings. However, these important archaeological sites are often in places where people still live. Globally population is also increasing, meaning we need more places for people to live and to grow the food they need. Therefore, urban and farmland areas are growing and spreading.



Investigate how urban sprawl, and more land use for farming, have affected one of the following important archaeological sites: Pompeii; Herculaneum; the great pyramids in Egypt; the tomb of Qin Shi Huangdi where the terracotta warriors lie; the Acropolis of Athens.

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Civics and Citizenship

Justice

In May 2020, Rio Tinto destroyed the Juukan Gorge caves, which were part of a sacred site for the Puutu Kunti Kurrama and Pinikura (PKKP) people – the Traditional Owners of the land. The caves were among the oldest of their kind in the world, with some of the artefacts found there dating back 28 000 years. Rio Tinto destroyed the caves so that it could access iron ore in the area. The company had a number of different options to mine the iron that would not have destroyed the caves, but it chose to destroy the caves instead. Rio Tinto has been condemned internationally for what it did.

The response of Rio Tinto has been to offer compensation to the Puutu Kunti Kurrama and Pinikura (PKKP) people.

Is this justice?

- Look up and write down a definition of 'justice'.
- Do some research about the plans put into place by Rio Tinto to try to make up for its destruction of these caves. **Create** a mind map or use a graphic organiser to structure your research. You should aim to discover 'what, when, where, why, how'.
- Once you have collected your research information, look back over your definition of justice and decide if justice can be achieved by Rio Tinto. Can it make up for its actions? What do you think? Yes/No? Why do you think what you do? Collect three pieces of evidence to support your decision and be prepared to present them in an Oxford debate in class.

Economics and Business

Who owns the past?

Should museums be free to visit, or should they charge an entry fee?

Research the different perspectives about whether or not we should pay to enter museums. **Create** a PMI chart to show your findings. Which section of your chart had the most information? Is this the section that you agree with? Write a paragraph explaining your perspective using the information you collected on your PMI chart.

Research how many people have visited the new WA museum Boola Bardip since it opened.

Think about why businesses set a certain price for a product. The WA museum Boola Bardip is a business. How much should the museum charge as an entry fee? How might the museum adjust its entry price according to demand?



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Putting it all together: key concepts for your memory bank



Summarising your studies of the Humanities and Social Sciences in Year 7

Throughout your studies this year, we have asked you to take special notice of certain key concepts across the four HASS subjects. In the following activities, we would like you to retrieve what you know from your memory bank about these six key concepts, and demonstrate your understanding of the concepts in writing.

We hope the activities present another opportunity to see how the key concepts are related across the HASS subjects. We also hope the activities allow you to summarise your work in Humanities and Social Sciences in Year 7 and can be looked at again to revise your studies when you start Year 8!

Activity 1 – Create a summary of how the concepts you've learnt about this year connect to each other

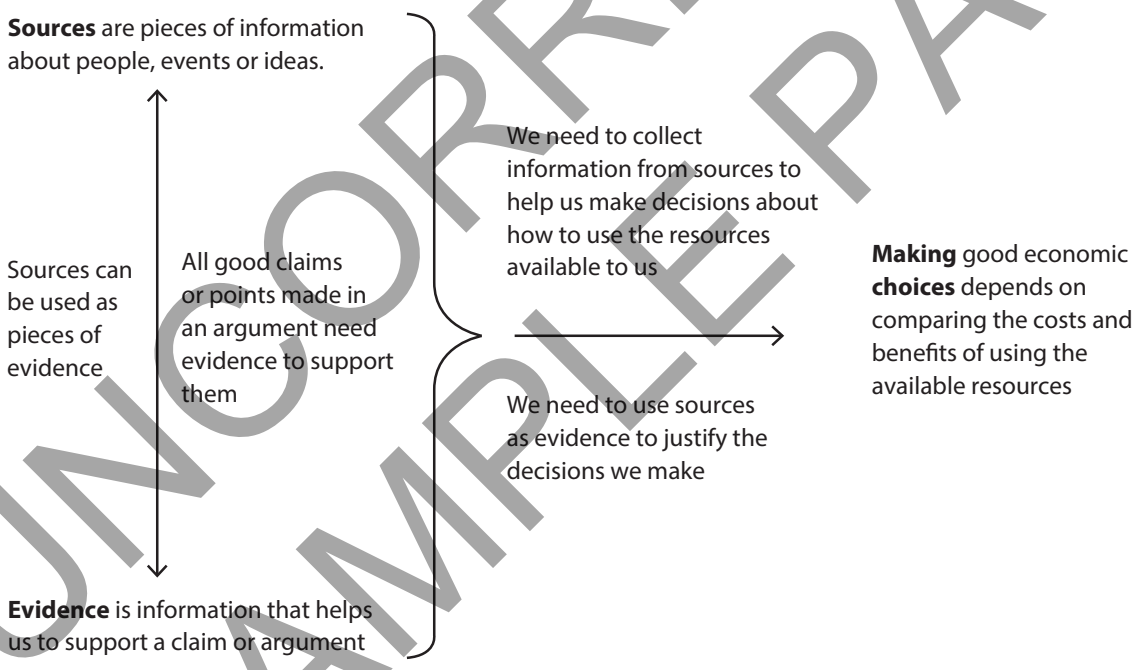
STEP 1: Go back through the chapters and **identify** what each of the concepts in the table below means. Reread the definition of the concepts in this book first. Now copy and complete the table by defining each concept in the table *in your own words* (one has been done for you).

Concept	Westminster system	Rights and responsibilities	Making choices	Place	Sources	Evidence
Definition			The process of making a choice is not always easy. Because economists study how people satisfy unlimited wants with the use of scarce resources, they are concerned with strategies that will help us make the best choices. Every time a choice is made, something is given up.			

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STEP 2: Identify links between concepts by grouping them into pairs or groups of three. For example: you might connect *Sources* and *Evidence* and *Making choices* together because we need to use information from sources to help us make good economic choices. Write out your ideas as a series of brainstorms until you have used all of the concepts in the table. Share your brainstorms with a partner. How is your work the same and different from each other? Give your partner one piece of positive feedback and offer one idea that might help them improve their work.

STEP 3: Create a diagram that demonstrates how these concepts are interconnected. Use arrows to show how each concept connects to each other and write your reason for making this connection along each arrow. An example is shown for you below.



STEP 4: Repeat Steps 2 and 3 until you have connected all of the concepts into pairs or groups of three.

EXTENSION CHALLENGE: Can you interconnect all of these concepts in one diagram?

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Activity 2 – Writing task: using key concepts meaningfully

In your studies of the Humanities and Social Sciences, you will need to confidently and correctly use the terms related to your subject. Write a paragraph of 100–150 words in response to the question below using all the key concepts listed. Ensure that your use of these terms shows your understanding of what each term means.

HINT: *The question is asking you to do more than define each of these concepts and then put these definitions together in a paragraph.*

To answer the question effectively, in a well-constructed paragraph, you will need to go through several steps.

STEP 1: Identify the key words of the question. Highlight, underline or circle them. These are the important things that must be addressed in your paragraph.

STEP 2: What does the word 'explain' in the question below mean? **Define** it. Write this definition down.

STEP 3: Use the diagram you constructed in Activity 1 to help you plan how you will address the key words in the question (identified in Step 1) in your paragraph. Make sure you have also explained the connection between the words on the list. To make an effective plan, you might draw a flow chart, brainstorm or use a graphic organiser. You might need to do more than one plan before you are happy with your final ideas.

Question: ***Explain*** *how big ideas you have learnt in HASS over Year 7 relate to each other.*

Use these words correctly in your answer:

- the Westminster system
- rights and responsibilities
- making choices
- place
- sources
- evidence.

STEP 4: Before you start writing, **analyse** the assessment rubric for information on how you might structure a response that scores high marks. Highlight the key ideas in the right-hand column (5 mark column) of the assessment rubric, so that you know *exactly* what is expected of a response that gets top marks.

QUICK REVIEW: Does the plan you wrote for Step 3 help you get the best marks on the marking key? If the answer is yes, start writing. If the answer is no, go back and adjust your plan. Ask a partner and/or your teacher for feedback on your plan before you start to write.

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Assessment rubric: Using key concepts meaningfully

Word limit: 100–150 words

	0–1	2	3	4	5
Topic sentence	The topic sentence is unclear and appears unrelated to the task.	The topic sentence is not clear and/or accurate, and/or does not clearly address the task.	The topic sentence is clear and/or accurate, and satisfactorily addresses the task.	The topic sentence is clear and accurate, specific, and clearly addresses the task.	The topic sentence is clear, detailed, accurate, specific, and clearly addresses the task.
Evidence	Little or no attempt has been made to use evidence.	Some attempt has been made to use evidence; however, it appears generalised and/or is inaccurate or irrelevant.	There is some supporting evidence that is mostly relevant and/or accurate.	There is a good use of supporting evidence that is accurate and relevant.	There is excellent use of supporting evidence that is detailed, accurate and relevant.
Explanation	Limited or no explanation has been attempted within the response.	Some attempt has been made to explain.	Explains in a general way.	Explains clearly with some detail in a logical way.	Constructs a logical and complex argument that explains the topic accurately, clearly and in detail.
Answering the question	A simple link to the topic/question has been attempted.	Provides simple points that link to the topic/question, the ideas or the direction of the response may not be clearly structured.	Produces a logical response to the topic/question. An attempt has been made to structure the response. Some analytical thinking about the topic/question is evident. Makes some connections between the evidence and the topic/question.	Produces a coherent response to the topic/question that is structured clearly. Some analysis of the topic/question. Connects relevant evidence and some to the topic/question.	Produces a consistent, logical response to the topic/question that is well structured. Analysis is clearly connected to relevant evidence and the topic/question
Effort and organisation	The response is incomplete or disorganised. No attempt to check spelling and grammar, indicating poor or no planning, drafting or proofreading.	The response is poorly presented, disorganised and contains several spelling and grammatical errors, indicating little planning, drafting and proofreading.	The response is satisfactorily presented, may contain some spelling and grammatical errors, indicating limited planning, drafting and proofreading.	The response is well presented, contains few spelling and grammatical errors, and shows evidence of some planning, drafting and proofreading.	The response is neatly presented, checked for spelling and grammar, and shows evidence of careful planning, drafting and proofreading.

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Glossary

Chapter 1 The Australian Constitution

Act of Parliament statute law, resulting from a Bill successfully passing through Parliament and gaining royal assent

Australian Constitution a set of rules that came into effect on 1 January 1901. It outlines some of the rights of Australians and how power is shared between federal and state parliaments.

bicameral refers to the two houses of Parliament in New South Wales, Victoria, Western Australia, South Australia and Tasmania

Bill a drafted law that has not yet been passed by Parliament

check and balance the sharing of power between groups, individuals and institutions that allows one group to prevent the abuse of power by another group

civil liberties basic rights of individuals that are protected by law (e.g. freedom of religion and freedom of speech)

concurrent powers existing at the same time; powers held by both state and federal parliaments

constitutional monarchy a form of government where the monarch is the head of state

delegated legislation laws made by authorities other than Parliament, which are delegated the power to do this by an Act of Parliament

democracy a political system where a government's power is vested in its citizens, who vote through elections to shape decisions

election a local, state or national ballot cast by citizens who vote for a person from a political party or a person standing independently

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

exclusive powers powers that can be exercised only by the federal Parliament

Federation the process of uniting several states to form a single national government

Governor the monarch's representative at a state level

Governor-General the monarch's representative at a federal level

justice the system of laws in a country that judges and punishes people, but can also mean fairness in the way people are treated

legislative power the legal power or capacity to make laws

preamble an introductory statement or declaration

referendum a general vote on an issue affecting the Australian Constitution that all enrolled voters must vote on

residual powers those matters on which the states can legislate, as they are not referred to in the Australian Constitution

state a defined area within Australia controlled by its own political unit, which has the power to pass its own laws. These laws are protected by the Australian Constitution, except where they contradict Commonwealth law.

territory a defined area within Australia controlled by its own political unit, but its laws can be revoked by the federal government

unicameral refers to a Parliament having one house, such as in Queensland, the Northern Territory and the Australian Capital Territory

Westminster system based on the British political system developed in Westminster, London. It is another term for parliamentary government, in which the executive is drawn from the legislature. Government is formed by the majority party or coalition in the lower house of Parliament. The leader of that party or coalition becomes the Prime Minister.

writ a form of written command that is legally binding

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Chapter 2 Australia's legal system

barrister a lawyer who can give specialised legal advice and can argue a case in both higher and lower courts

beyond reasonable doubt a legal concept in a criminal trial in which a person can only be found guilty if the judge or jury, after examining the evidence, finds that it conclusively shows the accused committed the crime and there is no other likely cause

plaintiff the person making a legal complaint against someone else in court in a civil case

rule of law the principle that nobody is above the law. This can be seen in the requirement that government actions and decisions must be in line with the laws the government creates.

solicitor a lawyer who is trained to prepare cases and give advice on legal subjects, who can also represent people in lower courts

Chapter 3 Consumers and businesses

accustomed to be more used to or familiar with something

adaptive the ability of producers and businesses to change their practices and products as consumer preferences change

businesses a key group in the economy who use factors of production to produce goods and services

catalogue the complete list of items available for viewing or purchasing

certify the process of acknowledging or verifying that a good is produced in a certain way

cocoa a bean that is the key ingredient in the production of chocolate

competitive the idea that businesses must stand out compared to their rivals in order to attract consumers and be successful

competitors other businesses in a market that produce similar goods or services and are therefore in competition

consumer behaviour the way in which consumers make decisions about what to purchase

consumers a key group in the economy who purchase goods and services from businesses

cost of production the value of the resources (or factors of production) required to produce a good or service

disequilibrium an economic concept where economic forces are imbalanced and change needs to occur in order to return to equilibrium

dominant something is the most common or major way of doing things

DVD (digital versatile disc) a round disc that stores digital media such as videos and music. The media can be accessed by playing the DVD through a machine called a DVD player.

economic markets places where two groups interact and exchange resources with each other. They can be physical or non-physical (i.e. virtual).

economic model a way of simplifying real-world economics using diagrams to help us study it better

economic problem the dilemma of having unlimited needs and wants, but limited resources to satisfy those needs and wants

economics the study of how our society produces goods and services with our limited resources, and how these goods and services are consumed

equilibrium an economic concept where all economic forces are in balance and stability is created

ethical something that has been done or made in a morally good way (i.e. it does not harm people or the environment)

ethical challenges controversies regarding the way in which a good is produced in terms of its impact on people and the environment

ethical consumption consumers purchasing goods and services that have been made without causing harm to people or the planet

forced labour instances when people are made to work against their will or in poor working conditions

fundamental something that is very important or core to the study of economics

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global awareness the idea that people are becoming more aware and informed about experiences of people in other parts of the world

government regulation the laws put in place by the government to protect workers and the environment

independent businesses small and often family/individually run businesses that employ a small number of staff

labour one of the four factors of production that include the human resources used to produce goods and services

multinational corporations large businesses that operate across multiple countries and employ large numbers of people

needs goods and services that are essential for human survival

opportunity cost the value of the next best alternative forgone

predominantly something is done most commonly or often

pricing the way in which businesses decide how much money to sell their products for

prioritise to value something more than other things

profit the surplus (or extra) money that a business received for selling a good or service after factoring in the cost of production (i.e. price of product – cost of production = profit received)

rational a decision that is made by weighing up the advantages and disadvantages and choosing the best option

resources money, materials or inputs that can be put towards producing a good or service

sacrifice the act of giving up something

scarcity the concept that we have limited availability of resources on Earth

strategy a way of making decisions that considers the advantages and disadvantages to make the best decision

streaming media content that can be accessed via the internet

video on demand media content that can be accessed by consumers at their convenience without fixed times (which is the case on traditional media formats such as television)

wants goods and services that are non-essential for survival but enhance quality of life

worker exploitation when workers experience limited rights and poor pay

Chapter 4 Innovation and enterprise

agreement a set of expectations and terms that have been acknowledged and arranged between two or more parties

assets any property owned by a person or company regarded as having financial value

business model the way that a business conducts its operations

business opportunity a situation in which a business identifies an opening in the market and can take advantage of it

business plan a document outlining the goals and strategies of a business

campaign to organise a coordinated course of action against a particular group or idea

cassette a small plastic box that contains a tape that can be used to play music

CD (compact disc) a flat circular plastic disc that contains digital information that can be accessed by a CD player

communicator a person who has the ability to express their ideas effectively with a team or with consumers

competitive to have an advantage or edge over rivals in an economic market

competitors other businesses working in a similar market that act as rivals

concise short and succinct

creative control the ability of individuals and businesses to choose to make their own decisions regarding aspects of the business

customer experience the overall satisfaction a customer has from using a particular product or service

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debt a sum of money that is owed to another party (usually to a bank or other loaning body)

diversity having people from different backgrounds (whether age, gender, race or other identity features)

empathetic able to understand and relate to how others feel

employee anyone that is hired by a business for work on an ongoing basis

entrepreneurs individuals who set up new businesses with financial and/or personal risks

entrepreneurship the act of setting up or establishing a new business

gap in the market when consumer needs for a particular good or service are not being met by the existing products on offer

gig economy a type of market in which workers have flexible working conditions and are connected directly to consumers through a digital app

grants sums of money that are given to organisations by the government for specific purposes

independent contractors people who provide services to a company but are not employees of the company

initiative the ability to be proactive about situations and take action before a problem arises

innovation the act of using new and creative solutions to challenges

innovation-active a way of running a business that emphasises the importance of having new business approaches and practices

leader a person who has the skill to motivate and energise a team to achieve collective goals

liabilities any legal or financial responsibilities that an individual or company has

market dominance the ability of a business to have a large command of consumer interest in a particular market

non-verbal communication our body language and the way that indicates our feelings and expression

operating costs the expenses that a company must pay in order to run its business (such as costs of workers, costs of machinery, costs of renting offices or factories)

pooled bringing multiple things together

private transport services services that allow customers to travel from one point to another in a private vehicle (i.e. not on public transport)

problem-solving skills the ability to proactively identify and respond to challenges

reporting obligations the requirement of companies to provide information to government bodies about their finances and operations

ride-share a model of business where a company connects contracted drivers with customers via a digital app

risk-taking actions that involve some degree of potential personal or financial sacrifice in return for a reward

setting up costs the initial financial expenses incurred as a result of establishing a business

sonic boom the noise made when an object reaches the speed of sound and breaks the sound barrier

start-up a business that has been created by an entrepreneur from scratch

stocks (also called shares) a portion of a company that is sold off to generate money for investment purposes

strategic thinker a person who has the ability to pursue long-term and short-term goals through weighing up costs and benefits

sustainable a product, or way of doing something, that is able to be maintained in the long term

trademarks symbols, logos or branding that is legally protected by a company

Chapter 5 Water in Australia

agricultural industry the business involved in cultivating plants and livestock

amphibians animals that live on land and water but must produce their eggs in water

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aquaculture the breeding and harvesting of fish and other freshwater organisms

aquifer layers of rock or sand that contain water

arid very dry, often without rainfall to support plants

artificial made by people, often as a copy of something natural

availability how easily people can access a service or facility

available water resources water that can be accessed easily and cheaply

bores holes drilled into the ground to access underground water resources

climate the long-term trends in the weather conditions of a place, such as its average rainfall and temperature

climate change long-term variation in Earth's rainfall and temperature patterns

condensation the process by which water vapour in the atmosphere cools and changes into liquid water

crop yield an amount of a crop produced

cull the selective slaughter of animals to reduce their population

deficit an amount of a resource below what is needed

drainage basin an area of land where precipitation collects and drains into a central point such as a river channel

drought a long period of water shortage, usually as a result of low rainfall

environment the air, water and land of a particular area, which contains people, animals and plants

environmental resources materials that are from the natural environment, such as water and wood

ephemeral something that happens only for a short time

evaporation the process of a liquid changing to a gas, especially by heating

exploitation the use of something in order to get an advantage from it

fieldwork gathering information and data about a natural or human environment outside the classroom

filtered the process of removing solids and impurities from water

finite resources resources that have a limit or end

fossil fuels fuels that were formed underground from plant and animal remains millions of years ago. Examples include gas, coal and oil.

fresh water water with less than 0.5 per cent of dissolved salts

geographical processes a series of events or actions that change environments, spaces and places

gigalitre a metric unit of capacity equal to one billion litres

glaciers large masses of ice that move slowly. They are frozen rivers of ice that form when snow accumulates and is compacted.

groundwater replenishment the act of refilling aquifer supplies with water

hard surfaces human-made surfaces, such as concrete, that cover the natural ground and limit the amount of water that can infiltrate the soil to become groundwater

harvest to pick and collect crops, or to collect plants, animals or fish to eat

hydro electricity electricity produced by the force of fast-moving water such as rivers or waterfalls

hydrological relating to the study of water on Earth – for example, where it is and how it is used

ice caps thick layers of ice that permanently cover an area of land

infiltration the process by which water is absorbed into the ground

infinite resources resources that are without limits

infrastructure the physical structures and facilities needed within a community, such as roads, buildings and pipelines

interconnection the relationship between places and people, and the ways in which they influence one another

irrigation the practice of supplying land with water so that crops and plants will grow

La Niña the cooling of water in the central and eastern Pacific Ocean

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megalitre a metric unit of capacity equal to one million litres

monsoon a season of heavy rain

non-renewable resources resources existing in limited quantities that cannot be replaced after they have all been used

nutrients any substance that plants or animals need in order to live and grow

ore a type of rock or soil that can be mined to obtain metal

perennial something that happens repeatedly or all the time

phenomenon an occurrence or observable fact

porous something that has many small holes so liquid or air can pass through, especially slowly

potable water that is clean and safe to drink

potential water resources water that is not easily obtained

precipitation water that falls from the clouds towards the ground, especially as rain or snow

purified the process of removing dirty or harmful substances from water

regenerate to grow again

regulated controlled by rules or laws

renewable resources resources that can be produced as quickly as they are used

reverse osmosis when a liquid moves through a porous membrane in the opposite direction of the natural process

run-off water that is not absorbed by the land and flows from high areas to low areas

sewage waste matter such as human urine or solid waste

sleet rain that also contains some ice

species a group of plants or animals that are classified as having the same characteristics

stunting to prevent the growth or development of the body

surplus an amount of a resource above what is needed

sustainability the wise use of resources so that they are available into the future

sustainable causing little or no damage to the environment and therefore able to continue for a long time

transpiration the process of losing water through the surface or skin of a body or a plant

tributaries rivers or streams that flow into a larger river or a lake

urban relating to towns and cities

wastewater water that has been used in the home, business or industry

water crisis occurs when the amount of fresh water that is easily available within a region is less than what the region needs

water scarcity a lack of freshwater resources to meet the demands of water usage within a region

weir a small dam or barrier stopping the flow of a river

Chapter 6 Place and liveability

accessibility resources or services are available and affordable for all people to use

affordability the ability to afford a service or attendance of a facility – for example, going to the doctor

autonomy the ability to make your own decisions

change the ways in which something is different from the past

consultation a meeting to discuss something or get advice

cultural ties meaning related to habits, traditions or beliefs in a society

equity all people have equal access to resources that meet their basic needs

foot traffic the number of people walking through an area

historical ties meaning related to aspects of the past

intangible something that exists but you cannot see or touch it

linguistic connected with language

liveability the qualities of a place that enable a person to live there with a good standard of living. To work out whether a place has a high or low level of liveability, we consider the quality of economic, environmental and social living conditions in that place.

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marginalisation the act of treating someone as if they are not important

megacity a city with 10 million or more residents

metropolitan area a major city and its nearby suburbs or towns that form a continuous urban area

pedestrian people who are walking rather than travelling in a vehicle

perception the way something is viewed or understood

periphery the external boundary of an area

population density a standard measurement of people per square kilometre, which can be calculated at different scales (suburbs, cities, countries, regions)

pull factor the reasons people move into an area

push factor the reasons people move away from an area

rural–urban migration when people move from rural areas to urban areas, usually for better opportunities such as employment and education

sanitation the system for taking dirty water and other waste products away from buildings to keep places clean and protect people's health

scale the size of an area and how it is viewed in relation to another area

sense of place the meaning that a person or group attaches to a specific area or space

space how different places, and the features within places, are distributed

tangible things that you can physically see and touch

urban consolidation keeping residential development and population growth restricted to the urban areas that already exist

urban planning the process of planning the layout and infrastructure of a place

urban renewal the improvement, or sometimes the replacement, of buildings in a city

youth young people aged between 12 and 24

Chapter 7 Deep Time history of Australia

accuracy the analysis of a source to establish correctness by identifying purpose, corroborating the information with another source and assessing bias

anthropological to do with the study of humankind

anthropologist scientist engaged in the study of humankind, both from past and present societies

archaeologist a person who studies human history by digging and uncovering sites, and investigating objects and other remains

artefact an object made by a person, such as a tool or a piece of furniture. It can tell us something about the people and society it came from.

biodiversity the variety of life on Earth, including plants, animals and microrganisms

constellation a group of stars that appear to form a recognisable pattern in the night sky

contestability where interpretations of the past differ

context the analysis of sources to understand the nature of society and the historical period in which the source is created, the significant events related to the source, and the language and ideas of the time

continuity something continuing for a long period of time without being changed or stopped

cultural heritage an expression of the ways of living developed by a community and passed on from generation to generation

cultural landscape a place with many layers of history that evolves through design and use over time. A cultural landscape embodies the associations and uses that evoke a sense of history for a specific place.

Deep Time history refers to the events and processes over vast spans of time

displacement forced removal of people from their ancestral lands, often resulting in loss of culture, connection and livelihood

dispossession the taking of lands and resources without consent

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Elders knowledge holders respected by First Peoples, often called Aunty or Uncle

empathy the ability to relate to other people

fish traps methods for capturing fish in seas, rivers, creeks and streams, such as pools of shallow water against artificially built walls or fences or woven nets or baskets placed in weir and pond systems

fish weir a way of channelling fish into fish traps by using a fence or wall built into the water of a river, creek or stream. The fence allows the water to freely flow through it.

fossil evidence information gathered from the shape of a bone, a shell, or a plant or animal that has been preserved in rock for a very long period

grains small, hard, dry seeds from grasslike plants, used as a staple food source, often ground into flour for making bread

historical significance relating to the long-term importance of an event, person or idea, this is a term people today apply to identify important things that happened in the past

kinship a social system that establishes a person's relationships and responsibilities to other people and entities

Knowledge stories/Dreaming stories knowledge connected to specific Country, places or things, with deepening levels, connected to dance, song, art, ceremony and cultural practices, passed on through kinship

language group a community of people who speak a common language, often reflecting cultural, historical and ancestral ties

lobbying communicating with government officials to try to influence their decision

material evidence physical objects that can help explain an event or a site or solve a history mystery

mosaic pattern a combination of diverse pieces of land, as in grass and adjoining forest

natives a colonial word for First Peoples that is no longer used as it has derogatory meanings

oral history the recording of past events in a spoken form, including through song, story or dance

origin analysis of a source to establish who created the source as well as where and when it was produced

perspective the way we see something, a point of view or attitude towards or about something

purpose analysis of a source to establish the original reason for its creation

reciprocal something done in return for something else

regenerative food cultivation a method of farming that creates biodiverse, sustainable and resilient food systems

settlers people who move to a new place and establish a permanent society

Songlines are a means of storing and learning knowledge, ancient and modern. They are stories embodied in the land, sea and skies to be remembered and passed on through song, dance, art, ceremony and, most importantly, through attachment to Country. A Songline is a system for the retention and transmission of knowledge to enhance lives (from: https://cambridge.edu.au/redirect/11216).

source any written or non-written material that can be used to investigate and provide information

strata layers of material in the ground deposited one upon another (singular: stratum)

tundra an environment where tree growth is made difficult by permanently cold temperatures and short growing seasons

usefulness the analysis of a source to determine how relevant it is in relation to historical questions

yam a type of root vegetable

Chapter 8 Ancient Egypt

ankh a symbol like a cross with a loop (an oval shape or circle) at the top, used in ancient Egypt to mean 'life'

bas-relief a type of art in which shapes are cut from the surrounding stone so that they stand out slightly against a flat surface

canopic jars jars for preserving the internal organs of the deceased, as part of the process of mummification. Different jars were made for different organs.

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chariot a two-wheeled vehicle that was used in ancient times for racing and fighting. It was pulled by a horse or horses.

civilisation a society that has developed an organised system of government, social customs and religious beliefs, as well as forms of technology that include writing and the arts

clubfoot a condition that causes the foot to turn inward and downward. In severe cases, the bottom of the foot faces sideways or upward and makes walking very difficult.

dynasty a succession of rulers from the same family. In ancient Egypt and China, some dynasties included rulers that were not related to the ruling family.

exile a forced absence from one's home or country. Anyone who was exiled was not permitted to return.

famine when there is not enough food for everyone in society

frescos pictures painted directly onto fresh plaster

garrisons a place where a group of soldiers are stationed

Hapi (or Hapy) the god of the annual flooding of the Nile in ancient Egyptian religion

inundation the yearly flooding of the Nile River

militia a military force that is raised from the civil population in an emergency. A militia is not a permanent or professional military force.

mummification a method of preserving a dead body by removing the internal organs and drying out the body

nation-state an area of land ruled by a central government with clear and fixed boundaries

natron a salt mixture from dry lake beds in ancient Egypt. It has been used for thousands of years as a cleaning product for both the home and body. It was the mineral used during mummification ceremonies in ancient Egypt because it absorbs water and behaves as a drying agent.

Nile River the main river running through Egypt

polytheistic believing in many gods

primary sources documents or artefacts that were created at the time of the historical event or era

representation the way that someone or something is shown or described

sarcophagus a stone coffin decorated with sculpture or inscriptions

satire humour expressed through irony, exaggeration or ridicule to expose and criticise people's stupidity or vices

shaduf hand-operated device for lifting water from rivers, used in ancient Egypt from c.2000 BCE to irrigate the land

silt rich, fine soil carried in the waters of a river

tribute goods or services that one group gives to another as a sign of respect or, as was often the case in ancient Egypt, of submission or allegiance

unification the process of combining things or people

was-sceptre a stylised animal head at the top of a long, straight staff with a forked end. It was a symbol of great power and was probably originally a mace, a weapon.

Chapter 9 Ancient Greece

Acropolis the complex of temples and other buildings built on the hill in the centre of Athens

agora an open public space used for markets or assemblies

archonship high offices in command of important jobs in the city-state of ancient Athens

barracks a place where soldiers live and train

city-state a city that rules itself and the area immediately surrounding it

conserve to protect something so that it is not damaged or destroyed

dramatist an individual who writes dramas

ethical understanding to consider different perspectives on what is morally right

garrison a group of troops stationed in a town or city

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grain crops plants used to grow grain to use in making food such as bread

Greco-Persian Wars a series of conflicts between the Greek city-states and the Persian Empire

military state a society that is organised around the military. All of the Spartan boys who were citizens had to go into state military training. This was the only job they were allowed to do, and they started at age 7 when they moved out of the family home and into the military barracks.

mythological something that is imaginary, from myths or legends

pantheon all the gods in a religion or mythology

Peloponnese a south-western mass of land in Greece surrounded by sea. It is joined to the mainland by a narrow strip of land called the Isthmus of Corinth. Sparta was dominant in the Peloponnese for centuries.

Peloponnesian War a series of conflicts between Athens and Sparta, and their allies

Persian Immortals an elite military unit for two centuries between 550 BCE and 330 BCE. Ten thousand-strong, the Immortals represented the best of the empire's troops. They operated as the emperor's guard and were part of the army.

playwright a person who writes plays

rump jumps an exercise that involved the person jumping up and hitting their feet

sophist a teacher in ancient Greece who specialised in philosophy

terracing cutting into slopes to create flat platforms of land, which can then be used to plant crops and prevent rain from running off the sloped surfaces of the hills

terrain the landforms of a particular area

typology using the characteristics of an object to classify them over time. It helps in showing how an object has changed over time.

underworld a place where the ancient Greeks believed the soul went when a person died. It was ruled by the god Hades.

Chapter 10 Ancient Rome

analysis (in the study of history) to identify the purpose of sources and determine their accuracy and reliability

barbarian someone from another place who spoke a different language. For ancient Romans, a barbarian was any person who was not part of the Roman Empire.

biased one-sided, unfairly shows only one point of view or is prejudiced

conscripted being forced to join the army by the government to defend your country in a time of war. Conscription is something that has continued – Australian soldiers were last conscripted by the Australian Government in the 1960s for the Vietnam War.

consul the leader of Rome. During the Roman Republic, two consuls were elected to office every year.

contestability (in the study of history) this occurs when interpretations about the past are up for debate, especially between different historians

cremation to dispose of a dead body by burning it to ashes

criteria standards or rules against which something can be judged

dictator someone who rules with total power over a country or territory

Etruscans an ancient civilisation of people who lived to the north of the city of ancient Rome

evaluation (in the study of history) proposing explanations and drawing conclusions about a historical event, development or issue and its connections with the present

fermenting a chemical process that breaks down substances into simpler ones. It is caused by microorganisms like bacteria, yeast and mould.

founding when something new is created by a people, generally a city or place

hearth the central fireplace in a home

Latins ancient Italian tribe of people who lived in the area bordering Rome to the south

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legacy an object, idea or story left behind or handed down by people from the past

monument statue or building created to commemorate an important event

mythology a story, often with some kind of moral message that is part of a religion, that describes a heroic deed or the origin of something

oracle a person or thing considered to provide insight, wise counsel or prophetic predictions, most notably including precognition of the future

patrician wealthy upper-class person in ancient Rome who often had a political role in society

patron someone who supports others with money, gifts or favours. A patron god of a place was seen to support that place with divine favour.

proscription a list posted in Rome of all those who were outlawed and could be killed by anyone for a reward

Romanisation the process of making something similar to the beliefs and practices of Rome

sack to invade and destroy a city

senator politician who has been elected to a senate

tectonic plates parts of Earth's surface that move in relation to each other. Where the edges of the plates occur, the heated inner core of the planet breaks as volcanic activity on the surface.

temples places for worshipping gods. In ancient Rome, a temple would have an altar, where animals were sacrificed.

Vindolanda writing tablets a set of wooden writing tablets from the Roman fort of Vindolanda in northern England. The tablets are thin slices of wood around the size of postcards written on in ink by the soldiers and officers at the fort. Most of the tablets date to around 100 CE.

Chapter 11 Ancient India

caste a system of dividing Hindu society into classes

cavalry soldiers who ride horses

floodplain an area of flat land near a river that is often flooded when the river becomes too full

infantry soldiers who fight on foot

karma in Jainism, it is believed that karma determines quality of life. Karma is thought to be a physical substance that sticks to the soul. The happiness of life results from how much karma sticks to the soul because of good or bad actions and thoughts that are carried out.

livestock the term for animals like cows, sheep, pigs, goats and chickens that people raise

monsoon season a period of time between May and September where the wind blows from the south-west, bringing with it a large number of storms

plain a large area of flat land

plateau a large, flat area that is high above sea level, often surrounded by mountains

pyre a platform with wood and other flammable items on it where a dead body is placed to be burned

Rigveda the oldest of the sacred texts of Hinduism

samsara the cycle of life, death and rebirth

Chapter 12 Ancient China

ancestors people you are descended from like a parent, grandparent, great-grandparent, great-great-grandparent and so on

autonomy the right to rule or live independently

bodhisattva a follower of Mahayana Buddhism who is able to reach nirvana (a state without suffering) but delays doing so out of compassion for the suffering of others

bolt a large roll of cloth

consort a wife or companion of a ruler

corroborate to support or confirm an idea or claim with evidence

currency any type of item used in trade; often coins or notes, but it also can be items of high value such as gold, gems or silk

divination the practice of foretelling the future through supernatural means

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dynastic succession a process of passing power and authority from one person to a family member, traditionally often father to son

elixir of immortality a potion or medicine to keep you alive forever

feudal a societal structure based on rank where higher ranks owe protection to lower ranks. Lower ranks give a tribute in return, usually agricultural goods.

grave goods items buried alongside a body; usually personal possessions or items to help their journey to the afterlife

kilns ovens for drying or baking mud and clay

magnanimity the quality of being highly moral in forgiveness and overlooking insults from others

matriarchal society a society ruled by women

mausoleum a very large and expensive grand tomb

military campaign a series of conflicts or battles that are aimed at reaching the same goal

monetised to have a currency, usually in the form of coins

osteoarchaeologist an archaeologist who specialises in the study of bones

preservation to prevent decay or damage to historical artefacts and sites

querns stone tools used for grinding grain

shrine a place used for religious rituals

smelting a process of heating rocks and sediment to extract metals

sovereign a king or ruler who has total and permanent authority

vassal a person or state that must pay tribute to a king in return for protection

virtues qualities of goodness or moral excellence

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