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Good Humanities

Sample Pages

10

DANIELLE **O'LEARY**
PHILLIP **O'BRIEN**
DR ALERYK **FRICKER**
BYRON **HAAST**
BEN **LAWLESS**
DAMIEN **GREEN**
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Matilda Education Australia acknowledges the Aboriginal and Torres Strait Islander Peoples of this nation. We acknowledge the traditional custodians on whose unceded lands we conduct the business of our company. We pay our respects to ancestors and Elders past, present and emerging. Matilda Education Australia is committed to honouring Aboriginal and Torres Strait Islander Peoples' unique cultural and spiritual relationships to the land, waters and seas, and their rich contribution to society.

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We acknowledge the Aboriginal and Torres Strait Islander Peoples of this nation. We acknowledge the Traditional Custodians on whose unceded lands we have created this resource. We pay our respects to ancestors and Elders past and present.

Note about language

Please note that we use the terms 'Aboriginal and Torres Strait Islander' and 'First Nations' interchangeably. We acknowledge that there is no one term that is universally accepted and we use these terms with respect.

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The interwar period (1918–1939)

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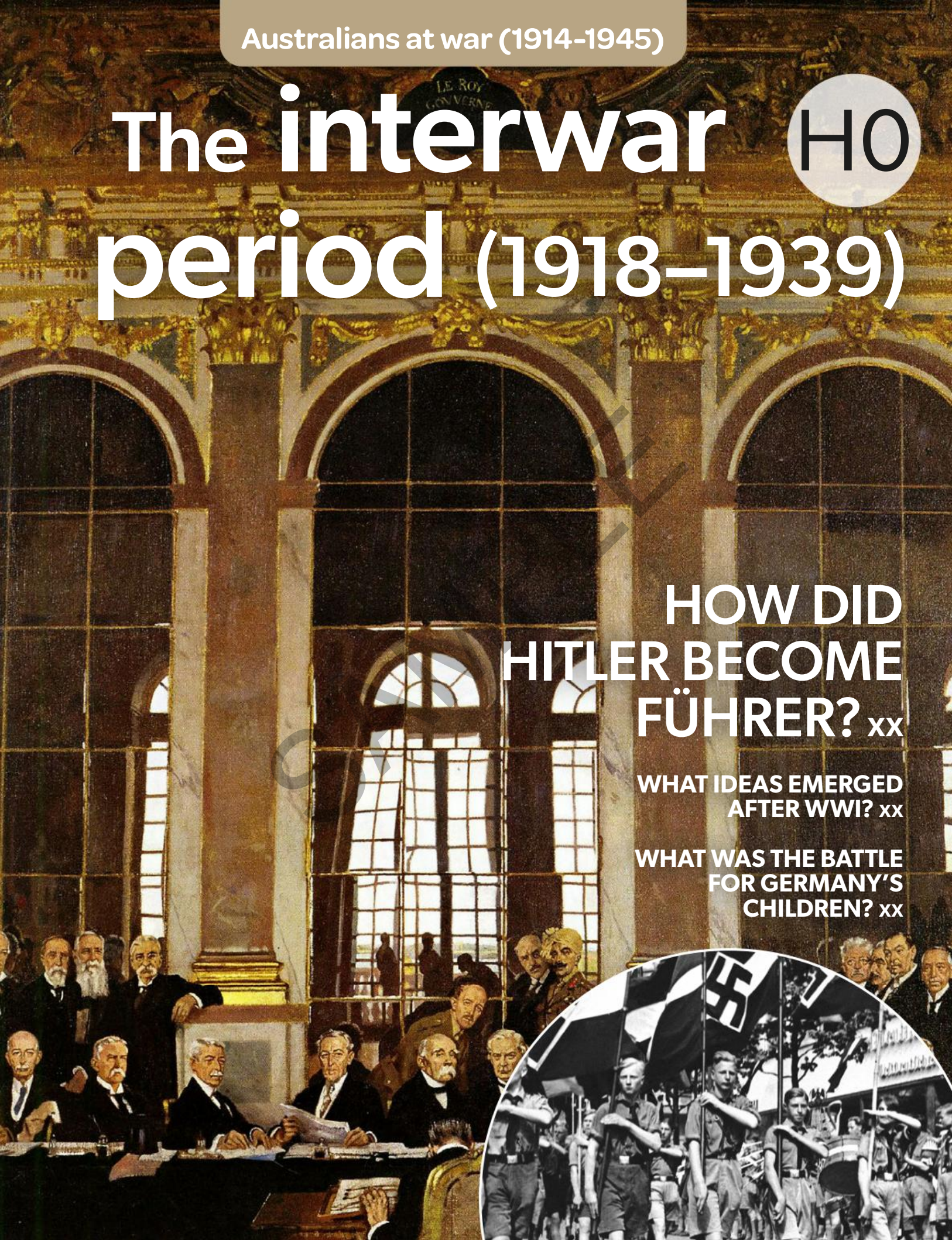


How can we understand the interwar period?

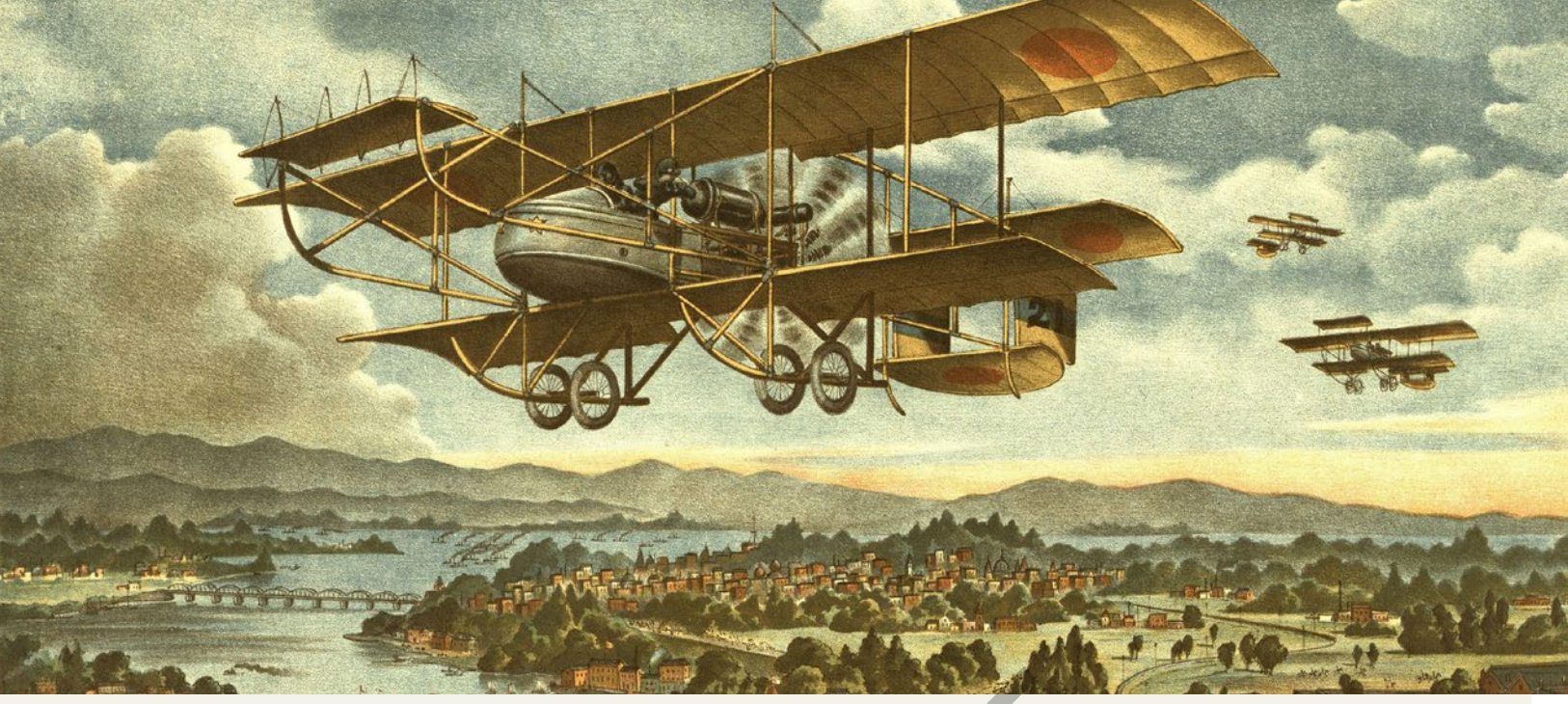
The interwar period was shaped by the trauma of WWI and its impacts, including uneven peace treaties, serious economic problems and rival ideologies. The harsh terms imposed on defeated powers fostered resentment and instability. The Great Depression undermined democracies and fuelled extremist movements. Fascism, communism and nationalism offered radical solutions to social and economic hardship. Tensions rose as authoritarian states rearmed and formed alliances, setting the world on the path to another world.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the origins of a historical development or movement.	I can evaluate the influence of significant people and ideas.	I can evaluate the legacy of a historical development or movement.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a historical development or movement emerged.	I can explain why ideas influenced people and events.	I can explain why a historical development or movement has a legacy.	I can explain patterns of continuity and/or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a historical development or movement emerged.	I can explain how ideas influenced people and events.	I can explain the impact of one historical development on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins and context of a historical development or movement.	I can describe key people, ideas and events.	I can describe the legacy of a historical development or movement.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of a historical development or movement.	I can identify key people, ideas and events.	I can identify the legacy of a historical development or movement.	I can identify continuity and change.	I can identify a cause and a consequence.

Knowledge and understanding



Source 1: Much like in Europe, Japanese nationalism and militarism grew sharply in the interwar period, building on victories in the First Sino-Japanese War (1894–1895) and the Russo-Japanese War (1904–1905) and driven by economic crises and imperial ambitions. This patriotic poster, titled 'Our army attacks from sky, water and shore, and repulsed enemy of Siberia', celebrates Japan's Siberian Intervention (1918–1922), when it aided White Russian forces during the Russian Civil War.

Historical concepts and skills

Steps in skills progression

Perspectives	Significance	Interpretations	Chronology	Sources	
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

What happened after World War I ended?

When the 'Great War' ended, the victorious powers sought to ensure lasting peace for the nations involved, leading to the establishment of a number of **treaties**.

After the war, some empires had collapsed and new nation-states began to emerge. The countries involved in the war met at the Paris Peace Conference in 1919 to agree on the terms of the losing side's surrender and the borders of these new nations. Meanwhile, some countries, such as Italy, still wanted to become empires and continued colonising other countries to gain further resources and land.

The losing nations of the war were tasked with rebuilding their nation-states from collapsed empires such as the Ottoman and German empires.

Under the **Treaty of Versailles** – and the other treaties that followed soon after – the losing nations were expected to pay to rebuild their adversaries' economies, as well as their own. But after renegotiating their borders, they had lost much of their industrial resource assets, which limited their ability to repay the debts.

Name of treaty	Date of signing	Treaty with	Outcomes
Versailles	1919	Germany	• Accept the blame for the outbreak of war • Reparations to be paid • Disarmament of armed forces • Loss of territory to France, Poland and others (Source 2)
Neuilly	1919	Bulgaria	• Army reduced to 20 000 • Reparations to be paid • Lost land to Greece
Trianon	1920	Hungary	• Army reduced to 35 000 • Lost territory to Romania and Yugoslavia • Reparations not agreed (as Hungary bankrupted)
Saint Germain	1920	Austria	• Reparations not agreed (as Austria bankrupted) • Lost land to Czechoslovakia, Poland and Italy • Army reduced to 30 000
Sèvres	1920	Turkey	• Lost land to Greece • Territories in the Middle East and North Africa divided among UK and France • Army reduced to 50 000 • Reparations intended, but not set
Lausanne	1923	Turkey	• Unlimited army • Cancelled reparations • Land not given to Greece

Source 1: Events in the lead-up to WWII

key ideas timeline.

Source 2: *Signing of Peace in the Hall of Mirrors, Versailles, 28 June 1919*, a painting by William Orpen. The Treaty of Versailles garnered international attention, with the leaders of the UK, France, the USA and Australia among those in attendance at the signing.

Many historians identified the practical impossibilities of making the payments outlined in the Treaty of Versailles as being the major cause of World War II. However, focusing on this single treaty ignores the social movements, ideas, goals of self-determination and richness of the cultural contexts across Europe, Asia and the Pacific that contributed to a more comprehensive set of causes for the next global conflict.

Aside from losing the war, Germany had to deal with large numbers of injured and psychologically scarred men. On top of this, Germany needed to rebuild. The challenge of restoring economic, political and social stability was significantly hampered by the **reparations** and territorial confiscations laid out in the Treaty of Versailles. Germany had lost 13 per cent of its territory, including a number of industrial resources, and its military had been effectively neutralised. In reality, many Germans could not understand why they were blamed for causing the war; they did not feel that they were more responsible than any other participating nation. Anger and resentment, compounded by a difficult economic situation, began to grow.

A corporal named Adolf Hitler, who had earned two Iron Crosses during his service, summarised the feelings of many Germans when he allegedly said he wanted revenge against those who had agreed to the treaty.

One of the ideas spread around the time of the Treaty of Versailles was that of the *Dolchstoßlegende*, translated as the 'stab in the back' myth. Some in Germany were shocked when their nation surrendered, and this idea cast the treaty as a failure by the new left-wing government, which had been swayed by Allied **propaganda** and had capitulated too easily. This thinking held that Germany had not been defeated on the battlefield, but rather had been betrayed by its own

Map of German territorial losses from the Treaty of Versailles

Source 3: Many people in Germany resented the territory they were forced to give up as part of the Treaty of Versailles.

government, which was under the influence of minority groups within German society, including Jewish people and socialists. This view was held by the nationalist and conservative parties that emerged, such as the National Socialist German Workers Party, later known as the Nazi Party.

The League of Nations

One of the main ideas to emerge from the aftermath of World War I was to form the League of Nations. The idea was that countries could try to solve disputes through diplomacy rather than turning to warfare; that one country could not simply take over another, and if a country tried to invade, other countries would prevent them from doing so. In 1918, US President Woodrow Wilson gave a speech outlining 14 points, or strategies, to create peace. These became a **covenant** in 1919 and many countries worked together to create the new organisation.

However, despite initially championing the League, the United States chose not to join. Some politicians felt it threatened US independence and feared they could be drawn into more wars. President Wilson had a stroke before he could really sell the idea to the American people. While the League of Nations had some successes, ultimately not enough countries supported it, and it failed in its purpose to prevent another global war.

Source: Matilda Education Australia/Custom Mapping Services

Learning ladder H0.1

Background and origins

1. Describe the aims and purpose of the League of Nations.
2. Source 2: Describe Germany's territorial losses after the Treaty of Versailles and name the countries that gained this land.
3. Explain why many Germans felt anger and resentment after the Treaty of Versailles and how this may have fed the 'stab in the back' myth.
4. Evaluate how postwar conditions in Germany could create a mood for revenge.

Causes and consequences

1. What caused some defeated countries to lose many of their resources?
2. Source 2: Describe the effect of German territory being ceded to Poland.
3. Explain the causes of the 'stab in the back' myth.
4. Explain why the United States did not join the League of Nations and how this affected the League's ability to prevent future wars.

HOW TO
Causes and consequences, page 10

What key ideas emerged after WWI?

Between the wars, two key political ideologies thrived. These were fascism and socialism. The social, economic and political instability that followed World War I generated social unrest, and created the conditions necessary for the spread of these ideologies.

The Russian Revolutions

In March and October 1917, two revolutions occurred as part of the Russian Civil War. The two main groups in this war were the White Russians and the **socialist** Bolsheviks. The March revolution overthrew the Russian Empire, and the Bolsheviks' success in the October revolution led to the formation of the Russian Soviet Federative Socialist Republic, headed by Vladimir Lenin. This made Russia the first communist state, and with Russia serving as a model and source of inspiration, **communist** ideals became appealing to people during the interwar years.

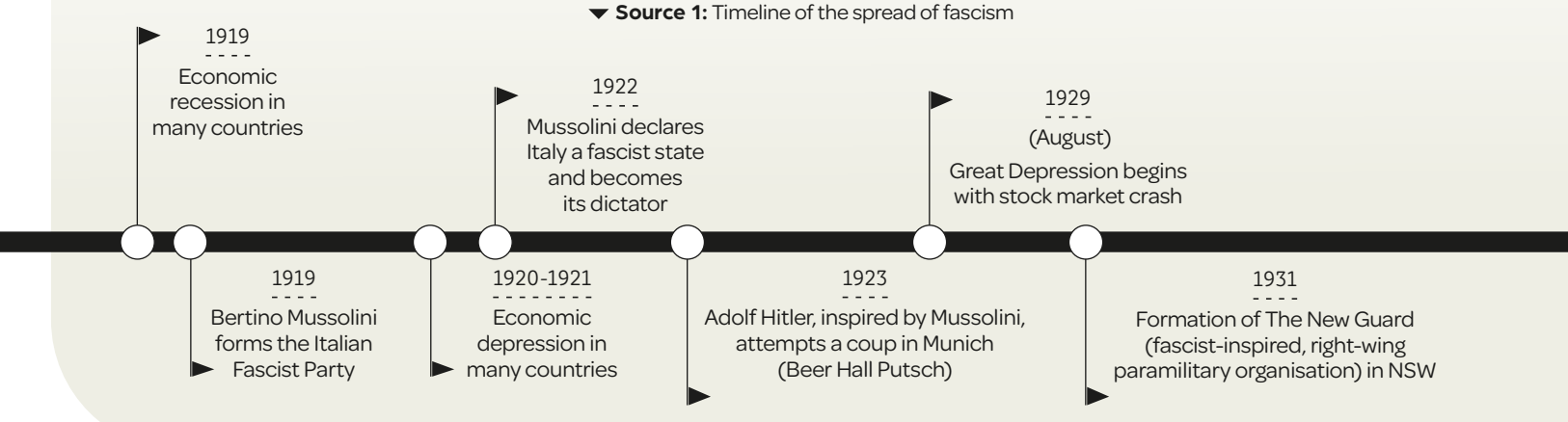
In the capitalist countries, however, the emergence of a communist state was seen as a major threat. Anti-socialist and anti-communist feelings were critical to the British Conservative Party's electoral dominance during the interwar period. In the United States, too, the 'Red Scare' played an important role in politics. There was a growing fear of communist **infiltration** and revolution, especially in the context of labour strikes, the rise of labour unions and the global spread of communist ideology.

Who did communism appeal to?

People affected by economic hardship	Attracted by the promise of the redistribution of wealth, nationalisation of industry and end to private property
Working class and rural populations	Tired of the social inequality under capitalism; found communism's ideals of social justice, workers' rights and a classless society attractive
Trade unions and labour movements	Drawn to the ideals of empowering workers and dismantling capitalism
Intellectuals	Fascinated by Soviet achievements, such as in land reform and social welfare

key ideas timeline.

Source 1: Timeline of the spread of fascism



Source 2:
Propaganda was an important tool used by the Bolsheviks. This poster, from the Civil War period, reads: 'Wrangel (a key White military figure of the 1920s) still lives. Finish him off without mercy.'

Source 3:
Anti-communist poster from the United States, c.1920

1932
British Labour conservative Oswald Mosely forms the British Union of Fascists

1933
Nazi Party comes to power in Germany

1933
Portugal becomes a fascist state under António de Oliveira Salazar

1934
French fascist insurrection in Paris

1936
German American Bund formed in the United States

1939
Spain becomes a fascist state under Francisco Franco

The rise of fascism

With the demise of the European empires during WWI, many people thought this would pave the way for new nations founded on the democratic values of legal and social justice for all, tolerance and universal suffrage. However, in reality, politics took a turn to the right, leading to the rise of fascism.

This happened for a number of reasons:

- economic recession and depression
- fear of the growing power of the working classes
- propaganda
- different types of nationalism
- social instability
- political instability.

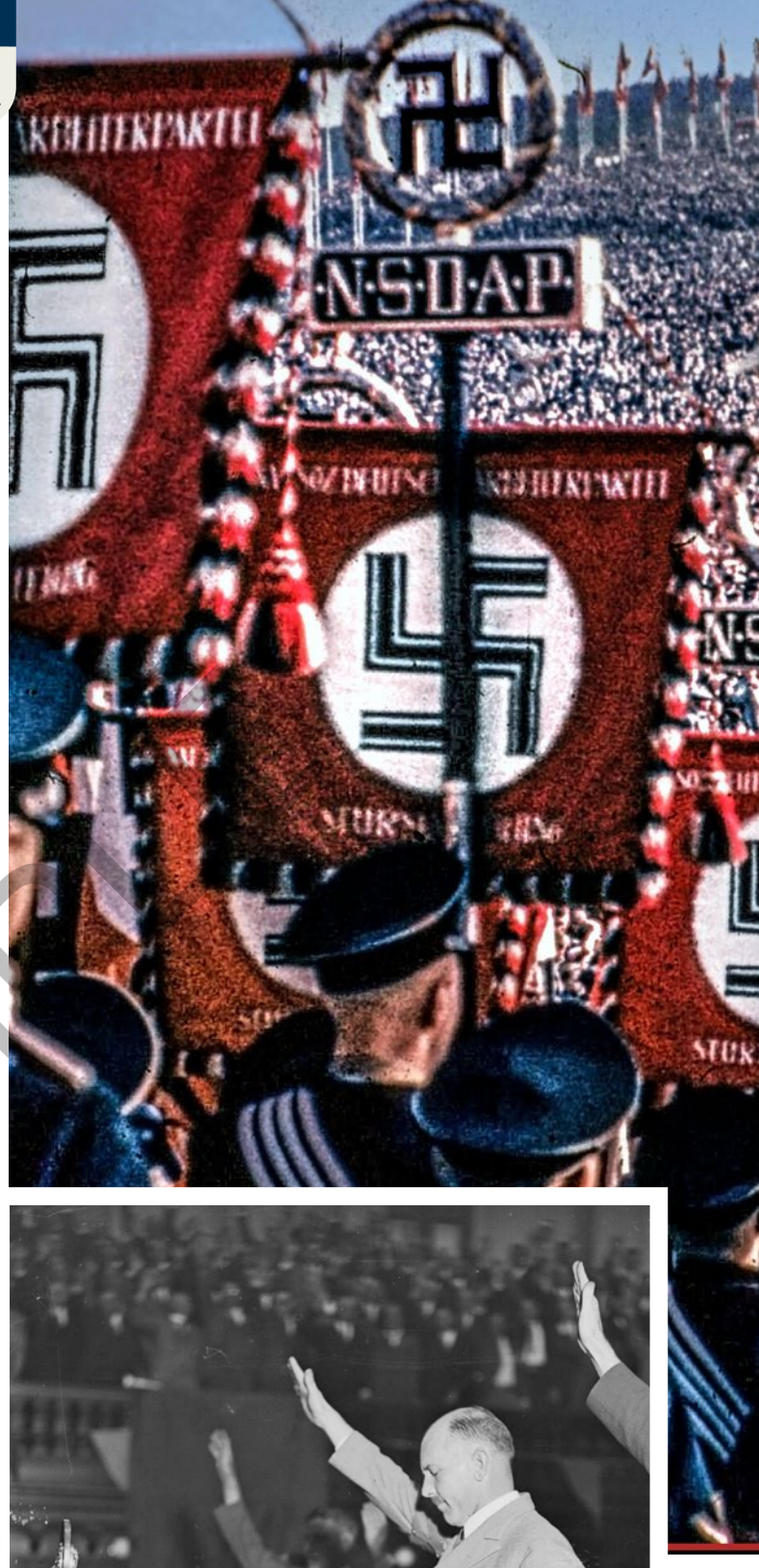
Fascism emerged in Italy, with the formation of the Fascist Party in 1919 under Benito Mussolini. Fascism was strongly anti-communist and anti-leftist, and instead advocated radical nationalism, militarism and a **totalitarian state**. Fascism was also associated with **eugenics** – the creation of a 'pure' race.

Who did fascism appeal to?

Disillusioned war veterans	Attracted by its focus on militarism and restoring national pride
The middle and upper classes	Feared communism and saw fascism as a way to protect their property and the social order
Nationalists	Attracted by the ideals of national unity, pride and expansion through militarism
Anti-communists	Found fascism's violent stance against leftists appealing
Churches	Sought to fight against atheistic communism

Politics in Australia

Between the wars, Australia quarantined itself from the rest of the world. Many Australians feared the political forces that had been unleashed by war, such as communism and fascism. This period saw the establishment of a new right-wing democratic political party: the Country Party (now the Nationals), formed in 1920. In 1922, this new party formed a coalition with the Nationalist Party (which would become the United Australia Party in 1931 and then the Liberal Party as of 1944). This coalition kept the conservatives in power in Australia for much of the inter-war period (1919–1929 under Billy Hughes and Stanley Bruce; then again in 1932–1939 under Joseph Lyons).



▲ **Source 4:** Leader of Australia's 'New Guard', Colonel Eric Campbell, saluting the organisation's members, NSW, 17 December 1931. Fascism never found much of a following in Australia.

Source 5: The Nuremberg Rallies were critical in spreading fascism. They used spectacle, propaganda and mass mobilisation to glorify Nazi ideology, unify followers and demonstrate the Nazi regime's power and control. The largest Nuremberg rally was held in 1938, with an estimated 700 000 people attending.

Learning ladder H0.2

Significant people, ideas and events

1. Who was Vladimir Lenin?
2. Describe how the communists came to power in Russia.
3. Explain the appeal of fascism to sections of society.
4. The ideologies of communism and fascism became popular in Europe between the wars but not so in Australia. Evaluate these ideologies and suggest why they were less significant in Australia.

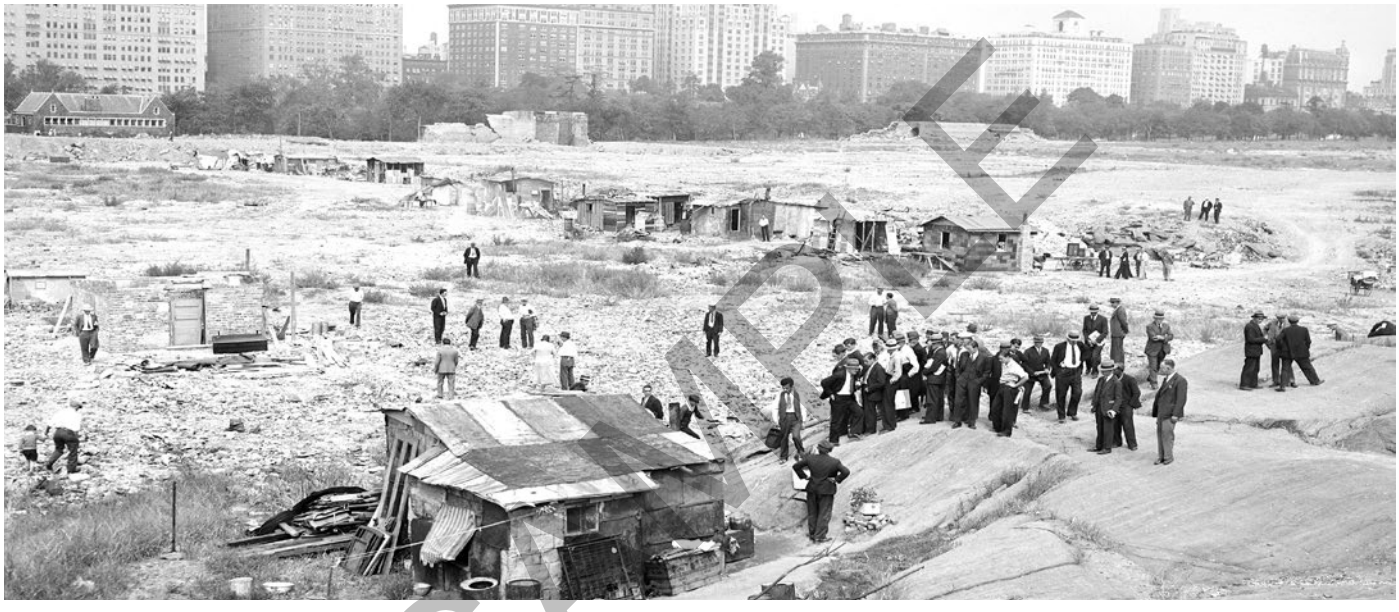
Perspectives

1. Describe the political perspective of Benito Mussolini.
2. Describe the perspective of British conservatives towards communism.
3. Source 3: Explain the perspective of communism presented in this poster.
4. Explain how social, economic and political instability can influence a person's perspective of society and their choice of ideologies such as communism and fascism.

HOW TO
Perspectives, page 10

What were the major economic influences between the wars?

After World War I, countries faced the challenge of recovering from war debts and rebuilding their societies. When the Great Depression hit in the 1930s, it was felt around the world, and continued to be felt right up to the start of World War II.



▲ **Source 1:** Hooverville in New York's Central Park during the Great Depression. Millions of people lost their jobs and homes, and shanty towns made from scraps of wood, tin, tar and cardboard began to sprout up across the United States. The homeless named them 'Hoovervilles' after President Herbert Hoover, who Americans held responsible for the crisis.

Post–war recovery and debt

After World War I, Australia faced the dual challenge of managing significant war debts and reintegrating over 300 000 returning soldiers into society. The Australian Government invested heavily in soldier settlement schemes, infrastructure projects and public works. To pay for this, loans were taken from Britain, adding to Australia's debt.

The Great Depression

In October 1929, the New York stock market, located on Wall Street, experienced a loss of confidence by share traders. Prices of stocks dropped dramatically, leading to a financial crisis that would affect the world (Source 3). International borrowing during World War I meant that the economies of many countries were linked. Although historians use 1929 to define the start of the Great Depression, its causes can be linked to financial decisions made by countries and individuals throughout the 1920s.

In Britain, the once strong manufacturing and mining industries of the Industrial Revolution had declined in the 1920s. With the crash on Wall Street, America called on countries, including Britain, to repay war loans. This worsened economic conditions, and, by 1933, unemployment in Britain had risen to 2.5 million, or 25 per cent of the workforce.

In Germany, the effects of the Great Depression were felt when the United States stopped providing loans after the Wall Street crash. By 1931, as factories and businesses closed, over 5 million Germans were unemployed. In the 1933 election campaign, Adolf Hitler promised that if he was elected, he would tear up

the Treaty of Versailles, end unemployment and make the nation strong once more. On coming to power that year, he commenced actions that reduced the effects of the Great Depression for many German people. By 1936 Hitler had almost eliminated unemployment by increasing government spending, particularly in the area of the manufacture of machinery and weapons in preparation for war. This increase in spending was the opposite to the approach taken by other governments at the time.

In the United States, the 1920s had been a decade of prosperity. Many Americans invested their savings in shares and during the boom time they watched the value of their shares rise. All this came to an end when the stock market crashed.

Consumer spending (in billions)	1929	1933
Food	$19.5	$11.5
Housing	$11.5	$7.5
Clothing	$11.2	$5.4
Cars	$2.6	$0.8
Medical care	$2.9	$1.9
Value of shares on Wall Street	$89.0	$19.0

Source 2: Effect of the Great Depression consumer spending in the United States [*Historical Statistics of the United States*, p. 319]

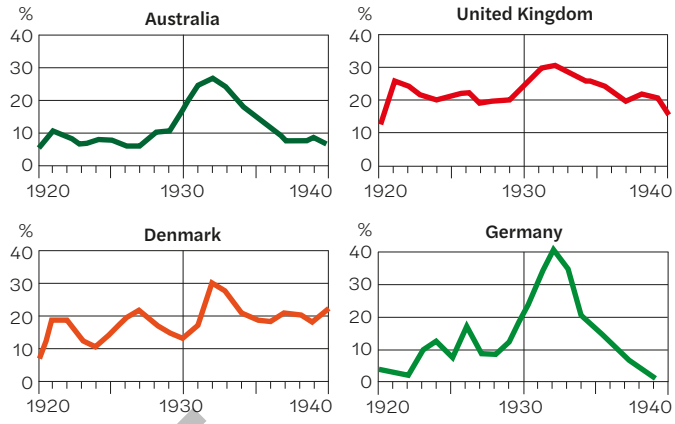
Effect in Australia

The Great Depression affected Australia because of its overseas borrowing, mainly with Britain. Between 1919 and 1929, the Australian government had borrowed over £200 million. With America demanding that Britain pay back its war loans, the British government in turn called on Australia to pay back its loans. To resolve this economic crisis, the Australian Government was advised to:

- cut costs and reduce spending
- pay back its loans to England
- reduce wages and the standard of living of the Australian people.

Australia's heavy reliance on agricultural exports made it vulnerable. The country suffered high unemployment, wage cuts and widespread poverty. To assist the unemployed, sustenance payments were introduced. These were coupons that could be exchanged for food. Some states, including NSW, provided relief work to the unemployed, such as road building and other construction projects. By 1938, the worst of the Great Depression was over.

Unemployment rate in selected countries, 1920–1940



Source 3: The Great Depression affected countries around the world. [Data from Walter Galenson and Arnold Zellner (1957), 'International Comparison of Unemployment Rates', in NBER (ed), *The Measurement and Behavior of Unemployment*, pp. 439–584.]

Learning ladder H0.3

Background and origins

1. Describe the background to the Great Depression in Australia.
2. Describe the origins of the Great Depression in Germany.
3. Explain how Hitler was able to come to power in Germany.
4. Evaluate the impact of the Great Depression on the rise and fall of the United States.

Causes and consequences

1. Describe the effect of war debts and returning soldiers on Australia's economy.
2. Describe what caused the crash of the New York Stock Exchange (Wall Street).
3. Source 3: Explain the effect on unemployment in each country shown. When was unemployment at its worst?
4. Analyse the actions of Adolf Hitler to end the impact of the Great Depression in Germany. How was his approach different to others and how successful was he?

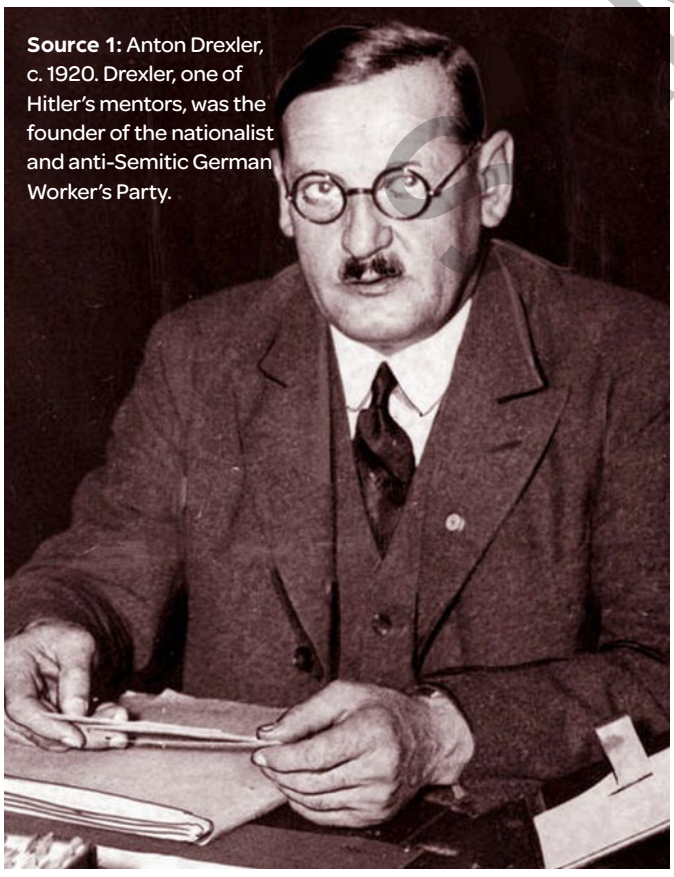
HOW TO
Causes and consequences, page 10

How did the NSDAP Party and Adolf Hitler rise?

During the 1920s in Germany, people such as Anton Drexler channelled their anger and disillusionment at the deteriorating economic and social conditions into founding far-right parties. Drexler was instrumental in forming the pan-German and **anti-Semitic** German Workers' Party (DAP), the predecessor of the Nazi Party.

Anton Drexler's story was typical of many German men after the war. He was a locksmith who suffered the humiliation of unemployment; a common experience in the Weimar Republic. Deeply troubled by the rise of communism and its appeal to other dispossessed men, he sought a nationalist solution to harness worker discontent.

Drexler formed the German Worker's Party, (*Deutsche Arbeiterpartei*, or DAP), on 5 January 1919. The German government considered this political party a threat to the new republic, so they assigned a young war veteran named Adolf Hitler to work as an intelligence agent, gathering information on the organisation. However, Hitler became entranced by the DAP's emphasis on nationalism, its anti-Semitic ethos, and its disdain for communism and capitalism.



Source 1: Anton Drexler, c. 1920. Drexler, one of Hitler's mentors, was the founder of the nationalist and anti-Semitic German Worker's Party.

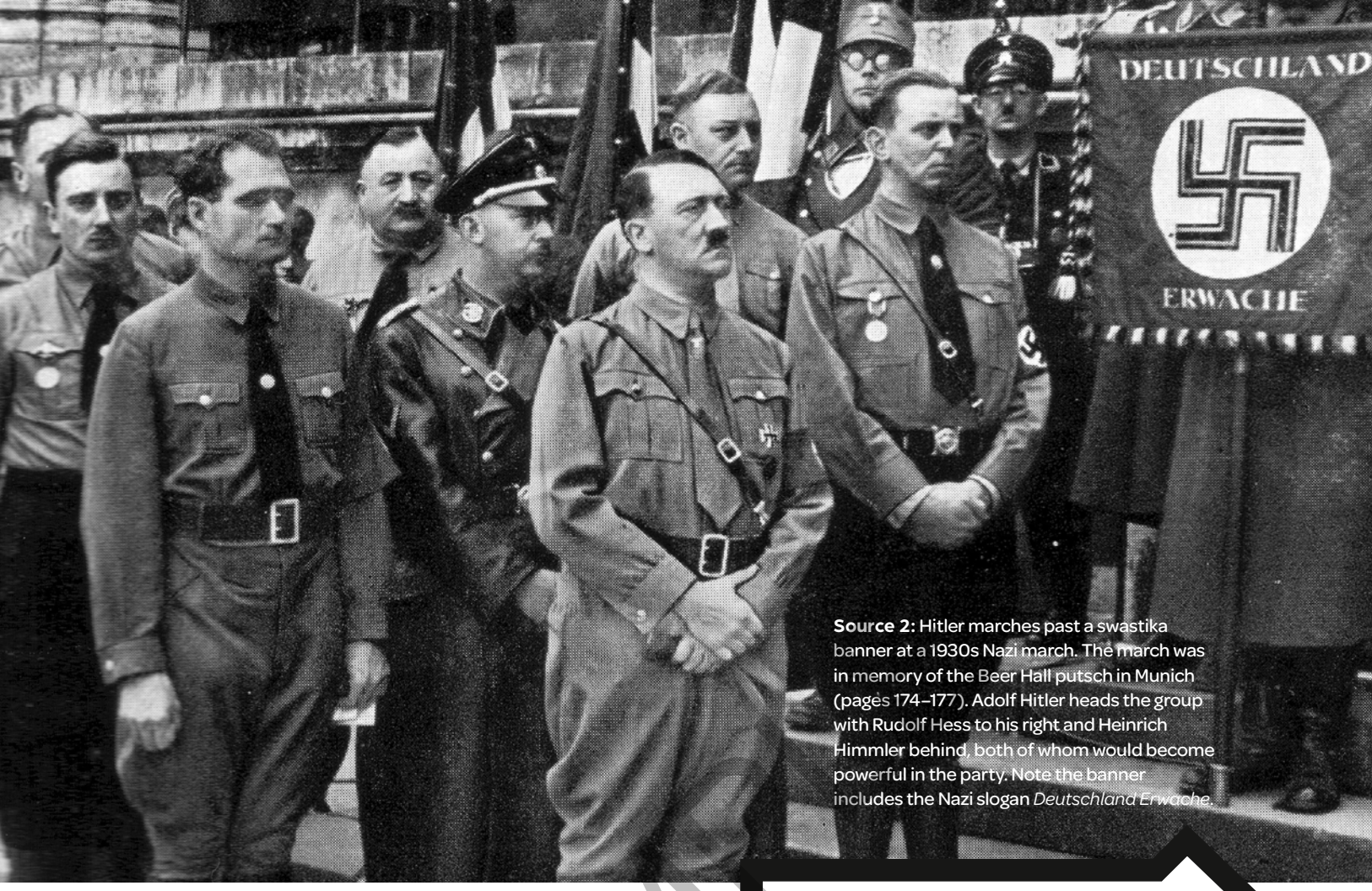
Addressing his deep discontent with the Treaty of Versailles and the terrible state of Germany, Hitler had found a mentor in Drexler, and a forum to express his frustration. In return, he had a vision to make the DAP a lasting force in the political landscape of the republic.

Because public meetings were often banned, beer halls served as large venues where political activism could take place. Hitler developed the DAP's agenda into a coherent platform and delivered speeches about it in his dynamic and impassioned manner. As one of a number of speakers addressing crowds, his skills as an orator became clear. Hitler changed the name of the organisation to the *Nationalsozialistische Deutsche Arbeiterpartei* (NSDAP) and he took control of the Party on 29 July 1921.

Almost immediately the Nazi Party became known for being different from other conservative parties. The Nazis wore neat uniforms, held marching rallies, displayed striking flags and actively engaged young people. In many ways, the Nazi Party offered something new and brought together nationalistic ideas that had been developing for over a century in Germany.

The swastika

The swastika symbol has a long history dating back over 15 000 years. It was used across the ancient world and is a Sanskrit sign representing wellbeing and the Sun. The Nazis sought to find and explain a connection to ancient German depictions of the same design. Nazi academics created a mythological and ideological link between the **Aryans** of Hindu scriptures and the swastika. They then worked to link it to the ideology of a 'master race'.



Source 2: Hitler marches past a swastika banner at a 1930s Nazi march. The march was in memory of the Beer Hall putsch in Munich (pages 174–177). Adolf Hitler heads the group with Rudolf Hess to his right and Heinrich Himmler behind, both of whom would become powerful in the party. Note the banner includes the Nazi slogan *Deutschland Erwache*.

This ideological link had serious implications for Jewish and Romani peoples, who were seen as inferior because they were not related to the Aryans. Linguistic studies drew connections to the Indo-Aryan language as the ancestor of all European languages, including German.

The red, white and black colours used for the Nazi swastika flag were already the colours of the previous German imperial flag. By incorporating these elements into a mythological Aryan framework, the Nazis created a symbol that strongly resonated with disillusioned Germans. In addition, a modified swastika symbol was part of the insignia of the Abbey of Lambach – where the young Adolf Hitler went to school.

Deutschland Erwache!

Deutschland Erwache!, meaning 'Germany, awaken!', was a popular early Nazi Party slogan and a favourite saying of Adolf Hitler. The saying was coined by Dietrich Eckart, who edited the Nazi propaganda newspaper the *Völkischer Beobachter* and was a mentor to Hitler. The slogan was put on Roman-style **vexillum** banners, and was also written into an anthem and a chant for the Nazi Party's mass rallies. This was one of the ways the party skilfully managed its public image.

Learning ladder H0.4

Significant people, ideas and events

1. Who was Anton Drexler and which political party did he form?
2. Describe the ideas of the German Workers Party (DAP) that attracted Hitler.
3. Explain why Nazi ideas appealed to some sections of the German population.
4. Explain why the Nazis chose symbols such as the swastika, specific flag colours and the slogan 'Germany, awaken'.

Perspectives

1. What was Drexler's view of communism?
2. Describe Hitler's perspective on Germany's future.
3. Explain how the idea of an Aryan 'master race' developed.
4. Explain how the Nazis promoted their view of Germany's past, present and future.

HOW TO

Perspectives, page 10

What was the Beer Hall putsch and how did it influence Hitler's rise?

In 1923, Hitler and the new Nazi Party decided to stage a **putsch** – an attempt to take over the government of the German state of Bavaria. Around 2000 *Sturmabteilung* troops of the Nazi Party marched on the capital, Munich, but the coup failed and Hitler was arrested soon after. However, the putsch gave Hitler and his party new fame and a platform to spread their beliefs.

Source 1: Rudolf Hess was Nazi Party member number 16. He became Hitler's deputy, and was a powerful force in the party.

The *Sturmabteilung*

The *Sturmabteilung* (SA), translated as 'stormtroopers', were the brown-shirted gangs of the Nazi Party. They were military-style enforcers who often used violence. The SA were part of a culture of gangs of listless veterans who fought against communist groups and **paramilitary** groups of the other parties. They drew their ranks from unemployed and disaffected men and were responsible for destabilising the Weimar Republic and the institutions and agencies responsible for maintaining social control.

The SA guarded Nazi Party meetings. They wore military-style uniforms and marched together like an army to intimidate other parties and voters. Some people found the orderliness of the SA and the Nazi Party rallies appealing because they seemed to bring structure to the chaos of post-World War I Germany. The SA were part of the Nazi Party from its beginning in 1921 and played a major role in the Beer Hall putsch.

The Beer Hall putsch

On 9 November 1923, the Nazi Party disrupted a meeting of three Bavarian leaders – Prime Minister Gustav Ritter von Kahr, Police Chief Hans Ritter von Seißer and General Otto von Lossow – at the Bürgerbräukeller beer hall. Nazi leader Herman Göring led some SA troops to surround the beer hall and set up a machine gun, holding those inside hostage.

The SA leader, Ernst Röhm, led a group of 2000 men to occupy strategic targets throughout the city, including the war ministry. They persuaded a number of police and army to temporarily join the putsch. Hitler tried to

convince the three Bavarian leaders to back the coup, but they refused.

Prime Minister von Kahr escaped the beer hall by lying to Hitler's ally Erich von Ludendorff about supporting the coup. He then gathered the army and police to aggressively suppress it. Hermann Göring was shot and injured, and 16 members of the Nazi Party were killed.

This conflict provided the Nazi Party with one of their most revered objects – a Nazi flag from the putsch soaked with the blood of members of the SA who were killed. This flag was called the *Blutfahne*, or blood flag, and was used in various 'blessing' ceremonies throughout World War II. Two days after the failed putsch, Adolf Hitler, his deputy Rudolf Hess and other key figures were arrested. Hitler was sentenced to five years in jail.

Source 2: This photo shows Hitler with the World War I military hero Field Marshal Erich von Ludendorff in 1935. Hitler capitalised on Ludendorff's reputation to raise the Nazi Party's profile.

Mein Kampf and Hitler's growing power

Hitler served only nine months in prison, but this allowed him time to formulate and expand his ideas. In 1925–1926, Rudolph Hess and another Nazi, Emil Maurice, compiled these ideas into the book *Mein Kampf* (in English, *My Struggle*). This became Hitler's **manifesto** for the Nazi Party. The failure of the putsch, along with its aftermath and his imprisonment, seemed to make Hitler realise that he needed to shift from using paramilitary force to more political methods to achieve his and the Nazi Party's ends.

Source 3: Since its publication, *Mein Kampf* has become a main text of far-right and Neo-Nazi groups. The Bavarian government was assigned copyright to the book and suppressed its publication in Germany from 1945 to 2016.

Once he was released from prison, Hitler's power and popularity continued to grow. In January 1933, he was appointed Chancellor of Germany following a series of elections in which the Nazi Party gained more votes (but did not win outright), as well as some complicated negotiations: ex-Chancellor Franz von Papen convinced the president to appoint Hitler as Chancellor, believing that appointing non-Nazis in key government roles would limit his power. However, once Hitler was in power, he rapidly expanded Nazi security forces, taking control and stamping out any opposition.

The power of the SA grows

By 1933, the SA numbered approximately 2 million members, and they were the most powerful of the Nazi security forces. In early 1933, they encouraged and helped to carry out book burnings across Germany targeting Jewish, communist and other 'un-German' authors. The book burnings were part of the Nazis' broader effort to control information, eliminate opposing ideas and shape German culture to fit their ideology.

Source 4: The SA march with flags and torches to mark Adolf Hitler becoming Chancellor of the Reich.

Source 5: Members of the SA were also involved in Nazi book burnings. In this image from 1933, SA members collect books to be burned, while standing above a banner that reads 'German students march against the un-German spirit'.

The era of extreme Jewish intellectualism is now at an end ... The future German man will not just be a man of books, but a man of character. It is to this end that we want to educate you. As a young person, to already have the courage to face the pitiless glare, to overcome the fear of death, and to regain respect for death – this is the task of this young generation. And thus you do well in this midnight hour to commit to the flames the evil spirit of the past. This is a strong, great and symbolic deed – a deed which should document the following for the world to know – Here the intellectual foundation of the November [Democratic] Republic is sinking to the ground, but from this wreckage the phoenix of a new spirit will triumphantly rise ...

Source 6: Propaganda Minister Joseph Goebbels speaking at the book burning on 10 May 1933

Wherever books are burned, human beings are destined to be burned too.

Source 7: A quote from German author Heinrich Heine's play *Almansor*, written in 1821

Learning ladder H0.5

Background and origins

1. What was the origin of the Sturmabteilung (SA)?
2. Describe the background to the Beer Hall Putsch.
3. Describe the background to the writing of Mein Kampf.
4. Explain why early Nazi attacks on Jewish people began.

Significance

1. Source 2: Why was Hitler being photographed with Field Marshal von Ludendorff significant at the time?
2. Describe the significance of the Beer Hall Putsch for Hitler's rise.
3. Describe the significance of Mein Kampf for the rise of the Nazis.
4. Sources 5–7: Explain the significance of the book burnings ordered by Goebbels and the reference to Heine.

HOW TO Significance, page 10

How did Hitler become Führer?

On the night of 27 February 1933, a huge fire broke out in the Reichstag building, where the German parliament met. The fire destroyed much of the building and caused panic across Germany. In the aftermath, Hitler passed a series of laws that tightened his control on Germany, paving the way for him to declare himself Führer (leader) the following year.

Source 1: The burning of the Reichstag, on 27 February 1933, served as the pretext for a campaign of terror directed first at communists and then at any political opponent of the Nazi Party.

A communist plot?

When a young Dutch communist, Marinus van der Lubbe, was found inside the burning Reichstag, he was quickly blamed for starting the fire and declared by the Nazi Party to be part of a communist plot to overthrow the government. This claim is contested by some historians, who believe the Nazis may have set the fire themselves to create an excuse for the actions that followed.

The day after the fire, Adolf Hitler, who had recently become

Source 2: Marinus van der Lubbe, the Dutch communist convicted of, and executed for, starting the Reichstag fire.

Source 3: German Army patrol in Berlin during the Night of the Long Knives. Over three days, at least 85 and as many as 400 SA members were murdered, along with other political opponents of the Nazi Party. Many more were arrested.

Chancellor of Germany and whose Nazi Party had only months earlier been forced to form an alliance with the German National People's Party due to poor performance in elections, convinced President Paul von Hindenburg to sign the Reichstag Fire Decree. This law took away many basic rights, such as freedom of speech and freedom of the press. It also allowed the police to arrest people without a trial. The Nazis used this new law to arrest thousands of communists and political opponents, making it almost impossible for anyone to challenge them.

Just a few weeks later, on 23 March 1933, Hitler took his next big step towards total power by passing the Enabling Act. This law gave Hitler the power to make laws without needing the approval of parliament, effectively turning Germany into a **dictatorship**. With no one left to stop them, the Nazis quickly banned all other political parties, took control of the newspapers and radio and silenced anyone who spoke against them.

Night of the Long Knives

Although Hitler was now the leader of Germany, he still faced threats from within his own party. He had developed his own security force, the *Schutzstaffel* (SS), and started to look at the popular and powerful SA with suspicion. To remove this threat, Hitler ordered the Night of the Long Knives on 30 June 1934, when the SS and the army carried out a series of assassinations against Ernst Röhm and other SA leaders. While the SA continued to be a part of the Nazi regime, their power and influence were greatly reduced. This eliminated Hitler's internal enemies and won him the support of the German military.

Hindenburg dies

The final step in Hitler's rise to absolute power came in August 1934 when President Hindenburg died. Instead of holding new elections, Hitler combined the roles of Chancellor and President, declaring himself Führer of Germany. The army was forced to swear an oath of loyalty to him personally and from that moment on he ruled Germany as a dictator.

Learning ladder H0.6

Significant people, ideas and events

1. What major event occurred on 27 February 1933?
2. Describe how the Reichstag fire helped Hitler gain more power.
3. Explain the significance of the Night of the Long Knives in giving Hitler complete control of the Nazi Party.
4. Explain the significance of the Enabling Act in making Hitler a dictator.

Causes and consequences

1. What effect did Hitler hope to achieve by blaming Marinus van der Lubbe for the Reichstag fire?
2. Describe the effect on German democracy after President von Hindenburg appointed Hitler chancellor.
3. Explain how Hitler used Hindenburg's death to become dictator of Germany.
4. In evaluating Hitler's rise, was it driven more by Hitler's actions or by President von Hindenburg's decisions?

HOW TO

Causes and consequences, page XX

What was the battle for Germany's children?

In 1926 Kurt Gruber began the *Hitlerjugend*, or Hitler Youth, as an adult-led wing of the SA. This was joined by the *Bund Deutscher Mädel*, or League of German Girls, in 1930. These groups were later diversified into junior and senior movements. All aimed to make German youth physically and ideologically fit for their future roles as members of the Nazi Party.

Recruiting young people was a vital part of the succession plan of the Nazi Party. Since the party was focused on significantly changing German society, it saw the work of the youth movements as of great importance to bringing about this shift. These young recruits attended meetings and rallies, wore uniforms and attended gym classes to become physically fit.

By 1932, 30 000 Hitler Youth gathered in the city of Potsdam for a rally, where Hitler gave speeches. These cult-like events were given priority over church services and family events to disrupt young people's attachments to family and religion. Boys were trained to use weapons and members of both genders were taught that they should be willing to die for the German Reich. Members could inform on the political views of their parents, extended family, family friends, teachers and religious leaders. This was reinforced by the propaganda film *The Triumph of the Will*, which showed German youth supporting Nazi values.

By 1940, the Hitler Youth had grown to more than 7 million members – about 80 per cent of German youth. This ended tragically in the final year of World War II, when children and teenagers were forced to defend parts of Germany because the army had run out of adult soldiers.

In Hitler's last days in his bunker, he met with one of these units of child soldiers to praise them, expecting them to defend Germany to the death. Many young people died needlessly.

Source 1: All 'Aryan' children in Germany over the age of six had to join a Nazi youth group by 1936. At ten years old, boys joined the Jungvolk (Young People). When 14, boys could join the Hitler Youth. Girls followed the same progression, first joining the Jungmädel (Young Girls) and later the League of German Girls.

The youth who resisted Nazi propaganda

Some young people who disliked the Hitler Youth left it or joined non-mainstream groups such as communist youth organisations, the jazz-inspired Swing kids and other non-conformist groups. They often had brutal confrontations with the Hitler Youth.

Just as being a member of an anti-Nazi group could put adults in danger, membership of alternative youth groups could result in young people being arrested or even sent to concentration camps for 're-education'.

One of the most famous alternative youth groups was the *Edelweißpiraten* – the Edelweiss Pirates. They attacked the Hitler Youth, destroyed property, stole weapons, graffitied propaganda slogans and generally resisted the Nazi regime's recruitment practices. Some were caught and executed without trial in 1944 by the Gestapo (the Nazi secret police). They also resisted the British, American and Soviet occupiers after the war, and many were put on trial and imprisoned again. Because they were loosely organised, they were not recognised as a true resistance organisation until 2005. In 2011, four surviving members were presented with medals of the Order of Merit of the Federal Republic of Germany.

Source 2: The Edelweiss Pirates in 1938. They emerged in western Germany as a reaction against the strict regimentation of the Hitler Youth.

Learning ladder H0.7

Significant people, ideas and events

1. Identify the two main Nazi youth groups mentioned.
2. Describe how the Hitler Youth prepared young people for Nazi membership.
3. Explain how propaganda and uniforms influenced young recruits.
4. Explain why the Nazis prioritised control over youth organisations.
5. Evaluate how youth resistance groups challenged Nazi ideology.

Perspectives

1. Identify the perspective promoted by Nazi youth organisations.
2. Describe how the Edelweiss Pirates viewed the Hitler Youth.
3. Explain how Nazi youth programs affected young people's loyalties.
4. Compare the experiences of Nazi youth members with those in resistance groups.
5. Evaluate the significance of postwar recognition of groups like the Edelweiss Pirates.

HOW TO Perspectives, page xx

How did the interwar years affect other countries in Europe?

In the 1920s, many countries were still reeling from World War I. By the 1930s, the impacts of the Great Depression had led to increasing instability across Europe and its colonies. Nationalists sought to restore their countries to past glories, while socialists and communists began to appeal to the working class in some regions. Meanwhile, monarchies clung to power as these strong political movements grew.

Italy

The economic and social vacuum that followed World War I left Italy in a difficult position. By 1922, Benito Mussolini and his Fascist Party were gaining support by promising to restore the glory days of the ancient Roman Empire and crush the rising voices of socialism. With the support of nationalists and his 'blackshirts' (*squadristi* troops, similar to the German SA), Mussolini marched on Rome in October 1922. To placate the Fascist Party and its supporters, which included the army, the Italian King Victor Emmanuel III handed power to Mussolini, making him Prime Minister of Italy.

Once in power, Mussolini and his blackshirts began a campaign of intimidation, which increasingly saw private enterprises become nationalised and other political parties eliminated. By 1935, a **totalitarian state** had been established. The doctrine of fascism stated: 'The Fascist conception of the State is all-embracing; outside of it no human or spiritual values can exist, much less have value. Thus understood, Fascism is totalitarian, and the fascist State – a synthesis and a unit inclusive of all values – interprets, develops and potentiates the whole life of a people'.

Having witnessed the ineffectiveness of the League of Nations and the growing

Source 1: This propaganda poster shows Italian forces in Albania being welcomed by the locals in 1939.

ambitions of Italy's ally Germany, an emboldened Mussolini sought to expand his new Italian Empire. In 1934, protectorates in North Africa were united to form Italian Libya and **settler–colonialism** was encouraged to expand the empire. Italy already controlled Eritrea and Somalia in the Horn of Africa, and without warning, 200 000 Italian soldiers invaded neighbouring Ethiopia in 1935. Haile Selassie, the Emperor of Ethiopia, ordered every able-bodied man to defend the nation, but the majority of those fighting were poorly trained and ill-equipped.

The resulting war was brutal, costing the lives of hundreds of thousands of troops and even more civilians, and leading to widespread displacement. After the attempted assassination of the Italian Viceroy in East Africa, the Italians launched the Yekatit 12 massacre, killing around 20 per cent of Addis Ababa's population in retaliation. The Italian Federal Secretary Guido Cortese stated, 'Comrades, today is the day when we should show our devotion to our Viceroy by reacting and destroying the Ethiopians for three days. For three days I give you 'carte blanche' to destroy and kill and do what you want to the Ethiopians'.

In Albania, Italy had maintained a strong presence following World War I, effectively controlling much of the country. Throughout the 1930s, Italy's demands for control and influence grew until, in April 1939, Italian forces invaded and took full control of the nation. Albania's King Zog fled into exile. Albania was of strategic importance, providing a potential launching point into Yugoslavia and Greece. The idea of uniting ethnic Albanians in neighbouring countries gained some support from Albanians but also increased tensions in the region. This mirrored Hitler's annexation of Austria.

Poland

Poland had not been an independent country since 1772. Following World War I, it began to assert itself. Its first step was to expand its borders by annexing Russian territory in Ukraine and Belarus, then parts of Lithuania. Later, it laid claim to Czechoslovakian territory. In the peace settlements after World War I, Poland was granted administrative control of Danzig, an area with a predominantly German population. Feeling poorly treated by Poland, many Germans living in Danzig looked to the Nazis for support.

Source 2: Three members of the Hitler Youth in Danzig, 1937

The Soviet Union

In the early 1930s, the Soviet Union included many different ethnic groups across Eastern Europe and northern Asia, including the Autonomous Soviet Socialist Republics of Ukraine and Moldova. The Soviet policy of **collectivisation**, which saw private farmland and livestock transferred to state-owned farms in exchange for labour opportunities, was deeply unpopular in Ukraine and led to significant agricultural shortfalls. Production levels were further affected by poor centralised administration and the diversification of crops; precious wheat fields were replaced with sugar beets and cotton, mostly for export.

Millions of people starved to death, primarily in Ukraine, in what would later be known as the *Holodomor* (artificial hunger). Some historians argue that the famine was caused by failed economic policies and environmental changes, while others believe it was a deliberate act by Joseph Stalin's government to weaken and control the ethnic Ukrainian population. At the same time, Stalin began a series of purges to eliminate anyone he saw as a threat within the Communist Party or among the many ethnic groups in the Soviet Union. Several key Communist Party members were executed in show trials as Stalin tightened his grip on power.

From 1936 to 1938, around one million more people lost their lives or were deported to labour camps called *gulags*. These including Orthodox clergy, political opponents, Red Army officers, Intelligentsia, *kulaks* (wealthy peasants or landowners), ethnic Poles and other minority groups. Even Buddhist lamas in Soviet-influenced Mongolia were persecuted due to suspected Japanese sympathies.

Source 3: Famine in the USSR. A large crowd waits for bread.

Source 4: The Spanish Civil War divided a nation and drew international support and attention to the struggle against fascism.

Spain

Spain, which had remained neutral during World War I, saw its traditional monarchy lose favour during the 1920s as concerns about corruption and the potential rise of communism spread. A coup in 1923 gave rise to a military government and, by 1931, with momentum growing for change, the Second Republic was established, with King Alfonso XIII **abdicating** and going into exile soon after.

In 1934, a series of strikes in the north of Spain by socialists foreshadowed the use of the military to restore order, and the 1936 elections saw victory for a loose alliance of left-wing parties, the Republicans. In response, right-wing Spanish nationalists increased unrest, particularly in Spain's external territories, where troops were sent to quell dissent. With the support of the people, nationalist momentum began to build and Francisco Franco rose to power in opposition. Franco received support from fascist leaders in Germany and Italy, while the Republicans were backed, albeit on an inferior scale, by the Soviet Union and Mexico.

Over the next few years, conflicts occurred across the nation as the Republicans, boosted by volunteer International Brigades from around the world and Franco's Nationalists, battled for control of the country. Buoyed by support from Germany and Italy, the Nationalists eventually took control of the nation, beginning a dictatorship under Franco that lasted from 1939 to 1975.

Learning ladder H0.8

Background and origins

1. How did Mussolini come to power in Italy?
2. Describe the background to Mussolini's plan for a new Italian empire.
3. Describe why Germans living in Danzig held anti-Polish feelings.
4. Explain how Stalin gained complete control of the Soviet Union.
5. Explain why Germany and Italy supported the Nationalists in Spain.

Sources

1. Source 4: What does this source reveal about Spain in the 1930s?
2. Source 2: Describe what is shown and how it could prove German discontent in Danzig under Polish rule.
3. Sources 1–4: How do these sources help explain Europe's growing instability in the 1930s?
4. Source 1: Evaluate the accuracy, reliability and usefulness of this source as evidence of Albanian reactions to Italy's invasion.

HOW TO

Sources, page 10

What happened in India and East Asia in the 1930s?

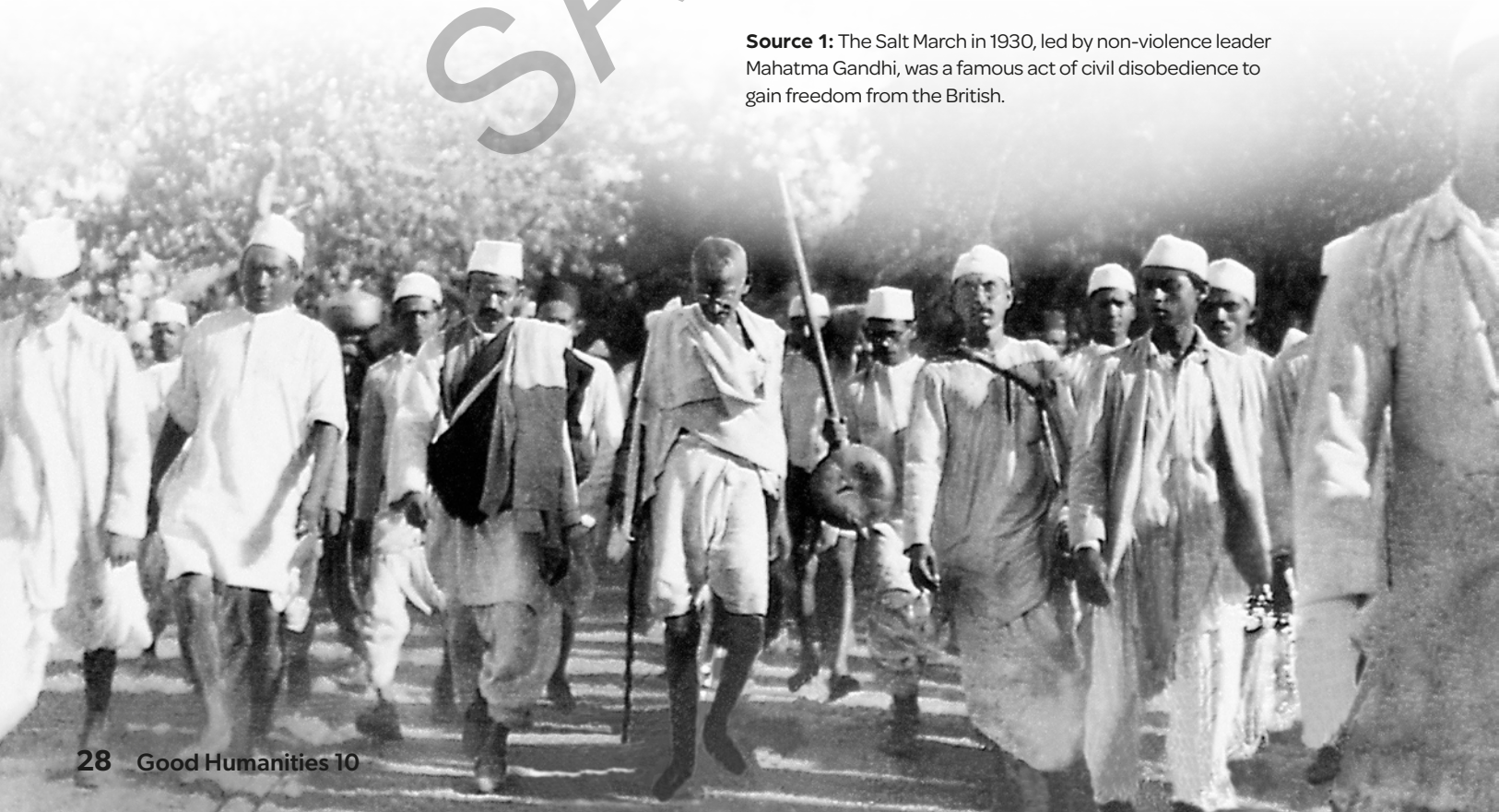
The Great Depression ended the freedoms and progress of the Roaring 20s, creating uncertainty around the world. Self-determination movements increased tensions, new political parties gained popularity and, in some cases, the military took a more active role in national affairs.

India

By the 1930s, the British had ruled India for more than 150 years. Rebellions and protests against British rule continued to build. On 12 March 1930, the prominent independence leader Mohandas Gandhi – known to his followers as *Mahatma* – led a 241-mile march from Sabarmati to Dandi. His policy of *satyagraha*, or mass civil disobedience, aimed to galvanise opposition to British rule. The march was a protest against British salt taxes.

Gandhi began the march with 78 followers, but by the time he reached Dandi, tens of thousands had joined him. When he arrived, he defied British law by drawing salt from the sea. Millions across India followed his example of *satyagraha*, and more than 60 000 people, including Gandhi himself, were arrested. Upon his release from prison in 1931, the British Viceroy urged Gandhi to end *satyagraha* in exchange for a role in negotiations about India's future at a London congress.

As opposition to British colonial rule grew, so did tensions between Hindus and Muslims in British India. Muhammed Ali Jinnah, leader of the Muslim League, also urged his fellow Muslims to engage in civil disobedience during his 'Day of Deliverance' speech in December 1939, despite lacking the backing of the predominantly Hindu Indian National Congress.



Source 1: The Salt March in 1930, led by non-violence leader Mahatma Gandhi, was a famous act of civil disobedience to gain freedom from the British.

Source 2: A Japanese harmony in Manchuria propaganda poster, 'Five Races Under One Union'

East Asia

Since the Meiji Restoration of the 19th century, Japan had rapidly modernised and industrialised. Following the Sino–Japanese War in 1894, Taiwan was ceded from China and administered as a colony of Japan. At the same time, Japan also gained control of the Kwantung Leased Territory, a large area in north-eastern China. Although it was briefly held by Russia, it returned to Japanese control following the Russo–Japanese War in 1905.

In 1931, without the support of Emperor Hirohito, the Japanese Army occupied the Kwantung region, claiming they were defending Japanese commercial interests. The arrival of further troops saw the Japanese Army push south into Shanghai, an important economic centre and cosmopolitan hub with an international settlement. Within six months, the region was under Japanese control and the **puppet state** of Manchukuo had been established. The military's efforts in the region were immensely popular in Japan, where people saw the acquisition of the resource-rich area as essential for economic growth.

In May 1932, Japanese Prime Minister Tsuyoshi Inukai was assassinated by junior naval officers because he had tried to balance military expansion with diplomacy. This marked the end of civilian rule in Japan and led to further expansion in China.

In response to the Japanese invasion of Manchuria, the League of Nations sent a team to investigate and diffuse tensions: the Lytton Commission. After almost a year, the Commission reported that '... Manchuria should gradually become a demilitarised area', meaning that Japanese troops should withdraw from the region. When it was presented to the League of Nations General Assembly in February 1933, the Japanese delegation simply walked out. A month later, Japan withdrew entirely from the League of Nations. The very body that had been created to prevent further conflict now appeared powerless. This would embolden some nations and frighten others.

As the Japanese presence in the region increased, internal struggles in China continued. Since 1927 the Kuomintang (KMT)-led government of China and the Communist Party of China had been engaged in a bitter power struggle, although they briefly united in 1937 to form the Second United Front to defend China against Japan. The civil war of 1927–1937 was characterised by skirmishes and battles. Just as the KMT forces, led by Chiang Kai-Shek, seemed on the verge of victory, the Communist Party forces, led by Mao Zedong, were able to escape to regroup. This event, known as the Long March, saw Mao and his followers travel thousands of kilometres inland to Shaanxi province in 1934–1935. Along the way, they recruited peasants and disarmed local warlords, gaining more supporters as they moved.

By 1937, a series of incidents between the Japanese Army and Chinese nationalists stoked tensions and the Marco Polo Bridge Incident, in which a missing Japanese soldier sparked a gunfire exchange between forces, soon led to the second Sino–Japanese War. In the space of a few months, Shanghai, Beijing and Nanjing fell under Japanese control. When Nanjing was captured on 13 December 1937, a series of brutal atrocities began. The Nanjing Massacre – also known as the Rape of Nanjing – lasted for almost six weeks.

Thousands of young Chinese men across the city were rounded up and executed without trial. The exact number of victims is disputed, but historians estimate that between 40 000 and 300 000 civilians were murdered by the invading forces. Widespread acts of rape and violence were committed; soldiers went door-to-door, targeting civilians. The Japanese press even reported on a killing competition between soldiers. The scale of the massacre drew international condemnation.

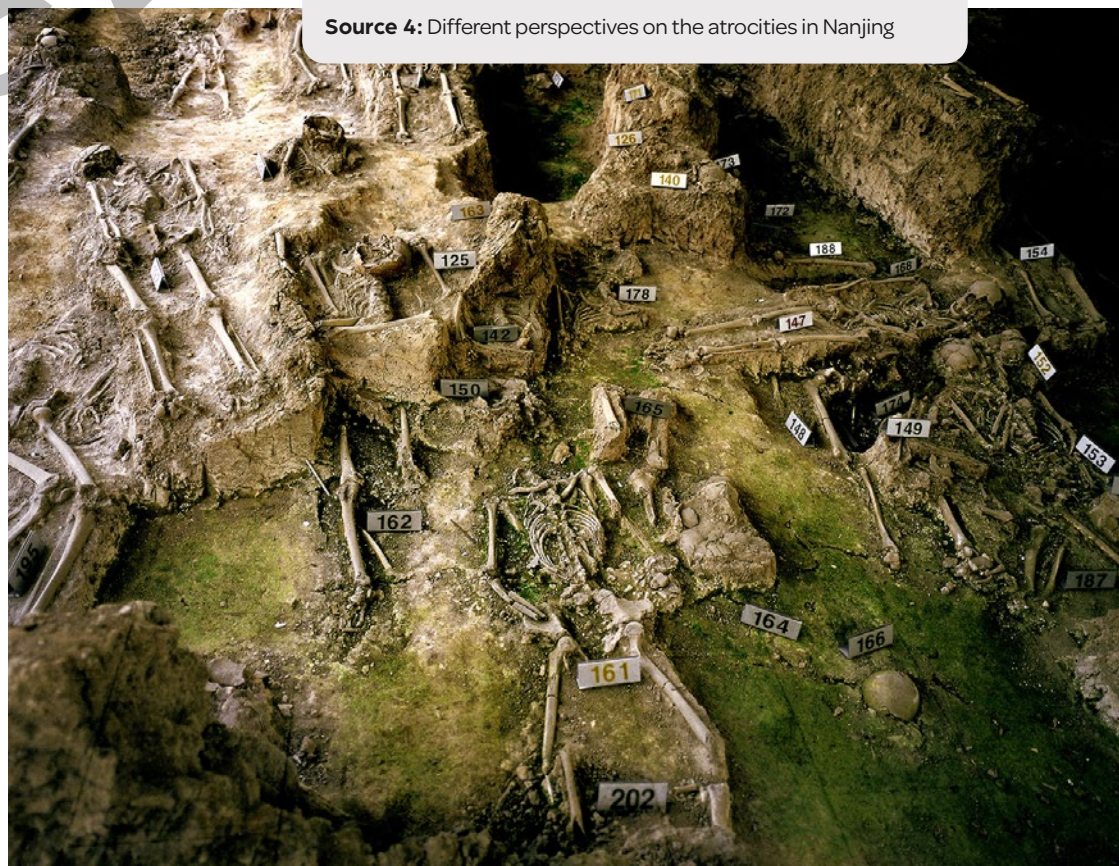
When it became clear that the city was about to fall, international businessmen and leaders established the Nanjing Safety Zone in an effort to shield and support the civilian population. John Rabe, a German businessman living in the city, used his own resources and Nazi Party credentials in an effort to influence the Japanese, but only succeeded in delaying them. Nevertheless, his actions allowed hundreds of thousands of civilians to flee the city before the army arrived. Following the massacre, Rabe returned to Germany and attempted to show the world what had happened in Nanjing. He even wrote to Hitler, urging him to convince the Japanese to stop committing atrocities.

The Korean Peninsula, which had been a Japanese colonial possession since 1910, was another rapidly changing area in East Asia. Anger at what was seen as an unjust occupation spilled over following the death of Emperor Gojong in late January 1919. Protests spread across the nation, leading to the March 1st Movement, which was brutally suppressed by Japanese authorities.

> I know not where to end. Never I have heard or read such brutality. Rape! Rape! Rape! We estimate at least 1000 cases a night and many by day. In case of resistance or anything that seems like disapproval, there is a bayonet stab or a bullet.... People are hysterical... Women are being carried off every morning, afternoon and evening. The whole Japanese Army seems to be free to go and come as it pleases, and to do whatever it pleases.
>
> Reverend James M. McCallum, 19 December 1937

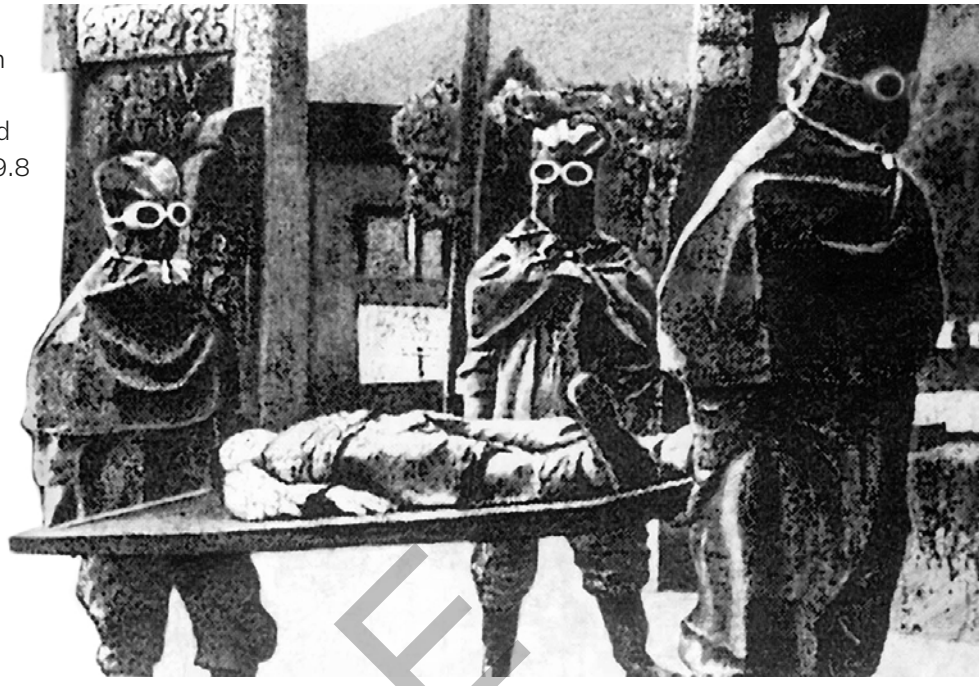
> I now realise that we have unknowingly wrought a most grievous effect on this city. When I think of the feelings and sentiments of many of my Chinese friends who have fled from Nanjing and of the future of the two countries, I cannot but feel depressed. I am very lonely and can never get in a mood to rejoice about this victory ... I personally feel sorry for the tragedies to the people, but the Army must continue unless China repents. Now, in the winter, the season gives time to reflect. I offer my sympathy, with deep emotion, to a million innocent people.
>
> General Iwane Matsui, 18 December 1937

Source 4: Different perspectives on the atrocities in Nanjing



Source 3: This mass grave is a memorial to the victims of the Nanjing Massacre.

To control growing nationalist sentiment, Japan encouraged colonisation from the mainland. Investors and farmers quickly took an interest, and Japanese land ownership increased dramatically, from 39.8 per cent in 1920 to 52.7 per cent in 1932. Meanwhile, Korean labourers fell deeper into debt. As Japan's demand for labour grew in the late 1930s, large numbers of Koreans were forced into work. Under the *National Mobilization Law* of 1938, more than five million Koreans were taken to work in mines and factories. Of these, 670 000 and were transported to work in Japan itself, often in difficult and dangerous conditions. More than 60 000 Korean labourers died.



Source 5: Japanese staff conducting an experiment at Unit 731

Unit 731

In 1935, the Japanese developed a secret program to develop biochemical weapons. The Kwantung Army's 'Epidemic Prevention and Water Purification Department', better known as Japanese Imperial Army Unit 731, had special orders to develop plague bombs and other biowarfare agents.

Teams of doctors and medical assistants conducted experiments on an estimated 3000 prisoners of war from all over the world. Led by Shiro Ishii, the program performed experiments such as injecting people with diseases like smallpox or syphilis and then monitoring the progress through their bodies. Experiments using gas, extreme cold or extreme pressure were conducted, as was measuring the slow progression of gangrene. Surgical investigations such as dissections were performed on prisoners without anaesthesia.

Unit 731 was not the only medical team conducting experiments and an estimated 300 000 people were affected by the outcomes of the procedures. The data from these experiments was traded with the US Army for immunity from prosecution. No one is known to have survived and evidence including corpses, physical samples and experimental instruments was buried or burned. In 1984, a medical student accidentally purchased a Unit 731 experimental data book from a second-hand bookstore, exposing some evidence of the horror and, in 2018, Japanese Archives on the 3607 personnel of the unit were published by Katsuo Nishiyama, an academic of the Shiga University of Medical Science.

Learning ladder H0.9

Background and origins

1. What sparked Gandhi's march in 1930?
2. Describe the background to discontent in India during the 1930s.
3. Explain why the Lytton Commission was created and how Japanese delegates reacted when its report was presented to the League of Nations.
4. Explain the origins of Japanese militarism and expansion in the 1930s.

Continuity and change

1. How was British rule in India challenged in the 1930s?
2. Describe how life in Nanjing changed under Japanese occupation.
3. Explain why the League of Nations could not maintain peace in the 1930s.
4. Evaluate the changes in Korea and China resulting from Japanese militarism in the 1930s.

HOW TO Continuity and change, page 10

How do I conduct a good inquiry?

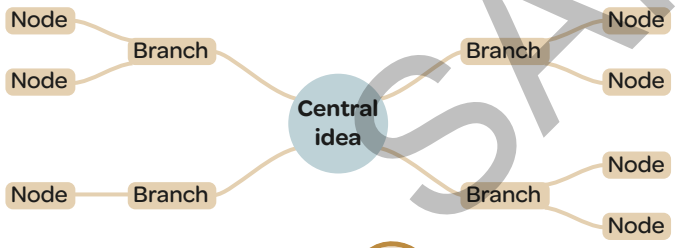
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to World War II.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Aftermath of World War I
- The Great Depression
- Rise of Hitler
- Youth resistance
- The Soviet Union between the wars
- Japan between the wars

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

H1

World War II (1939–1945)

H1.0

How can we understand World War II?

World War II was a global conflict involving many nations. It changed the course of modern history and touched the lives of millions. Understanding its scale and impact is a broad task – one that begins well before the war itself.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the impact of the rise and fall of societies.	I can evaluate how societies were influenced by significant people and ideas.	I can evaluate the legacy of a society.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a society developed.	I can explain why ideas influenced people and events.	I can explain why a society has a legacy.	I can explain patterns of continuity and/or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a society developed.	I can explain how ideas influenced people and events.	I can explain the impact of one society on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins of societies.	I can describe key people, ideas and events.	I can describe the legacy of a society.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of societies.	I can identify key people, ideas and events.	I can identify the legacy of a society.	I can identify continuity and change.	I can identify a cause and a consequence.
	Knowledge and understanding				

Source 1: The Battle of Brigade Hill took place during the Kokoda Track campaign in Papua New Guinea. The battle was a significant defeat for the Allied forces, but is remembered as an example of the resilience and determination of the Australian troops under dire circumstances.

Perspectives	Significance	Interpretations	Chronology	Sources	Steps in skill progression
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

Historical concepts and skills

How did World War II begin?

The ***Anschluss*** or unification of Germany and Austria in 1938 followed a four-year Nazi campaign to destabilise Austrian democracy. The Nazis entered Austria to stop a referendum about unifying the countries. The Nazis wanted to join the two countries – Hitler was Austrian – but felt they may lose the referendum.

Rather than invade the country outright, the Nazis used propaganda to claim that Austria had asked for German military assistance. Meanwhile, the Austrian leadership ordered the Austrian Army not to resist an invasion, to try to avoid bloodshed. There was some popular support for the German Army's occupation of Austria on 12–13 March 1938. A poll taken in April, which academics argue was manipulated, revealed overwhelming support for the *Anschluss*.

Czechoslovakia and appeasement

Still smarting over the loss of the resource-rich Sudetenland to Czechoslovakia under the terms of the Treaty of Versailles, Germany claimed that ethnic Germans in these lands were being persecuted. While military forces amassed on both sides of the Czechoslovakian border, Hitler negotiated the notorious Munich Agreement between Germany, the UK, Italy and France on 30 September 1938.

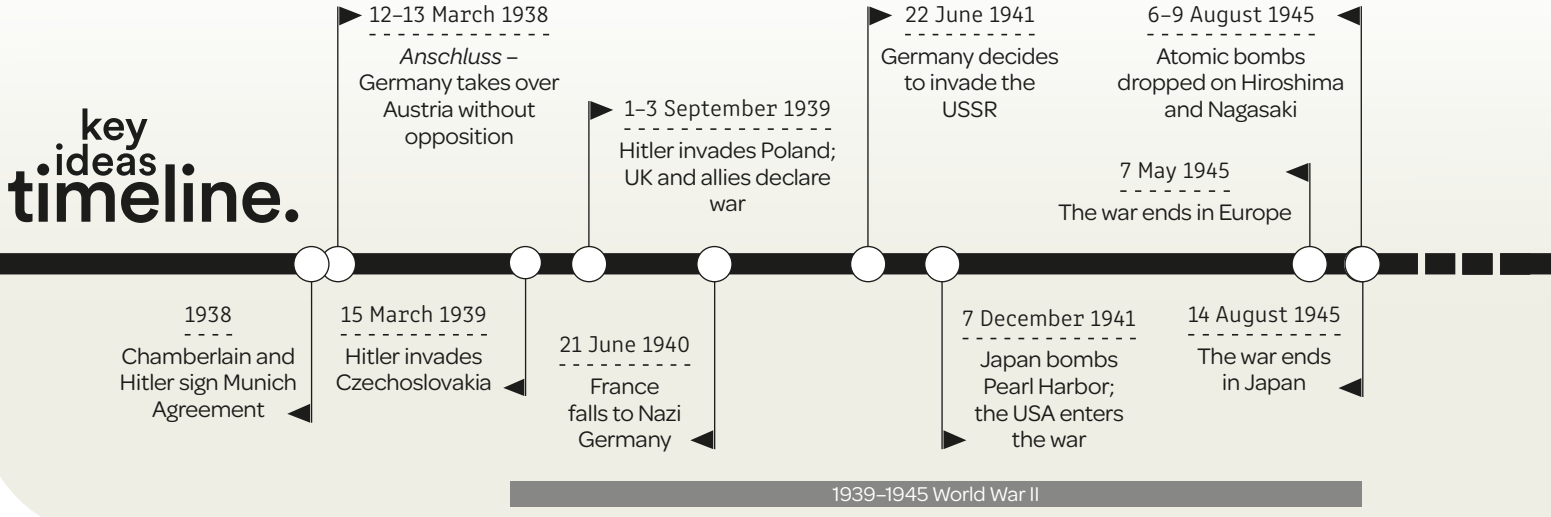
The UK Prime Minister, Neville Chamberlain, upon landing in England after the agreement, made a famous statement about how they had achieved 'Peace for our time'. The opposition leader, Winston Churchill, condemned Chamberlain's actions.

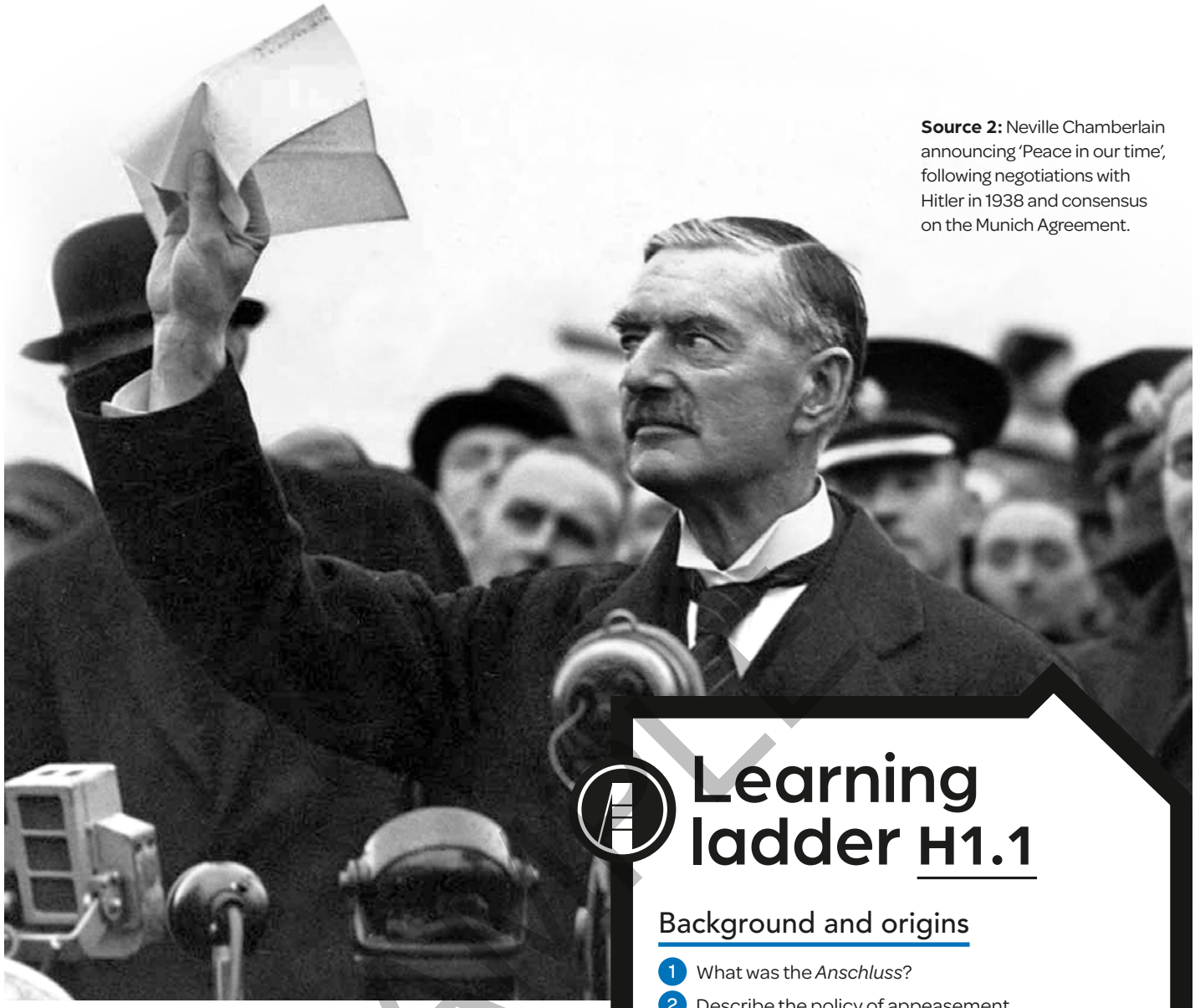
One of the major reasons that the UK and France sought peace with an obviously hostile Germany, known as the policy of **appeasement**, was that they were rebuilding their economies and military forces, so they did not have the strength to oppose Hitler. Ironically, the states who had signed the Treaty of Versailles had ignored the signs that Germany was rearming itself in contravention of the treaty. The annexation of the Sudetenland on 1 October 1938 emboldened Hitler to continue to take over more of Czechoslovakia, establishing the Protectorate of Bohemia and Moravia in 1939.

False flag incidents and the invasion of Poland

The German invasion of Poland began with a series of **false flag** incidents orchestrated by Schutzstaffel (SS) chiefs Heinrich Himmler and Reinhard Heydrich. The idea was to create a pretext for invading Poland that would look like self-defence.

Source 1: Key events of WWII





Source 2: Neville Chamberlain announcing 'Peace in our time', following negotiations with Hitler in 1938 and consensus on the Munich Agreement.

Under Operation Himmler, prison camp inmates were dressed in Polish Army uniforms then the Nazis killed them and displayed them as attackers. Several SS officers, dressed in Polish Army uniforms, stormed the Gleiwitz radio tower and left the murdered body of German Franciszek Honiok outside, deceiving the media. The BBC broadcast: 'The German News Agency reports the attack came at about 8 pm this evening when the Poles forced their way into the studio and began broadcasting a statement in Polish. Within a quarter of an hour, say reports, the Poles were overpowered by German police who opened fire on them'. The next day, 1 September 1939, Germany invaded Poland.

The UK and France both had defence treaties with Poland and demanded the Germans withdraw. When Hitler refused to do so, the two countries declared war on 3 September 1939. Meanwhile, Germany had signed the Molotov–Ribbentrop non-aggression pact with the USSR a month before, so it knew that the USSR would not step in. Germany felt confident that, with the latest military technology, it was ready for war.

Learning ladder H1.1

Background and origins

1. What was the *Anschluss*?
2. Describe the policy of appeasement.
3. Explain how Hitler's takeover of the Sudetenland had roots in the Treaty of Versailles.
4. Explain the background to Germany's invasion of Poland.
5. Evaluate the UK and France's decision to appease Germany.

Chronology

1. Source 1: In which year did Hitler invade Czechoslovakia?
2. Which event happened first: the fall of France or the Japanese bombing of Pearl Harbor?
3. How many years passed between the *Anschluss* and the end of the war in Europe?
4. Summarise how the sequence of events from the Anschluss to Pearl Harbor shows an escalation of the war.
5. Explain how Japan's attack on Pearl Harbor changed the scope of the war, using evidence from the timeline.

HOW TO

Chronology, page 10

Why did Australia become involved in WWII?

On 3 September 1939, Australia entered World War II to support Britain and the Allies. This decision reflected its strong political, economic and military ties to the British Empire and its commitment to opposing Axis aggression.

The structure of the British Empire in 1939 was different than it had been in 1914 when World War I broke out. In 1914, Australia had been one of a number of self-governing **dominions** of Britain. However, the 1931 Statute of Westminster defined dominions in a way that gave them autonomy. At the start of World War II, therefore, Australia was an 'autonomous community within the Empire ... and not subordinate ... in any aspect of their domestic or external affairs'.

Nevertheless, when Great Britain declared war on Germany on 3 September 1939, the Australian Commonwealth Government's response was to immediately also declare war, demonstrating dependence on, not independence from, British foreign policy.

On the evening of Sunday 3 September, then Prime Minister Robert Menzies made an announcement that went out on every national and commercial radio station

Fellow Australians, it is my melancholy duty to inform you officially that, in consequence of the persistence of Germany in her invasion of Poland, Great Britain has declared war upon her, and that, as a result, Australia is also at war.

No harder task can fall to the lot of a democratic leader than to make such an announcement. Great Britain and France, with the cooperation of the British Dominions, have struggled to avoid this tragedy. They have, as I firmly believe, been patient; they have kept the door of negotiation open; they have given no cause for aggression. But in the result their efforts have failed and we are, therefore, as a great family of nations, involved in a struggle which we must at all costs win, and which we believe in our hearts we will win ...

... Force has had to be resorted to check the march of force. Honest dealing, the peaceful adjustment of differences, the rights of independent peoples to live their own lives, the honouring of international obligations and promises – all these things are at stake.

There was never any doubt as to where Great Britain stood in relation to them. There can be no doubt that where Great Britain stands there stand the people of the entire British world.

... it is for the rest a moment for quiet thinking; for that calm fortitude which rests not upon the beating of drums, but upon the unconquerable spirit of man, created by God in His own image ...

Our staying power, and particularly the staying power of the mother country, will be best assisted by keeping our production going; by continuing our avocations [daily activities] and our business as fully as we can; by maintaining employment and with it our strength.

I know that, in spite of the emotions we are all feeling, you will show that Australia is ready to see it through ...'

Source 1: Robert Menzies radio message, 3 September 1939

▲ **Source 2:** Prime Minister Robert Menzies (centre) with his Advisory War Council, 1940

in Australia. In this address, Menzies makes Australia's position clear, with implications for why the nation needed to become involved in World War II.

In addition to Australia's allegiance to Britain, the decision to join the war can be understood as a commitment to defend democratic values. The war was framed as a struggle between the free democracies of the world and the rise of the Axis powers' authoritarian regimes. Australia saw itself as a part of this global fight for freedom.

▲ **Source 3:** Australian Infantry Force's 'Your Country Needs You' campaign, 1940. The poster shows the face of Winston Churchill, the British Prime Minister at the time.

Learning ladder H1.2

Significant people, ideas and events

1. Who was Robert Menzies?
2. Describe how the Statute of Westminster changed the status of dominions.
3. Explain how Menzies' decision to declare war on Germany showed dependence on Britain rather than independence.
4. Explain the ideas behind Menzies' decision to involve Australia in World War II.

Sources

1. Source 1: What is the origin of this source?
2. Source 1: Using your knowledge, explain how the source refers to the policy of appeasement.
3. Source 1: Explain how the source supports the view that Australia had strong ties with Britain at the time.
4. Source 1: Evaluate the usefulness of this source in explaining why Australia declared war on Germany.

HOW TO
Sources, page 10

H1.3

Why did Australians enlist to fight in WWII?

Between 1939 and 1945 nearly one million Australian men and women served in WWII. Reasons for enlistment included a sense of loyalty to Britain and doing one's patriotic duty. After 1941, the threat of invasion by Japan led to people enlisting to protect Australia. However, **conscription** forced some Australians to enlist without a choice.

A survey on reasons for enlisting was conducted after World War II. From the results of this survey, 'duty' was the most important motivator for those who joined up. The next two most given reasons were nationalism and loyalty to the Empire. The survey also found the Anzac tradition was a factor for some who enlisted.

A few weeks after declaring war on Nazi Germany on 3 September 1939, Prime Minister Menzies announced the reintroduction of compulsory military training, known as the Universal Service Scheme. All unmarried men turning 21 were required to undertake three months training in the Citizen Military Forces (CMF). From February 1943, men conscripted to the CMF could be sent to fight in the South-West Pacific Zone.

Women would also enter military service and, for the first time, be engaged in roles other than nursing. Nearly 36 000 enlisted across the three women's Army services during World War II. Again, a sense of duty was the main motivation for joining up.

> The powerful tradition of the Australian Imperial Force of twenty years before. So high was the prestige of that volunteer army that a desire to qualify for membership of its brotherhood and to march on Anzac Day was to some a strong motive for enlistment. Some men said that they enlisted to escape from uninteresting occupations, dull towns or suburbs, or domestic difficulties – in fact, for adventure; and this motive, mixed with other feelings of duty and of desire for self-enhancement, was undoubtedly powerful ...

Source 1: Gavin Long (Australia's official historian) (1952), *Australia in the War of 1939–1945. Series 1 – Army – Volume 1 – To Benghazi*, p.57

Although laws prevented First Nations Peoples enlisting, the day following Menzies' announcement that Australia was at war, 50 First Nations men volunteered for the army in the Northern Territory. It is estimated around 4 000 First Nations people joined up, including Reg Saunders (Source 2), the first known First Nations man to become a commissioned officer in the Australian armed forces.

> No, I never fought for anybody but Australia. I always was loyal to my country. ... I fought for the Queen of Australia – or the King of Australia – I didn't want the King or the Queen of England because I'd have been just as happy fighting against them. Australia is my country. I don't owe any allegiance or loyalty to the Queen of England. They tried to bloody destroy me, and my family, my tribe, my people. So I'm a bit like the Irish. I love my country very much and I like the people in Australia, so my loyalty was purely Australian.
>
> No, it was a sense of duty to the country, Australia is my country and I'd merely followed in the footsteps of hundreds of other Aboriginals in World War I. The men that I grew up with – you know, my school mates' fathers and that – they were nearly all soldiers or involved in the military. So I thought it was just a normal thing.

Source 2: Gunditjmara man, Captain Reg inald Saunders, quoted in Robert Hall (1995), *Fighters from the Fringe*, Aboriginal Studies Press, Canberra, p. 64.

The reasons First Nations people gave for enlisting included access to education, better pay (although they were paid less than non-Indigenous soldiers), being with friends or family, patriotism and seeking adventure and freedom.

▲ **Source 3:** Recruitment poster for the RAAF, 1941 [Australian War Memorial, ARTV04283]

◀ **Source 4:** Poster designed to encourage Australian women to join the services or become involved in industry to help in the war effort, 1943. [Australian War Memorial, ARTV00332]

> It is so hard to say that you joined up for this reason or that reason – when so many things come into it. Some people join up because it is the thing to do, or because they are hard up, or because they want to get away from domestic unhappiness, or because they simply want to get at the enemy. It's all those things. Perhaps it was a stirring R.A.A.F poster that shouted 'This is a man's job!'.

Source 5: Roberts Dunstan (1945), *The Sand and the Sky*, Robertson and Mullens, Melbourne, p.40

> I was nineteen [and joined] for the same reason the boys wanted to join up; you felt that you had to do something for your country. It was something entirely different and I was young. Women were stepping into these roles simply because we were a small country, they needed so many, they were committed to send so many of the young men away and the only way to handle everything was to bring the women in.

Source 6: Interview with June Stone, 19 February 1991

Learning ladder H1.3

Significant people, ideas and events

1. List the three main reasons people gave for enlisting.
2. Describe the Universal Service Scheme.
3. Explain how reasons for enlisting differed between First Nations and non-First Nations people.
4. Explain the difference between enlisting and being conscripted.
5. Sources 3 and 4: Evaluate why posters like this were used even though conscription existed.

Perspectives

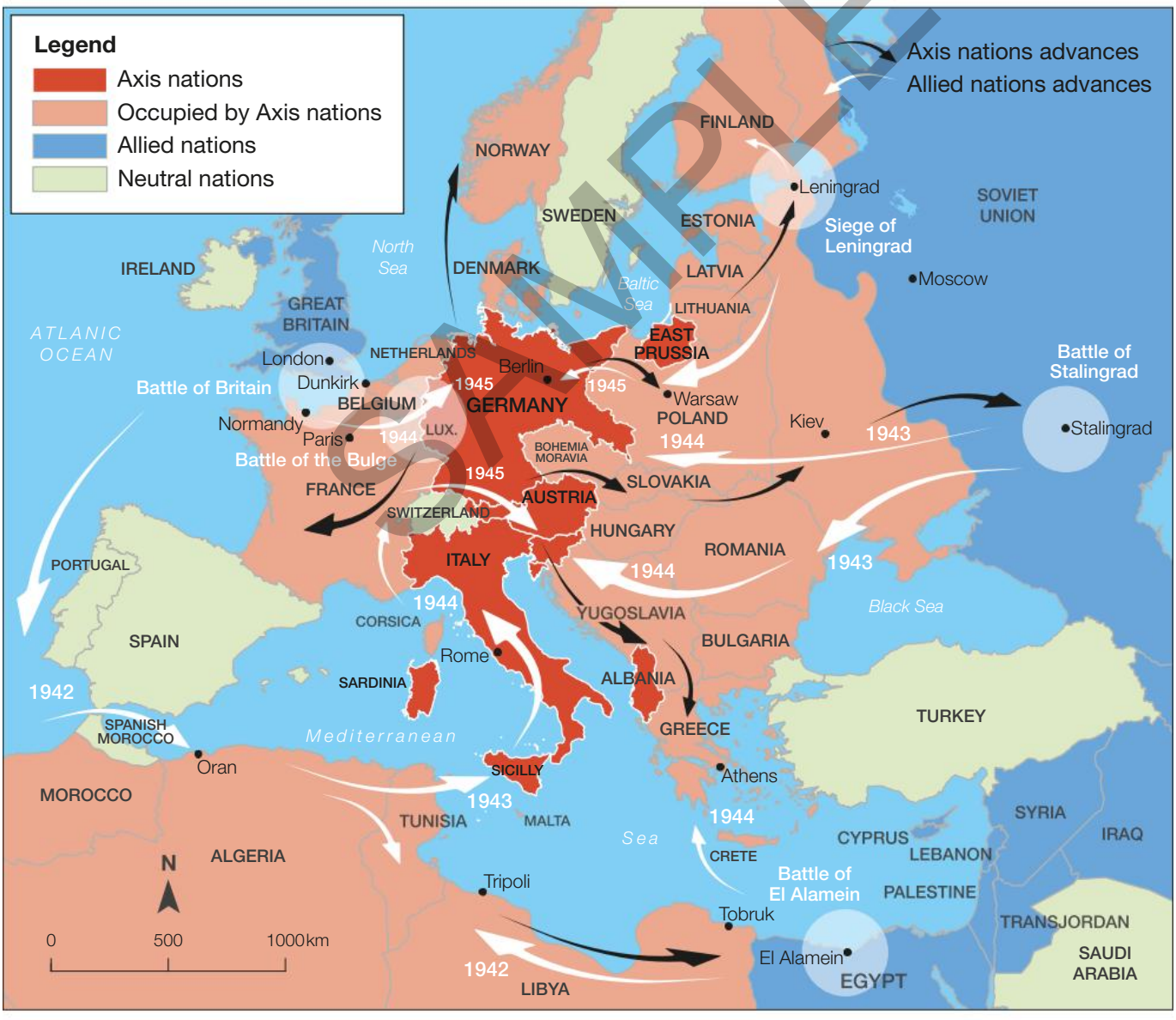
1. Source 1: According to historian Gavin Long, how important was military tradition as a reason to enlist?
2. Source 1: How might the author's employment influence the perspective given?
3. Source 2: Compare this source's view of England with that of Prime Minister Menzies (see 7.8).
4. Sources 1, 2 and the other written sources: Evaluate each source and identify any common perspectives on enlisting for World War II.

HOW TO
Perspectives, page 10

What happened during the European theatre of war?

The invasion of Poland by Nazi Germany was the final insult of Hitler against Europe. He had shown that Chamberlain's appeasement strategy had failed and that Germany was on a path to war. This war would last six long years, eventually involve all the global **superpowers**, and cost an estimated 50 to 56 million lives, including the systematic murder of 6 million Jews (see Chapter H2 on the Holocaust).

European invasions during World War II



Source: Matilda Education Australia / Custom Mapping Services

▲ **Source 1:** Europe in World War II, showing the different powers and the invasions

The Western Front

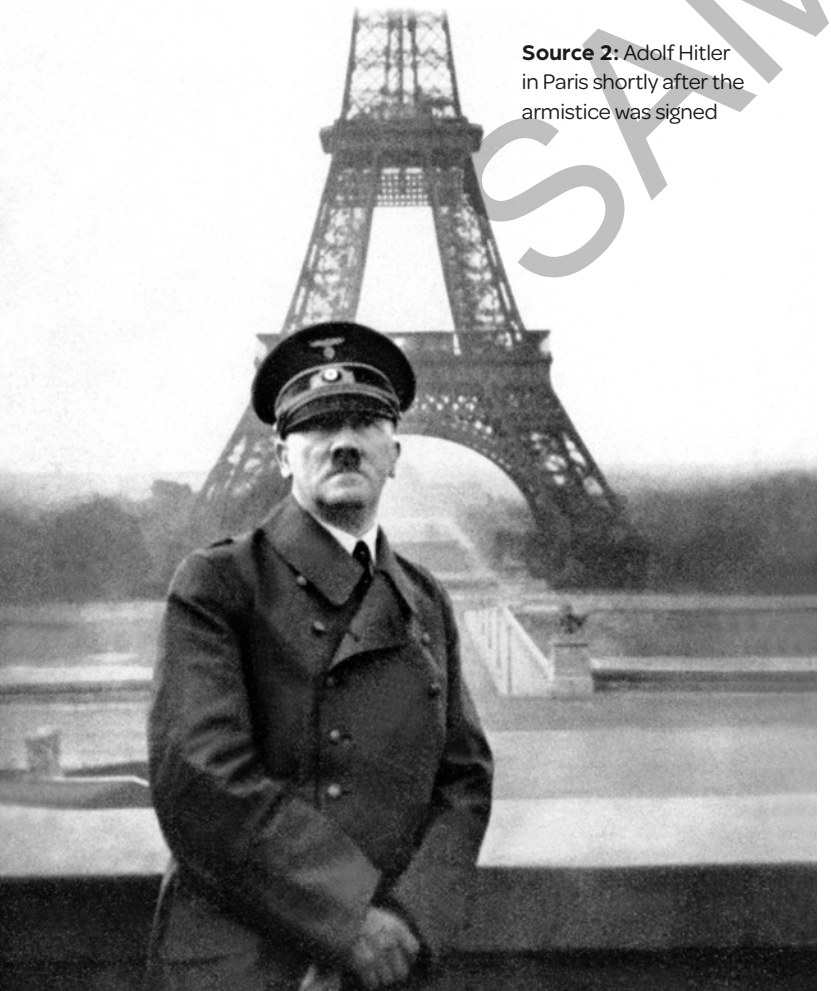
Poland

The signing of the non-aggression treaty with the USSR provided Germany with the confidence to make the first move in the European theatre of war. Poland was relatively weak and provided an excellent target to fulfil the Nazi aim of ***Lebensraum***, living space for the German people. It also served as the first large-scale test of the latest Nazi weapons and tactics, including ***Blitzkrieg***, or lightning war – fast and aggressive attacks. The invasion of Poland was complete in just five weeks.

France and the UK had not anticipated that war would happen so soon and their militaries were unprepared. As a result, they could only offer Poland minimal aid. The Nazis' success in Poland showed them that, by using *Blitzkrieg* tactics and incorporating rapid mechanised weapons and precise air support, they could launch a large-scale European invasion without the risk of the long years of trench warfare seen in World War I.

France

Hitler then set his sights on France. Many in Germany still resented France as an enemy and saw it as the main beneficiary of the Treaty of Versailles. Hitler aimed to invade France and humiliate them for the 'wrongs' they had committed against Germany. After World War I, the French had spent much time expanding and strengthening a series of fortresses and defensive positions known as the Maginot Line, believing it would deter German aggression and prevent trench warfare.



Source 2: Adolf Hitler in Paris shortly after the armistice was signed

Hitler's response was to avoid the Maginot Line altogether. On 10 May 1940, the Germans invaded France via Belgium, crossing the border where fortifications were weak. Again, the tactics of *Blitzkrieg* were used to great effect. Despite some strong resistance by French and English forces, the invasion was only slowed by poor roads, which made it difficult for mobile infantry (Panzer Brigades) to move ahead too quickly, and led to some detachments running out of fuel.

As the German Army had bypassed the Maginot Line, the French Army battalions feared being cut off. On 20 May, the German forces had taken key parts of the Western Front and many French and English divisions were stranded in the north of France and Belgium. The French defence focused on getting as many men and tanks as possible to the north to launch a counter-offensive. In the final three weeks of the German invasion, the *Blitzkrieg* tactics met fierce resistance, and the German advance began to slow, despite Italy joining the conflict to support Germany. The German air force, the *Luftwaffe*, played a key role at this stage, attacking French and English positions to weaken resistance.

Dunkirk

By 26 May 1940, the Allied commanders realised that the forces stranded in the northern parts of France and Belgium could not win and would soon be completely surrounded. The only option was to launch an evacuation on a scale never seen before – Operation Dynamo. This audacious plan involved the UK War Office commandeering as many ships and boats as possible to ferry the Allied forces out of northern France and Belgium. The centre of the operation was the small French town of Dunkirk. This operation was later called the 'miracle of Dunkirk' as, over the course of nine days, from 26 May to 4 June, British ships managed to evacuate almost 339 000 troops.

With much of the French armed forces evacuated, there was little resistance left to the German invasion. After just eight weeks, Germany had completed the invasion of France, culminating in the fall of Paris. On 21 June, the French government signed an **armistice** with Germany, officially ending the conflict. However, many French people continued to fight the Nazis. The French Resistance and Free French government in exile, led by General Charles De Gaulle, carried on resisting the German occupation.

The UK

After the success in France, Hitler began to consider invading England. The actions across continental Europe had shown the importance of air superiority and how it could change the fortunes of battle. Hitler felt that if the *Luftwaffe* could dominate the skies over the English Channel and the British Isles, he could force the UK to negotiate for peace. The initial Nazi strategy was to target Royal Air Force (RAF) command centres, but this proved ineffectual. The strategy then shifted to targeting the industrial centres producing war munitions and equipment, as well as launching terror bombing campaigns against civilians. This became known in England as 'the Blitz'.

From 7 September 1940 to 11 May 1941, the *Luftwaffe* failed to overcome English defences and eventually withdrew, having lost much of its air superiority. This was hailed as the first German defeat of World War II and is often considered a turning point in the war.

The Eastern Front

With France having signed an armistice and England struggling to hold off the *Luftwaffe*, Hitler decided to redeploy much of his military to prepare for an invasion of the USSR, called Operation Barbarossa. The aim was to invade and occupy vast areas of western Russia to gain access to oil, food and other materials that Germany needed to sustain its war effort.

On 22 June 1941, Germany began its invasion of the USSR. This caught the Soviets off guard, as Stalin thought that Germany would not risk opening another front. The Soviet Union evacuated over 16 million people and moved 1500 heavy manufacturing factories beyond the reach of the Nazi offensive. As they did this, they followed a 'scorched earth' policy, setting fire to crops and destroying infrastructure so the Nazis could not use it. The Nazi offensive strategy relied on taking Moscow, believing this would lead to the USSR's collapse.

Again, *Blitzkrieg* tactics proved effective, but the same issues slowed the offensive: vehicles ran out of fuel and some moved too quickly for other mechanised battalions to keep up. Despite these problems, the Nazi advance forced the poorly equipped and trained Red Army into retreat. One of the first pockets of resistance was at the city of Leningrad (now known as St Petersburg). The Nazis quickly surrounded the city and began a siege that lasted more than two years. More than 1.5 million civilians and soldiers died – many from the brutal **guerrilla** conflict, but also from famine caused by the siege.

The failure of the Nazis to take Leningrad was a turning point on the Eastern Front. With reinforcements, improved manufacturing output and Soviet T-34 tanks better suited to the harsh conditions, the Soviets began pushing back against the German offensive.

Source 3: Londoners sheltering in a tube station to avoid the *Luftwaffe* bombs being dropped on London as part of the Blitz.

Source 4: Citizens of Leningrad clearing away debris after an artillery attack by the Nazis

The invasion of the USSR proved to be both a military and political blunder by Hitler. Not only had he failed to conquer the USSR, but he had also strengthened the alliance between Winston Churchill, now UK Prime Minister, and Stalin. This was formalised in the Mutual Assistance Treaty, ensuring that the United Kingdom and the USSR would work together to defeat the Nazis.

North Africa

North Africa was also an important theatre of war close to Europe. The North African campaign was designed to remove the British from the region and was initially led by Italian forces. However, it became stalled. This forced Hitler to assign one of his best generals, Erwin Rommel, to lead the campaign.

Rommel had an immediate impact and was able to push the Allied forces back into Egypt, with one important exception – the Australian 9th Infantry Division, which retreated into the fortress port of Tobruk. Rommel was unable to advance any further as this would have threatened his already stretched supply lines. This led to the siege of Tobruk, where the troops were mocked by Nazi propaganda as 'rats'. The name stuck, and being called 'the Rats of Tobruk' became a badge of honour. The siege lasted for more than 200 days, thanks to night-time resupply operations conducted by the UK Royal Navy.

Germany's failure to gain a victory at Tobruk prevented its access to a vital supply route and gave the Allies a major morale boost.

Learning ladder H1.4

Significant people, ideas and events

1. What was the idea of Lebensraum?
2. Describe the tactic of Blitzkrieg.
3. Describe 'Operation Dynamo' and why it became known as the 'miracle of Dunkirk'.
4. Explain the Nazi strategy for invading England.
5. Explain why events on the Eastern Front can be considered a blunder by Hitler.

Significance

1. What was the significance of the non-aggression treaty between Germany and the USSR?
2. Describe the significance of the Maginot Line in defending France from German aggression.
3. Explain why Britain's ability to prevent a German invasion is considered a significant event in World War II.
4. Explain the significance of the North Africa campaign.

HOW TO Significance, page 10

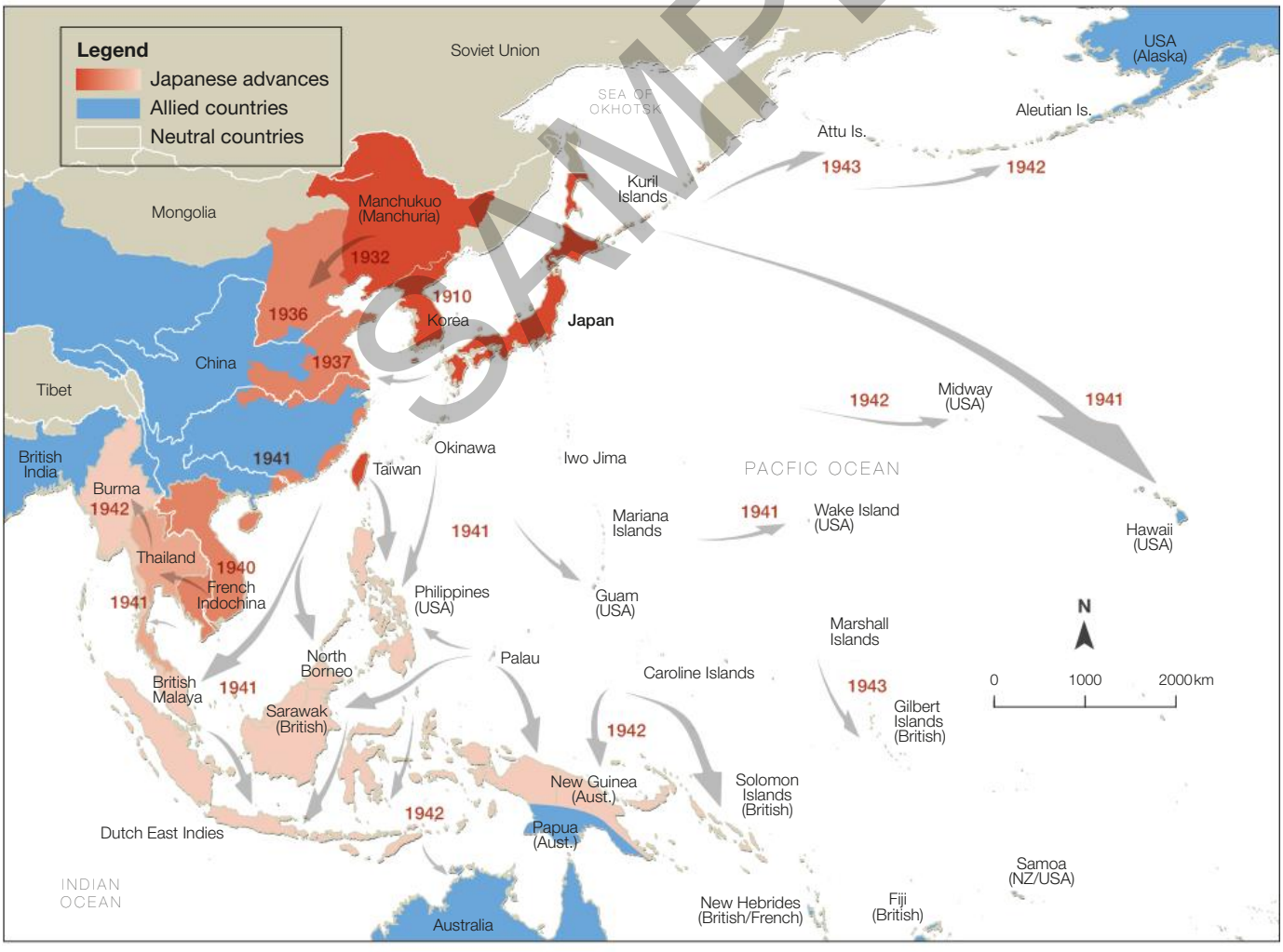
What was the War in the Pacific?

By the time World War II broke out in Europe, Japan and China had already been at war for over two years. This had largely been a local conflict, far removed from the tensions in Europe. All this changed when the Japanese decided to seek territory throughout the Asia–Pacific and launched a surprise attack on Pearl Harbor in 1941.

The attack on Pearl Harbor resulted in the United States joining the Allies, and Japan formalising its relationship as an Axis power. So, the two theatres of war became one global conflict. What differentiated the Pacific theatre was the impact of naval warfare – the side that could control the air and waters would eventually be victorious.

Among military leaders in Japan, debate raged about whether the nation should expand north into East Asia and the Soviet Union, or south into South-East Asia and the Pacific in pursuit of resources and an advantage over Allied forces. At the end of World War I, Japan had gained control of German territories in the Pacific, including many of the islands of Micronesia: the Marianas, Marshall Islands and Palau. The Japanese leadership eventually decided to expand south.

Japanese expansion



▲ **Source 1:** A map of Japanese expansion

Source: Matilda Education Australia/Custom Mapping Services

French Indochina

As conflict continued in East Asia between Chinese forces and the occupying Japanese Army, the rail link between French Indochina (the modern-day countries of Vietnam, Laos and Cambodia) and Kunming remained China's final overland link with the outside world, one that the Japanese moved swiftly to cut off.

Once Germany invaded in May 1940, France could no longer properly support its overseas colonies. Over the next few months, Japan took advantage of this to present the French Indochinese government with a number of requests – effectively ultimatums:

1. close all supply routes to China
2. allow Japan to set up a naval base and close the Chinese border completely
3. allow Japanese troops to be stationed in the country, adjacent to the Chinese border.

After heavy negotiations, more than 6000 Japanese troops were authorised to enter the country. However, skirmishes with French forces still erupted. To avoid further bloodshed, authorities agreed to the stationing of more Japanese troops in the country and by mid-1941 more than 140 000 were stationed in the south.

Dutch East Indies

One of the primary motives for Japan's southern expansion was access to resources, principally oil. The Dutch East Indies (modern-day Indonesia and Timor-Leste) was the world's fourth-largest exporter of oil at the time and became a priority target for occupation, especially after US President Roosevelt embargoed American exports to Japan in July 1941. Through a series of amphibious assaults supported by naval fire, Japanese forces took control of the country in a matter of months and, with it, valuable reserves to secure their expansion and support the military.

Thailand

With the intention of pushing south, the Japanese saw Thailand as the ideal launching pad for attacks on Malaya and Burma, particularly as British forces were preoccupied in Europe and would be unable to assist troops already in the region. As Japanese forces built up in nearby French Indochina and naval vessels drew closer, an ultimatum was issued to the Thai Government on 7 December 1941: allow Japanese forces to use Thailand as a base of operations or face invasion.

The next day, with no response forthcoming, Japanese forces attacked several key locations, quickly gaining advantage. Within five hours the Thai Government yielded and an agreement was signed between Japan and Thailand; for the remainder of the war, Thailand was now an Axis ally and declared war on the UK and the United States. The *Free Thai Movement* later emerged as Thais, particularly those living outside Thailand, increasingly opposed the Japanese military presence.

Pearl Harbor

As Japan sought to expand across South-East Asia, it was acutely aware of the military capabilities of its Pacific neighbours, the United States. On 7 December 1941, Japan launched a surprise attack on the US naval base at Pearl Harbor, Hawaii – weakening the United States would mean precious time to secure the region and establish defences. Despite causing significant casualties and damage, the Japanese were unable to disable the US Pacific Fleet and their actions served to galvanise US support for the war, something the country had earlier resisted.

Source 2: A scene from the 2001 movie *Pearl Harbor* shows the Japanese surprise attack on the US naval base at Pearl Harbor on 7 December 1941. ▼

The Philippines

Ten hours after the attack on Pearl Harbor, Japanese forces began an invasion of the Philippines, which had been a colony of the United States and held a heavy American troop presence. American and Filipino troops were outnumbered and, under increasing pressure, withdrew to the Bataan Peninsula, before eventually surrendering on 9 April 1942. The survivors were forcibly taken to prison facilities via a series of brutal overland marches marked by beatings and summary executions. Known as the Bataan Death March, thousands lost their lives.

Singapore and Malaya

Following Pearl Harbor, Australian authorities were increasingly concerned at the growing expansion of the Japanese, but remained confident that British forces in Singapore and Malaya, supported by a large Australian contingent, would contain any further threat. More than 130 000 British troops, including Indian soldiers and the Australian 8th Division, were present in the region and two British battleships had arrived following the attack on Pearl Harbor. But by the end of January, both battleships had been sunk and Malaya had fallen.

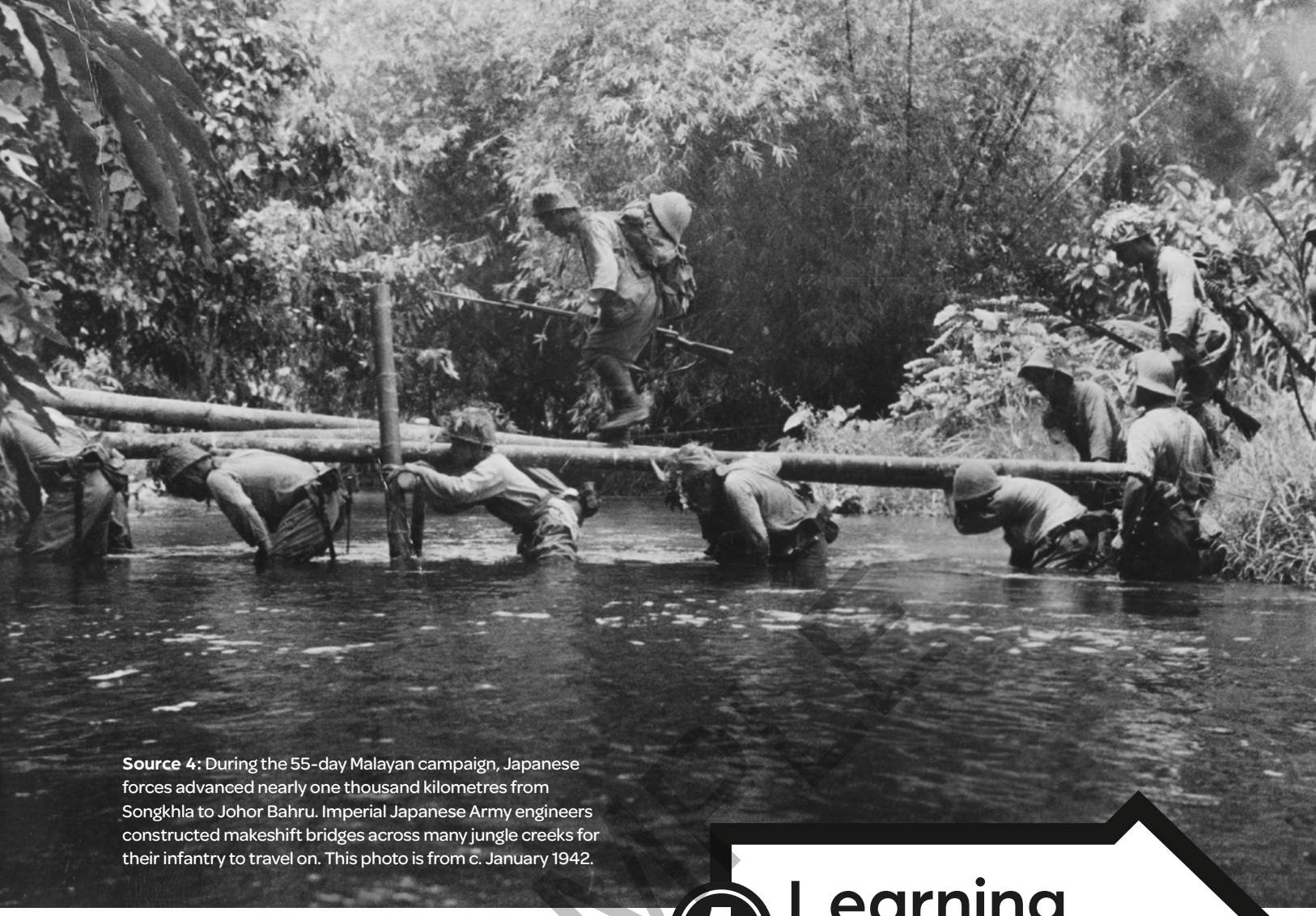
On 15 February 1942, Australia's worst fears were realised when Singapore surrendered to the Japanese, leaving no major defences between Australia and the advancing Japanese Army. Large numbers of soldiers became prisoners of war (POWs), including more than 15 000 Australians.

The Kempeitai, Japan's military police, played a special role in covert operations and security across wartime Japan and its colonies. Part of this role involved suppressing dissent, often brutally. In occupied Singapore, tens of thousands of ethnic Chinese civilians were rounded up and executed.

Source 3: The Japanese used propaganda to encourage the people of India to rise up against the British. Among other depictions in this poster, Winston Churchill eats a piece of meat carved in the shape of India, alluding to the consumption of the subcontinent by the British Empire. The text reads, 'Beat the devil with sticks and save India'.

Burma and India

Having conquered most of South-East Asia, Japanese attention soon turned to Burma, beyond which lay India. Beginning in December 1941, the Burma campaign would last years, with soldiers on both sides experiencing malnutrition and disease in the difficult, humid conditions. Limited transport infrastructure also played an influential role, as did the politically complex nature of the conflict.



Source 4: During the 55-day Malayan campaign, Japanese forces advanced nearly one thousand kilometres from Songkhla to Johor Bahru. Imperial Japanese Army engineers constructed makeshift bridges across many jungle creeks for their infantry to travel on. This photo is from c. January 1942.

The Japanese were supported by both Thai and some Burmese independence forces, while the British forces included hundreds of thousands of soldiers from across the colonies, primarily from India. As shown in Source 3, the Japanese attempted to persuade Indians to rise up against the Allies, but they were mostly unsuccessful. The Burma campaign ended up as the longest land campaign of the Pacific War, and unfortunately would eventually cost both sides hundreds of thousands of lives.

New Guinea and the Dutch East Indies

By the end of January 1942, the Japanese had taken control of Rabaul in New Guinea and defeated the Australian and local forces at Ambon, Timor and Java in the Dutch East Indies within a few weeks.

Rabaul, on the island of New Britain, would serve as a base of operations for regional Japanese forces as they planned their campaign to capture the New Guinea capital of Port Moresby. Rabaul lay just over 1500 kilometres from Cairns. The Japanese military, it seemed, had now reached Australia's doorstep.

Learning ladder H1.5

Significant people, ideas and events

1. When was the Japanese attack on Pearl Harbor?
2. Describe Japan's actions in French Indochina.
3. Describe the idea behind the Japanese attack on Pearl Harbor.
4. Explain the significance of the fall of Singapore.

Causes and consequences

1. What was the effect on America's attitude to the war after the attack on Pearl Harbor?
2. Describe what caused the deaths of thousands of captured soldiers after Japan took the Philippines.
3. Describe the event that caused thousands of Australian soldiers to become prisoners of the Japanese.
4. Explain the effect of Japan occupying several nations and territories in the Pacific region. What was the impact for Australia?

HOW TO Causes and consequences, page 10

Where did Australian soldiers serve?

From 3 September 1939 to 15 August 1945, nearly one million Australians, from a population of seven million people, would serve in World War II. As part of the British Empire, Australia was one of the first countries in the world to declare war on Nazi Germany.

Before the outbreak of war, there had been concerns about the size of the Australian Army, which numbered barely 3000 soldiers, in addition to the volunteer Citizen Military Forces (CMF) of around 80 000, most of whom were poorly trained and ill-equipped. *The Defence Act 1910* prohibited the use of conscription, except in defence of Australian territories (which at the time included New Guinea), but from 1 January 1940, Prime Minister Robert Menzies introduced compulsory military training for unmarried men after they turned 21. Despite the White Australia Policy being in place and *The Defence Act* restricting enlistment among non-European Australians, there were many non-white Australians among the Australian military, including people of Chinese, Lebanese and Japanese descent (Source 1).

Source 1: Mario Takasuka, the Australian-born son of Japanese migrants, was eventually able to enlist in the AIF in 1940, following two rejections on racial grounds. Australian military authorities sought to have him removed when Japan entered the war, but with support from his commanding officer, he remained in active service. ▶

The Middle East, North Africa and Crete

On 14 September 1939, just 11 days after Australia officially joined the war, the 2nd AIF was formed with 20 000 men, followed by subsequent divisions, preparing and equipping soldiers for active service abroad. Since the British defence at Singapore was considered more than adequate for control of the Asia–Pacific, Australian soldiers were sent to support British Commonwealth forces in the Middle East and North Africa – notably at Tobruk in Libya, Syria, Lebanon, Palestine and El Alamein in Egypt – as well as to Greece and the UK itself.

Source 2: Soldiers from the Australian 6th Division arrive in Alexandria after being evacuated from Crete, June 1941. [Australian War Memorial, 007742/04] ▶

Asia

Australian soldiers were also sent to parts of Asia, to support the British forces in Malaya and Singapore, as well as to protect the Dutch East Indies and Rabaul in Papua New Guinea. While they were concerned about the Japanese threat, Australian officials believed that the large British garrison at Singapore and the other expeditionary forces and allies across the region would prevail. However, by early 1942, it was clear this was not the case. With and the Japanese military within striking distance of the Australian mainland, most Australian forces were engaged overseas.

◀ **Source 3:** Australian and South African servicemen enjoy a game of cards in a gun pit during the Western Desert campaign, North Africa. [Imperial War Museum, E14671]

The Kokoda campaign

Despite some attacks on Australian soil in early 1942 (see page 73), by mid-1942 the tide began to turn against the Japanese. Their progression was slowed by naval defeats to combined US and Australian forces at the Battle of the Coral Sea and the Battle of Midway. These losses forced the Japanese to attempt more difficult overland assaults in New Guinea in their effort to take the PNG capital, Port Moresby. Most notably, the Japanese had to use a 96-kilometre track known as the Kokoda Trail. The muddy, slippery trail ran through the difficult terrain and dense jungle of the Owen Stanley Mountain Range.

With the bulk of Australia's military engaged abroad or captured, inexperienced soldiers from the CMF supported local Papuans – together known as Maroubra Force – to slow the Japanese advance. Over several months, Maroubra Force began to push the Japanese back, winning nationwide respect. More than 16 000 were wounded, another 4000 were infected with tropical illnesses and around 625 lost their lives. With the increasing US presence in the Pacific, momentum shifted to the Allied forces, with Japan unable to supply the necessary resources their armed forces needed.

Source 4: The Battle of Kokoda was a four-month engagement in 1942 in which the Australian army stopped the southward advance of Japanese forces to Port Moresby in Papua New Guinea.

▲ **Source 5:** The Maroubra Force were assisted by local Papuans, such as Mr Ovuri Indiki.

Bomber command

Britain established Bomber Command to fly missions over Europe to destroy strategic sites and enemy cities. About 10 000 Australians flew either in RAAF squadrons within Bomber Command or as part of the Royal Air Force. They flew Halifax, Lancaster, Stirling and Wellington bombers. In October 1944 one of the Lancaster bombers, 'G for George', was flown to Australia to promote the war effort.

Australians fought in the three great bomber battles in Europe – the Ruhr, Hamburg and Berlin. Every mission was dangerous and could last eight hours, much of it over enemy territory. Bomber Command was the most dangerous theatre of war for Australians: more than one in three were killed in action and 650 died in training accidents. Two Australian airmen, Flight Sergeant Rawdon Middleton and Wing Commander Hughie Edwards, were awarded the Victoria Cross.

Learning ladder H1.6

Significant people, ideas and events

1. How many Australians served in World War II? List places where they served.
2. Describe why the 2nd AIF was sent to the Middle East, North Africa and Crete but not to Singapore.
3. Explain the role of the Maroubra Force in the Kokoda campaign.
4. Explain how and where Australians served in Bomber Command.

Causes and consequences

1. What effect did the Defence Act 1910 have on where conscripted soldiers could serve?
2. Describe what led to the decision not to send Australian troops to Singapore in 1939–1941. What was the effect of this decision by early 1942?
3. Explain the effect of Japanese losses in the Battle of the Coral Sea and the Battle of Midway on their plans to capture Papua New Guinea.
4. What is your explanation for the high loss of Australian lives among those who served in Bomber Command?

HOW TO Causes and consequences, page 10

What was the Battle for Australia?

After Singapore fell to the Japanese on 8–15 February 1942, most Australians believed they would next attempt to invade Australia. However, despite some Japanese actions against Australia, this invasion never took place. Indeed, some historians have argued the threat was never real.

Preparing for war

Already familiar with the bombing raids on English cities, by 1942 Australia was preparing for the possibility of war reaching its shores.

- Air Raid Precautions (ARP) were civil defence measures established to ensure the home front knew what to do in case of attack. Volunteers were recruited to serve as air raid wardens, fire watchers, first aid workers and rescue teams, and air raid shelters were constructed in urban areas, especially in Darwin, Sydney and Brisbane.
- The Volunteer Defence Corps (VDC), formed in 1940 as a militia capable of defending Australia from invasion or sabotage, was made part of the Australian Military Forces as the threat of Japanese invasion loomed. By 1942 it had 45 000 members.
- The Northern Territory Special Reconnaissance Unit was formed in February 1942. It included more than 50 Yolngu men in eastern Arnhem Land.
- The North Australia Observation Unit was formed to guard and monitor the northern Australian coastline. Known as the 'Nackeroos', this unit included significant numbers of First Nations servicemen.

Source 1: World War II fort, Cape Pallarenda Conservation Park, Townsville. Forts like this were built throughout northern Australia, in preparation for attack.

Source 2: Air raid practice, Melbourne, 1942

I make it quite clear that Australia looks to America, free of any pangs as to our traditional links of kinship with the United Kingdom ... We know the problems that the United Kingdom faces. We know the constant threat of invasion ... but we know too that Australia can go, and Britain can still hold on ... We are therefore determined that Australia shall not go, and we shall exert all our energies towards the shaping of a plan, with the United States as its keystone, which will give our country confidence of being able to hold out until the tide of battle swings against the enemy.

Source 3: John Curtin, quoted in the *Herald*, 27 December 1941.

On the result of [the Battle for Australia] largely depends the fate of the English-speaking world ... It will be recalled that the fall of Dunkirk initiated the Battle for Britain. The fall of Singapore opens the battle for Australia. On its issue not merely depends the fate of this Commonwealth, but the fate of the United States of America, and indeed all of the Americas

Source 4: Prime Minister John Curtain, quoted in Lismore's *Northern Star* newspaper on 17 February 1942, days after the fall of Singapore.

Looking to America

Following the fall of Singapore, Australian authorities realised that the ability of the UK to support the Pacific defence would be limited at best. In December 1941, Prime Minister John Curtin had advocated for closer ties to the United States (Source 1), an increasingly influential nation with an impressive military and, following the attack on Pearl Harbor, an enemy of Japan. As the threat to Australia increased, John Curtain declared that the country now faced the 'Battle for Australia'. In this battle, the United States became an important ally.

Attacks on northern Australia

At 9.58 am on 19 February 1942, Australian soil came under attack for the first time when the Japanese launched two air raids on Darwin. Not only were military targets hit, but a number of public buildings, including the post office, were bombed. A second attack followed an hour later. By the end of these two raids at least 243 people had been killed and 350 were wounded. A further 97 attacks on northern Australia including Broome, Wyndham, Port Hedland, Derby, Katherine, Townsville and Mossman followed, with the last one on 12 November 1943.

Japanese submarines attack Sydney and Newcastle

On the night of 31 May 1942, three Japanese midget submarines entered Sydney Harbour. Around 11.30pm, one of the submarines fired its missiles, with one hitting HMAS Kuttabul, killing 19 and injuring 10 of the sailors on board. The impact of this attack on the home front was great. It heightened fear and made people realise the closeness of Japanese forces to Australia. One week later, Japanese submarines off Newcastle shelled the coast, causing further alarm.

Source 5: *Sydney Morning Herald,* Friday 20 February 1942

The reality of the risk

There remains ongoing debate about whether the Japanese planned to capture Australia, but today most historians believe that the Japanese had no intention of landing their soldiers on Australian soil. However, the attacks were psychologically unsettling at the time and, for many, an invasion seemed imminent.

> To facilitate the efficiency of raising revenue to pursue the Second World War the Commonwealth had first requested the States to pass their income taxing powers to it for the duration of the war at the 1941 Premiers' Conference. The States refused. On 23 February 1942 – two days after the Japanese bombed Darwin – the Federal government appointed a select Committee on Uniform Taxation to advise it as to the best way taxation revenue could be raised. This committee was so select that the answer was a foregone conclusion. [The States and Territories never regained power over taxation.]

Source 6: Brett Bondfield (2024), 'Don't Mention the War', in Paul Ashton (ed), *Walking a Tight Rope: Milestones and Moments in the History of the NSW Treasury*, Sydney, p. 86.

Source 7: Wreckage of the Navy vessel *Kuttabul* after being hit by a torpedo fired from a Japanese midget submarine in Sydney Harbour, 31 May 1942. [Australian War Memorial, C256271]

▲ **Source 9:** 'He's Coming South', 1942 poster

In a nutshell, early in 1942, Japan's wartime leaders thought about invading Australia. They weighed up the costs and the possible results, and decided not to. ... Australians not unreasonably thought that having conquered most of south-east Asia the Japanese would simply keep going. It was logical – and they'd been fearful of Japanese aggression for fifty years, fears evoked by novels, plays and films. The Curtin government understandably warned Australians to prepare for attack or even invasion – as the notorious poster put it 'He's Coming South!'

In fact, 'He' was not, but John Curtin and the Allied Supreme Commander in the South West Pacific, Douglas MacArthur, only understood this by about the middle of 1942. ... By then the Australian government could not abandon the claim that invasion was likely. In fact, an anxious Curtin did not publicly admit that the threat had been removed until mid-1943, a full year after he disclosed as much to his War Cabinet.

Source 8: Professor Peter Stanley, 'What 'Battle for Australia?'', *ABC News*, 3 September 2008

Learning ladder H1.7

Background and origins

1. What was the background to establishing Air Raid Precautions (ARP)?
2. Describe the origins of the phrase 'Battle for Australia'.
3. Explain why Australia began looking to the United States for support.
4. Explain why Australians in 1942 believed they faced invasion by Japan.

Interpretations

1. What debate do historians have about the reality of a Japanese plan to invade Australia in 1942?
2. Sources 3 and 4: Describe John Curtin's interpretation of the 'Battle for Australia'.
3. Source 8: Explain the interpretation that the 'Battle for Australia' was a morale campaign rather than a real military contest.
4. Compare Curtin's wartime interpretation with later historians' view that the invasion threat was exaggerated. In what key way do they differ?
5. Which view is better supported by the evidence? Justify your answer.

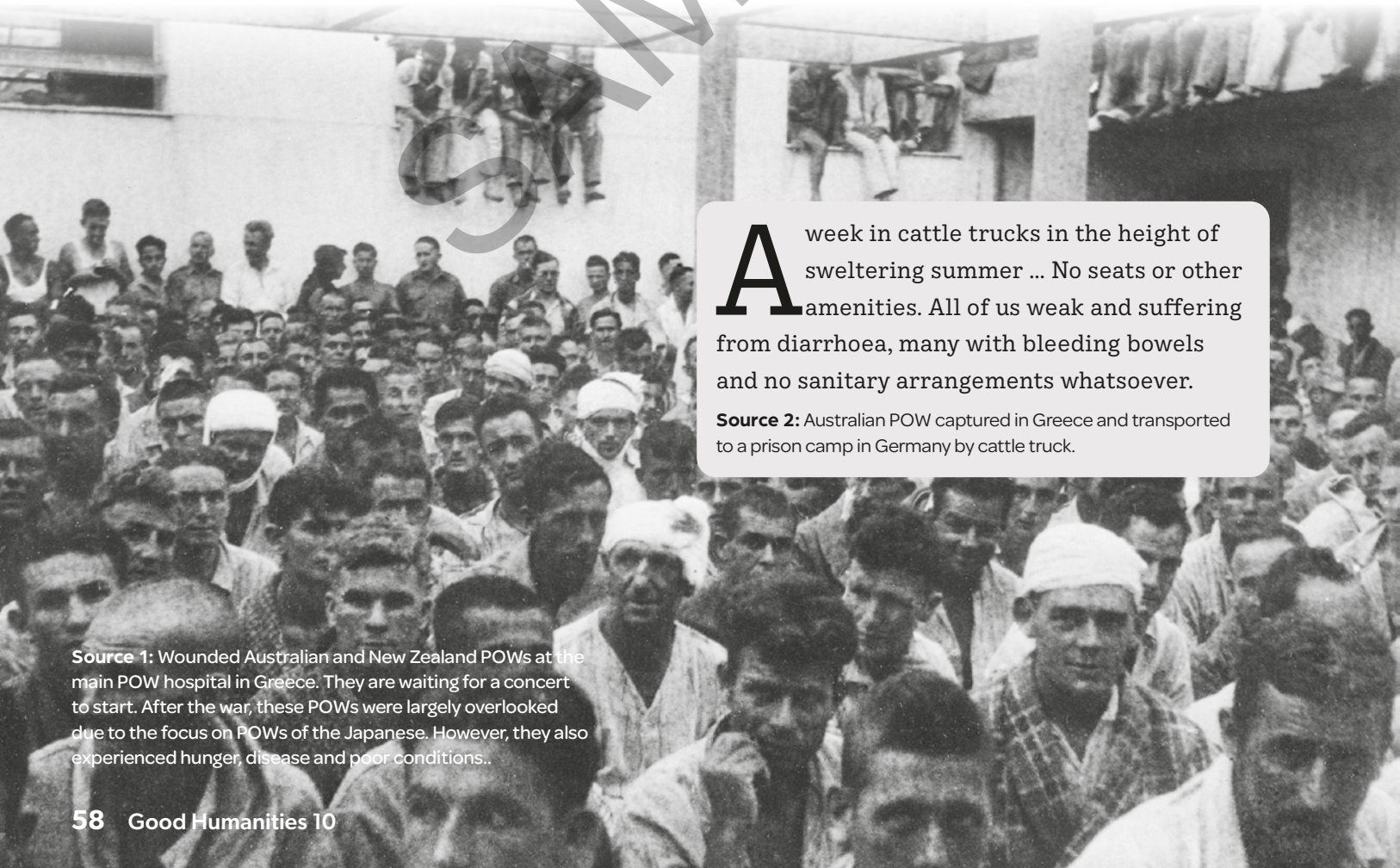
HOW TO Interpretations, page XX

How were prisoners of war treated during World War II?

The number of people interred during World War II, either as prisoners of war or as enemy aliens, was significantly higher than in World War I. How these people were treated depended in large part on where they were captured. Mistreatment, and death, of prisoners of war was much higher in Japanese-occupied territory or on the Eastern Front compared to other places.

Europe, the Middle East and North Africa

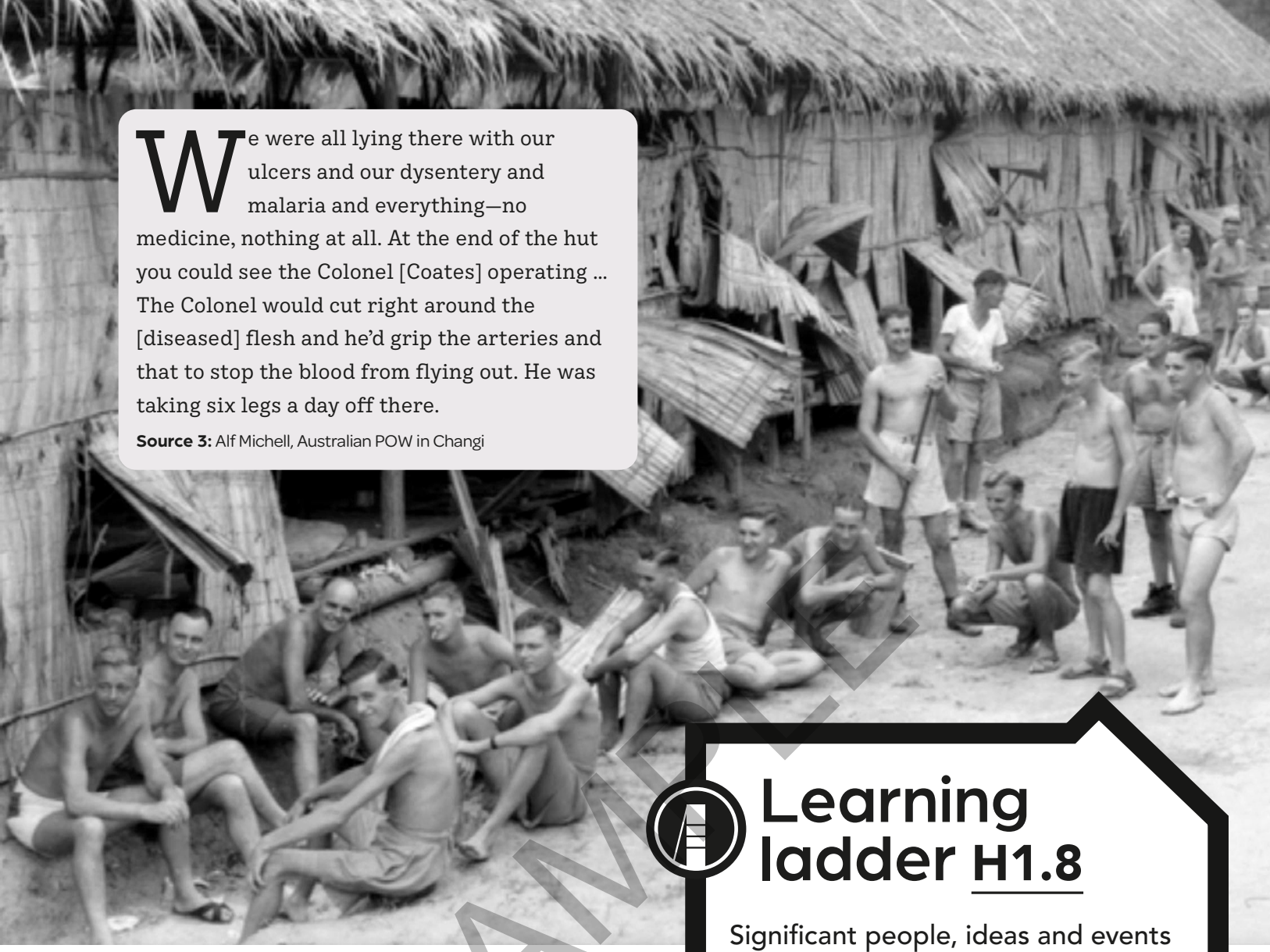
The Geneva Convention is an international agreement on the treatment of captured prisoners, under which all nations are obligated to provide both captured civilians and military personnel with adequate supplies and conditions, and to seek their **repatriation** where possible. For the more than 8000 Australians captured by German or Italian forces and their allies in Europe or the Middle East, conditions generally followed the Convention. These POWs – of whom 269 died – were taken during campaigns, primarily in Greece and North Africa, or were pilots who survived crashes or parachuted into enemy territory. Many of them remained prisoners for more than three years.



A week in cattle trucks in the height of sweltering summer … No seats or other amenities. All of us weak and suffering from diarrhoea, many with bleeding bowels and no sanitary arrangements whatsoever.

Source 2: Australian POW captured in Greece and transported to a prison camp in Germany by cattle truck.

Source 1: Wounded Australian and New Zealand POWs at the main POW hospital in Greece. They are waiting for a concert to start. After the war, these POWs were largely overlooked due to the focus on POWs of the Japanese. However, they also experienced hunger, disease and poor conditions..



> We were all lying there with our ulcers and our dysentery and malaria and everything—no medicine, nothing at all. At the end of the hut you could see the Colonel [Coates] operating … The Colonel would cut right around the [diseased] flesh and he'd grip the arteries and that to stop the blood from flying out. He was taking six legs a day off there.
>
> **Source 3:** Alf Michell, Australian POW in Changi

▲ **Source 4:** Prisoners of War from the Australian 2/29th Infantry Battalion outside their hut in the Changi gaol area in 1945, after being rescued.

The Pacific Front

The experiences of these POWs contrasted sharply with the tens of thousands who were taken by the Japanese military, including more than 15 000 at Singapore and Malaya alone. On the island of Borneo, Allied prisoners were force-marched through tropical jungle from Sandakan to Ranau. More than 2400 men died while only six survived – one of the worst atrocities to befall Australian servicemen during the war.

Of the Allied forces captured in Singapore, more than 8000 died in brutal conditions – rations were scarce, hunger and disease were rampant and medical treatment was almost non-existent. Japan refused to acknowledge the Geneva Convention and prisoners were beaten and punished harshly, including being tortured and summarily executed.

Learning ladder H1.8

Significant people, ideas and events

1. What was the Geneva Convention?
2. Describe the general treatment of Australian POWs in Europe.
3. Sources 3 and 4: Explain how conditions for POWs under the Japanese differed from those under German forces.
4. Explain why POWs under Japanese control had such a high death rate.

Causes and consequences

1. Describe the effect of Germany and Italy following the Geneva Convention on POWs.
2. Describe what led to more than 15 000 Australians being captured by the Japanese.
3. Explain the effect on the 2400 POWs forced to march from Sandakan to Ranau.
4. Explain the effect on POWs of Japan's failure to follow the Geneva Convention.

HOW TO Causes and consequences, page 10

What were the experiences of prisoners of war under Japan and in Australia?

About 31 000 Australians became prisoners of war (POWs) during World War II. The majority of these, around 22 000 – including 32 female nurses – were prisoners of the Japanese. In Australia, fear that some residents might secretly aid enemy nations resulted in the internment of anyone considered a threat. Australia also accepted internees from overseas, sent by Allied countries.

Australian POWs under the Japanese

From 1942 to 1945, 22 000 Australians were captured as 'prisoners of Nippon' and placed in camps in territory controlled by the Japanese. Most were forced to build construction projects, such as the 415-kilometre long Burma–Thailand railway, or to work in factories supporting the Japanese war effort. It was not uncommon for prisoners to be worked to death or to be beaten, starved and denied adequate medical treatment. Two particularly horrendous experiences occurred in Changi and Sandakan. At the end of the war only 13 872 of the POWs survived, a death toll of more than 55 per cent.

Source 1: Australian POWs in Singapore, c. 1945 [Australian War Memorial, 19199]

> Every man who worked on the railway, in whichever section, would have an automatic passport to Heaven. They have all done the requisite stretch in Hell.
>
> **Source 2:** Private Max McGee, 2/3rd Machine Gun Battalion, quoted in *Australians on the Burma Thailand Railway: 1942–1943*

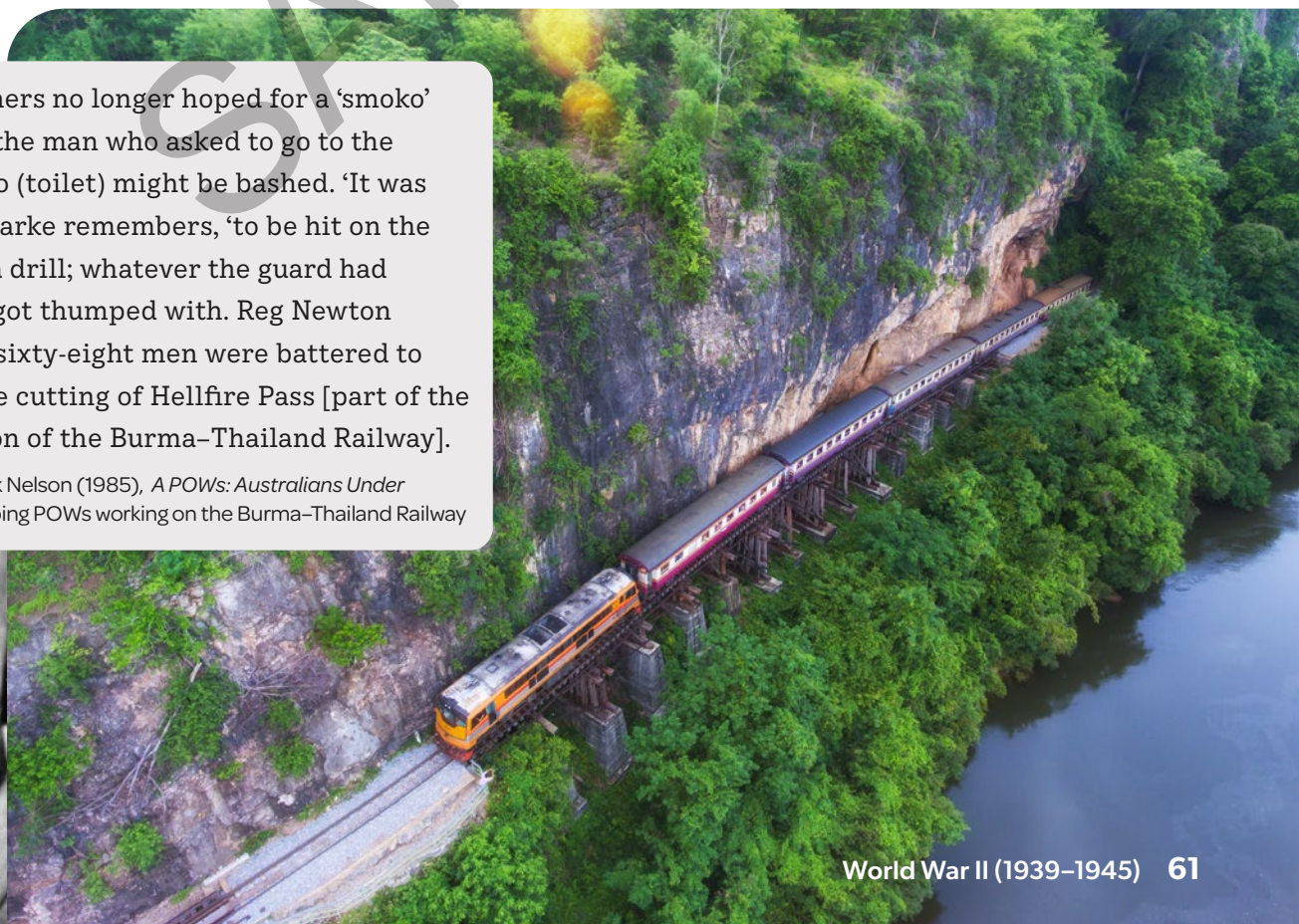
> Japanese military discipline was sadistic, because they administered instant or Japanese punishment. This was carried out on their own troops, but when it was administered to prisoners it was particularly vicious and brutal.
>
> **Source 3:** Tom Uren in *Straight Left*

▲ **Source 4:** Prisoners of war carrying railway sleepers in Burma in 1943. The Japanese Army forced about 60 000 Allied POWs, including 13 000 Australians, and 200 000 civilians to build a railway linking Thailand and Burma. Around 2800 Australians died building the railway.

Source 6: A section of the Burma-Thailand Railway (also known as Death Railway), at Kanchanaburi, Thailand. The railway runs along rugged cliffs, above the famous River Kwai (Khwai Noi). Much of the original wooden track built by POWs remains. ▼

Prisoners no longer hoped for a 'smoko' and the man who asked to go to the benjo (toilet) might be bashed. 'It was nothing', Clarke remembers, 'to be hit on the head with a drill; whatever the guard had handy you got thumped with. Reg Newton calculated sixty-eight men were battered to death in the cutting of Hellfire Pass [part of the construction of the Burma–Thailand Railway].

Source 5: Hank Nelson (1985), *A POWs: Australians Under Nippon*, describing POWs working on the Burma–Thailand Railway



Source 7: Sister Jean (Jenny) Greer of Petersham, NSW (left), and Sister Betty Jeffrey of East Malvern, Victoria, recovering from malnutrition in the Dutch hospital. They had been held for three and a half years as prisoners of war of the Japanese. [Australia War Memorial, 305369]

> Sisters now have malaria quite badly, we are all so tired, we are hoping and praying for our freedom. If it doesn't happen soon we shall be messes for the rest of our lives. You can't treat tropical fevers, ulcers etc., on this diet and lack of water; it just won't work.

Source 8: Lieutenant Betty Jeffrey, Australian Nurse and POW

Australian POW nurses

Australian Army nurses stationed in Singapore were evacuated when the Japanese advance was about to capture the city in February 1942. Of the 65 who were onboard the *Vyner Brooke*, 12 died when the ship was sunk off Sumatra and 21 died in the Banka Island massacre. The other 32 nurses became POWs, including Betty Jeffrey (Sources 7 and 8) Poor treatment, tropical disease and the effects of malnutrition led to the death of eight of them during captivity.

Internment in Australia

Fears about people living in Australia from German, Italian and Japanese backgrounds becoming spies or **saboteurs** led to the internment (a form of imprisonment) of about 12 000 'enemy aliens'. At its height, the Australian **internment** camp system housed 12 000 men, women and children. However, over the course of the war, 7000 Australian residents, including 1500 British nationals, and 8000 people from overseas passed through the camps. It is estimated that around 20 per cent of all Italians living in Australia were interned.

What was life like in camps?

Some camps were set up in old jails, while others were specially built. Conditions varied, but camps were run like military bases, and internees often experienced boredom, anxiety or depression. Prisoners of war sometimes lived alongside civilian internees, although their legal statuses were different. In NSW, internees were kept in repurposed facilities, including Long Bay Goal and Liverpool military base. Later, as the number of internees rose, the government built new camps at Hay and Cowra.

Ending internment

As the war ended, most internees were released. British and European internees were allowed to stay, but most Japanese nationals – including some born in Australia – were sent back to Japan in 1946.

Source 9: Indonesian children and their teachers at the Cowra Prisoners of War and Internment Camp, 16 September 1943. [Australian War Memorial, 030151/01]

Once we were on the train everyone was friendly, especially the guards, who fascinated us with their slouch hats and their rolled cigarettes. Our guard, George, got tired of standing beside the door with his rifle and came to sit beside us to have what he called a 'yarn'. George thought it was 'bloody rotten' to trick people like that, when he learned about the assurances that had been given to some of the older internees who had separated from their families that they would accompany in the same convey. 'Just hold my rifle for a sec while I roll myself a smoke'. We were quite flabbergasted.

It was totally unexpected and marvellously refreshing. George was the first person to appear genuinely interested in what had happened to us, and naturally he was overwhelmed with our complaints. All he could do was shake his head and say:

'Well I never, the rotten bastards'.

Source 10: Eric Eckstein, a 'Dunera Boy', oral history, National Library of Australia. The ship *Dunera* sailed to Australia from Britain in 1940. It had on board 2542 'enemy aliens' – 2036 of them were German and Austrian Jewish refugees with no connections to German fascism. Many people believed their internment was unjust. The voyage had also been a nightmare. The ship was a passenger liner that normally carried 367 people. There were also 300 crew on board.

Learning ladder H1.9

Significant people, ideas and events

1. How many Australians became 'prisoners of Nippon'?
2. Sources 1–5: Describe the treatment of POWs forced to work on the Burma–Thailand Railway.
3. Describe the fate of Australian nurses who travelled on the *Vyner Brooke*.
4. Explain what led to the establishment of internment camps in Australia.

Sources

1. Source 1: Describe what is shown in this source. How is it useful for understanding the treatment of Australian POWs by the Japanese?
2. Source 3: What further details about the origin of this source are needed to assess its accuracy and usefulness?
3. Sources 7 and 8: Explain the historical context of these sources (Betty Jeffrey was on the Vyner Brooke).
4. Source 10: Evaluate the usefulness of this source for information about those interned in Australia during the war.

HOW TO

Sources, page 10

What was life like on the home front?

Everyday life changed greatly during WWII through rationing of fuel, food and clothing and increased government control over citizens and businesses. With 1 million Australian men and women directly involved in the war effort, most families were disrupted.

Wartime government controls

During World War II, a time when Australia was under direct threat, the federal government gained greater powers to control life on the home front. Before the war, the government had little control over private business activity. In 1939, the *National Security Act*, giving the government special powers for the duration of the war, including the ability to detain people perceived as a threat to national security, censor newspapers and radio, and ban groups opposed to the war effort. Such powers were unprecedented in Australia.

On 11 November 1939, Prime Minister Menzies created an Economic Cabinet that had 'the duty of carrying out the business side of the war'. In August 1940, the federal government introduced petrol **rationing**, restricted private motorists to 3200 kilometres of travel per year and required businesses to prove their need for fuel. Rationing was extended during 1942 to include tea, sugar, butter, meat and clothing.

Around this time the *National Security Act* was amended to give the federal government the power to require all citizens to contribute their labour and property to assist the defence of Australia. Other government controls included:

- reducing the Christmas and New Year holiday period to three days
- restricting week-day sporting events
- requiring adults to have a personal identity card
- fixing the profit margins of industries
- interning people from German, Italian and Japanese backgrounds.

Source 1: Women buying items using coupons in a store in Drouin, Victoria, in 1944 [National Library of Australia]

Source 2: Commonwealth Rationing Commission, 1950, Departmental History of Rationing of Clothing and Food, 1942–1950, pp. 7–9. During rationing, people could only legally buy certain products using coupons from their ration books.

Item	Rationing period	Allocation, per adult
Clothing	June 1942 – June 1948	112 coupons per year
Tea	July 1942 – July 1950	1/2 lb (0.23 g) per 5 weeks
Sugar	August 1942 – July 1947	2 lb (900 g) per fortnight
Butter	June 1943 – June 1950	1 lb (450 g) per fortnight
Meat	January 1944 – June 1948	2 1/4 lbs (1 kg) per week

Austerity

To support the war effort, the government required a great deal of resources such as fuel, food, textiles and metals. This demand could only be met if citizens on the home front consumed less of these. An **austerity** drive was therefore promoted in which the government encouraged people to reduce their resource consumption by:

- recycle their clothes and other goods rather than buy new ones
- avoid ingredients when cooking which were in short supply
- not wasting fuel
- growing their own food in 'victory gardens'.

Prime Minister Curtin called for a 'maximum effort'. He wanted 'the Australian people to strip every selfish comfortable habit, every luxurious impulse, every act, word and deed that retards the victory march.' The austerity campaign also urged Australians to work longer hours and put any spare money into war savings certificates.

> It is imperative for the safety of Australia that we observe the obligations imposed by the Austerity Campaign. ... We have to turn every energy and every resource of the nation to the purposes of war. We can do this only if we live the simple lives of people who realise, clearly realise, they are fighting for their existence. ... Each of us must freely and voluntarily abandon all those distractions, luxuries and purchases that unnecessarily employ manpower, materials, machinery, plant and capital that could be utilised in the war effort.
>
> **Source 3:** Austerity speech by Prime Minister Curtin, 3 October 1942

▼ **Source 4:** Poster encouraging austerity, 1944 [Australian War Memorial, C99300]

Americans

Following Australia's turn to America, from 1942 thousands of American troops began arriving in Australia. By 1943, there were 150 000 'yanks' stationed in Australia, mainly in Sydney, Melbourne and Brisbane. The Americans were seen as glamorous, modern and wealthy – and keen to spend their money on a good time. This caused feelings of jealousy among some Australian soldiers, which occasionally led to fights.

The influx of Americans also brought with it American culture. Hot dog stands started to appear to cater to American servicemen, and milk bars started to serve Coca-Cola and hamburgers. American imports to Australia rose dramatically.

Australian responses to the Americans fluctuated according to military events and specific, localised conditions on the home front. The AIF envied the GIs' superior uniforms, food and accommodation, higher pay scales, and access to luxury goods like alcohol and cigarettes. They felt aggrieved at exaggerated accounts of Americans seducing Australian women with orchards and silk stockings, a factor graphically portrayed in Japanese propaganda distributed in Papua New Guinea.

Source 5: Kate Darien-Smith, (1996), 'War and Australian Society', in Joan Beaumont (ed), *Australian War 1939-1945*, Allen & Unwin, St Leonards, pp. 72-73.

My grandfather owned a poultry farm in Perth Western Australia. During the war, all of his egg product had to go to the local Egg Board for making into powdered egg for the military. No sale of fresh eggs was allowed. Then one day some American Servicemen arrived in a Jeep wanting to buy fresh eggs and poultry. They had petrol, tyres, cigarettes, chocolates and lollies, all in very short or rationed supply to civilians. A deal was done. This very happy relationship lasted until the end of the war. My grandfather always fondly recalled the generosity of the Americans and particularly the cigars they handed out.

Source 6: John Blakey, *Quora*, January 2023

Conscription

Until 1943, the Australian Government had the power to conscript men into the CMF for home service, but not for fighting overseas. 'Home' included New Guinea, as this was a protectorate of Australia. However, from 1943, the *Defence (Citizen Military Forces) Act* was approved, which allowed conscripted men to be sent to the South West Pacific Area (New Guinea, East Java, southern Borneo and other islands up to the Equator). Unlike the debate around conscription during World War I, there was less opposition on the home front to using conscription in this limited way.

▲ **Source 7:** Australian women and US Navy sailors in Brisbane in 1942. Brisbane's population of 325 000 was swollen by 90 000 American troops, along with large numbers of Australian troops. Jealousy grew among Australian men as American servicemen spent money and time with Australian women. Resentment grew into skirmishes, the largest being the Battle of Brisbane , which involved hundreds of servicemen. News reports of the event were suppressed.

Source 8: Trooper Ralph Trevor Zweck, 3rd Australian Air Maintenance Company Citizen Military Forces (CMF), and timber cutters at Nadzab in Papua New Guinea, c. 1943.

Learning ladder H1.10

Significant people, ideas and events

1. Describe the powers of the federal government under the National Security Act.
2. Describe rationing during wartime.
3. Explain the austerity campaign and why it was implemented.
4. Sources 5, 6 and 7: Explain the impact of American troops staying in Australia.

Perspectives

1. Describe Prime Minister Curtin's perspective on austerity.
2. Sources 5 and 7: Explain why Australian soldiers and civilians envied the American GIs.
3. Compare the perspective of American soldiers in Source 6 with that in Source 5.
4. Evaluate attitudes to conscription during World War II. Why were these different from those in World War I?

HOW TO Perspectives, page 10

How did WWII affect First Nations people?

For First Nations people, serving in World War II was often their first experience of being treated as equal to others performing the same role. However, these advances were typically not sustained after the war ended.

First Nations service

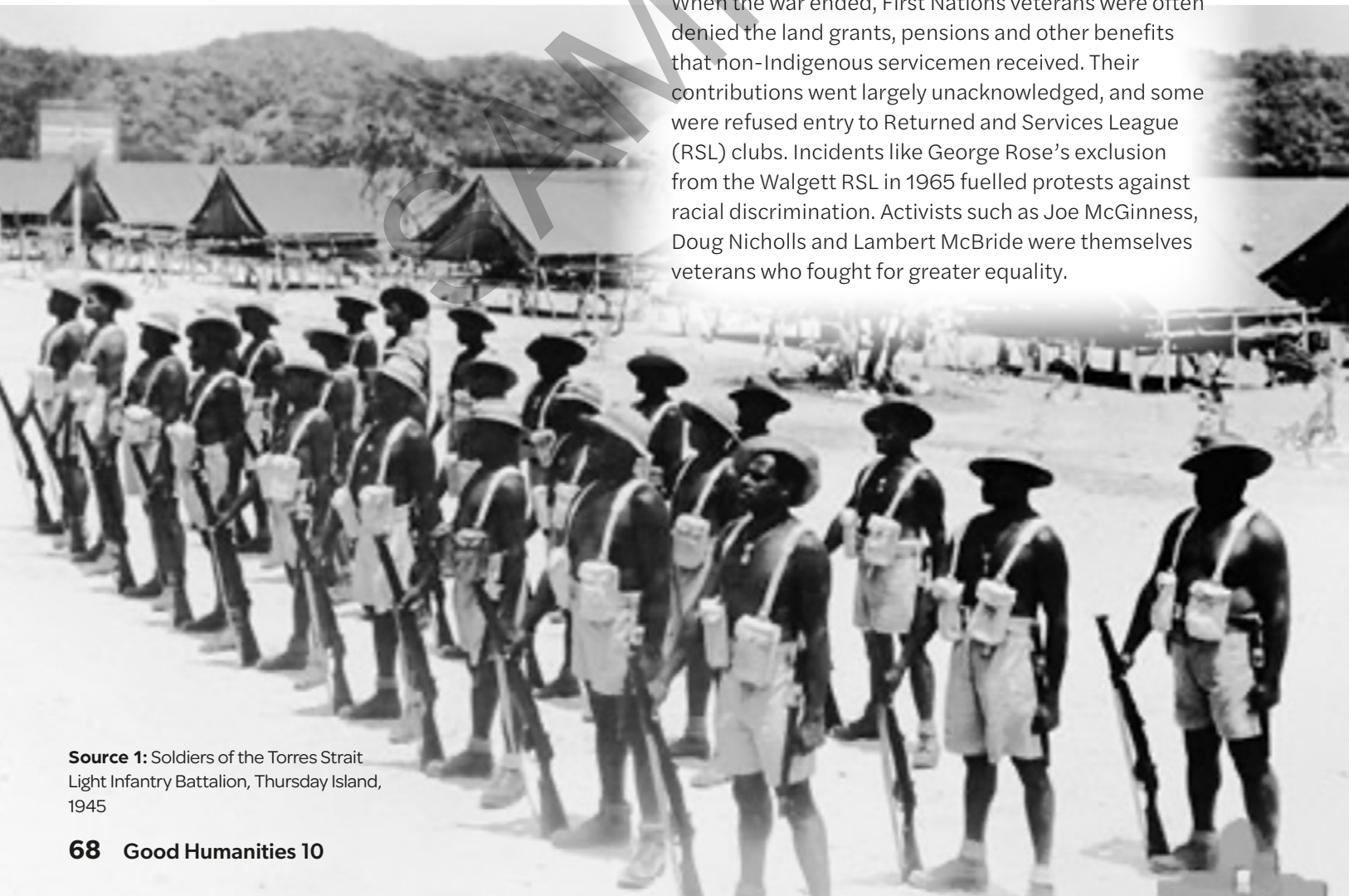
One in every twenty First Nations Australians contributed to the war effort during World War II. They served in all branches of the military – across the Pacific, North Africa, Europe and the Middle East – or as civilian workers. In 1942, a Tiwi man named Matthias Ullungura famously captured the first Japanese Prisoner of War, whose plane had crashed on Melville Island. The Torres Strait Light Infantry Battalion (Source 1) was also formed in 1941, with over 700 Torres Strait Islanders serving to protect this critical region.

Unequal pay and conditions

Despite their service, First Nations troops generally received less than half the wages of non-Indigenous soldiers, and they had limited opportunities for promotion. During 1943, members of the Torres Strait Battalion went on strike for fairer pay, which led to an increase to two-thirds of the non-Indigenous rate. Many First Nations communities also raised money for the war effort, crafted supplies and shared their extensive local knowledge – especially in northern Australia.

Lack of recognition after the war

When the war ended, First Nations veterans were often denied the land grants, pensions and other benefits that non-Indigenous servicemen received. Their contributions went largely unacknowledged, and some were refused entry to Returned and Services League (RSL) clubs. Incidents like George Rose's exclusion from the Walgett RSL in 1965 fuelled protests against racial discrimination. Activists such as Joe McGinness, Doug Nicholls and Lambert McBride were themselves veterans who fought for greater equality.



Source 1: Soldiers of the Torres Strait Light Infantry Battalion, Thursday Island, 1945

Source 2: Indigenous servicemen from the 2/23rd Battalion. Identified are: Private (Pte) Lawrie Francis Moffatt (back row, left), Pte Cornelius William (Con) Edwards (middle row, far right) and his son Pte Ronald William James (Ron) Edwards (possibly middle row, third from left). Also known to be in the photograph are Pte James Henry Scott and his son Pte Cyril Scott.

Source 3: Reg Saunders

Reg Saunders

Reginald 'Reg' Saunders, a Gunditjmara man, entered the Army in 1940, despite restrictions against First Nations enlistment, and fought in the North African and Greek campaigns. After surviving the German invasion of Greece in 1941, he evaded capture for nearly a year with the help of Greek resistance fighters before escaping to Egypt.

He later participated in the New Guinea campaign, where he was promoted to lieutenant in 1944 – becoming the first known Aboriginal Australian to be commissioned as an officer in the Australian Army. Saunders led troops in key battles against the Japanese, including at Wau and in the Aitape–Wewak campaign.

After the war, he found the equality and recognition he had experienced during his service had disappeared, and he struggled to find work suitable for a person of his abilities. He ended up re-enlisting in the army, serving in the Korean War (1950–1951) as a Captain. In the 1960s and 1970s, he worked for the Department of Aboriginal Affairs, where he focused on improving education, employment and living conditions for First Nations Australians.

Learning ladder H1.11

Impact and legacies

1. Describe the involvement of First Nations Peoples in World War II.
2. Describe the unequal conditions faced by First Nations service personnel in World War II.
3. Explain how the legacy of First Nations service was not recognised in the postwar era.
4. Explain the legacy of Reg Saunders.

Continuity and change

1. Describe how World War II brought change to First Nations communities in the Torres Strait.
2. Describe how inequalities continued for First Nations members of the Australian forces.
3. Explain patterns of continuity and change for First Nations Peoples after the war.
4. Evaluate Reg Saunders' experience. Does it show continuity or change in attitudes to First Nations Peoples during and after the war?

HOW TO Continuity and change, page 10

How did the role of women change during WWII?

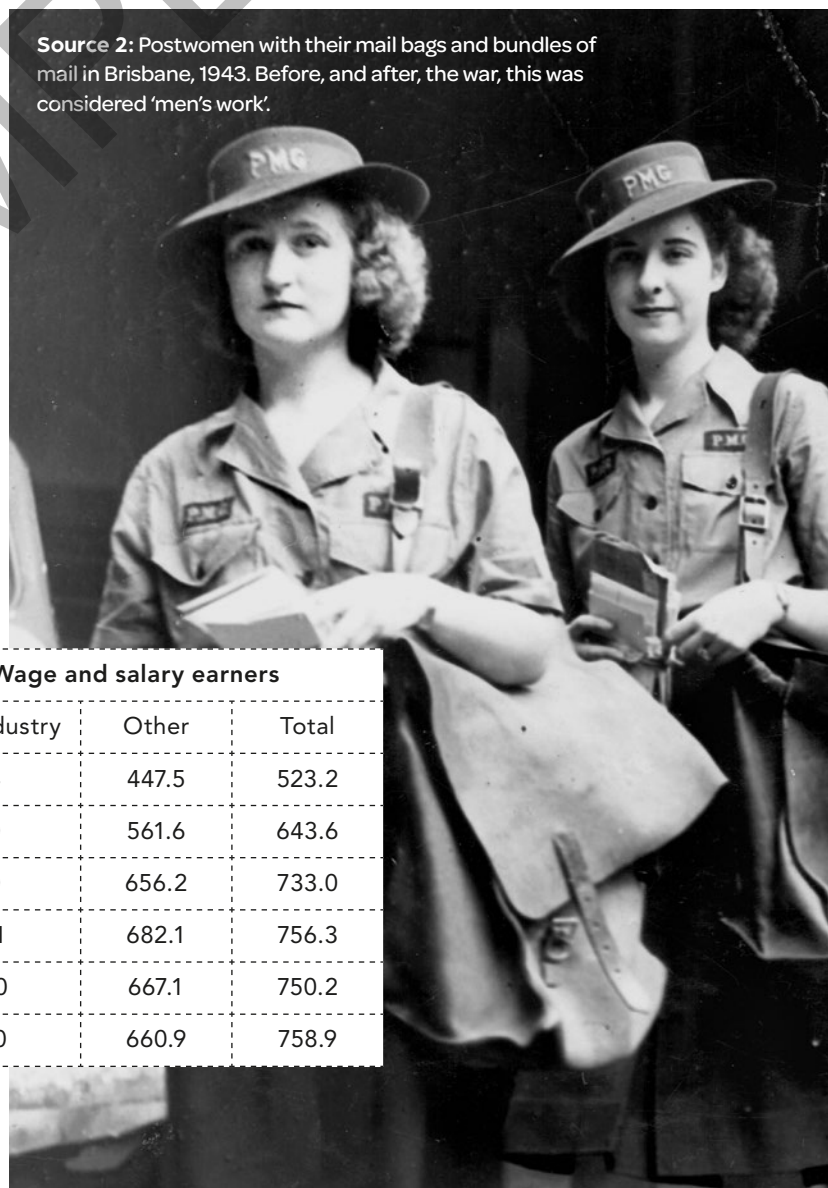
At the outbreak of WWII, the social expectation was that women should marry and act as home-makers for their 'breadwinner' husbands. Working women were restricted to a limited number of occupations, and they were paid significantly less than men. During WWII, women were needed in the workforce, and they took up jobs in areas previously seen as 'men's work'. These opportunities, however, largely ended with the war.

Women's changing work

During World War II, as men enlisted in the armed services, a shortage of labour on the home front meant that many women became employed in industry, agriculture and other jobs that had previously been available only to men. When Japan entered the war in December 1941, there were 554 000 Australian males and 74 000 females (out of a population of 6 700 700) directly involved in war work. By March 1943, these figures had increased to 1 172 000 men and 184 000 women.

Women began working in numerous non-traditional occupations, including as truck drivers, motor mechanics, radar mechanics, technicians, welders and signallers, for which they had to do the same training as men. Work also became available in public transport, mail delivery and the police force, but with women's roles limited to being drivers and clerks. The number of women involved in farm work also rose (Source 1).

It is estimated that almost one-third of women of working age participated in paid work during World War II.



Source 2: Postwomen with their mail bags and bundles of mail in Brisbane, 1943. Before, and after, the war, this was considered 'men's work'.

Source 1: Female employment in Australia (in thousands)

Year	Employers and self-employed			Wage and salary earners		
	Rural industry	Other	Total	Rural industry	Other	Total
1933	15.1	56.2	71.3	4.4	447.5	523.2
1939	16.0	62.0	78.0	4.0	561.6	643.6
1941	14.0	56.8	70.8	6.0	656.2	733.0
1943	11.7	34.4	46.1	28.1	682.1	756.3
1945	17.0	43.1	60.1	23.0	667.1	750.2
1946	16.0	61.0	77.0	21.0	660.9	758.9

Source 3: Australian World War II recruitment poster urging women to join the Australian Women's Army Service (AWAS) to free up more men for frontline service. [Australian War Memorial, ARTV01949]

Recruiting women

World War II also saw the Australian Army, Navy and Airforce begin enlisting women for the first time in non-combat roles. More than 65 000 women enlisted in the three services between 1941 and 1945, with others joining the Australian Women's Land Army (AWLA) and voluntary organisations such as the Australian Comforts Fund (ACF), Country Women's Association (CWA) and Red Cross.

Government propaganda and patriotic women's magazines began to show positive images of 'working woman'. Women were encouraged to enlist in services such as the Australian Army Nursing Service (AANS), Australian Army Medical Women's Service (AAMWS), Australian Women's Army Service (AWAS), Volunteer Aid Detachment (VAD), Women's Australian Auxiliary Air Force (WAAAF) and Women's Royal Australian Naval Service (WRANS). These services were popular, with almost 25 000 women joining the AWAS. In 1945, 385 members of the AWAS were sent to New Guinea, becoming the first women to serve overseas in non-medical roles (Source 4).

Increasing representation

Despite doing 'men's work', usually women were paid around half that of a man doing the same job. Women like Muriel Heagney, trade unionist and feminist, campaigned for wage equality but found it difficult to convince employers that women should be paid more. In 1943, lobbying by women's worker organisations led the Australian Government to establish the Women's Employment Board and secured women 75 per cent of the male wage for performing the same work in some industries.

In politics, Dame Enid Lyons became the first Australian woman elected to the House of Representatives in 1943. In the same year Dame Dorothy Tangney became the first Australian woman elected to the Senate and the first woman from the Australian Labor Party to be elected to the Federal Parliament.

Source 4: AWAS personnel arriving in New Guinea in July 1945. They would go on to perform administrative, logistics and communications work, providing essential support for troops in New Guinea.

Lasting change?

In most cases it was expected that after the war women would give up their wartime jobs to men. In fact, many of the jobs for women, particularly in the armed services, disappeared at the end of the war. As life returned to normal, many women returning to their traditional role of wife, mother and housewife, although there were those who missed the independence the war work had provided.

> When the war was over, I went back to being a clerk in the Bourke Street store of Coles. I didn't mind because it was made perfectly clear to us when we were made managers [a position traditionally for men] that it was for the duration of the war only.

Source 5: Beattie Crawford quoted in *When The War Came To Australia,* 1992

Source 6: Australian Women's Weekly covers from 9 October 1943 (left) and 7 June 1947 (right) . Images of women doing war work on the cover of women's magazines were replaced with ones showing them as brides and housewives soon after the war ended.

Learning ladder H1.12

Impact and legacies

1. Identify three examples of the impact of World War II on women in the workforce.
2. Describe how recruiting campaigns affected work opportunities for women.
3. Describe the legacy of women's worker organisations.
4. Explain why the legacy of women's wartime work did not lead to ongoing employment and equal wages.

HOW TO Sources, page 10

Sources

1. Source 2: Identify this source. Why do you think it was created?
2. Source 3: Describe this source and its purpose.
3. Source 5: Explain how Beattie Crawford's experience was similar to that of other women at the end of World War II.
4. Source 6: Evaluate this source for accuracy, usefulness and reliability when drawing conclusions about short- and long-term changes in women's lives..

What was the Battle of the Coral Sea and how did it impact Australia?

The Battle of the Coral Sea, fought between 4 and 8 May 1942, involved American and Australian aircraft carriers, battleships and aeroplanes fighting the advancing Japanese fleet. It was the first air–sea battle in history. Although the Allies suffered heavy losses, the battle halted the Japanese invasion of Port Moresby and was believed at the time to have saved Australia.

Background to the battle?

The Battle of the Coral Sea took place between the north-east coast of Australia and the eastern side of New Guinea (Source 1). From December 1941 onwards, Japanese forces had advanced rapidly through the Pacific region, including the Dutch East Indies (now Indonesia) and parts of New Guinea.

Japan aimed to take control of parts of the Solomon Islands and New Guinea, including Port Moresby. From there, they could launch attacks on Australia and disrupt Allied supply lines. The Japanese were not aware of any American naval ships in the area. However, American code-breakers had uncovered the plan, and the US Navy began moving ships into the Coral Sea.

The main battle

On the morning of 4 May 1942, American dive-bomber aircraft took off from the USS Yorktown and launched their first attack, sinking the Japanese destroyer Kikuzuki and three other ships. This alerted the Japanese to the presence of a US warship, and they began searching for it.

For the next two days, both sides searched for each other without success. The Allied fleet, known as Task Force 44, included aircraft carriers, battleships, cruisers and destroyers. Their aim was to stop Japan's continued expansion and control of the Pacific Ocean north of Australia. Both sides planned to destroy enemy ships using aircraft to drop bombs or torpedoes.

On 7 May, planes from the Japanese carriers Zuikaku and Shokaku attacked the USS Neosho and USS Sims. On the same day, planes from the USS Lexington and USS Yorktown located the Shoho and destroyed it.

The battle ended on 8 May with intense fighting, as both sides used aircraft to attack each other's ships. The USS Yorktown was damaged and the USS Lexington was hit several times and had to be abandoned. The Shokaku was badly damaged, and many aircraft on the Zuikaku were destroyed. Both sides then withdrew, and the Battle of the Coral Sea was over

Source 1: Infographic on the Battle of the Coral Sea, from US Naval History and Heritage Command ▶

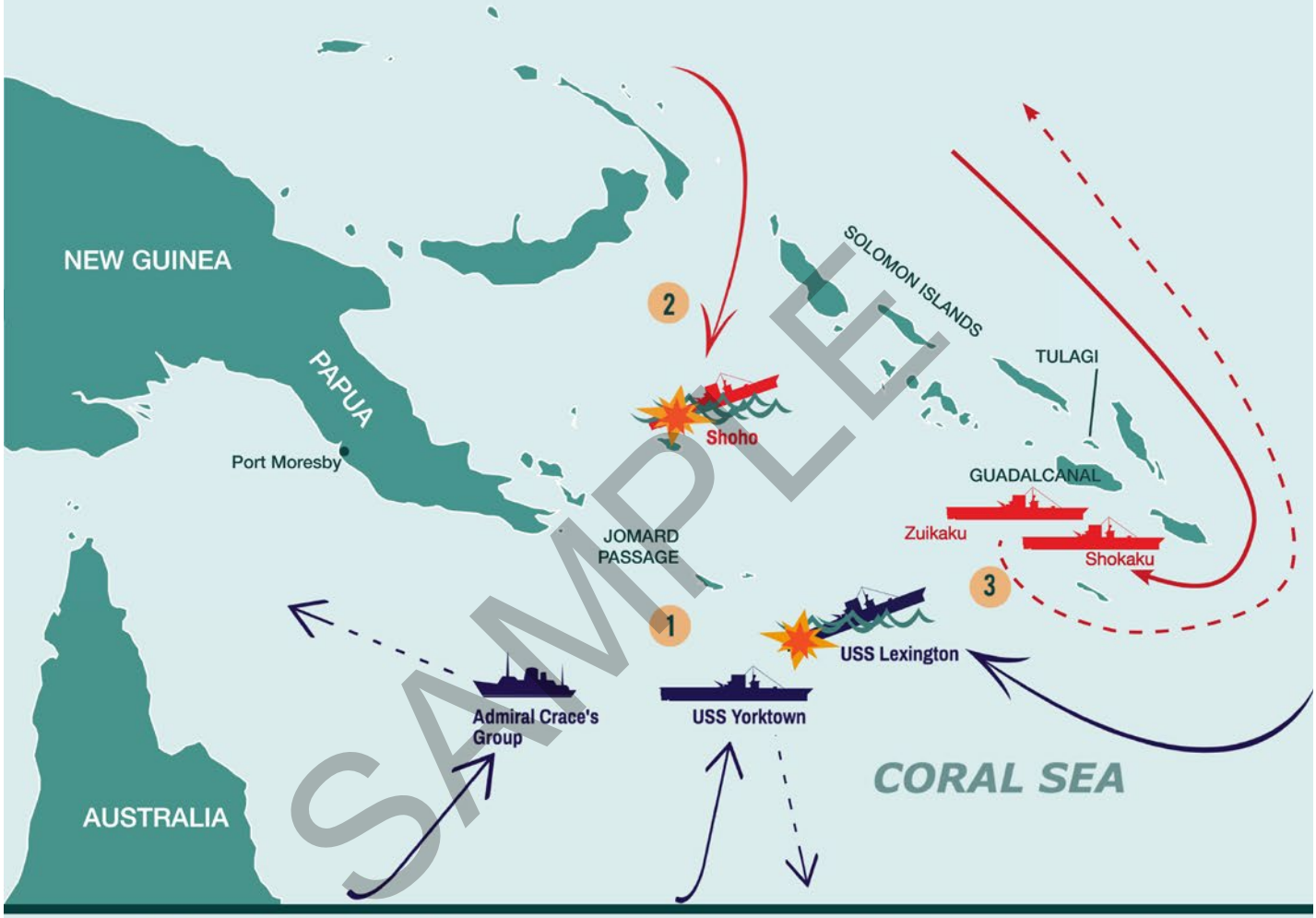
Source 2: USS Lexington under attack, 8 May 1942. Photographed from a Japanese plane. ▼

www.history.navy.mil/CoralSea

HIGHLIGHTS FROM THE

BATTLE OF THE CORAL SEA

The first air-sea battle in history shows how this strategic victory of World War II inspired the spirit of innovation that continues today and gives the U.S. Navy its competitive edge.



The Battle of the Coral Sea was the first time in history where combat between two fleets took place solely by carrier plane. Furthermore, the Japanese advance in the Pacific was halted for the first time since the outbreak of war on Dec. 7, 1941.

1

MAY 1-6, 1942

- Adm. Fletcher's Task Force 17 of USS Lexington (CV 2), USS Yorktown (CV 5), and an attack group meet in the southeast Coral Sea to make day and night attacks on enemy surface craft.

- Australian allies of Rear Adm. Crace's ANZAC Squadron join Task Force 17.

- May 4: USS Yorktown (CV 5) launches an air attack on a Japanese naval base on Tulagi Island.

2

MAY 7, 1942

- Adm. Fletcher detaches the support group of cruisers and destroyers under Rear Adm. Crace to intercept the Japanese Port Moresby invasion force as it departs from the Jomard Passage.

- American planes hit the Port Moresby Covering Group, sinking the Japanese small carrier Shoho and one cruiser.

3

MAY 8, 1942

- The carrier battle ensues.

- The Japanese strike quickly, scoring hits on both Lexington and Yorktown.

- Lexington cannot sustain the damage she takes and sinks in the Coral Sea.

- Zuikaku and Shokaku are damaged but able to return to Japan.

RESULTS

- Port Moresby remains in Allied control.

- Shokaku and Zuikaku cannot recover in time to fight in the Battle of Midway, reducing the Japanese carrier strength by a third.

- The Southwest Pacific front is stabilized.

- The U.S. Navy sees its first strategic victory at sea against the Imperial Japanese Navy.

Sources: Naval History and Heritage Command; Office of Naval Intelligence Combat Narratives; "The Battle of the Coral Sea; A Priceless Advantage: U.S. Navy Communications Intelligence and the Battles of Coral Sea, Midway, and the Aleutians" by Frederick D. Parker; "The End of the Beginning of the War in the Pacific: The Battle of Coral Sea" by Dr. Ed Furgol. Infographic by Annalisa C. Underwood, Naval History and Heritage Command Communication and Outreach Division.

Australia's involvement

Australia's involvement in the battle included the heavy cruiser HMAS Australia, the light cruiser HMAS Hobart and aircraft flown from northern Queensland by both Australian and American crews. The ships were under the command of Australian Rear Admiral J.G. Crace, who was also given command of the USS Chicago, USS Perkins, USS Walke and USS Farragut.

Crace's part of the Allied fleet was sent towards New Guinea to intercept Japanese ships heading for Port Moresby. Although the main Japanese invasion fleet had already turned back, the Australians were still under threat. Japanese torpedo planes and bombers launched from Rabaul attacked HMAS Australia, but skilful manoeuvring by Captain Harold Farncomb prevented any major damage.

Outcome and significance

The Battle of the Coral Sea was the first naval battle in which the opposing battleships did not fire directly at each other. All attacks were carried out by aircraft. It was also the largest naval battle fought closest to Australia's coastline.

At the time, both America and Australia claimed the battle as a victory. In the United States, newspapers ran headlines such as 'Japanese repulsed in great Pacific battle with 17 to 22 of their ships sunk or crippled'. This was a major morale boost after the Japanese attack on Pearl Harbor in December 1941. In Australia, the battle was portrayed as 'the battle that saved Australia'.

More recently, historians have argued that Japan did not intend to invade Australia, so the battle did not

▲ **Source 3:** HMAS Australia

technically 'save' the nation. The commemoration of the battle as 'Coral Sea Week' has since been replaced by the broader 'Battle for Australia', which recognises all who defended Australia during World War II.

Regardless of how it is interpreted, the battle prevented Japan from establishing a base at Port Moresby, which could have been used to disrupt Allied supply lines. It also proved that the advancing Japanese forces could be stopped.

Learning ladder H1.13

Significant people, ideas and events

1. Name the Australian admiral who commanded part of the Allied fleet during the Battle of the Coral Sea.
2. Describe where the Battle of the Coral Sea took place.
3. Describe the events that occurred between 4 and 8 May 1942.
4. Explain the significance of the battle's outcome.

Perspectives

1. Describe the American perspective on the outcome of the Battle of the Coral Sea at the time.
2. Describe the Australian perspective on the outcome of the Battle of the Coral Sea at the time.
3. Explain how the original perspective of the 'battle that saved Australia' has changed over time.
4. Explain the reason for the 1942 perspective on the Battle of the Coral Sea. How was it created?

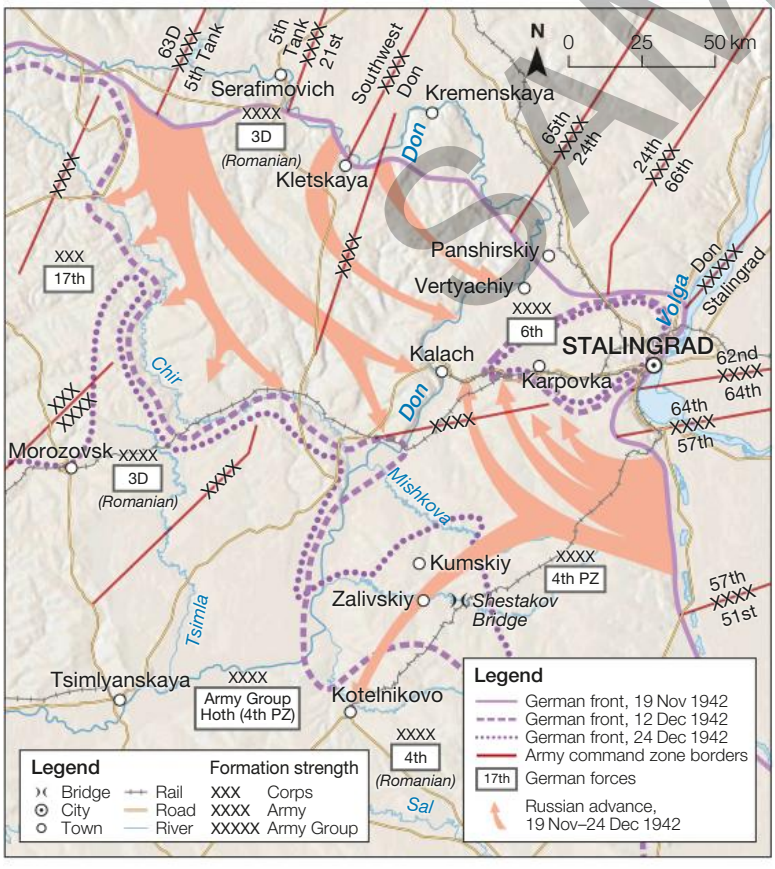
HOW TO Perspectives, page 10

How did the Battle of Stalingrad change the war?

In August 1942 the Soviet Red Army fought for 199 days to save Stalingrad and inflict the first major defeat on Hitler. The Battle of Stalingrad was significant as it stopped German victory on the Eastern Front and turned the war in favour of the Allies.

What was the Battle of Stalingrad?

In July 1942, Hitler ordered his army to commence a major attack in southern Russia with the aim of defeating the Soviet Red Army and capturing the region's resources, including oilfields. Part of this 'Summer Offensive' was to capture the city of Stalingrad, which had armaments factories and was located on the Volga River – an important shipping route. Hitler also wanted to occupy Stalingrad for propaganda purposes, as it was named after the Soviet leader.



▲ **Source 1:** Map showing details of the Battle of Stalingrad

On 23 August, the German Sixth Army under General Friedrich von Paulus began attacking Stalingrad. Stalin demanded it be defended at all costs and ordered all Russians strong enough to hold a rifle to fight to save the city. Heavy bombing by the *Luftwaffe* left the city in ruins. By October, most of Stalingrad was in German hands, but the Red Army still held positions along the Volga River.

Fighting continued in the bombed-out buildings. While this was occurring the Soviet General Georgi Zhukov gathered fresh troops on both sides of the city. In November, he launched a counterattack to surround von Paulus's army. Zhukov's strategy worked, and over 300 000 German were trapped. With the Russian blockade limiting access to supplies and the harsh conditions caused by the winter, German forces trapped in Stalingrad slowly starved or died from exposure to the cold. In February 1943, exhausted and suffering high casualties, the remaining Germans surrendered and were taken prisoner. The Battle of Stalingrad was over.

How did the war change?

By the end of the Battle of Stalingrad, the Soviets had suffered over 1 129 000 casualties. It is estimated more than 1 200 000 people died during the battle, including approximately 40 000 civilians. The German Army lost around 500 000 men, and of the 91 000 taken prisoner only 5000 survived their captivity and returned to Germany. The *Luftwaffe* lost about 900 aircraft, while the Soviets lost almost three times that amount. Many thousands of guns and tanks were also destroyed on both sides.

The German loss of the Battle of Stalingrad was the first failure of the war to be publicly recognised by Hitler and it had a significant

▲ **Source 2:** Realistic representations of the uniforms, planes, vehicles and weapons used in the Battle of Stalingrad can be seen in the tactical game 'Enlisted'. The game is set during World War II and revolves around major battles fought across all fronts of the war.

impact on German morale. Hitler took personal control over some of the decision making for the battle and this showed that he was unable to make effective military decisions, causing a number of generals to privately lose faith in his leadership.

Hitler knew that if he did not capture Stalingrad, Germany's chances of success against the Soviets would fade. On the other side, the Soviets knew that if they lost Stalingrad, the Germans would have access to Russian oil fields, which were essential to continuing the war effort. Had this occurred, the Soviet Army may have been defeated, leaving Germany able to concentrate its efforts in western Europe.

The scale of the German loss meant that Germany was unlikely to recover to push the Red Army back. The Soviets were now ready to re-take territory held by the Germans and advance to Berlin. Many historians believe the Battle of Stalingrad was the turning point that marked the beginning of the Allied march to victory in Europe.

Learning ladder H1.14

Significant people, ideas and events

1. Who were General Friedrich von Paulus and General Georgi Zhukov?
2. Describe the background to the Battle of Stalingrad.
3. Explain why the German army was not successful at the Battle of Stalingrad.
4. Explain the cost to each side, in lives and equipment, by the end of the Battle of Stalingrad.

Significance

1. Why was the city of Stalingrad important to
   a the Soviet Union and
   b Germany?
2. Describe Zhukov's strategy and why it was significant.
3. Explain the significance to the USSR of winning the Battle of Stalingrad.
4. Evaluate the outcome of the Battle of Stalingrad as a turning point in the war.

HOW TO
Significance, page 10

How did the war end?

With the Axis powers facing increasing resistance and the United States joining the European theatre, the focus shifted to how the Allies would storm 'Fortress Europe'. Meanwhile, after several key losses, the tide of war turned in the Asia–Pacific, and Japan found itself under increasing pressure.

The Normandy Landings

After the disastrous campaign against the USSR on the Eastern Front, the Nazis had to redeploy the forces that had been occupying France and deter an amphibious landing from across the English Channel. The Allies knew that the Germans were weakening and began to train for an amphibious assault on the Nazi positions in Normandy, northern France. In the lead-up to D-Day, the Allies waged a comprehensive deception campaign to keep the Nazis guessing about their plans. The Allies also conducted thorough reconnaissance of the target beaches.

On 6 June 1944, after an extensive aerial and artillery assault, the Allies landed large forces across five beaches they named Utah, Omaha, Gold, Juno and Sword. This was the largest seaborne invasion of the war and was met with fierce resistance. At the end of the first day, most of the Allied objectives were unmet, but enough progress had been made to begin the liberation of France. Meanwhile, the USSR continued to press its advantage, sweeping across Eastern Europe to eventually invade Germany from the east. In just under 12 months, victory in Europe would be declared for the Allies, with the Nazis surrendering on 7 May 1945.

The Pacific Theatre

Key losses in the Philippines and the Mariana Islands saw the US forces pushing closer and closer to Japan itself. Designated Japanese fighter pilots began to use ***kamikaze*** attacks, deliberately crashing their aircraft into enemy targets. Fierce fighting at Iwo Jima and Okinawa, in which tens of thousands of lives were lost on both sides, showed how determined the Japanese were to defend their homeland and how difficult an invasion of Japan would be. Meanwhile, firebombing campaigns targeted 67 Japanese cities from late 1944 in an effort to force a surrender, killing up to half a million civilians and causing widespread destruction.

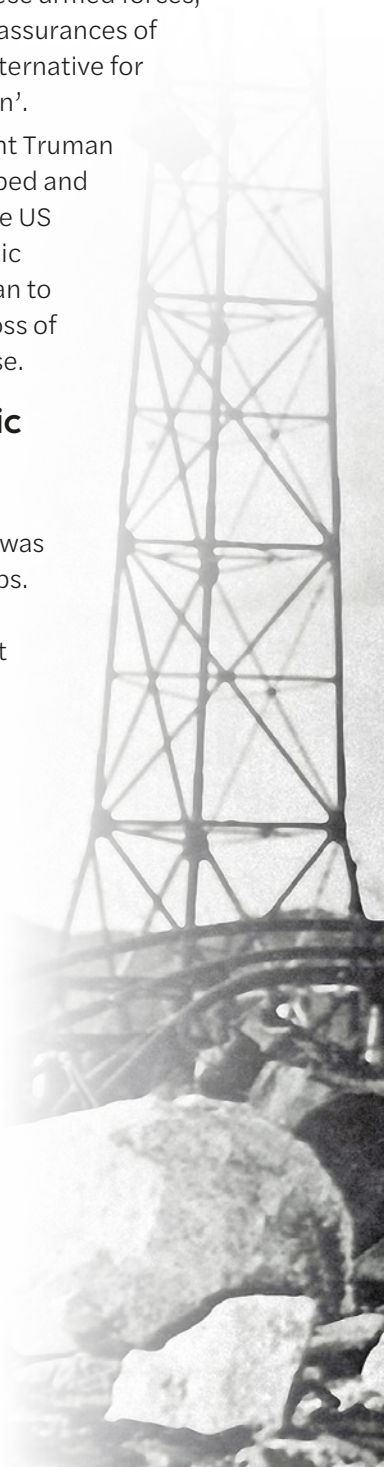
After the fall of Nazi Germany, the Allied leaders met in the German city of Potsdam to plan their next steps. In July 1945, the leaders issued an **ultimatum** to Japan, known as the Potsdam Declaration: 'We call upon the government of Japan to proclaim now the unconditional surrender of all Japanese armed forces, and to provide proper and adequate assurances of their good faith in such action. The alternative for Japan is prompt and utter destruction'.

When Japan refused, US President Truman authorised the use of a newly developed and deadly weapon: the atomic bomb. The US government justified the use of atomic bombs by arguing it would force Japan to surrender and prevent the massive loss of life that a US-led invasion would cause.

The development of atomic weapons

In 1939, a program was launched in response to fears that Nazi Germany was beginning research into atomic bombs. Prominent physicists Albert Einstein and Leo Szilard wrote to US President Roosevelt, urging him to begin developing atomic weapons.

By 1942, the research program had expanded and been taken over by the military, which named it 'the Manhattan Project'. By 1944, more than 125 000 people were working on the project, culminating in the Trinity Test on 16 July 1945 in New Mexico. This was the largest man-made explosion in history.



The Hiroshima bombing

At 8.15 am on 6 August 1945, with no prior warning or signal, the United States dropped an atomic bomb on the Japanese city of Hiroshima. The city, which had largely escaped from earlier firebombing, was an assembly point for troops and had been used for military storage. The bomb, nicknamed 'Little Boy', was devastating. Almost 70 per cent of the city's buildings were destroyed and 30 per cent of its residents – around 80 000 people – were killed, with a further 70 000 injured.

Survivors described seeing a bright flash of light, followed by darkness and a raging firestorm that spread quickly through the city's timber buildings. Those who survived the initial blast suffered burns, radiation sickness, cancers and other long-term illnesses. By 1950, up to 200 000 people had died as a result of the bomb.

In addition, survivors and their communities faced enduring psychological trauma, persistent socioeconomic challenges and significant environmental degradation that compounded the long-term impact.

Nagasaki

With the Soviets declaring war and invading Manchuria, pressure mounted on the Japanese government to accept the terms of the Potsdam Declaration, but there was no response. Three days later, on 9 August, the city of Nagasaki was also bombed. Despite its importance as an industrial and port city where ships and weapons were produced, its geography had made it a difficult target for the firebombing campaigns.

The bomb, nicknamed 'Fat Man', was larger and more powerful than the one dropped on Hiroshima. However, it fell 3 kilometres northwest of its intended target, reducing the blast radius. Even so, almost 75 000 people were killed, with a further 75 000 injured. Just as in Hiroshima, survivors suffered greatly from the side effects of the bombing.

Source 1: The devastation of Hiroshima following the bombing of the city on 6 August 1945. The Genbaku Dome (seen in the background) was the only structure left standing near ground zero. The nuclear blast wiped out the city's buildings and killed 80 000 people. Genbaku Dome remains in Hiroshima today as a stark reminder the destructive force of nuclear weapons.

Surrender

On 14 August, the Japanese government accepted the terms of the Potsdam Declaration, on the condition that the Emperor retain full sovereignty. That same evening, members of the military, angered by what they saw as a betrayal, tried to take control of the government, but were unsuccessful.

The next day, Emperor Hirohito announced the surrender. With the signing of the surrender on 2 September, the war was over. A seven-year period of US occupation then began, as the Americans oversaw disarmament; the restoration of industry, the economy and civilian life; and the establishment of democracy.

The Tokyo Trials

The question of justice also lingered following the end of the war – what was to be done about those responsible for Japan's actions during the war? As part of the terms of surrender, a number of key leaders were granted immunity from prosecution, including the royal family. The United States believed the Emperor and his family would help stabilise Japan and support the nation's postwar transformation.

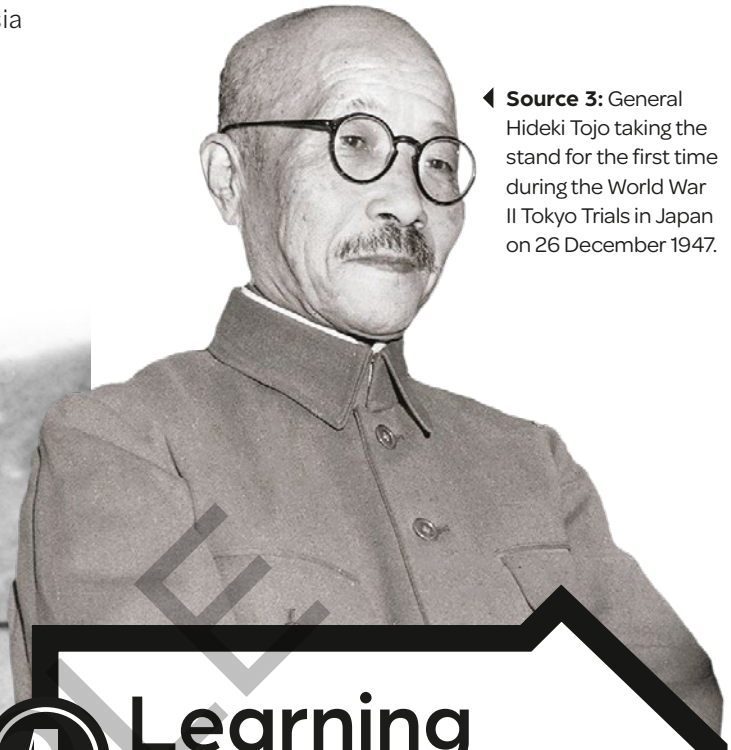
In January 1946, the International Military Tribunal for the Far East, better known as the **Tokyo Trials**, was convened to prosecute war criminals. In Europe, similar trials were held in Nuremberg, where many prominent members of the political and military leadership of Nazi Germany were called to account for their war crimes.

The military tribunal identified 39 suspects, most famously General Hideki Tojo and much of his war cabinet. Tojo tried to take his own life when arrested, but was resuscitated by US doctors. Over the next two and a half years, hundreds of witnesses gave testimony and thousands of pieces of evidence were examined as the tribunal sought to determine the culpability and role of the accused men. At its end, seven men, including Tojo, were executed for waging war in violation of international law and of ordering inhumane treatment of prisoners of war and others. A further 16 men received life sentences, while others were given lighter sentences.

Source 2: Charred bodies after the bombing at Nagasaki

Despite the fact that the war had officially ended, some Japanese soldiers in remote locations across South-East Asia and the Pacific continued to fight, refusing to believe that their nation had surrendered. Known as 'holdouts', some of these men lived in remote areas of the Philippines, Borneo, Indonesia and New Guinea, rejecting Allied attempts to repatriate them as trickery.

Some holdouts remained 'at war' for decades. Hiroo Onoda only surrendered in the Philippines in 1974 after his former commanding officer was brought in to order him to stand down. Other notable holdouts included Shoichi Yokoi, who emerged from hiding in Guam in 1972, and Teruo Nakamura, who surrendered in Indonesia in 1974. Their loyalty and determination became legendary, long after the war had ended.



Source 3: General Hideki Tojo taking the stand for the first time during the World War II Tokyo Trials in Japan on 26 December 1947.

Learning ladder H1.15

Significant people, ideas and events

1. Describe the Normandy landings.
2. Describe the Manhattan Project and what it produced.
3. Explain the significance of dropping atomic bombs on Hiroshima and Nagasaki.
4. Evaluate the role of the Potsdam Declaration in ending World War II.
5. Why did some Japanese soldiers refuse to surrender after 1945, and what does this reveal about the values promoted during the war?

Continuity and change

1. Describe how the Normandy landings changed the course of the war in Europe.
2. Describe how atomic bombs changed the way wars were fought.
3. Explain why the United States preferred the continuity of the Japanese royal family after the war.
4. What changes occurred in Japan after the surrender, during the US occupation?
5. What long-term impacts did the bombing of Hiroshima and Nagasaki have on civilian populations and environmental policy?

HOW TO Continuity and change, page 10

How did the political order change in the years after World War II?

At the end of World War II, the cruelty of the Nazi regime and the failure of the League of Nations to prevent the conflict caused world leaders to rethink how international politics was conducted. The distribution of power was also changing, with the emergence of two new superpowers, the United States and the USSR. Finally, after the use of nuclear weapons, the world entered a dangerous period of Cold War, nuclear proliferation and the frightening possibility of mutually assured destruction.

Geopolitical reorganisation

With the defeat of Nazi Germany in May and Japan in August of 1945, world governments turned to rebuilding as well as coming to terms with the trauma of the war. For some, this meant focusing on reconstruction. While for others, this became a quest for justice, focusing on capturing and prosecuting war criminals.

When the Allied victory was only months away, Joseph Stalin, Winston Churchill and Franklin D. Roosevelt, the leaders of the three Allied superpowers, gathered at Yalta in the USSR to begin planning the structure of the world after the war. They negotiated how Germany would be split between the three occupying powers and how they would engage with the planned formation of a new organisation, the United Nations (UN). In this case, it required the superpowers to be permanent members of the UN security council and, as such, have the right to **veto** UN military decisions.

Stalin negotiated to retain the eastern section of Poland and justified this by arguing that the USSR would give up the eastern parts of Germany to make up the lost territory. Finally, the three leaders discussed the political spheres of influence with Stalin insisting that the Western powers needed to respect the USSR and its satellite states. Several months later, these agreements were formalised during the Potsdam Conference where Stalin, the new UK Prime Minister Clement Attlee and the new US President Harry Truman met to continue negotiations.

Source 1: Churchill, Roosevelt and Stalin at the Yalta Conference

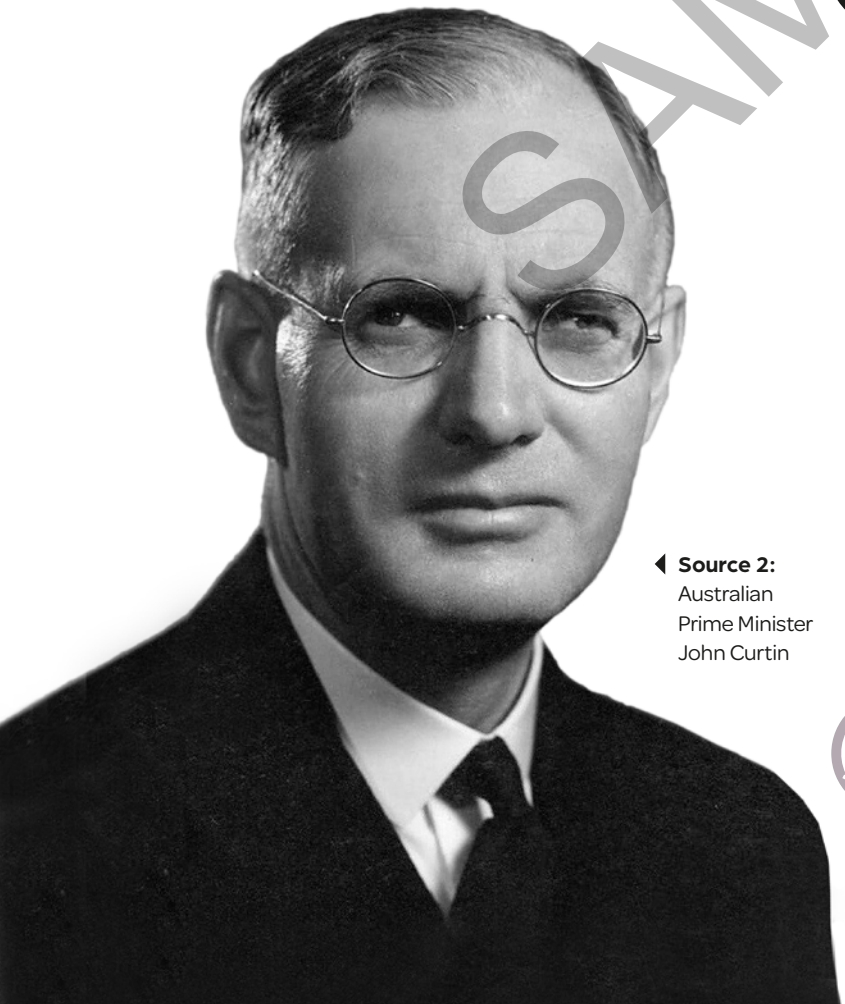
Australia looks to America

In Australia, foreign policy also changed significantly during and after the war. The shift began in 1942 when Australian Prime Minister John Curtin withdrew Australian troops from the European theatre. This created tension with then UK Prime Minister, Winston Churchill. Churchill wanted the troops redeployed to Burma but, given the recent fall of Singapore, Curtin insisted that they return to Australia. Ultimately, Curtin proved to have made the right decision as Burma fell just as the troops had been set to arrive and these same troops went on to defeat the Japanese on the Kokoda Trail in Papua New Guinea.

The failure of the UK to adequately focus on or protect its Pacific colonies and other interests prompted Curtin to reconsider Australia's foreign policy. By far the most powerful Western military forces in the region were those of the United States, despite their losses at Pearl Harbor. Meanwhile, it seemed that any help coming from the UK would take significant time, if it arrived at all. This meant that Australia had to strike out on its own from the United Kingdom, and consider a new regional ally. Curtin made his foreign policy shift public in a statement on radio that was published the following day in the Melbourne *Herald* (see Source 3, page 413).

After the war was over, Australia was still anxious about the possibility of a resurgent Japanese threat. To mitigate this threat, the United States, Australia and New Zealand established the **ANZUS Treaty** in 1951 to officially recognise their alliance in the Pacific region. This treaty still exists today, and means the three countries will work together to support each other if one is attacked. This treaty formalised the shift in Australian foreign policy from the United Kingdom to the United States.

This treaty supported Pacific stability in the face of the rising Cold War between the United States and the USSR, especially after Churchill's 1946 speech where he described communism as an 'iron curtain' that had spread across Europe. The treaty also reinforced Australia's commitment to help the UN avoid future conflicts, war crimes and senseless loss of life.



Source 2: Australian Prime Minister John Curtin

Learning ladder H1.16

Impact and legacies

1. Source 1: Who were the three Allied leaders and where were they meeting?
2. Source 1: Describe the legacies of the Yalta Conference for Europe.
3. Explain the impact and legacies of Britain's failure to protect its Pacific colonies.
4. Explain the impact and legacies of Australia's decision to 'look to America'.

Causes and consequences

1. What caused Germany to be divided after the war?
2. Describe what created the 'superpowers' and identify who they were.
3. Explain the effect of the Potsdam Conference on Europe.
4. Explain what led to the creation of the ANZUS Treaty.

HOW TO

Causes and consequences, page 10

H1.17

What was life like for people returning from the war?

Life for people returning from the war varied greatly. This depended on their deployment during service, injuries sustained during combat, what they did before the war and what they could do after being discharged. Many returned having been scarred by their experiences in the war, with all the challenges that brought. For First Nations people, they had to transition from an environment that tended to disregard colour to one that was often hostile to it.

Physical and psychological effects

Few, if any people, in the armed services returned to civilian life without some impact caused by their wartime experiences. A significant number came home with serious physical and psychological damage, which would shape their quality of life and experiences after the war (Sources 2 and 3). For others, their wartime experiences had shaped certain expectations that were simply not met when they re-entered society (Source 4).

While many were able to find their way in the world again, for others, a sense of alienation and missing their 'mates' prevailed. Alcoholism and violence in relationships was not uncommon.

Source 1: Troops on the voyage home to Australia, March 1945 [Australian War Memorial, 011779/14]

The worst time I had in the Army was when the POWs were coming back. We got the first lot of stretcher cases out and they all looked the same. Their eyes were shrunken in and they all had new uniforms. My brother Jim was under five stone [32 kgs] when he came back and he was six feet tall [183 cms]. He looked like a scarecrow with a new uniform on. It just hung on him. No matter how small they were they just wouldn't fit them. They had no flesh; they had bones … There were a lot of TB [tuberculosis] patients … very badly off. We'd take the end of the stretcher and help them out. Then we'd go back in the ambulance and pick the next one up.

Source 2: Pat Guest (née Bourke) from Singleton NSW, Australian Women's Army Service, interview, Department of Veterans' Affairs.

Many of the soldiers fighting overseas, besides being wounded, or catching malaria or having a skin disease, would suffer shell shock, which meant they became depressed, confused, afraid or so badly affected they might lose their voice or do things they wouldn't normally do … in our wards we looked after them … we gave them a course of treatment which was electrotherapy and thalidomide.

Source 3: Neta Lawrence (née Campbell) (NF465336), Voluntary Aid Detachment Nurse, 114th Australian General Hospital, memoirs.

▲ **Source 4:** Wounded servicemen arrive home, 12 March 1942

Soldier settlement

As World War II drew to a close, plans were made by all state governments for settling returned servicemen on the land. This was done using legislation passed during World War I, sometimes with amendments, or alongside new legislation. In NSW, a War Service Land Settlement Act was passed in October 1941. Under this Act, most people who had served could apply to purchase agricultural land with special **concessions**. Five years later, the Act was amended to include women, although few women are known to have benefited from this.

Source 5: The housing of the soldier settlement on Kangaroo Island, South Australia, c. 1950 [Photograph by Les Lynch, SLNSW] ▼

Overwhelmingly, recommendations to address the issues that plagued the earlier post-World War I soldier settlement scheme (Source 6), which saw many farms fail and become abandoned, were ignored by state governments. As farms failed to perform and provide a liveable wage, these new farmers left the land. By the 1970s, much of the land allocated under the scheme had been sold or absorbed into larger properties.

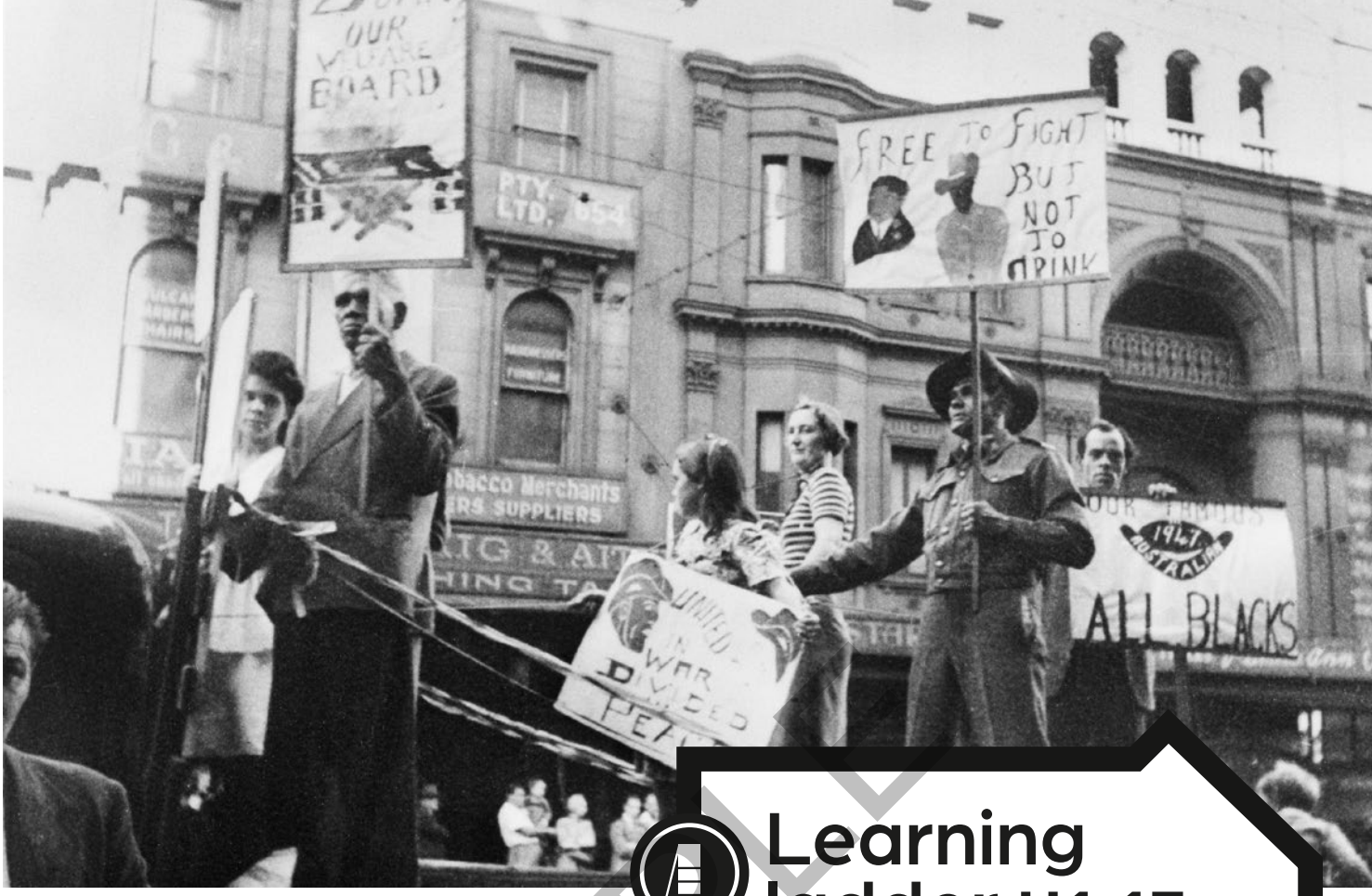
> This general attitude towards [pushing demobilised men from the fighting forces into] farming [in 1919–1920] is so close to that which is developing in 1943 that it deserves careful review and intense analysis. It will be a major blunder if Australian Governments launch schemes of agricultural expansion at the end of the present war without a realistic view of the chances [of success].

Source 6: Rural Reconstruction Commission, General Review Survey, Government Printer, 1943, pp. 27–28.

> Our discharge centres have vomited us out, by the hundreds, and after the almost sacred family reunions, we view with some misgiving, a rather strange world, that somehow does not seem to be going to be quite that Utopia, as viewed from dark hopelessness of a prison camp.

Source 8: Private William Webb, memoir [Australian War Memorial, PR87/183].

Source 7: Harrowing a field at Kangaroo Island soldier settlement, c. 1950. Farming practices would, over time, cause significant soil erosion, making farming difficult. [SLNSW]



▲ **Source 9:** The Australian Aboriginal League float in the 1947 May Day procession, 1947. Participants hold signs saying: 'United in War, Divided in Peace', 'Free to fight, but not to drink' and 'Burn our welfare board' [Australian War Memorial, P01248.001]

Notably, returned First Nations servicemen were denied access to the scheme, along with other benefits available to non-Indigenous servicemen. This sparked protests and activism, as people who had proven themselves in war and had their abilities recognised, often for the first time, faced a society intent on ignoring their contributions.

> Only one Indigenous Australian is known to have received land in New South Wales under a 'soldier settlement' scheme, despite the fact that much of the best farming land in Aboriginal reserves was confiscated for soldier settlement blocks.
>
> **Source 10:** Australian War Memorial, 'Indigenous Defence Service', 10 March 2021

Learning ladder H1.17

Background and origins

1. Describe the background to soldiers returning with physical and psychological injuries.
2. Describe the origins of the soldier-settlement plans.
3. Why did many returned servicemen struggle to adjust to life after the war?
4. What factors led to the failure of postwar soldier settlement schemes, despite the lessons of World War I?

Sources

1. Source 1: Describe how this source presents the impact of the war on the men shown in the photograph.
2. Sources 2 and 3: Describe the physical and psychological effects of the war shown in these sources. How useful are they for determining the impact on returning soldiers?
3. Sources 5, 6 and 7: Explain the historical context of these sources. How useful are they for explaining the success of the soldier-settlement scheme?
4. Source 9: Explain the historical context of this source, then evaluate its usefulness and reliability for drawing conclusions about the treatment of First Nations veterans.

HOW TO
Sources, page 10

H1.18

How is World War II commemorated?

World War II ended in two stages – the surrender of Germany, followed three months later by the surrender of Japan. These events were once commemorated with large annual ceremonies, and memorials were constructed in honour of those who served and died in World War II. However, more recently, commemoration of the events of WWII have been overshadowed by a focus on Anzac Day and World War I.

The war ends

Victory in Europe (VE) Day was first celebrated on 8 May 1945 to mark the date when the Allies formally accepted the unconditional surrender of Nazi Germany. This was followed by Victory over Japan (VJ) Day, when Japan accepted the terms of surrender on 15 August 1945 (or, because of time zone differences, 14 August 1945 in the United States). In Australia, this event has become known as Victory in the Pacific (VP) Day. For many years, Australians celebrated both VE Day and VP Day, along with Anzac Day and Armistice Day (the ending of World War I). After World War II, the Australian Government agreed to the UK's proposal that Armistice Day be renamed Remembrance Day to commemorate those killed in both world wars.

> Fellow citizens, the war is over. The Japanese Government has accepted the terms of surrender imposed by the Allied Nations and hostilities will now cease. … Let us remember those whose lives were given that we may enjoy this glorious moment and may look forward to a peace which they have won for us. Let us remember those whose thoughts, with proud sorrow, turn towards gallant, loved ones who will not come back. …
> You are aware of what has been arranged for the celebration of this great victory and deliverance, and in the name of the Commonwealth Government, I invite you to join in the thanksgiving services arranged for, truly, this is a time to give thanks to God, and to those men against whose sacrifice for us there is no comparison.
>
> **Source 1:** Prime Minister Chifley announces the end of World War II, 15 August 1945, emphasising the importance of remembering the sacrifice of those who gave their lives.

Commemorating VE Day

In Australia the news of the victory in Europe was met with great joy and led to spontaneous celebrations. In Sydney, office workers began throwing shredded paper from their windows as confetti, covering the streets below. Around 13 000 people attended a thanksgiving service in the Domain the following day. However, for Australia the war was not over – the fight against the Japanese in the Pacific was still ongoing.

It was felt that celebrations should not take place until the enemy was defeated and Australian servicepeople returned home. Over the decades since the first VE Day, commemorations in Australia have mainly been held at the Australian War Memorial and in a more limited way at local RSL clubs.

Commemorating VP Day

The surrender of Japan to the Allies marked the end of nearly six years of war for Australia. For Australians, this meant World War II was finally over, and a public holiday was declared. Like VE Day, remembrance ceremonies continue to be held on 15 August to commemorate those who served fighting the Japanese; however, the scale that of Anzac Day. Typically, larger VP Day celebrations are reserved for milestone anniversaries ; 2025 is the 80th anniversary of VP Day.

Source 2: Cheering crowd in Martin Place, Sydney on the announcement of Japanese surrender, 1945

Should there be more recognition?

The cost of World War II was far greater than that of World War I. Almost 40 000 Australians died giving service to their country , and a further 30 000 were taken as prisoners of war. Like Gallipoli in World War I, there were battles in which Australians fought and died in profoundly tragic circumstances, with Crete being a prime example. The courage of those who defended El Alamein and Tobruk was easily equal to that of those who fought on the Western Front; and conscripts and soldiers of the regular army in New Guinea, particularly on the Kokoda Track, displayed a bravery as notable as that of the original diggers.

However, there was a feeling among some returned soldiers that their sacrifice was overlooked. When the Australian POWs of the Japanese were repatriated and the horrors of their experiences became known, they were met with great sympathy and received significant publicity. The same attention was not given to those who served in Europe. Further, the contribution of First Nations servicemen was not acknowledged until many years after the war, and 2023, the Australian War Memorial had no sculptures commemorating the service of nurses and women in World War II. While the contributions of First Nations Peoples and women are being increasingly recognised, veterans of World War II generally still receive less of a focus than those of World War I.

Learning ladder H1.18

Background and origins

1. What was the origin of VE Day celebrations?
2. Describe the background to Remembrance Day.
3. Explain why some returned soldiers felt their service had been overlooked.
4. Explain why victory celebrations became commemorations. Is there a difference?

Significance

1. What is the significance of VE Day and VP Day?
2. Source 1: Describe the significance of victory as expressed by Prime Minister Menzies.
3. Explain why you think commemoration of VE Day and VP Day has become more 'low key' in Australia.
4. Evaluate the battles in which Australians fought during World War II. Should any be considered more significant than others for commemoration?

HOW TO
Significance, page 10

H1.19

How do World Wars I and II compare?

World War I (1914–1918) and World War II (1939–1945) were both global conflicts with profound lasting impacts, but they differed in their causes, scope, participants, strategies and outcomes.

Causes

- **World War I:** The primary causes were complex and included militarism, the alliance system, nationalism and imperialism. The assassination of Archduke Franz Ferdinand of Austria-Hungary in 1914 triggered the war, but the underlying tensions had been building for decades.
- **World War II:** The rise of totalitarian regimes, particularly Nazi Germany under Adolf Hitler, and unresolved issues from World War I (such as the harsh terms of the Treaty of Versailles) were major factors. The war began when Germany invaded Poland in September 1939.

Key participants and scale

- **World War I:** The war was primarily fought between two alliance systems: the *Triple Entente* (France, Russia and the United Kingdom) and the *Central Powers* (Germany, Austria-Hungary and the Ottoman Empire). The United States entered the war in 1917 on the side of the Entente. While the war was primarily fought in Europe, it had global implications, as colonial powers were involved in battles across Africa, the Middle East and Asia.

Source 1: In WWI, flamethrowers proved both effective and horrifying on the battlefields of the Western Front.

Source 2: In WWII, tanks and aircraft bombarded their targets. Here, a US tank fires on a group of Nazi soldiers.

- **World War II:** The conflict involved many of the same nations but with different alignments. The primary opposing alliances were the *Allies* (including the United States, the Soviet Union, the United Kingdom and China) and the *Axis Powers* (led by Nazi Germany, Italy and Japan). This was a truly global war, spanning Europe, Asia, Africa and the Pacific, involving nations from every inhabited continent.

Combat and technology

- **World War I:** Trench warfare dominated the Western Front, with soldiers enduring dreadful conditions in mud-filled trenches. New weapons technologies – machine guns, poison gas, tanks, flamethrowers (Source 1) and aircraft – were introduced, but battles were largely static and gruelling.
- **World War II:** This war featured large-scale, mobile warfare, with more fluid frontlines and decisive engagements. Tanks (Source 2), aircraft (Source 3) and mechanised infantry were central, and innovations like radar, jet engines and the atomic bomb played major roles.

Source 3: The scale, speed and advanced aircraft of WWII made air battles a central part of military strategy, in ways that would have been unimaginable during the First World War.

Civilian impact

- **World War I:** The war led to significant civilian casualties due to military operations. In addition, starvation and disease were common in occupied regions, creating the conditions for the Spanish Flu epidemic. It is estimated that more than 7 million civilians died during World War I.
- **World War II:** Civilian casualties exceeded 38 million due to strategic bombing and the Holocaust, in which 6 million Jews and millions of other people were murdered. Japan's treatment of civilians in Asia and the atomic bombings of Hiroshima and Nagasaki also caused immense suffering.

End and consequences

- **World War I:** Ended with the Treaty of Versailles in 1919, which imposed harsh penalties on Germany, redrew borders, dismantled the Austro-Hungarian, Ottoman and Russian empires and created the League of Nations, but failed to secure lasting peace. Many historians view the peace settlement at the end of World War I as a precursor to World War II.
- **World War II:** Ended with Germany's surrender in May 1945 and Japan's in September 1945. In the postwar period, the United Nations was founded, Germany was divided, the Cold War began, and the United States and Soviet Union emerged as superpowers.

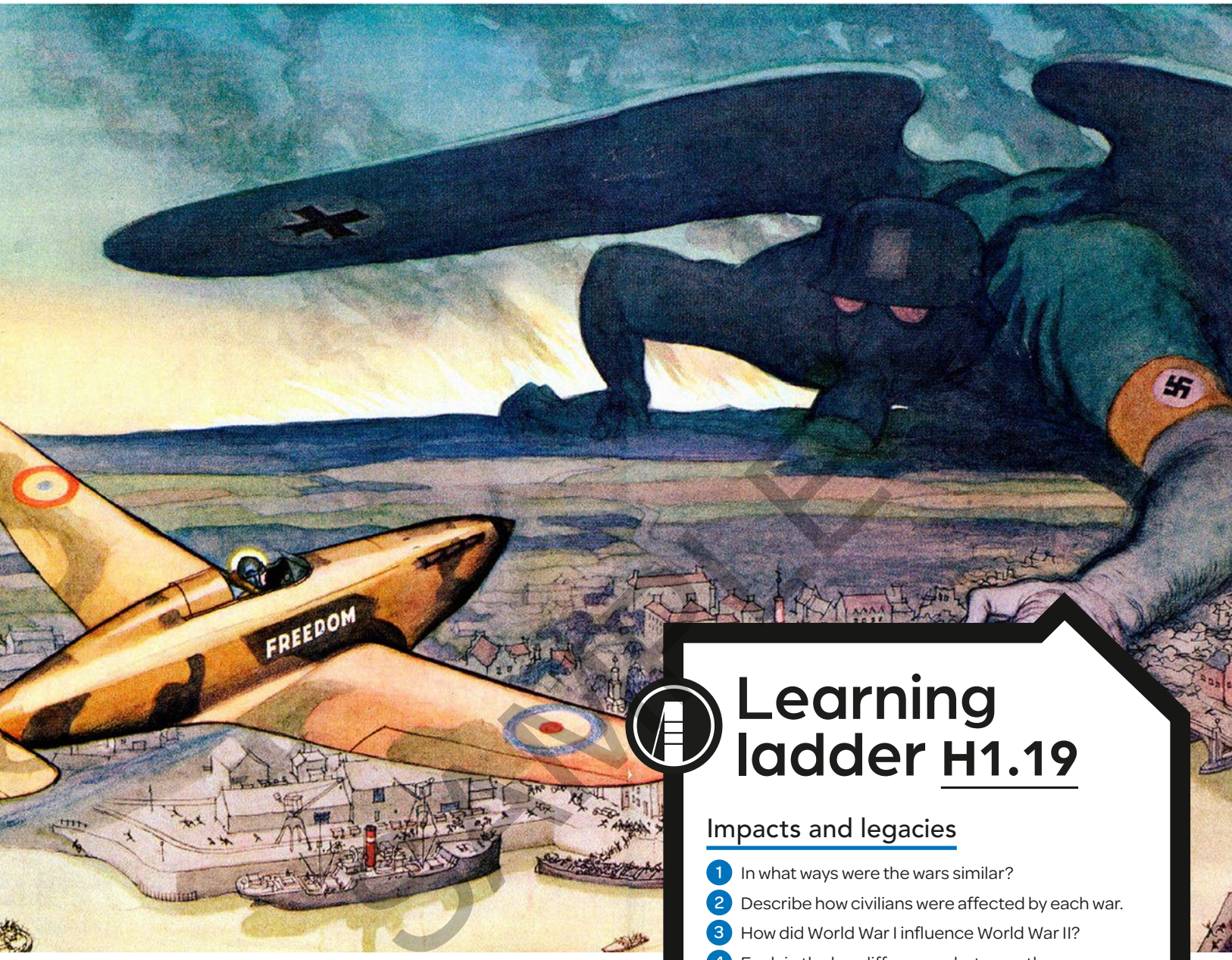
Economic and political effects

- **World War I:** European economies were shattered by debt, inflation and poverty. Major empires collapsed and new nations appeared in Europe and the Middle East.
- **World War II:** Devastation was vast, but Western Europe was rebuilt via the Marshall Plan and Japan's economy was restructured under US guidance. The war also accelerated the end of European colonial empires.

Ideology and propaganda

- **World War I:** Nationalism drove support for war, and propaganda often portrayed enemies as barbaric (Source 4). Many still saw war as a glorious adventure.
- **World War II:** Ideology was central: the Axis Powers promoted fascism and militaristic nationalism, while the Allies fought against totalitarianism (Source 5). All sides used propaganda to encourage enlistment and sustain morale.

Source 4: Poster depicting a German ogre, his blood-covered hands and forearms clutching at a globe of the world, as blood oozes out of Europe and towards other countries. Drawn by Norman Lindsay as part of a nation-wide recruiting campaign in 1918.



Source 5: 'The combat' (newspaper comic) by Leslie Illingworth, 1940. Depicting London around the time of the Blitz, the Nazis are shown as a black cloud creeping over the city, being confronted by an Allied fighter plane named 'Freedom'.

Overview

Both wars were catastrophic, but World War I arose from European tensions and diplomatic failures, whereas World War II was driven by fascist ambitions and ideological conflict. Unresolved issues from World War I – economic hardship and harsh peace terms – helped fuel the rise of Nazism and militarism. The two wars reshaped the global order, but World War II's aftermath – Cold War beginnings, the UN's formation and new power structures – had even broader consequences.

Learning ladder H1.19

Impacts and legacies

1. In what ways were the wars similar?
2. Describe how civilians were affected by each war.
3. How did World War I influence World War II?
4. Explain the key differences between the wars.
5. Evaluate the statement: 'World War II had a greater impact on the world than World War I'.

Continuity and change

1. Which nations were involved in both wars?
2. Source 1: Describe how weapons technology evolved across the wars.
3. Explain why civilian deaths were far higher in World War II.
4. Prepare a Venn diagram showing the key similarities and differences between the wars.
5. Sources 4 and 5: Evaluate these depictions of 'the enemy'. How impactful do you think these would have been in the context of their wars?

HOW TO Continuity and change, page xx

H1.20

How do war crimes fit within the Anzac tradition?

Anzac soldiers are honoured on Anzac Day and Remembrance Day for their courage, mateship and sacrifice. Yet these ideals coexisted with a duty to follow the laws of war. Recognising when Anzac troops violated those laws offers a fuller, more honest understanding of our shared history.

The Surafend Affair (9–10 December 1918, Palestine)

Shortly after the armistice that ended World War I, New Zealand Mounted Rifles and Australian Light Horse units were encamped near Sarafand al-Amar when Trooper Leslie Lowry was killed by someone trying to steal his kitbag. Infuriated by the death of their fellow soldier, and having found footprints leading to the nearby village, around 200 soldiers surrounded the village. After failing to find the suspected culprit, on the night of 10 December, they attacked, killing between 40 and 137 unarmed civilians and burning much of the settlement. Although military police investigated, no one was held to account. After the war, the Australian, New Zealand and British governments were required to pay compensation to survivors, but the massacre remained a dark, often overlooked episode in Anzac history.

Kokoda Track executions (November 1942, Papua New Guinea)

Many of the Australian troops involved in the Kokoda Campaign of World War II had previously witnessed the horrific Japanese war crimes in China, including the Nanjing Massacre of 1937–1938. The resulting anger and desire for revenge led to some Australian soldiers committing war crimes where Japanese prisoners of war were murdered after surrendering. In one such case, at Oivi–Gorari in November 1942, a leading platoon captured five to seven Japanese soldiers who had surrendered. According to Major General Paul Cullen, when the next platoon arrived, it bayoneted the prisoners. Under the Geneva Conventions, executing surrendered combatants without a fair trial constitutes a war crime.

Source 1: This is an image of the Australian Mounted Division. It is unknown who is pictured in this image, but they were possibly part of the Surafend Massacre. [Australian War Memorial, H02984]

Learning from 1945 onwards

In the wake of World War II's atrocities, the international community sought to prevent future war crimes. The Holocaust's horrors spurred the creation of the Nuremberg Trials, where Nazi leaders were held personally responsible under the new principle that individuals cannot escape liability for war crimes by claiming they were following orders. In 1949, the Geneva Conventions were also expanded to strengthen protections for civilians and prisoners of war. These postwar measures laid the foundation for modern international criminal law and institutions such as the International Criminal Court, and had as one of their aims to prevent atrocities during times of war. Unfortunately, war crimes still sometimes happen, including by Australians (Source 2).

Source 2: Australian ex-soldier and Victoria Cross recipient Ben Roberts-Smith leaving court during his defamation trial in June 2023, where the court found that, on the balance of probabilities, he had committed war crimes in Afghanistan. Investigations of the war crimes of his unit, the elite Special Air Service (SAS), is ongoing.

The Anzac tradition

As important as it is to remember the Anzac soldiers and the sacrifices they made to ensure our freedom, it is also important to acknowledge the complete history, even when it is uncomfortable. By learning the complete history of Anzacs at war, we can work towards a future where war crimes, and hopefully war itself, become a thing of the past.

Learning ladder H1.20

Significant people, ideas and events

1. What was the Surafend Affair and where did it occur?
2. Describe the situation that led up to the Surafend Affair.
3. Explain why the governments associated with the ANZAC soldiers had to pay compensation to the survivors of the Surafend Affair.
4. Explain how the idea of 'revenge for Japanese atrocities' could have influenced the conduct of some Australian soldiers during the Kokoda campaign.
5. Evaluate how the post-1945 expansion of the Geneva Conventions and creation of institutions like the International Criminal Court have shaped global approaches to wartime justice.

Interpretations

1. Identify an interpretation of the Surafend Affair.
2. Describe how the Anzac tradition is interpreted on Anzac Day and Remembrance Day.
3. Explain how the view that revenge drove Anzac soldiers to break the laws of war is supported by the Kokoda evidence.
4. Compare the following statements and provide two reasons in support of each:
   - **a** The Australians who fought in the Kokoda campaign are heroes.
   - **b** The Australians who committed war crimes during the Kokoda campaign should have faced justice.
5. Evaluate the following statement, justifying your response: 'The war crimes committed by some Anzac soldiers should be acknowledged as part of Anzac Day and Remembrance Day commemorations.'

HOW TO Interpretations, page xx

How do I conduct a good inquiry?

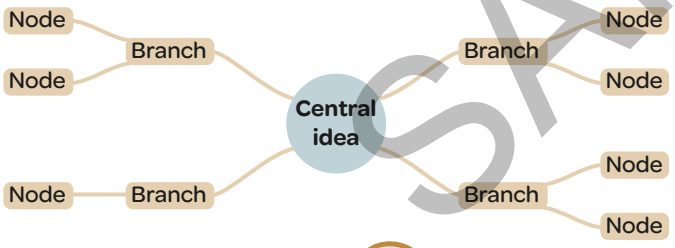
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to World War II.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Causes of World War II, page xx
- Battle for Australia, page xx
- Australians' experiences, page xx
- Prisoners of war / internment, page xx
- Use of nuclear weapons, page xx
- Comparing the wars, page xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

H2

The Holocaust

HOW DO WE COMMEMORATE THE HOLOCAUST? 74

WHAT WAS THE 'FINAL SOLUTION'? 452

HOW DID THE HOLOCAUST EFFECT JEWISH COMMUNITIES? 458

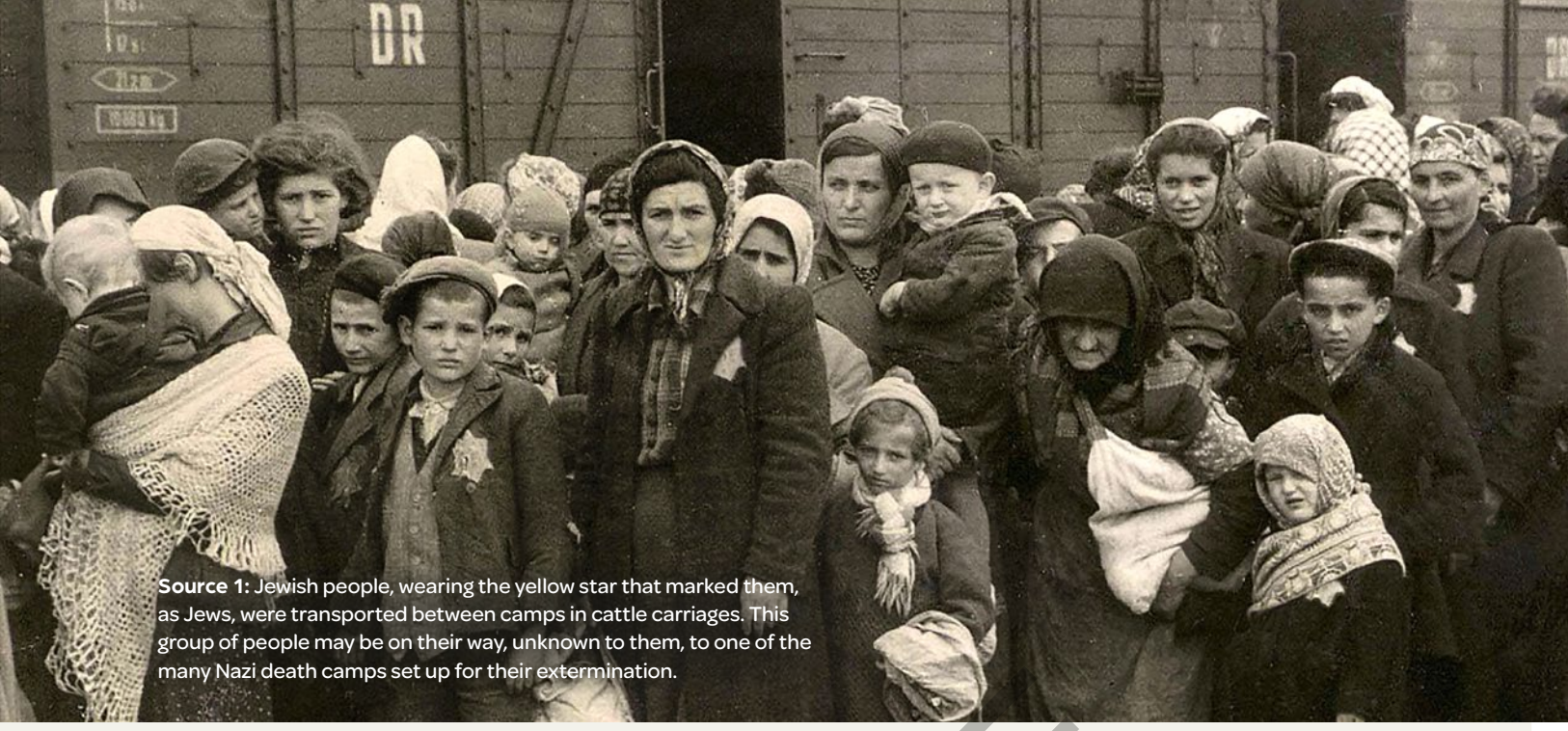
How can we understand the Holocaust?

The Holocaust is a term used to describe the period from 1933 to 1945, during which approximately 6 million Jewish people were deliberately murdered. At the time of Adolf Hitler's rise to power in 1933, the Jewish population of Europe was around 9 million. By 1945, nearly two out of every three European Jews had been killed as part of the 'Final Solution'.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the impact of the rise and fall of societies.	I can evaluate how societies were influenced by significant people and ideas.	I can evaluate the legacy of a society.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a society developed.	I can explain why ideas influenced people and events.	I can explain why a society has a legacy.	I can explain patterns of continuity and/ or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a society developed.	I can explain how ideas influenced people and events.	I can explain the impact of one society on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins of societies.	I can describe key people, ideas and events.	I can describe the legacy of a society.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of societies.	I can identify key people, ideas and events.	I can identify the legacy of a society.	I can identify continuity and change.	I can identify a cause and a consequence.
	Knowledge and understanding				



Source 1: Jewish people, wearing the yellow star that marked them, as Jews, were transported between camps in cattle carriages. This group of people may be on their way, unknown to them, to one of the many Nazi death camps set up for their extermination.

Perspectives	Significance	Interpretations	Chronology	Sources	Steps in skill progression
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

Historical concepts and skills

What was the background to the Holocaust?

The Holocaust was the systematic murder of Europe's Jewish population by the Nazis and their collaborators during World War II. For the first time, the mass extermination of a whole people was conducted using industrial methods. Between 1933 and 1945, Jewish people were subjected to discrimination, segregation and extermination.

While the Holocaust represents the worst mass murder in human history, Jewish people had been persecuted since the time of ancient Rome, when they were expelled from Israel and Judea by Emperor Hadrian (c. 70 CE). During the medieval period in Europe, Jewish and Christian people initially co-existed; however, Jewish people were increasingly subjected to anti-Semitic violence.

The medieval Holocaust in Germany

During the Crusades, many Jewish people were forced to convert to Christianity, or else were murdered by the Christian crusaders, especially in the Rhineland region (modern-day Germany) during the First Crusade (1096).

Again, when the Black Death swept across Europe, Jewish communities were falsely accused of causing the plague by poisoning wells. In response, Jews were forced to convert to Christianity or were massacred. In the Strasbourg Massacre (1349), thousands of Jews were burned alive and their property was confiscated. Many Jewish people fled to Eastern Europe during this time.

In 1492, the King and Queen of Spain issued the Edict of Expulsion, forcing all Jewish people to flee from Spain to neighbouring countries, including Germany. Anti-Jewish violence, known as **pogroms**, would often occur in their new homes. In many places in Europe, pogroms took place during Easter, with Jewish people accused of religious desecration and consuming the blood of Christian children.

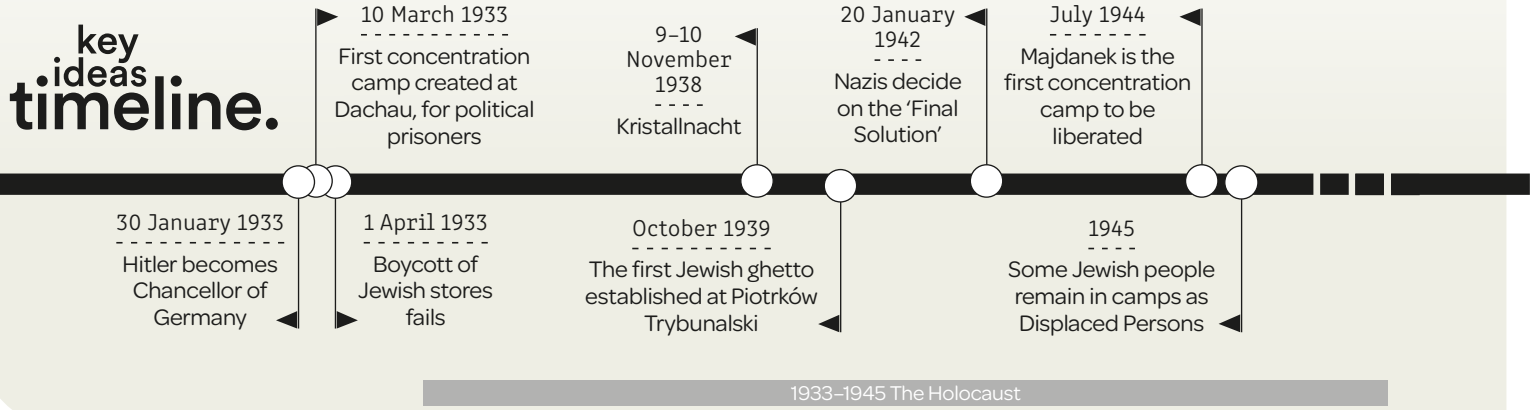
In his 1543 treatise 'On the Jews and their Lies', Martin Luther, a German and one of the founders of Protestantism, used accusations that the Roman Catholic Church was 'too Jewish' as the reason Jewish people had not converted to Christianity. In many parts of Europe around this time, Christians were allowed to murder Jewish people, who did not have legal protections.

A key element of medieval persecution of Jewish people was that they were given an opportunity to convert to Christianity. In the 20th century, the Nazis linked Judaism to genetics, thus making it impossible for Jews to convert to another religion.

The origin of the term anti-Semitism

Wilhelm Marr created the term '**anti-Semitism**' in 1879 to describe specific discrimination against any person of the Jewish faith. This could include minor discrimination such as using religious slurs, to major actions such as confiscation or destruction of property, exile, torture or murder.

Source 1: Timeline of the Holocaust



Source 1: This 1907 painting, *The Raid (Pogrom)* by Wojciech Kossak, depicts the aftermath of a pogrom.

For many centuries, Jewish communities were not allowed to own land or to work in government. As such, they tended to congregate in suburbs within cities and work in middle-class occupations. Anti-Semitic writers such as Marr and others appealed to their audiences by referring to these suburbs as vile places where Jewish people created trouble.

When Germany unified in 1871 (it had formerly been a loose collection of territories and city-states), some people attempted to recreate a past for the newly created German nation. According to this made-up narrative, Germany's history contained no Jewish or Romani people, nor any other minorities.

Hitler's anti-Semitism

It is not known how or when Hitler became anti-Semitic; however, Elizabeth Popps, the daughter of a family with which the young Adolf Hitler stayed during the early days of World War I, recalls Hitler telling her father 'he did not want to serve in the military in Austria because Austria was too swamped with Jewish people (*verjudet*)'. This provides the earliest evidence of Hitler's thinking.

Learning ladder H2.1

Background and origins

1. What is anti-Semitism?
2. Describe the restrictions placed on Jewish communities throughout Medieval Europe and into modern times.
3. Describe the origin of pogroms.
4. Explain how the Nazis prevented Jewish people from converting to Christianity.

Causes and consequences

1. Why did many Jewish people flee to Eastern Europe around 1349?
2. Describe how the Black Death was used against Jewish people.
3. Explain how anti-Semitic attitudes developed in Germany.
4. Using the information shown in the timeline, explain the continuity of discrimination against Jewish people.

HOW TO Causes and consequences, page 8

H2.2

What was the role of propaganda in Germany?

Before World War II, Germany was considered one of the most cosmopolitan and advanced countries in the world. The country had restored its economy and industry after the devastations of reparations, hyperinflation and the instability of the Weimar Republic. Hitler and the Nazis understood the power of propaganda, using it to continually advertise that Nazism was the reason for the country's success.

Propaganda was considered so vital that the Nazi Party established the Reich Ministry of Public Enlightenment and Propaganda, led by Joseph Goebbels. It produced and distributed cheap wireless radios, which significantly extended the reach of the ministry, and Goebbels was able to generate considerable propaganda content via posters, films and radio broadcasts. The content always promoted unwavering support for the Nazi Party, German values and the war effort.

Goebbels had a flair for organising mass rallies and spectacles, which were filmed, photographed and broadcast. Hitler was the first world leader to use air travel as a means to address multiple rallies across vast distances in a single day. Goebbels' cinema productions extolled Nazi virtues, Aryan and *Völkisch* ideas, and promoted and justified anti-Semitism. Part of Hitler's

Source 1: This photograph is supposed to depict 23-year-old Adolf Hitler attending a 1914 rally. While the original photographer claimed he found Hitler in the photo, historian Gerd Krumeich has concluded that it was faked to be used as Nazi propaganda. Krumeich noticed that other pictures of the event taken from different standpoints do not show Hitler.

success in coming to power in 1933 were broadcasts that declared how the Nazis would end poverty and unemployment under Hitler's promise of 'bread and work'.

Anti-Jewish actions

Within months of Hitler coming to power in 1933, his government purged the education system of Jewish people and politically oppositional officials and teachers. After the purge, 97 per cent of teachers were part of the Nazi Teachers League. The curriculum was changed to focus on patriotic virtues such as dying for the Führer and Fatherland, love of the Führer, love of the Reich and hatred of subversive views and Jewish people. This helped the Nazi regime shift people's moral compass towards a war footing as well as accepting the mass murder of political opponents and undesirable racial minorities.

From the start of Hitler's reign in 1933, discrimination against Jewish people increased. On 1 April 1933, **boycotts** of Jewish businesses were instituted. However, these displays – such as that shown in Source 3, in which paramilitary *Sturmabteilung* soldiers (also known as stormtroopers) hold placards to encourage boycotts – were not as effective as their organiser, Goebbels, had hoped. In many cases, people ignored the boycotts and walked straight past the stormtroopers to collect their orders. After 1938, this propaganda-based approach would be replaced by the forced **aryanisation** of Jewish-owned businesses.

▲ **Source 3:** Stormtroopers protest outside a department store. The placards read 'Germans protect yourselves, don't buy from Jews'.

◀ **Source 2:** Children's books such as *Der Giftpilz* – 'The Poisonous Mushroom' – played a large role in teaching children anti-Semitic myths. The aim was to create a hateful stereotype of Jewish people as harmful to German society. This image is offensive and racist by modern standards.

Learning ladder H2.2

Background and origins

1. Who led the Reich Ministry of Public Enlightenment and Propaganda?
2. Describe how propaganda was communicated by the Nazi Party.
3. Explain how the German education system was controlled under the Nazi Party.
4. Explain why the Nazis wanted to create a hatred of Jewish people.

Perspectives

1. Source 2: What perspective of Jewish people is presented by the cover of this children's book?
2. Describe the perspective of Hitler that Goebbels wanted to create.
3. Explain how the Nazis went about creating a negative perspective of Jewish people.
4. Evaluate the role of propaganda in creating a public perspective of a race of people.

HOW TO
Perspectives, page 14

H2.3

What was Jewish life like before the Holocaust?

In 1933, the Jewish population in Europe was estimated to be around 9.5 million people. While there is a tendency to view the Holocaust as starting when Hitler became Chancellor this approach does not adequately account for the victims, their culture, the advances they were responsible for and the world that they inhabited. Nor does it account for the contributions they would have made to the world except for the murder of so many.

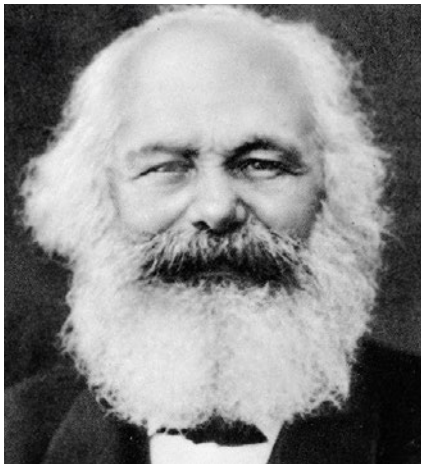
In 1781, the Edict of Tolerance of Austro-Hungarian Emperor Joseph II removed many of the legal impediments traditionally applied to Jewish people. They were allowed to participate in trades and attend universities; prominent thinkers and other educated and upper-class Jewish people were encouraged to fully participate in society. Similar legal emancipations occurred across Europe, including in 1871 in Germany and in the Constitution of the Weimar Republic.

Many people embraced the new opportunities tolerance brought them, and new streams of Judaism emerged, such as Reform Judaism in Germany. Three great thinkers who changed how humanity thought about itself in the 19th and 20th centuries had Jewish heritage: Karl Marx, Sigmund Freud and Albert Einstein.

Jewish people in Germany were largely indistinguishable from their German peers, as many had adopted the dress and appearance of their Christian neighbours. A significant number had totally **assimilated**, baptising their children as Christian, while being nominally Jewish in name only.

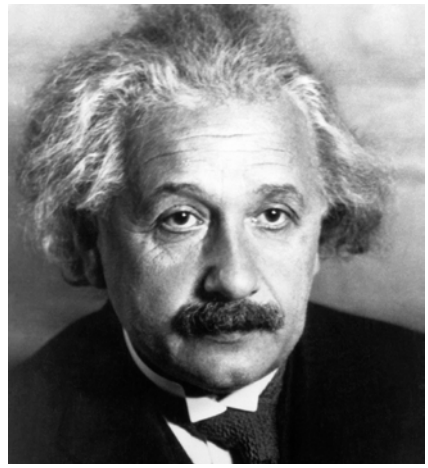
Source 1: On Chanukah 1932, just one month before Hitler came to power, Rachel Posner, wife of Rabbi Doctor Akiva Posner, took this photo of the family menorah. Through the window, the building across the road can be seen decorated with Nazi flags. On the back of the photograph, she wrote: 'Chanukah 5692 (1932) "Death to Judah", so the flag says. "Judah will live forever", so the light answers.'

▼ **Source 2:** Some famous Jewish people



Karl Marx, the father of Communism, was baptised as a Christian but was related by his grandfather Meir Halevi to a Rabbinic Dynasty.

Sigmund Freud (1856–1939) is known as the father of modern psychiatry. He was Jewish and had to flee Nazi Germany in 1938.



Famous theoretical physicist Albert Einstein (1879–1955) declared his secularity and renounced his Jewish beliefs, although he remained devoted to the idea that Jewish people would return to the land of Israel.

Jewish people participated in society at many levels, making many contributions to science, mathematics, humanities and the arts. They maintained their cultural roots through the Yiddish language, a fusion of German and Hebrew and words from other languages. Yiddish permeated Jewish culture in Europe, and it was spoken in theatres, newspapers, committees and labour movements. Much of the tradition of Jewish comedy made famous in Hollywood many years later had its roots in Yiddish theatres across Europe.

However, at the same time as there was a push to integrate the Jewish people of Europe into the societies around them, there was a movement to separate them as well. Under the 1935 Nuremberg Laws, the Nazis forced Jewish people to wear yellow stars on their clothes to make them easily distinguishable from their German peers. These laws also divided society and created many severe restrictions against the Jewish population, including what jobs they could do, and who they could have relationships with and marry.

Prior to the war, the integration of half a million Jews into German society was so complete that many could not and would not believe what was to come. For example, President Paul von Hindenburg protested against the 'Law for the Restoration of the Professional Civil Service', which would remove Jewish people from government positions. He pointed out that this would penalise many Jewish people who had earned Iron Crosses for their bravery during World War I. Hitler was forced to back down; however, upon von Hindenburg's death in 1935 this law and the discriminatory Nuremberg Laws were enacted.

Learning ladder H2.3

Background and origins

1. How many Jewish people lived in Europe in 1933?
2. Describe life for Jewish people in Germany before the Nazis came to power.
3. Explain the background and purpose of the Nuremberg Laws of 1935.
4. Evaluate the impact of the Nuremberg Laws on Jewish people in Germany.

Significance

1. What was the significance of the 1781 Edict of Tolerance?
2. Describe the contributions made by Marx, Freud and Einstein to society.
3. Explain the significance of Yiddish to Jewish people in maintaining their cultural roots.
4. Explain why the 'Law for the Restoration of the Professional Civil Service' would have been significant to Jewish people in Germany.

HOW TO Significance, page 5

What were the aims of the Holocaust?

Adolf Hitler's dual aims in implementing the Holocaust can be summarised as 'Germanisation' to achieve a 'Greater Germany' and 'Aryanisation' – purifying the Aryan race by killing people of different ethnoreligious groups, political ideologies, nationalities and sexualities, as well as minorities and those with disabilities.

Lebensraum and ethnic cleansing

On 22 June 1941, Nazi Germany invaded the Soviet Union, initiating the War on the East, which aimed at conquering Eastern Europe and the USSR to provide land and resources (*Lebensraum*, or 'living space') for Germans. Hitler's vision, outlined in *Mein Kampf*, was to depopulate the conquered territories of undesirables, and repopulate them with ethnic Germans. The government policy of getting rid of ***untermenschen***, or undesirable people, began as a move to coerce people to leave German lands or be killed.

Emigration was initially very effective: more than 397 000 of Germany and Austria's 500 000 Jewish people fled the region. Then policies escalated into arrests, **concentration camps**, mass shootings, mobile killing units, **ghettos**, labour camps and death camps. The *untermenschen*-inspired policies also travelled with the German Army as it rampaged across Europe, wiping out opposition leaders, intellectuals and Jewish and Romani people, as well as randomly executing Slavic, Polish and Russian people, and anyone else deemed 'worthy of a bullet'. When bullets became expensive and were required by the war effort, other more insidious means were devised.

Homosexual people of all religions and ethnicities were also persecuted as part of the Holocaust. It is estimated that over 100 000 prisoners who were part of the vibrant LGBTQI A+ community during the Weimar Republic were murdered by the Nazis. Hitler and other key Nazi figures viewed homosexuality as degenerate. Pre-existing laws banning homosexuality were strengthened by the Nazis, as Hitler saw same-sex unions as incapable of producing Aryan children, making them an 'asocial' hindrance to the Reich. German lesbians, while less obviously persecuted, were forced into secrecy, had to marry male friends, had to give up higher-paying jobs and were forced to have children. Based on limited available data, the suicide rate for homosexual prisoners in Sachsenhausen concentration camp was 10 times the rate of all other inmates.

Traditional explanations often state that it was the education and propaganda machine of the Nazi government that allowed everyday people to participate in the Holocaust. Hitler openly declared his plan to annihilate Jewish people as scapegoats when he announced, in a speech in 1939, 'If international finance Jewry inside and outside Europe should succeed in plunging the nations once more into a world war, the result will be not the Bolshevization of the Earth and thereby the victory of Jewry, but the annihilation of the Jewish race in Europe'.

Outside of state- and military-organised mass murder, everyday people had licence to do their part to drive out and even kill the *untermenschen*. The concept that people could be declared 'unworthy of life' allowed perpetrators to dehumanise their victims. The anti-Semitism, prejudice and fear that many people held allowed them to set aside their moral compass and enabled the terror apparatus to operate on a societal scale.

However, at the same time, many protested against anti-Semitism and the Nazi atrocities. A significant number of German people publicly protested, supported Communist parties, undertook violent resistance to the Nazis, hid Jewish people or warned Jewish and Romani people about what was coming. Even within families there was disagreement, and Hitler Youth members were expected to inform on dissenting family members.

Kristallnacht

On 7 November 1938, Hershel Grynspan attempted to assassinate the German ambassador to Paris, Ernst vom Rath. Grynspan was a Polish Jew who was protesting

Source 1: Pedestrians pass by a shattered storefront of a Jewish-owned shop after *Kristallnacht* in Berlin, Germany.

his family's deportation from Germany to Poland. Elites within the Nazi regime were divided about how to respond, but Goebbels sent the Sturmabteilung (SA) to conduct a pogrom on the night of 9 November. This became known as **Kristallnacht** or 'The night of broken glass'.

The SS Chief Reinhard Heydrich issued orders to try to direct the SA not to damage German businesses or property for fears of losing mainstream support and to prevent insurance claims. However, what followed was an unmitigated disaster. Hundreds of synagogues were burned, as were schools, businesses and houses, and cemeteries were desecrated. To solve the insurance issue Jewish people were forced to pay for the damage to their community institutions, businesses and homes. Close to one hundred Jewish people died from the fires or the brutal violence (although this number is probably underreported).

Some see *Kristallnacht* as a turning point for the Holocaust. It signalled a change in Nazi policy from public SA violence to the more secretive roundups, ghettos and concentration camps. After *Kristallnacht*, 30 000 Jewish people were arrested and sent to concentration camps at Buchenwald, Dachau and Sachsenhausen. This Nazi policy shift was based partly on the distaste of the German people for public violence.

Word of these horrific actions spread across the world; however, the only private citizen to officially condemn these actions outside of Germany was the First Nations Australian William Cooper. On 6 December 1938, Cooper led an Australian Aborigines League delegation to the German consulate in Australia to protest the violence being perpetrated on the Jewish population by the Nazis.

Learning ladder H2.4

Background and origins

1. Who were the '*untermenschen*'?
2. Describe the aims of the Holocaust.
3. Explain how Hitler convinced many German people to support the Holocaust.
4. Explain why *Kristallnacht* was a turning point in the Holocaust.

Causes and consequences

1. What caused 397 000 German and Austrian Jewish people to flee Nazi control?
2. Describe how *untermenschen*-inspired policies spread from Germany to other countries.
3. Explain how Nazi propaganda and education influenced everyday people's attitudes towards the *untermenschen*.
4. Analyse why the Nazis moved from public violence against Jewish people to establishing concentration and death camps.

HOW TO
Causes and consequences, page 10

What were the Jewish ghettos?

Forced emigration was about 55–60 per cent successful in removing the Jewish population from Germany and Austria; however, the invasions in Eastern Europe increased the number of Jewish people in the Nazi Reich by millions. Heinrich Himmler and Reinhard Heydrich decided to create ghettos to centralise and control Jewish and Romani populations.

The Nazis used measures from history that had traditionally been applied to Jewish people. For centuries in Medieval Europe and the Islamic world, Jewish people were forced to wear special badges or hats to distinguish them from their neighbours. In 1938, Joseph Goebbels and Reinhard Heydrich wanted some way to mark Germany's cosmopolitan Jews as different. To make the country 'Jew free' they relied on census data and synagogue registers, which were seized by the Nazis before synagogues and shops were burned.

While the Nazis required all Germans to carry travel papers, starting from 1 January 1939, Jewish people had to have theirs stamped with a red 'J'. Inspections were held regularly and there were severe penalties for not having papers, including beatings. German Jews without obviously Jewish names were forced to have their names include 'Israel' for men or 'Sarah' for women.

▲ **Source 1:** Heydrich's yellow star

After the invasion of Poland, the Nazi government in Poland, led by Hans Frank, issued decrees making it mandatory for all Jewish people to wear a white armband with a Star of David, with extreme punishments for not doing so. In Germany, on 1 September 1941, Reinhard Heydrich forced Jewish people to wear a yellow star with the word for Jew in the centre (Source 1).

The origins of the ghettos

Historically all ghettos trace their heritage to the 'Gettare' or 'Foundry of Venice' in 1514, a tiny Venetian island on which Jewish people were forced to live under a curfew and wear identifying badges. The Nazi conquest of Eastern Europe led them to establish 1143 ghettos (Source 2), some of which were created by walling in suburbs and sections of cities. As the Nazis forced thousands of people into these limited spaces, severely restricted food and water and provided inadequate sanitation, they turned the ghettos into places where disease and death proliferated.

The first ghetto was established at Piotrków Trybunalski in October 1939, while the last ghetto in Łódź was '**liquidated**' in August 1944. They operated for varying durations depending on the needs of the Nazi regime and when they could be 'liquidated' or 'processed'. These terms were Nazi euphemisms for ghettos being emptied and people selected for slave labour at concentration camps or death at **extermination camps**.

Daily life in the ghettos

Most Jewish people received little or no warning that they were going to be forced from their homes and moved into ghettos. Specially trained police, guards and Nazi collaborators would usually knock on their door and tell families that they had a short time to collect some belongings into a suitcase. People took valuable

Ghettos in occupied Eastern Europe 1941–1942

▲ **Source 2:** The concentration of ghettos in Poland and Soviet territory

Source: Matilda Education Australia/Custom Mapping Services, based on information from the US Memorial Holocaust Museum

jewellery and winter clothing, some chose heirlooms and photographs and others, religious objects. Most importantly they needed their papers and Jewish stars or armbands. They then had to walk or were transported to ghettos via trucks or trains. Some hid and were later found and added to the round up or shot in public as an example to others in hiding. A small percentage were successful at remaining in hiding.

Once in the ghetto, families would be allocated a room or a shared living space – usually one family to a room or small apartment inside the ghetto. Overcrowding meant that multiple people shared beds on rotation, multiple families shared houses and, overall, there were around seven people to a room. Gradually rations were reduced until people began to suffer from malnutrition and starvation. Meanwhile, infectious diseases proliferated.

Those who could worked for the *Judenräte*, the ghetto administration, in some official capacity. Somewhat incredibly, there were opportunities to become involved in community projects to make life a little more bearable for the community. Forced labour offered hours of

> We got used to standing in line at 7 o'clock in the morning, at 12 noon and again at 7 o'clock in the evening. We stood in a long queue with a plate in our hand, into which they ladled a little warmed-up water with a salty or coffee flavour. Or else they gave us a few potatoes. We got used to sleeping without a bed, to saluting every uniform, not to walk on the sidewalks and then again to walk on the sidewalks. We got used to undeserved slaps, blows and executions. We got accustomed to seeing people die in their own excrement, to seeing piled-up coffins full of corpses, to seeing the sick amid dirt and filth and to seeing the helpless doctors ...
>
> **Source 3:** An account from 15-year-old Petr Fischl, who perished in Auschwitz in 1944. His experience was documented in secret during art classes taught by Austrian Friedl Dicker-Brandeis.

Source 4: Homeless and starving children in the Warsaw Ghetto, 1941

backbreaking work under terrible conditions but it did offer extra rations, however small. Aryan- and Polish -looking Jews could try to cross the wall of the ghetto, remove their Star of David armband, and try their luck on the Aryan side. Still others recognised the injustice and began to record the abuses, and others actively resisted by linking with underground **resistance groups**. Many people who could not participate in such activities busied themselves in other ways and others who could not had to endure hardships with little hope.

Official orders regulated food to the milligram at the ghettos, with orders such as those from April 1941 mandating 'the basic provisioning of the Jewish Residential District must be less than the minimum necessary for preserving life, regardless of the consequences'. The strict regulation of food to 300 calories per day meant that hundreds of thousands of people died from starvation before ever getting on a train to an extermination camp.

> They demand that with my own hands
> I should kill my nation's children.
> There is nothing for me to do but to die.
>
> from Adam Czerniaków's letter to his wife Felicja Czerniaków

> Josef Hermann Worthoff and his comrades [resettlement staff] were here and demanded to prepare a transport of children for tomorrow. That is the last straw. Surely, I cannot send to death the defenceless children. I decided to leave. Do not treat it as an act of cowardice or escape. I am helpless, my heart is bursting with grief and pity, I cannot stand it anymore. My deed will show truth to all and may lead to the right course of action. I realise that I leave you with a heavy legacy.
>
> from Adam Czerniaków's diary

▲ **Source 5:** Extracts showing the despair of Adam Czerniaków

The *Judenräte*

The terrible predicament of the Jewish administrators of the ghettos is that the Nazis used them to organise the deaths of their families and their communities. The Jewish police were in a particularly awful position in enforcing orders from the Nazi regime on their own communities.

Prominent leaders of each ghetto faced terrible ethical decisions every day, where each choice led to suffering and death. Such decisions included how to distribute inadequate food supplies, how to collect money and jewellery to pay for cattle carriages and ransoms, who to recruit as slave labour and deciding who was to be 'going to the East', knowing this was Nazi code that meant going to a camp.

The stress of these decisions led Adam Czerniaków, the head of the Warsaw Ghetto, to take his own life. He left a letter and diary entries explaining why (Source 5).

Learning ladder H2.5

Background and origins

1. What was the origin of ghettos?
2. Describe how Jewish people were forced into ghettos.
3. Explain life in a ghetto under the Nazis.
4. Source 3: Explain what 'normal' life was like for Petr Fischl in a ghetto.

Continuity and change

1. When did the Nazis establish the first ghetto?
2. Describe the historical measures the Nazis used to single out Jewish people.
3. Explain the impact of the 1941 orders on people living in ghettos.
4. Explain how the *Judenräte* tried to maintain continuity for those in the ghettos. Why did they fail?

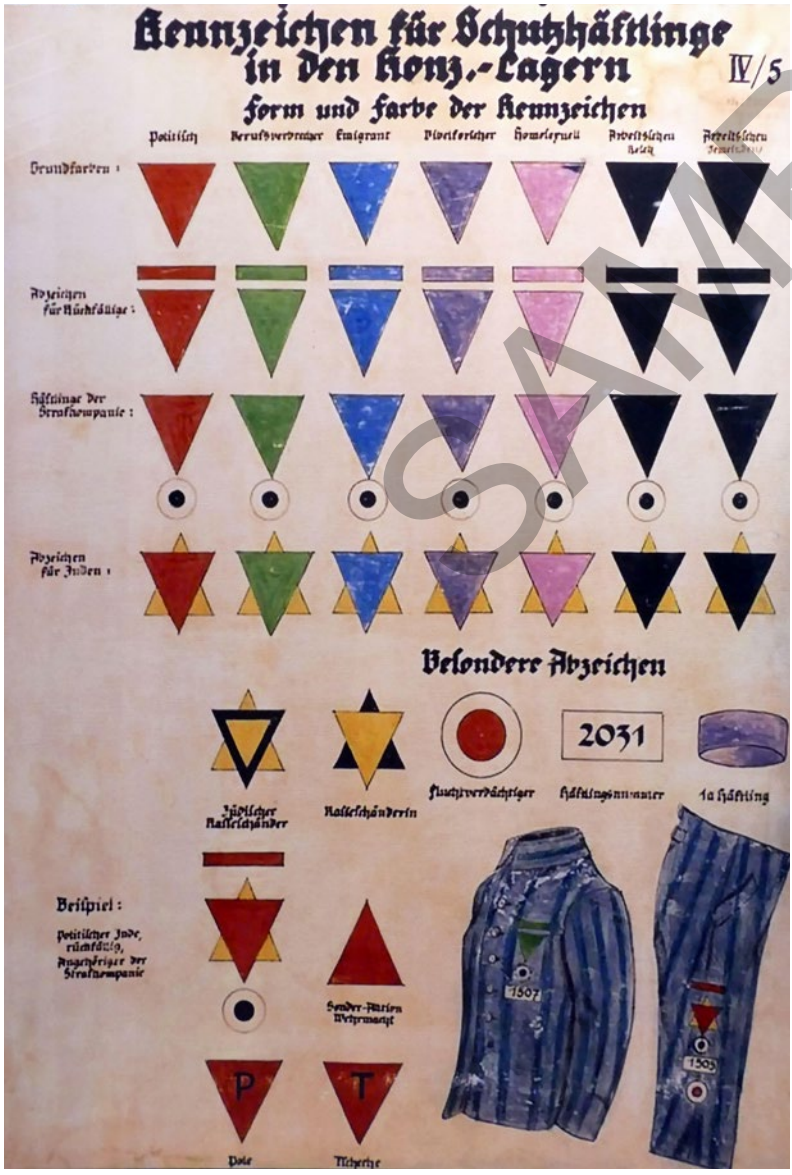
Continuity and change, page 8

What were the concentration camps?

With the ghettos at capacity, the Nazi regime sought new locations to send the *untermenschen*. Increasingly, they used concentration camps to house the growing numbers of Jewish and other 'undesirable' prisoners.

The first concentration camp was established on 10 March 1933, at Dachau. Initially, its purpose was to 're-educate' German political prisoners. These camps used barbed wire and electrified fences and were manned by soldiers with automatic rifles, which enabled a small group of guards to administer a large group of prisoners. The overcrowding, lack of clean water or adequate food, and brutal treatment meant that disease quickly took over and large numbers of prisoners died. Dachau's second Commandant, Theodore Eicke, was instrumental in developing operating systems that became standard in other camps.

Political prisoners were soon joined in their incarceration by Jewish, Romani and LGBTQIA+ people and anyone else that was deemed to be *untermenschen*. (The table in Source 1 shows the groupings used to categorise the inmates of the concentration camps.) Himmler and Eicke developed brutal treatments to break the prisoners' spirits, including meaningless exhausting tasks such as moving rocks from one place to another and breaking them up for no purpose, brutal beatings for minor infractions, and executing prisoners in front of



Source 1: Chart of prisoner markings – the ordained camp hierarchy

Triangle colour	Position and meaning
Red	Political prisoners
Green	Criminals
Blue	Foreign forced labourers
Purple	Jehovah's Witnesses
Pink	Homosexuals
Black/brown	Romani, homeless and other politically undesirable people
Letter on top of triangle	Non-German prisoner – letter of their country
Two yellow triangles, forming the Star of David	Jewish prisoners. If they were Jewish and another category, the triangle of the other category would go above, with a yellow triangle below.

▲ **Source 2:** New arrivals line up at Auschwitz-Birkenau

other inmates. Food was regulated to the milligram and avoiding starvation became vital to surviving the camps. According to survivor accounts, prisoners would receive a cupcake-sized lump of bread and some watery soup in the mornings. Experienced inmates halved their bread to eat in the evening so they could sleep, otherwise hunger would keep them awake. When someone died or was selected for execution, other inmates would search their bunk and belongings for their small stash of bread.

Eicke ordered a hierarchy of badges to be sewn onto detainees' uniforms. Criminals convicted of murder and other violent crimes were at the top of the prison hierarchy and they were often tasked with brutally enforcing Eicke's rules as camp police called, *Kapos*. Dachau concentration camp was joined by Sachsenhausen in 1936, which acted as a central headquarters for the elaborate system of concentration camps that would soon be opened.

A network of camps developed in occupied Poland, and territories in the newly occupied Soviet Union transferred inmates to and from subcamps to main camps. Camps served the functions of prison, population concentration (similar to ghettos) and a source of slave labour. Six of the camps were outfitted with facilities for extermination, such as false shower blocks that were actually gas chambers and **crematoriums**.

Daily life in the camps

Upon arrival at the camps, guards with vicious attack dogs forced the prisoners to rush off the trains and line up at tables. Men and boys older than 16 were placed in one line, women and children in the other. Healthy women who could be used as forced labour were separated out at this stage.

After the camp doctors had performed a rudimentary health check, a person was asked their age and occupation (experience with manual labour was preferred). Then the new inmates were registered and given a number, which was used instead of their name in the camp. For some, their number was sewn onto their uniform along with their triangle (Source 1), while at camps such as Auschwitz-Birkenau the number was tattooed onto the inmate's arm, using the same needle for hundreds of people. People were then given a blue and white striped prison uniform and their heads were shaved. They were made to shower in groups of hundreds, in full view of the SS guards and other inmates, before finally being given a bowl and allocated a barracks to sleep in. The process was designed to humiliate and dehumanise the prisoners. Meanwhile, young children, the elderly and many women were sent straight to the extermination centre.

Each barracks held 700–1200 people and only had around 22 toilets and inadequate shower facilities. In some places, inmates would have to undress in their barracks and walk to the shower block naked regardless of the weather. In the morning, the prisoners were forced to line up in rows outside in the mud or snow. Rolls were taken and those who had died in the night, had not completed their ablutions or were still asleep had to be found. These people were severely beaten, shot or sent for extermination. ***Selektions***, where people were selected for execution, occurred three times daily, and often took hours. Guards and *Kapos* could beat anyone for any reason, using wooden truncheons, gun handles or sharpened steel-toe boots that the guards wore specifically. As well as their injuries from beatings, the wooden clogs the prisoners were forced to wear caused wounds to their feet, which would fester. Any injury was a serious liability, as the prisoners could not rest or eat well enough to heal properly.

Source 4: Women assemble for daily *selektion*.

▲ **Source 3:** Romani woman Růžena Danielová shows the tattoo she received in Auschwitz. Held in the so-called 'Gypsy camp' in Auschwitz-Birkenau, Růžena was the only member of her family to survive.

Work could be various duties inside the camp itself or could require marching to sites many kilometres away. Sadistically, inmates who were musicians were made to play music to 'lift' morale as teams of slave labourers marched past. On marches, guards forced the underfed inmates to move at a fast pace and beat or shot anyone who did not keep up. For extra humiliation, guards coerced prisoners to chant nasty songs about themselves to keep up their marching tempo. Lunch would be back at camp or on site and always contained fewer calories than the inmates required. The calories were set in such a way that inmates would slowly die over six weeks. After the work day finished around sunset, inmates returned to the camp for another long roll call. This could take hours, as all the bodies from inmates who had died had to be accounted for. After this, inmates returned to their barracks, and lights out occurred at 9 pm.

Inmates tried to make life somewhat bearable. They repaired or swapped their clothing with deceased inmates. Trade and barter occurred. Alliances were made. Stories of how to survive, which jobs were better to do and which guard or *Kapo* to avoid were shared. Some inmates also had special skills they could use to get extra food.

Treatment of women

Sexual violence was common on the Eastern Front and many female inmates had been raped before they even came to the camps. Many women worked in the Ravensbrück, Auschwitz-Birkenau and Bergen-Belsen concentration camps. Assaults from male and female guards as well as *Kapos* were fairly common and some non-Jewish women were forced to work in camp brothels. Women were often forced to shower in public where they could be subject to abuse. The camp 'hospital' was notoriously unsanitary and giving birth was often lethal for both mother and baby.

Women worked sorting confiscated possessions, staffing laundries and cleaning the camp lavatories, which required constant maintenance. Work in the camp offices and house cleaning were highly sought-after positions. As a way of surviving, women continued to dress and look as best they could under the circumstances; makeup could be bartered for, and a healthy appearance could help a person to survive daily *selektion*. Women of certain cultural or similar backgrounds often formed alliances, supporting each other in the face of the Holocaust.

> I remember that we stood naked in the sauna, in line to have our hair removed, and I wondered – what are all these men doing here? We couldn't recognise one another anymore. I approached one of the Jewish guards and asked him if he would have a word with someone so that they wouldn't cut off my pigtails, and he replied that so long as I had a head, hair would grow, while if I didn't have a head, I wouldn't need hair anyway.
>
> **Source 5:** From the testimony of Dita (Kurschner) Segal, 2006

Block 10

At Auschwitz, Block 10 was notorious among inmates as a place to be avoided. This was where camp doctors performed hideous experiments on inmates. Doctors Carl Clauberg and Horst Schumann conducted experiments in sterilising women by injecting irritants into women's fallopian tubes and using X-ray methods and surgical castration on men.

Professor Josef Mengele performed a number of bizarre experiments on twins, people with dwarfism, people with genetic differences and Romani people. He had a special lab near the Zigeuner Family Camp and ensured that any subjects were killed so he could study them by autopsy. Some experiments conducted by camp doctors included investigating hypothermia by having inmates stand naked outside in the middle of winter and dousing them with cold water. Other experiments included torturous and unnecessary surgeries, which caused significant pain and trauma to the victims. Many of the experimental results were sealed at the trial of doctors at Nuremberg after the war; however, some of the research went on to be used in the treatment of hypothermia.

Learning ladder H2.6

Significant people, ideas and events

1. What was the original purpose of Dachau concentration camp?
2. Describe what happened to people when they arrived at the camps.
3. Explain why daily life in the camps was inhumane and resulted in such a high death rate.
4. Explain why concentration camps were part of the Nazi process of genocide.

Sources

1. Source 2: What type of source is this, and where might it have come from?
2. Source 3: Describe this source.
3. Source 4: Using knowledge from this unit, explain what this source shows.
4. Which of these sources is most useful in explaining life in a concentration camp? Give reasons for your answer.

HOW TO Sources, page 10

H2.7

What was the 'Final Solution'?

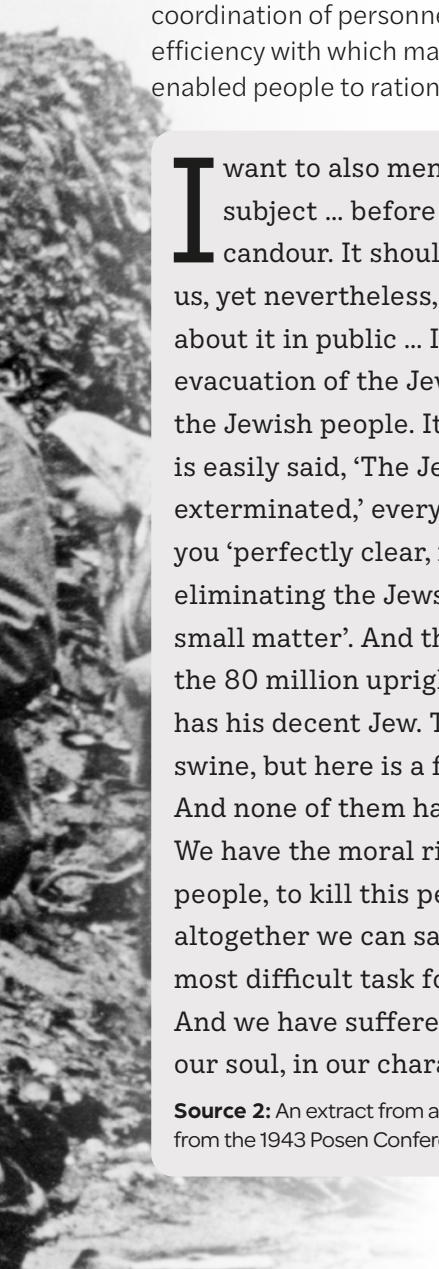
With the increasing numbers of Jewish people in German-occupied territories, it was no longer feasible for the Nazis to force the Jewish population to leave or to only live in the ghettos and concentration camps. The 'Final Solution' aimed to address this problem, through the mass murder of millions of people.

We do not know the extent to which Hitler knew of this policy, but Adolf Hitler's views on racial purity and anti-Semitism had a profound influence on how the Nazis treated the Jewish populations of Germany and the territories they invaded. Further, Hitler's views on the enslavement and extermination of 'undesirable' peoples are clear. However, there is no evidence that Hitler ever set foot in a concentration camp and his orders were vague and often delivered through others.

▼ **Source 1:** This pile of shoes at Auschwitz-Birkenau is a stark reminder of the sheer number of people murdered at concentration and extermination camps. Auschwitz-Birkenau was Nazi Germany's largest camp. Up to 1 million Jews died in the gas chambers of its extermination centre.

SS chiefs Himmler and Heydrich were tasked with the practicalities of carrying out these vague orders. To do this, they held the 1942 Wannsee and 1943 Posen conferences and numerous other meetings. The 'Final Solution to the Jewish Question', as it was officially known, was a euphemism for the policies that culminated in the extermination of 6 million or more Jewish, Romani, Polish, Slavic and other peoples. The euphemism was carefully selected to avoid scrutiny from the German public and the people of the newly conquered lands. At the Wannsee conference in 1942, Reinhard Heydrich noted that 11 million Jewish people, more than existed in German-controlled territories, were to be annihilated. Orders mentioning this were part of some of the 3000 tonnes of reports and official documentation that the Allies unearthed and tabled in the later Nuremberg Trials.

The scale of the task was astounding; the infrastructure and social organisation of mobile killing units, ghettos, railways and camps required the coordination of personnel on many levels. The cold efficiency with which mass murder was bureaucratised enabled people to rationalise their role as perpetrators.



I want to also mention a very difficult subject … before you, with complete candour. It should be discussed among us, yet nevertheless, we will never speak about it in public … I am talking about the evacuation of the Jews, the extermination of the Jewish people. It is one of those things that is easily said, 'The Jewish people are being exterminated,' every Party member will tell you 'perfectly clear, it's part of our plans, we're eliminating the Jews, exterminating them, a small matter'. And then along they all come, all the 80 million upright Germans, and each one has his decent Jew. They say: 'all the others are swine, but here is a first-class Jew'.
And none of them has seen it, has endured it … We have the moral right, we had the duty to our people, to kill this people who would kill us … altogether we can say: We have carried out this most difficult task for the love of our people. And we have suffered no defect within us, in our soul, in our character.

Source 2: An extract from a speech by Heinrich Himmler from the 1943 Posen Conference, entitled 'Extermination'

Using euphemisms, counting numbers rather than people and distancing themselves from the reality of their actions made it possible for the perpetrators to do what they did.

Part of the operation included developing systems to avoid panic or rebellion from the victims being transported to and exterminated in the death camps. For example, people being transported to the camps were told they were 'emigrating to Palestine' or 'going to work in Germany', among other things. In the camps, people were ushered into gas chambers on the pretext of being 'deloused'.

New technologies and infrastructure were also required, such as the poison gases carbon monoxide and Zyklon B pesticide, and cattle carriages and trains. Horrifically, the victims of these transports were forced to pay for their construction and maintenance.

Meanwhile, mobile killing units (*Einsatzgruppen*) were authorised to operate in the Soviet Union, where they were used to massacre Polish Jews, Romani, resistance fighters and anyone else deemed undesirable.

Learning ladder H2.7

Significant people, ideas and events

1. What was the 'Final Solution'?
2. Describe the methods the Nazis used to carry out the mass murder of Jewish people and others they deemed 'undesirable'.
3. Explain the roles of Hitler, Himmler and Heydrich in the 'Final Solution'.
4. Why is the 'Final Solution' considered one of the worst atrocities of the twentieth century?

Sources

1. Source 2: What is the origin of this source?
2. Source 2: What is the context of this source?
3. Source 2: How useful and reliable is this source for understanding the background of the 'Final Solution'?
4. Sources 1 and 2: How accurate, useful and reliable are these sources in explaining why the 'Final Solution' led to the deaths of millions of Jewish people and others at the hands of the Nazis?

HOW TO
Sources, page 5

What was Operation T4?

As well as the wholesale extermination of Jewish people, the Nazi doctrines about eugenics and the superiority of the Aryan race led them to seek to 'purify' the German race by killing people who were mentally ill or disabled. The idea was to remove people who were considered a 'burden' on the healthy people of the Reich. This culminated in Operation T4.

On 18 August 1939, senior Nazi leaders Philipp Bouhler and Karl Brandt ordered nurses, doctors and even parents to identify children up to three years of age who were not developing at the expected rate or who showed signs of mental or physical disability. These children were then executed as part of a **eugenics** program to purify the German race by euthanising people with disability – Operation T4.

In addition, around 250 000 people who had neurodevelopmental disorders or mental illnesses (particularly schizophrenia), and people with physical disabilities were labelled *Idioten* by the Nazi regime and sent to specially designed medical centres for extermination. These clinics were established with utmost secrecy. Babies and children placed there were given lethal injections or starved to death, with their cause of death officially listed as pneumonia.

It was at one such clinic in Vienna that the paediatrician Hans Asperger researched children diagnosed as having mild autism spectrum disorder.

Source 1: Hans Asperger with children at the University Paediatric Clinic in Vienna, c. 1940

Source 2: The cover of the Nazi Propaganda Magazine *New People*. The text reads, 'This hereditarily ill person will cost our national community 60 000 Reichsmarks over the course of his lifetime. Citizen, this is your money.' Demonising the cost of care was a strategy to win the German people over to the idea of eugenics.

His work continued the research started by Jewish doctors who had been removed from his medical school in 1938. Far from Asperger's claims of being a conscientious objector, evidence has emerged that he referred severely disabled children to the **euthanasia** program, and that he obtained privileges from his collaboration with the Nazi regime.

While initially focusing on children, the age limit of those to be identified for extermination was later raised to 17 years, then to include older people and then even included injured soldiers from the battle of Leningrad. These soldiers' deaths were misreported as occurring on the frontline. As part of Operation T4, carbon monoxide gas chambers were designed to resemble shower blocks with false shower heads. These would later be used in the Nazi death camps. When the T4 policies came to public attention in 1941, the German people protested against them. In response, it was claimed the operation was ended; in reality, it continued in secret until 1945.

Learning ladder H2.8

Significant people, ideas and events

1. What was Operation T4?
2. Describe how the Nazis attempted to 'purify' the Aryan race.
3. Explain how the murder of T4 victims was recorded. Why was this done?

Perspectives

1. Describe the perspective of Philipp Bouhler and Karl Brandt towards disabled children.
2. Source 2: Describe the perspective presented in this source towards people with a disability.
3. Explain why the positive perspective of Hans Asperger's work during Nazi times is now being challenged.
4. Following publication of research in 2018 which claimed Hans Asperger was responsible for the euthanasia of disabled children, other research has been produced that contests this view. How would you determine which perspective on Hans Asperger is more valid?

HOW TO
Perspectives, page 5

How was the Holocaust resisted?

Resistance took many forms during the years of Nazi occupation and persecution. Some actively fought against the Nazis, while other influential figures spoke out publicly against the regime. Others set up secret networks to try to save people from being sent to the camps.

In 1942, Czech resistance fighters Jan Kubis, Jozef Gabčík and Josef Valčík, who had trained in Europe, managed to injure SS Chief Reinhard Heydrich, who later died from complications. This ended the life of one of the chief architects of the Holocaust. Resistance from sympathisers also involved warning Jewish neighbours and friends about an upcoming round up, hiding people from the secret police or helping to falsely convert people to Christianity. People also resisted by maintaining connection to their faith, such as those who risked being shot for celebrating Yom Kippur at the Łódź Ghetto. Many spoke out publicly or protested against the Nazi regime, including Lutheran, Catholic and other religious leaders.

First, they came for the socialists, and I did not speak out – because I was not a socialist.

Then they came for the trade unionists, and I did not speak out – because I was not a trade unionist.

Then they came for the Jews, and I did not speak out – because I was not a Jew.

Then they came for me – and there was no one left to speak for me.

Source 1: The famous quote from Lutheran Pastor Martin Niemöller is a poignant analysis explaining what happened to German society.

In 1942, Szlama Ber Winer, a young Jewish man, was forced to kill people using a gas van at Chelmno, a Nazi-operated death camp in Poland. He escaped, returned to the Warsaw Ghetto, and reported what was happening. Ber Winer's story, the first report of the mass murders, was published in the *Liberty Brigade* on 1 June 1942. The story was run in the *New York Times* days later. Ber Winer later died trying to report on activities at the Belzec camp.

Resistance in the Warsaw Ghetto

The 'liquidation' of the 300 000 Jewish residents of the Warsaw Ghetto saw the beginning of an uprising against the Nazis. On 19 April 1943, Jewish militant groups decided to fight back rather than be sent to the concentration camps. The groups consisted of 750 men and women organised into 22 fighting brigades, who defended different sections of the Ghetto. They were armed by the Polish Army or with black market weapons in the most rudimentary manner. They had less than 20 bullets to a gun, a small number of grenades and home-made bombs such as **Molotov cocktails**. They were led by 24-year-old Mordechai Anielewicz and went up against 5000 well-equipped soldiers of the German Army, led by Jürgen Stroop. The commander of the Jewish fighters wrote of their amazing success (Source 2).

What we have experienced cannot be described in words … what happened exceeded our wildest dreams. The Germans ran twice from the ghetto … I have the feeling that great things are happening, that what we have dared is of great importance … Farewell, my dear friend, perhaps we shall meet again. The main thing – my life's dream has come true. Jewish self-defence in the Warsaw Ghetto has become a fact. Jewish armed resistance and retaliation have become a reality. I have been witness to the magnificent heroic struggle of the Jewish fighters.

Source 2: Mordechai Anielewicz, writing about the Warsaw Uprising in a letter smuggled out of the ghetto to Yitzhak Zuckerman, 23 April 1943

Case study: Witold Pilecki

Source 3: Witold Pilecki, Polish cavalry officer, intelligence agent and resistance leader

Witold Pilecki was a Polish aristocrat and a soldier of distinction in Poland's Army. Early in World War II, he co-founded the Secret Polish Army resistance movement. In 1940, Pilecki volunteered to be captured in order to expose what the Germans were doing at Auschwitz. This was not only dangerous for him, but endangered his family, who could be punished if he was discovered.

Pilecki deliberately got caught in an SS round up; he was arrested and sent to Auschwitz. He barely survived a vicious beating at *selektion* but made it to the labour camp and began to try to organise a resistance. He smuggled messages to the outside resistance and Allies by bribing guards to release non-Jewish inmates or by passing notes to farmers. He was the first person to petition the Allies to bomb Auschwitz.

He eventually escaped and participated in the Warsaw Uprising (a 63-day uprising, which was ultimately unsuccessful, by the Polish resistance to liberate Poland). Unfortunately, Pilecki was executed by the Soviets in 1948, but the records he made are vital evidence of the brutality of the concentration camps.

Although the Germans had crushed the Warsaw Ghetto uprising by 16 May, the Jewish resistance inspired fighters in other major ghettos to start similar uprisings. Across Eastern Europe, resistance movements sought to disrupt the 'liquidation' of the ghettos. In almost impossible conditions, people at the camps at Sobibor and Treblinka revolted and at Auschwitz-Birkenau, Jewish and Romani people resisted.

In the Warsaw Ghetto, Dr Emanuel Ringelblum and the Oyneg Shabbos group collected contemporary evidence and hid it in buried archives. This material constitutes an invaluable primary resource for what was happening.

Learning ladder H2.9

Significant people, ideas and events

1. What different forms did resistance take?
2. Describe the militarily significant achievements of resistance organisations.
3. Explain the significance of the Warsaw Ghetto Uprising.
4. Evaluate the significance of Witold Pilecki's resistance efforts.

Causes and consequences

1. Source 1: Describe what Niemöller's statement reveals about people who did and did not resist the Nazi regime.
2. Describe the events that led to the Warsaw Ghetto Uprising in April 1943.
3. Source 2: Explain how the uprising affected Mordechai Anielewicz.
4. How important were Witold Pilecki 's actions in helping the outside world understand the brutality of Nazi actions?

HOW TO

Causes and consequences, page 10

How did location affect how the Holocaust was experienced?

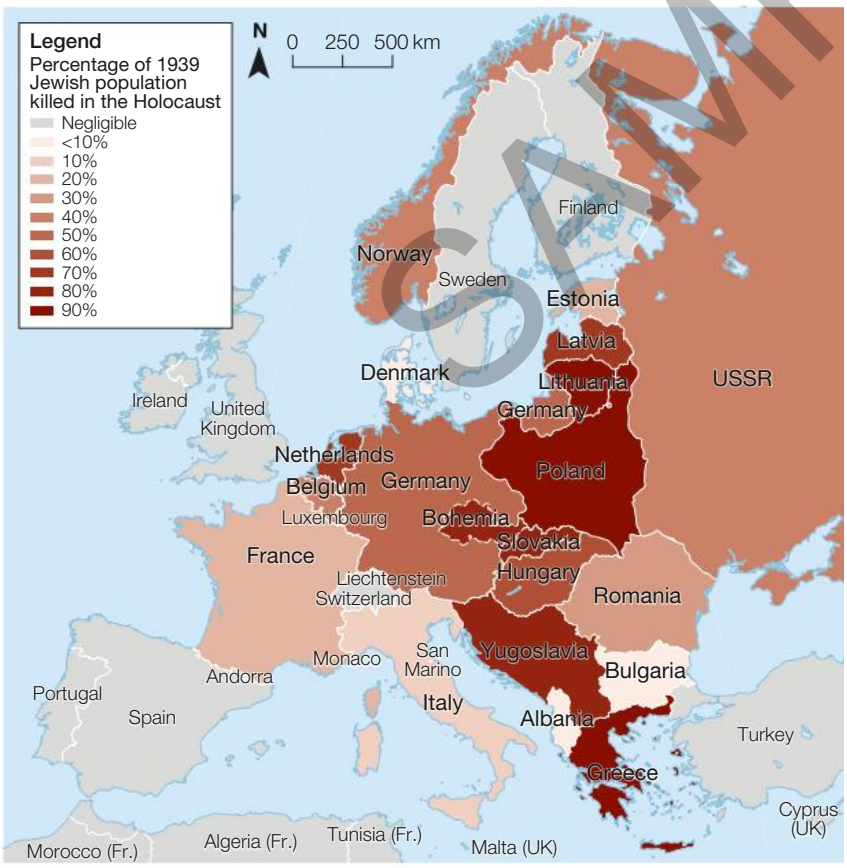
Where people were living when they became subject to Nazi control affected their experience. In some regions, massacres were more common than deportations, and some countries' geography made escape more possible. The strength of local resistance movements also played a role in people's ability to survive the Holocaust.

Occupation and governance

In Eastern Europe, as part of the War on the East, the Holocaust was immediate and violent. Mass shootings were widespread, and this is where the extermination camps and mobile death squads operated.

In Western Europe, the Holocaust involved the transportation of people to the camps in Eastern Europe. This made the role of collaboration or resistance movements important. It was relatively easier to escape capture as a Jew living in France, for example, than one living in Poland.

Jewish loss of life by country during the Holocaust



Source: Matilda Education Australia

Source 1: Approximate percentage of Jews murdered in the Holocaust, based on the 1939 Jewish population. Death rates in Eastern and South-eastern Europe approached 90 per cent, decimating the Jewish communities in those states.

Geography and resistance

In France, both its geography and the activity of the resistance movement aided people's escape into neutral and Allied territories. France shares borders with Switzerland and Spain, both of which were neutral at the start of the war, although Spain did join the Axis powers in 1940. Further, the division of France into Nazi-occupied and **Vichy**-controlled zones meant that the country was generally less brutally controlled and it was more possible for Jews to evade capture. This also made it possible for French and foreign resistance movements to operate actively in the region, supporting the escape of Jews and others to safety. Despite this, 77 000 French Jews still died.

In Eastern European countries, control was much more brutal, resistance movements were thoroughly suppressed and local conditions and distance to neutral territories made escape almost impossible.

When you look at the inhumane treatment of Jews, not only in Germany but occupied countries as well, you start worrying that such a demand might also be put on us, but we must clearly refuse such this due to their protection under the Danish constitution. I stated that I could not meet such a demand towards Danish citizens. If such a demand is made, we would best meet it by all wearing the Star of David.

Source 2: Diary entry attributed to King Christian of Denmark, c. 1940

There are no Jews in Morocco. There are only Moroccan subjects. ... Moroccan Jews are my subjects ... it is my duty to protect them against aggression.

Source 3: Mohammed V, Sultan of Morocco, responding to the Vichy government's demands. These quotes are attributed to Sidi Mohammed ben Yusef, but are not from the same source.

Source 4: Sidi Mohammed ben Yusef was Sultan of Morocco from 1927 to 1953 and then again, after a period of exile, from 1955 to 1957. In 1957, he secured independence for Morrocco from France, and became King of Morrocco under the name Muhammad V until his death in 1961. In 1940, when he stood up to protect the Moroccan Jews, he was only 30 years old.

Protection of Jewish citizens

In some countries, governments made great efforts to protect their Jewish citizens from the Nazis.

- Denmark – Of the country's 7000 Jews, less than 300 were captured by the Nazis, due to being warned and given time to hide or flee. Danish officials worked hard to send Danish Jews safely to Sweden.
- Morocco – At the time of World War II, Morrocco was a French colony. In June 1940, the Vichy regime enacted the *Statut des Juifs* (Law on the Status of Jews) across its dominions, which reclassified Jews as an inferior race and placed severe restrictions on where they could live, work and go to school. However, Prince Muhammed V strongly and publicly objected to these policies, refusing to enact them in Morrocco on humanitarian grounds. He has since been honoured for his efforts, which protected over 250 000 Jews.

Learning ladder H2.10

Significant people, ideas and events

1. Who was Sidi Mohammed ben Yusef?
2. Source 2: Describe how King Christian of Denmark attempted to protect Jewish citizens in Denmark.
3. Explain how the experiences of those subjected to the Holocaust differed in Eastern and Western Europe.
4. Explain why resistance movements were better able to assist Jewish people in Western Europe.

Causes and consequences

1. What was the *Statut des Juifs*?
2. Describe the factors that led to over 250 000 Jewish people in Morocco being protected.
3. Explain why resistance movements were able to operate more effectively in France.
4. Explain why escaping was more difficult in Eastern Europe than in Western Europe.

HOW TO Causes and consequences, page 14

What were the short-term effects of the Holocaust on Jewish people?

After the liberation of the Nazi concentration camps, these camps were often converted into Displaced Persons (DP) camps, and Jewish people continued to live there, having no place to go. At the same time, they started to process what had happened to them.

Liberation

In 1944, the USSR forces, known as the Red Army, arrived at the gates of Majdanek in Poland and in January 1945 they liberated Auschwitz. Later, French, British and US troops reached various camps on the Western Front. These soldiers were confronted with the sight of piles of bodies, starving people and the psychological and physical trauma of the people who had miraculously survived. Army film crews recorded the liberation of the camps, and when these films were distributed the world felt the same horror the liberators had.

While the Nazis had tried to remove all evidence of their activities, such as by dynamiting crematoriums and camp buildings, and destroying records and other evidence, in the years after **liberation** the Allies discovered Nazi records that had escaped the cover-up. Archives kept by the Jewish and Polish resistance movements documenting and describing what was going on also became vital evidence at the Nuremberg Trials.

Source 1: The concentration camp Dachau on the day of its liberation in 1945. Note the young age of some of the prisoners.

Life in the camps after liberation

After liberation, people were given food, clothing and water; however, some people were in such a state of starvation that they died after eating, as their stomachs could no longer digest food.

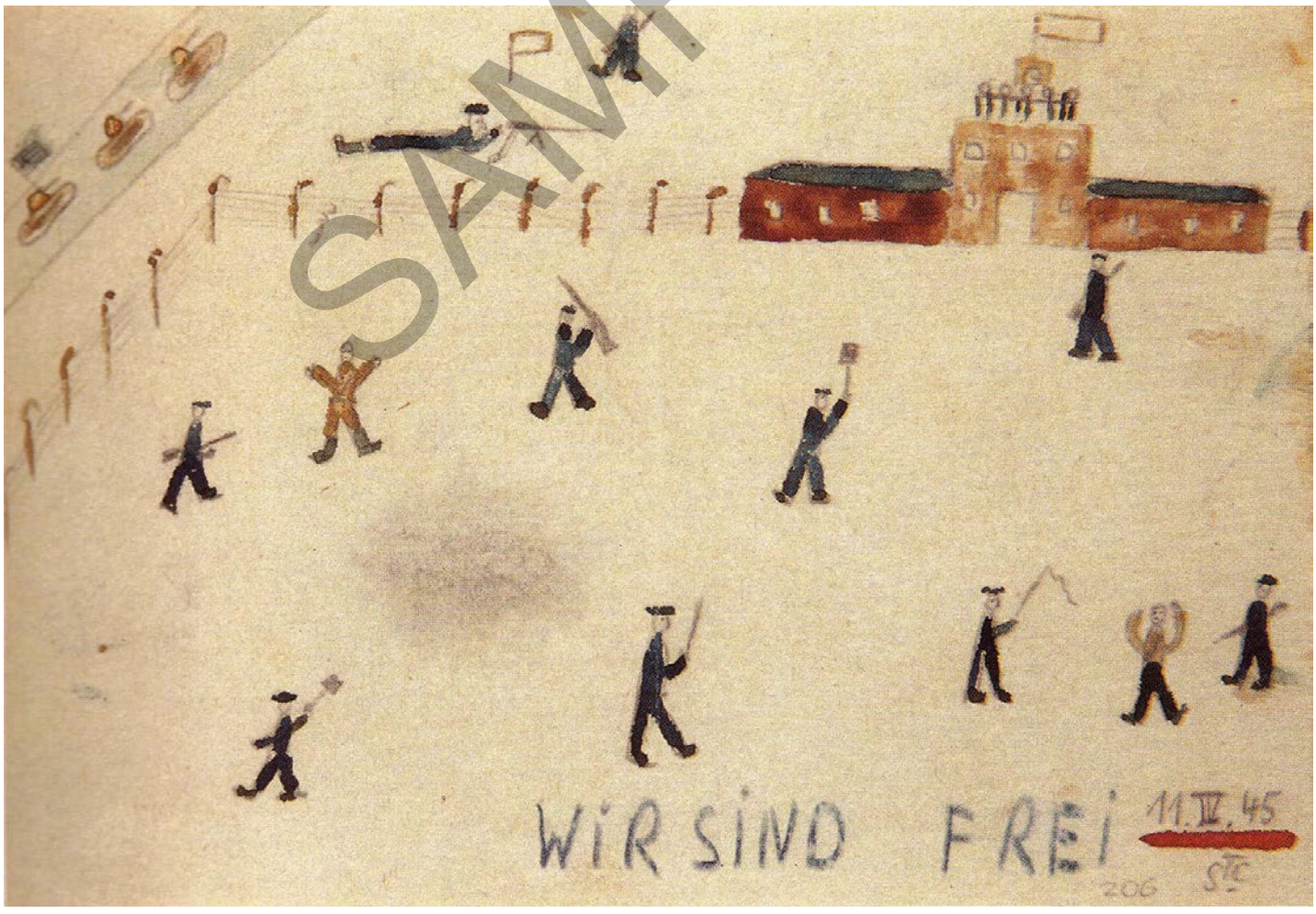
Another problem faced by liberating armies was where to resettle the now freed concentration camp inmates. For many, returning to their homes was impossible or unwanted because:

- their whole community had been destroyed
- political boundaries had changed
- they feared persecution if they returned to their homeland.

Further, with liberation, people who had mentally set themselves the task of surviving suddenly had to confront what had happened to them. The testimonies of many survivors express an overwhelming sense of 'survivor's guilt', where they questioned why they were able to survive while others did not. Many people lost all or most of their family. All now lived with extreme trauma, and they had nowhere to go.

Source 2: An emaciated concentration camp prisoner, affected by starvation

Source 3: Thomas Geve was 15 years old when he was liberated. He drew this picture as part of an 82-drawing series that showed life in the camps of Auschwitz-Birkenau and Buchenwald.



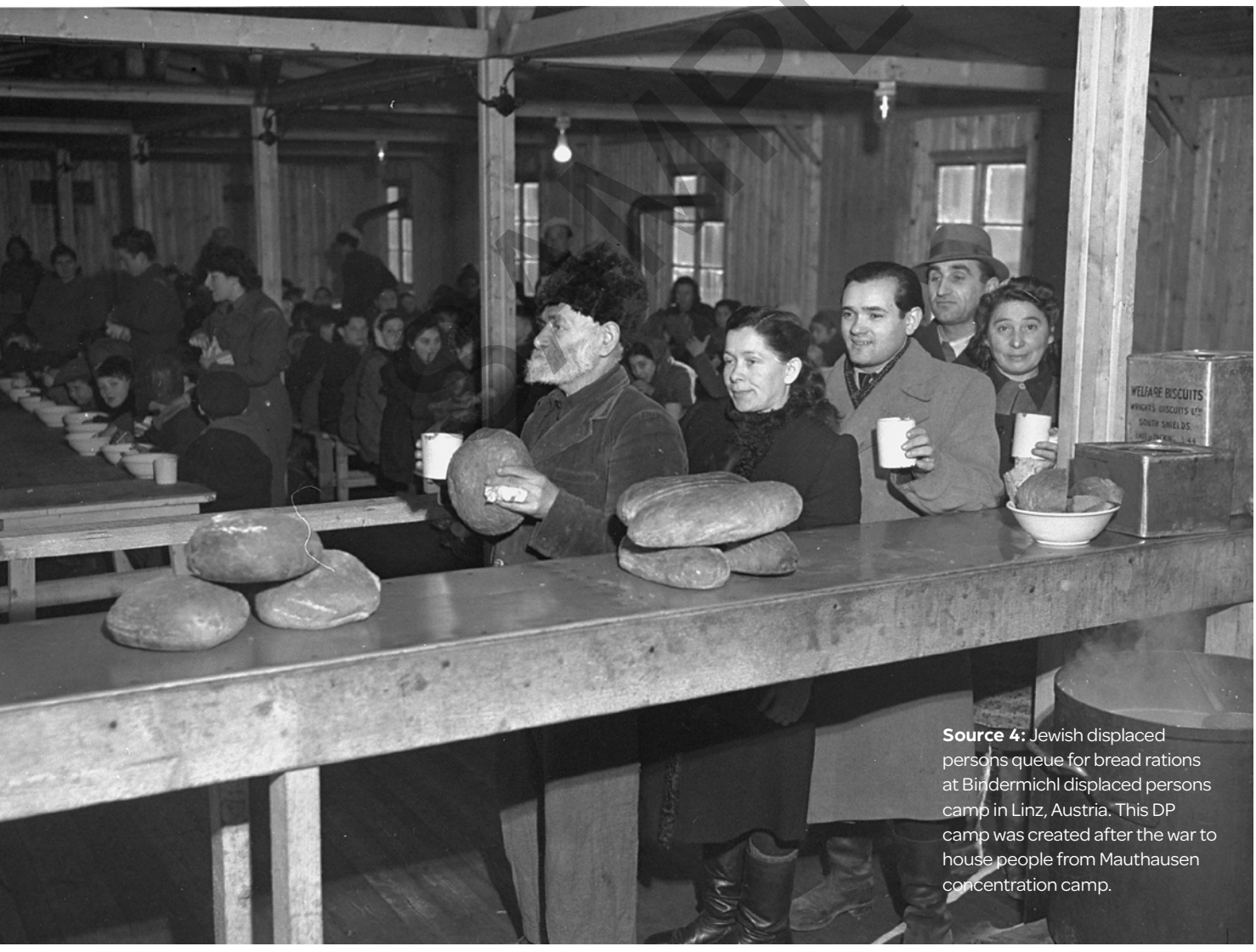
Displaced Persons camps

To prevent reprisals but also to keep order, some of the Nazi concentration camps were maintained and operated as Displaced Persons (DP) camps. However, this meant Jewish people and other detainees languished there for another three years. Post-war pogroms in towns in Poland in 1946 also sent the message to Jewish people that they were not welcome if they returned to their former homes. This led Jewish people to push for their resettlement in their ancient homeland of *Eretz Yisrael*, the land of Israel.

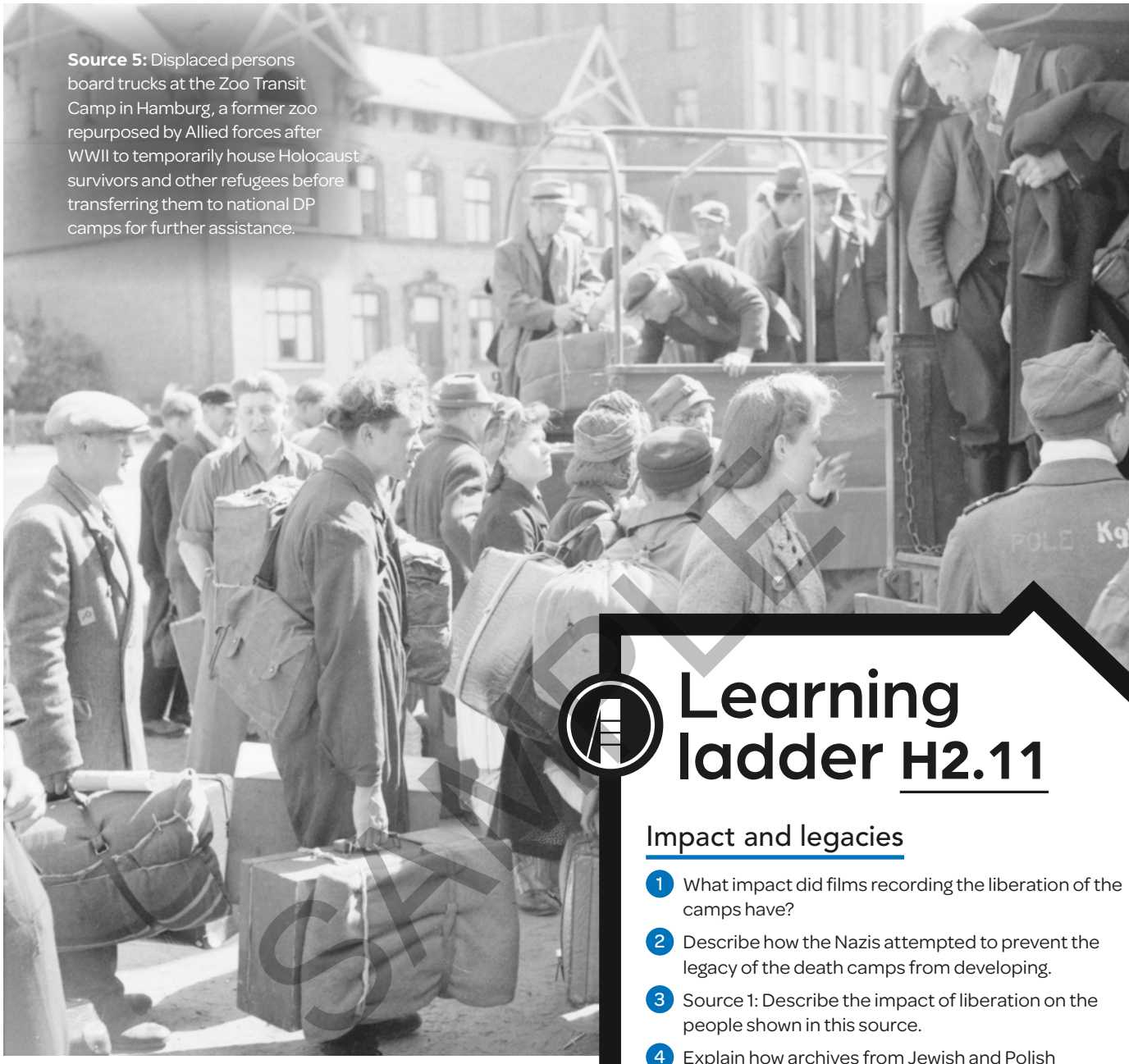
Life in the DP camps was also made worse because, Jewish people faced discrimination from some US officials, including General George Patton, a prominent US Army general, responsible for managing the aftermath of the war, including overseeing the DP camps. Under Patton's administration, reports emerged that some camps were being so poorly managed that the conditions were similar to under Nazi rule (Source 6).

Against this backdrop, the Jewish people looked for ways forwards. This often, but not always, took the form of emigration, including to the newly established State of Israel (1948).

- Israel – Hundreds of thousands of Jewish Holocaust survivors emigrated to Israel, where they helped to build the new state.
- Western countries – Hundreds of thousands more Jewish Holocaust survivors found new homes in countries like the United States (who took 80 000 **displaced** Holocaust survivors) and Australia (who took 27 000).
- Return to their homelands – Attempts were made to return to homelands in Poland, Hungary and Romania, but anti-Semitic hostility and resistance against survivors reclaiming property made this option difficult.



Source 4: Jewish displaced persons queue for bread rations at Bindermichl displaced persons camp in Linz, Austria. This DP camp was created after the war to house people from Mauthausen concentration camp.



Source 5: Displaced persons board trucks at the Zoo Transit Camp in Hamburg, a former zoo repurposed by Allied forces after WWII to temporarily house Holocaust survivors and other refugees before transferring them to national DP camps for further assistance.

As matters now stand, we appear to be treating the Jews as the Nazis treated them except that we do not exterminate them. They are in concentration camps in large numbers under our military guard instead of SS troops. One is led to wonder whether the German people, seeing this, are not supposing that we are following or at least condoning Nazi policy.

Source 6: Earl Harrison, quoted by President Harry S Truman in his 'Letter to General Eisenhower Concerning Conditions Facing Displaced Persons in Germany', 31 August 1945

Learning ladder H2.11

Impact and legacies

1. What impact did films recording the liberation of the camps have?
2. Describe how the Nazis attempted to prevent the legacy of the death camps from developing.
3. Source 1: Describe the impact of liberation on the people shown in this source.
4. Explain how archives from Jewish and Polish resistance movements, along with camp survivors' testimonies, contributed to the Holocaust's legacy.

Continuity and change

1. What changes had occurred in towns in Poland that made returning Jewish people unwelcome?
2. Describe the factors that led Jewish people to seek resettlement in their ancient homeland of Eretz Yisrael, the land of Israel.
3. Explain why harsh conditions continued for many displaced people after the camps were liberated.
4. Explain why many Jewish people were unable to resume their lives in their former homes after liberation.

HOW TO

Continuity and change, page 8

H2.12

How did survivors experience the Holocaust?

Peter Gaspar is a child survivor of the Holocaust. His story appears in the book, *Courage to Care: 28 Remarkable Stories of Rescue During World War II*.

I was born in Bratislava in 1937. I came from a middle-class family. Dad had a job as a mechanical engineer in an insurance company. Mum attended a Viennese academy of arts and crafts. In 1942, 40 of my grandparents, aunts, uncles and cousins were arrested and never seen again. They were killed in September 1942 at Auschwitz-Birkenau, which we found out later. We hid wherever we could. We even converted to Lutheran Christianity and hid with friends. In December 1944 we couldn't survive in hiding anymore and we gave ourselves up. We said to the police, 'We are Jews. Please arrest us!' and we were sent to a collection camp. Mum and I were separated from Dad at selection and put on a transport. We weren't told where we were going but ended up in Terezín. We did not know where Dad went.

I have always maintained that I was lucky. I was lucky that I was a child and did not understand what the possibilities were. I didn't understand the anxiety that my parents would have experienced. They lost their parents and family, who were shadowy figures to me and I hardly knew any of them. I was five years old when they were arrested. I have photos of relatives holding me as a baby. I was shielded from reality in many ways. I was told 'Peter, be good ... don't jump ... don't sneeze ... don't cough' when we were being searched for. To me it was a big game of hide and seek.

In Terezín in the barracks it was boring... we were hungry ... we had to make our beds. We had three to a bed with one blanket. Then sweep the dorm. We had a bowl of soup and a crust of bread in the morning and evening. We were only allowed out of the barracks once a week, where I met my mother. She worked in the Dresden Barracks sewing uniforms.

In Terezín we were always hungry. I was in a boy home, which today is the Museum of Terezín. I was seven years old. There were not rows and rows of wooden barracks as at Auschwitz. Terezín was a walled town, with two fortresses. In the centre of town was a park. The cells for political prisoners looked very grim. The Ghetto of Terezín was a little town converted into a ghetto. Hitler had the town evacuated and he created a ghetto for Jews. The Propaganda Ministry claimed it as a home for Jews to be safe from the ravages of war. The film made there was called *Hitler gave Jews a City*. It was portrayed as a spa town for elderly Jews.

The Nazi Regime allowed the Red Cross into Terezín to check that the Jews were being treated well. In 1944 and 1945 when the International Red Cross visited, a

Source 1: The Terezein concentration camp is now a memorial to the thousands of people who were murdered there.

show was put on where people were served coffee and people were told to buy bread. There was bread and mustard for sale which we would pretend to buy and then we walked around the corner to give the goods to soldiers and they were recycled.

We were liberated by the Red Army and sent home. We went back to our home in Bratislava. When we came back from Terezín, we caught the train. We found our house totally empty. The top floor apartment was reasonably clean. Mum and I settled down and wondered where the rest of the family were. We didn't know where Dad was or Mum's family (four sisters and one brother). A month later, Dad returned from Sachsenhausen, in his striped uniform from the camp. I had no idea about the uniform or what it meant. ... A while later after that Mum's brother Paul ... came up the street to see us. Paul and Mum, Dad and I were the only survivors of a family of 44. He had been in Auschwitz and experienced its gruesome horrors. We set about returning to our lives. Dad went back to work when he recovered from years of starvation in the camps. He had been on a Death March from Sachsenhausen to Lubek, some 265 km in wooden clogs and the pyjama uniform in the middle of winter. He said that at one stage they carved meat off a dead horse that they found in a ditch.

We came to Australia in 1948 after the Communists took over [Czechoslovakia]. At that stage Dad said, 'We have survived Hitler; we are not going to try to survive Stalin'. My first school was in Brighton Rd near St Kilda town hall. We were in a class with kids of many nationalities speaking many languages. Of 17 kids there were 13 languages; none of us spoke English and the teacher spoke none of our languages. Then I was in Mentone Grammar in weatherboard dormitories that were different to those at Terezín. I had to board as Mum and Dad had three jobs but I have positive memories.

My first contact with Australian Jewish children came when I left Mentone Grammar for Melbourne High. My first real memory of going to a synagogue was in 1950. Dad walked me to Toorak Synagogue. It was totally foreign to me. Then nothing until I mixed with Jewish kids at Melbourne High.

In 1998, I went back to Terezín on a tour organised by a Jewish organisation. The guide and I were both survivors of Terezín. I walked into the boys' home to my dorm to the corner where my bed was. In 1998 I joined the B'nai Brith Courage to Care Exhibition ...

In my opinion, there are survivors who were trapped in the experience and it became a defining aspect of everything that they talked about or did. Then there were others who were so traumatised by what happened that they never talked about it at all, even to their children. My parents were somewhere in the middle. They could talk about it when asked but it did not dominate our lives. It may have dominated their inner lives. Psychologically my mother never recovered. It wasn't just about losing her family, but she lost her future. Dad would talk but he needed questions. Dad probably physically suffered more and my mother suffered more psychologically. I am married to Lesley; I have two children and have five grandchildren.

Learning ladder H2.12

Impact and legacies

1. Describe Peter's opinion on the different impacts of the Holocaust on survivors.
2. Explain why Peter felt the Holocaust's impact on him was less than its impact on his parents.
3. Explain how the Holocaust's impact differed for Peter's mother and father.
4. Evaluate Peter's legacy for future generations studying the Holocaust.

Chronology

1. Construct a timeline including the following events: Peter's birth, the arrest of Peter's relatives, Peter's family giving themselves up, Peter's time in Terezín, Peter's emigration to Australia, his first memory of going to a synagogue, and Peter's return to Terezín.
2. Use your timeline to determine how old Peter was when he:
   a. was placed in Terezín?
   b. came to Australia?
   c. returned to Terezín?
3. Place the following events in chronological order:
   - Czechoslovakia falls to the Communists
   - The Red Army liberates Terezín
   - Peter's uncle returns to Terezín
   - Peter's father returns to Terezín
   - Peter's father on a death march
4. If your timeline were used as a source for understanding the Holocaust, how useful would it be? What are its limitations?

Chronology, page 5

How has the Holocaust been remembered?

Many survivors of the Holocaust migrated to Australia after World War II and these survivors became heavily involved in the Jewish community. Despite the horrible atrocities that they faced at the hands of the Nazis, they chose to rebuild their lives and families and to shine.

Some Holocaust survivors faced disbelief from relatives who could not understand what they had been through. As a result, survivors recorded testimonies of their experiences and donated any objects they had kept from their experience, such as Terezín money (Source 1). These records and objects have since become important evidence of what people endured. Holocaust Museums were built in major communities across the world to bear witness to what had happened, including the Holocaust Museum in Melbourne and the Sydney Jewish Museum.

After World War II, Jewish communities debated when and how they should remember the Holocaust. Judaism already had a special holiday – Tisha B'Av – on which the disasters of Jewish history (e.g. the destruction of Solomon's temple) are commemorated. However, the Holocaust was such an unprecedented event that many argued it should have its own day for commemoration.

Source 1: Terezín money used in the camps and ghettos. The Nazis would confiscate people's real money to keep for the Reich and issued Jewish people with this money, which was worthless in the outside world.

Over time, different communities have chosen different dates and ways to commemorate the Holocaust:

- The Israeli government chose the 27th of the Hebrew calendar month of Nisan as Yom HaShoah, or Holocaust Remembrance Day. Sirens are sounded across the country and everyone must stop what they are doing to observe two minutes' silence. No public entertainment is held and many venues are closed. All media broadcasts are related to the Holocaust and many survivors share their stories.
- Some Orthodox Jews adopted the fast day of the 10th of Tevet of the Hebrew calendar as their day for commemorating the Holocaust
- Others remember the Holocaust as part of Tisha B'Av.
- In 2005, the UN declared 27 January as Holocaust Remembrance Day.

Some communities mark the above dates and commemorate the night of *Kristallnacht* as well. Jewish communities around the world follow Israel's example, holding assemblies in schools at which survivors tell their stories.

In 1953, the government of Israel also established a remembrance centre to commemorate the Holocaust called 'Yad Vashem', which means 'a place and a name'. It contains a museum, archives of historical artefacts and survivor testimonies. It is a memorial to the communities that perished. It also contains the Garden of the Righteous Among the Nations, where a Wall of Honour names those who came to the aid of Jews during the Holocaust. In 2010, Australian Yorta-Yorta man William Cooper was recognised for his attempts to draw attention to the Jewish plight (see page xx); his grandson Alfred Turner, 'Uncle Boydie' attended the ceremony honouring his grandfather

Learning about the Holocaust is challenging, but vital. By learning what has happened in the past, we can redouble our efforts to ensure events like the Holocaust never happen again.

Source 2: People visit the Hall of Names at Yad Vashem in Jerusalem.

Learning ladder H2.13

Impact and legacies

1. What is Yad Vashem, and when was it established?
2. Describe the different dates on which the Holocaust is commemorated.
3. Explain how Yad Vashem aims to keep the legacy of those affected by the Holocaust alive.
4. Explain why Holocaust museums have been built around the world.

Significance

1. What is the significance of 27 January each year since 2005?
2. Describe how the Holocaust is commemorated in Israel on Holocaust Remembrance Day.
3. Why is the Holocaust historically significant?
4. Explain the challenges of commemorating the Holocaust.

Significance, page 14

HOW TO

What are the legacies of World War II and the Holocaust?

World War II officially ended in 1945, but its effects were felt for decades. The war reshaped global politics, societies and laws. Some of its legacies are widely accepted – such as the creation of the United Nations – while others remain debated. Key developments that emerged in the postwar world include the rise of human rights, new systems of international justice, heightened global tensions and the decline of colonial empires.

The Universal Declaration of Human Rights

The United Nations was established in 1945 with the goal to prevent future global conflict and promote international cooperation. In 1948, it adopted the *Universal Declaration of Human Rights* (UDHR), which set out basic rights and freedoms for all people.

Many historians see the UN and the UDHR as positive legacies of the war, promoting peace and moral guidance. Others disagree. **Postcolonial** historians, such as Samuel Moyn and Mahmood Mamdani, argue that the UDHR failed to address colonialism or economic inequality. Moyn believes human rights only became influential in the 1970s. Still, the UDHR helped support the **decolonisation** movement and became a source of legitimacy for many newly independent nations.

The occupation and reconstruction of Germany and Japan

After the war, Germany was split into East (controlled by the Soviet Union) and West (controlled by the Allies), deepening Cold War divisions. Japan, meanwhile, was transformed into a pacifist democracy under US guidance. Its new constitution included Article 9, which renounced war.

Some historians argue that the United States responded to Soviet aggression by helping Europe recover through the Marshall Plan – a US$13.3 billion program to rebuild Western Europe. Others argue the United States aimed to spread capitalism and reduce the influence of socialism. Historians from Germany and Japan often focus on how occupation changed national identities – encouraging democracy and peace, but also deepening reliance on the United States.

Source 1: Congolese protesters in Leopoldville (now Kinshasa), 1960, demand independence from Belgium. The decolonisation movement was fuelled by post–World War II support for self-determination and human rights, especially after decades of severe abuses under Belgian colonial rule.

The International War Crimes Trials

The Nuremberg and Tokyo trials after World War II were the first to hold individuals accountable for war crimes, genocide and crimes against humanity. Many legal historians view these trials as the start of modern international justice, eventually leading to institutions like the International Criminal Court.

However, some critics argue that the trials reflected 'victor's justice' – punishing only Axis leaders while ignoring the actions of Allied nations. American scholar Richard Falk described this as 'an international double standard ... dividing the international community between the victorious and the defeated'. He and others point out that the bombings of Hiroshima and Nagasaki, along with colonial violence, were not investigated. While the trials helped establish important international agreements like the UDHR and the Genocide Convention, their selective application weakened trust in international justice – especially in postcolonial societies whose own suffering was overlooked.

The Cold War and the decolonisation movement

The aftermath of World War II led to two major global shifts: the Cold War and a wave of decolonisation. Historians interpret the Cold War's origins in different ways. The traditional view sees it as an unavoidable response to Soviet expansion, with Western actions like the **Marshall Plan** and **NATO** as necessary to contain communism. Revisionist historians argue that the United States provoked the conflict through its pursuit of economic and ideological control, while the USSR acted largely in self-defence. Post-revisionists, such as American historian John Lewis Gaddis, offer a more balanced view, suggesting that mutual suspicion and ideological differences made the conflict nearly inevitable.

At the same time, the war had weakened colonial powers like Britain, France and the Netherlands, prompting many colonised peoples to demand independence. The UN Charter and the Universal Declaration of Human Rights offered key moral support for these movements.

Source 2: Hermann Göring on trial at Nuremberg in 1946. Göring was convicted of conspiracy to wage war, crimes against peace, war crimes and crimes against humanity. He was sentenced to death.

Learning ladder H2.14

Significant people, ideas and events

1. Define decolonisation.
2. What did the Universal Declaration of Human Rights aim to achieve?
3. Why do some historians refer to the War Crimes Trials as 'victor's justice'?
4. Explain why debate exists around the legacies of World War II.
5. Evaluate how World War II helped shape global human rights and justice movements.

Interpretations

1. How do historians' views on the Universal Declaration of Human Rights differ?
2. Source 2: Why do some historians see the Marshall Plan as a form of US imperialism?
3. Explain how historians interpret the impact of the postwar occupation of Germany and Japan.
4. Evaluate which historian's view provides the most convincing explanation of how World War II influenced global justice.

HOW TO

Interpretations, page xx

How does the Melbourne Holocaust Museum commemorate Jewish lives?

The Melbourne Holocaust Museum in Elsternwick was founded in 1984 by Holocaust survivors and their descendants. It is Australia's largest Holocaust museum.

The museum commemorates the 6 million Jews who were murdered during the Holocaust and aims to educate future generations. It holds more than 12 000 artefacts, 1300 survivor video testimonies and *yizkor* books – memorial books that honour destroyed Jewish communities. After major renovations, the museum re-opened in 2023 with new education and research facilities. Visitors, including many high school students, can learn directly from survivors and explore themes such as identity, racism and belonging.

Source 2: Yellow Star badge marked Juif, worn by Jews in Nazi-occupied France to identify them as Jewish.

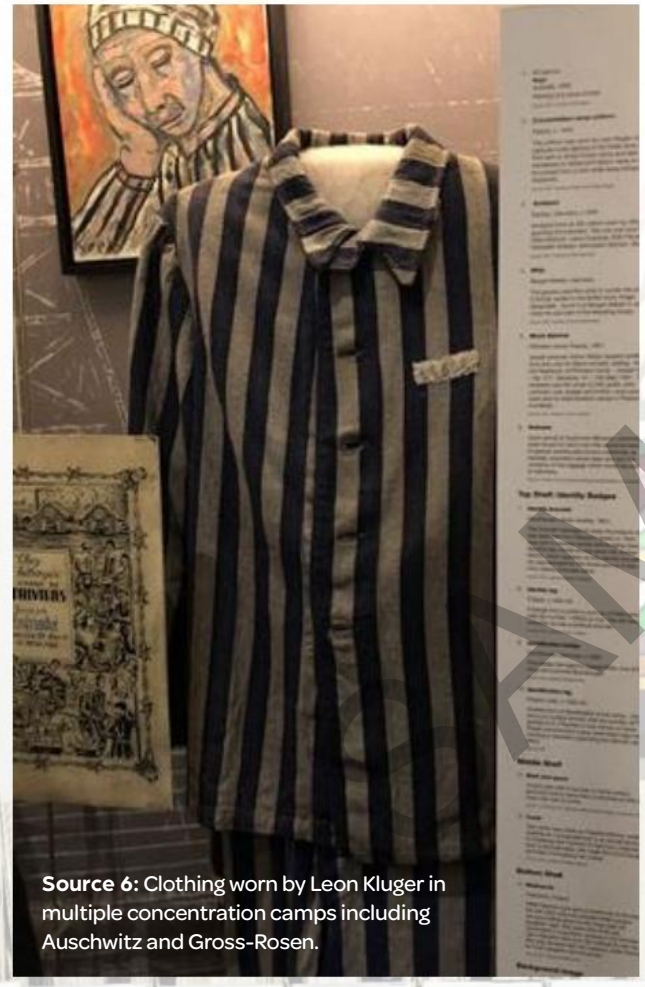
Source 1: The Melbourne Holocaust Museum plays a key role in education and research.

Source 3: Diary written in English by Franz Goldstein during his imprisonment in Buchenwald after *Kristallnacht*.

Source 4: Hand-carved wooden knife made by Franz Goldstein in Buchenwald Concentration Camp in 1938.

Source 5: Toothbrush made by Lisa Scheuer while imprisoned and working in a German aircraft factory.

Source 8: Bib made by Liesel Rosenthal for her baby Evelyne, born in Gurs Internment Camp, France in April 1941.



Source 6: Clothing worn by Leon Kluger in multiple concentration camps including Auschwitz and Gross-Rosen.

Source 7: Shoes worn by Gerda Bauer during forced labour and imprisonment in concentration camps.

Learning ladder H2.15

Impacts and legacies

1. What items and resources can be found in the Melbourne Holocaust Museum?
2. Describe how the museum preserves stories and memories from the Holocaust.
3. Explain how the Melbourne Holocaust Museum helps people understand the impact of the Holocaust.
4. Explain how the experiences and artefacts in the museum contribute to its legacy as an educational institution.
5. Evaluate how the Melbourne Holocaust Museum shapes public memory and understanding of the Holocaust for future generations.

Sources

1. Source 6: What is the origin of this source?.
2. Source 8: Describe this source.
3. Source 7: Explain how this item helps us understand the experiences of Holocaust survivors.
4. Sources 4 and 5: Explain how these sources may be useful to a historical studying the Holocaust.
5. Sources 2–8: Evaluate the usefulness of these sources for understanding the personal impact of the Holocaust and the value of preserving such items in museums.

HOW TO
Sources, page xx

How do I conduct a good inquiry?

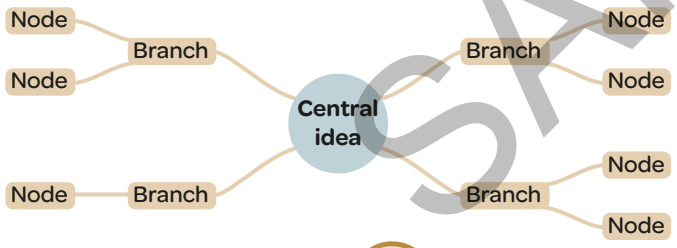
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to the Holocaust.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Aims of the Holocaust, page xx
- Life in a ghetto, page xx
- Life in a concentration camp, page xx
- Operation T4, page xx
- Resistance, page xx
- Legacy of the Holocaust, page xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

Overview

H3

The modern world (1945–present)

How can we understand the modern world?

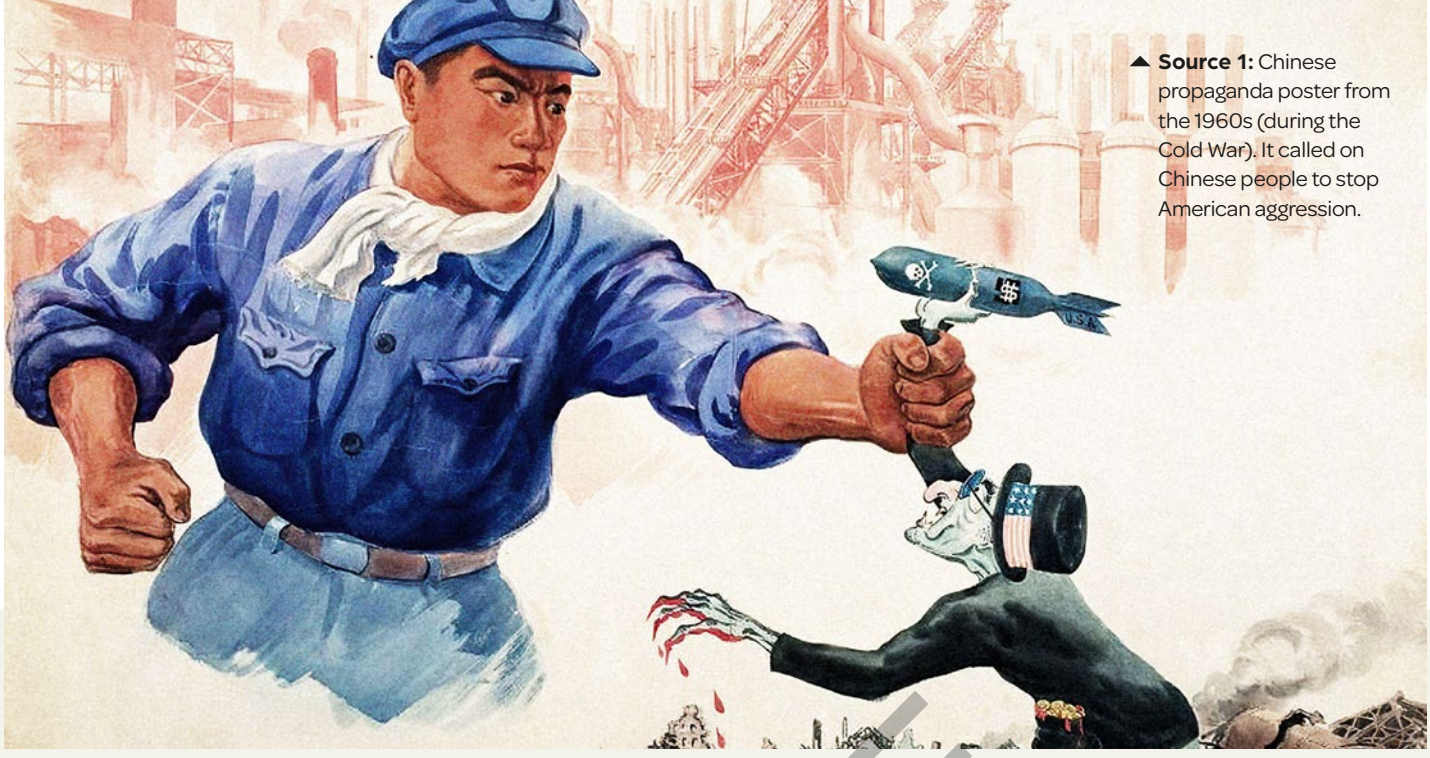
The period after World War II was characterised by the civilising of capitalism and the spread of Western human and civil rights. This was not only done by politicians and law-makers — popular political and cultural movements also brought about change.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the impact of the rise and fall of societies.	I can evaluate how societies were influenced by significant people and ideas.	I can evaluate the legacy of a society.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a society developed.	I can explain why ideas influenced people and events.	I can explain why a society has a legacy.	I can explain patterns of continuity and/ or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a society developed.	I can explain how ideas influenced people and events.	I can explain the impact of one society on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins of societies.	I can describe key people, ideas and events.	I can describe the legacy of a society.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of societies.	I can identify key people, ideas and events.	I can identify the legacy of a society.	I can identify continuity and change.	I can identify a cause and a consequence.

Knowledge and understanding



▲ **Source 1:** Chinese propaganda poster from the 1960s (during the Cold War). It called on Chinese people to stop American aggression.

Historical concepts and skills

Steps in skill progression

Perspectives	Significance	Interpretations	Chronology	Sources	
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

H3.1

What was the Cold War?

The Cold War (1945–1991) was a period of political, military and ideological rivalry between the United States and the USSR. It was fought through a nuclear arms race, espionage and proxy wars, but without direct military conflict between the two superpowers.

Communism, capitalism and Cold War

Communism is a political movement that originated in the writings of the German economist Karl Marx (1818–1883). In 1917, Vladimir Lenin led a successful revolution in Russia which created a communist state, the Union of Soviet Socialist Republics (USSR), also known as the Soviet Union. Lenin also established the Communist International, an organisation to assist the spread of communism throughout the world. In a true communist system there is no private ownership of business or property. All the country's wealth is owned and shared among the population and production is planned by the government. Everyone, in theory, is equal and no-one profits from another person. There is only one political party – the Communist Party.

The opposing economic and political system to communism is capitalism. The features of capitalism are private ownership of resources and property (capital), and a free market where making a profit is the key motivation for businesses. Capitalist countries are also associated with democracy and freedom. After World War II, the United States was viewed as the champion of capitalism and its policy of containing the spread of communism strongly influenced foreign relations.

With the defeat of Nazi Germany the cooperation between the USSR and the United States ended, leaving the world divided into two opposing groups – supporters of communism and supporters of capitalism. Each side was suspicious of the other and started forming alliances.

In 1949, the United States brought together Belgium, Denmark, France, Iceland, Italy, Luxembourg, Netherlands and Canada into the North Atlantic Treaty Organisation (NATO).

The countries the USSR liberated from Nazi control, including Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland and Romania, formed the Eastern Bloc. In 1955, they were brought together in a military alliance called the **Warsaw Pact**.

Source 1: Berlin airlift, 1948–1949. West Berliners eagerly await delivery of essential foods and fuel.

In 1948, tensions between the United States and the Soviet Union escalated when Russia blocked a vital road corridor into West Berlin, cutting off the city's food and fuel. In response, the United States and Britain initiated a massive airlift to supply the city, with planes landing every 45 seconds at its peak. Russia lifted the blockade the following year.

This event showed the divide between the opposing superpowers and that neither side was prepared to directly engage in combat. Both feared such a war could lead to the use of atomic weapons. This marks the beginning of the **Cold War**, in which direct conflict was replaced by the tactics of:

- propaganda
- spies
- an arms race
- a space race
- **proxy wars** (supporting conflicts in other countries with the aim of spreading or containing communism).

Cold War chronology

1945 Australia is involved in establishing the United Nations

1946 United Nations approves Australian trusteeship of mandated territories Papua and New Guinea

British PM Churchill makes his 'Iron Curtain' speech

1947 President Truman announces the USA would support the 'free peoples' to resist communist control

Stalin establishes Cominform to bring together communist states

US Central Intelligence Agency (CIA) formed

1948 Berlin Blockade commences in June – ends in May 1949

1949 Mao Zedong attains full control over all of China, ending civil war and creating communist China

Australian Security Intelligence Organisation (ASIO) formed

North Atlantic Treaty Organisation (NATO) formed by the USA and European countries

1950 Australia joins US and UN forces in war in Korea

1951 Australia, New Zealand and United States Treaty (ANZUS) is signed

Launch of the Colombo Plan, which sought to provide economic stability in south and South-East Asia, based on the idea that poverty created communism

1952 Australia signs the Southeast Asia Treaty Organisation (SEATO) treaty with USA, United Kingdom, New Zealand, France, Thailand, Pakistan and the Philippines

1954 Australia signs the South-East Asia Collective Defense Treaty against communist aggression

Petrov Affair commences in Australia

1956 First British atomic bomb test in Australia at Maralinga

1960 Federal government agrees to allow the United States to set up satellite-tracking stations in Australia

1961 Berlin Wall is erected, dividing East and West Berlin to stop defectors from the East

1962 Cuban missile crisis; confrontation between Cuba, the USSR and the US over the construction of Soviet missile bases in Cuba; danger of nuclear war

Start of Australian involvement in the Vietnam War

1963 US naval communication station established at North West Cape, Western Australia

1967 Britain withdraw from all countries east of Suez

Australian–United States space installation at Pine Gap

1971 Australia signs defence pact with Singapore, Malaysia, New Zealand and the United Kingdom

1972 Withdrawal of Australian troops from Vietnam

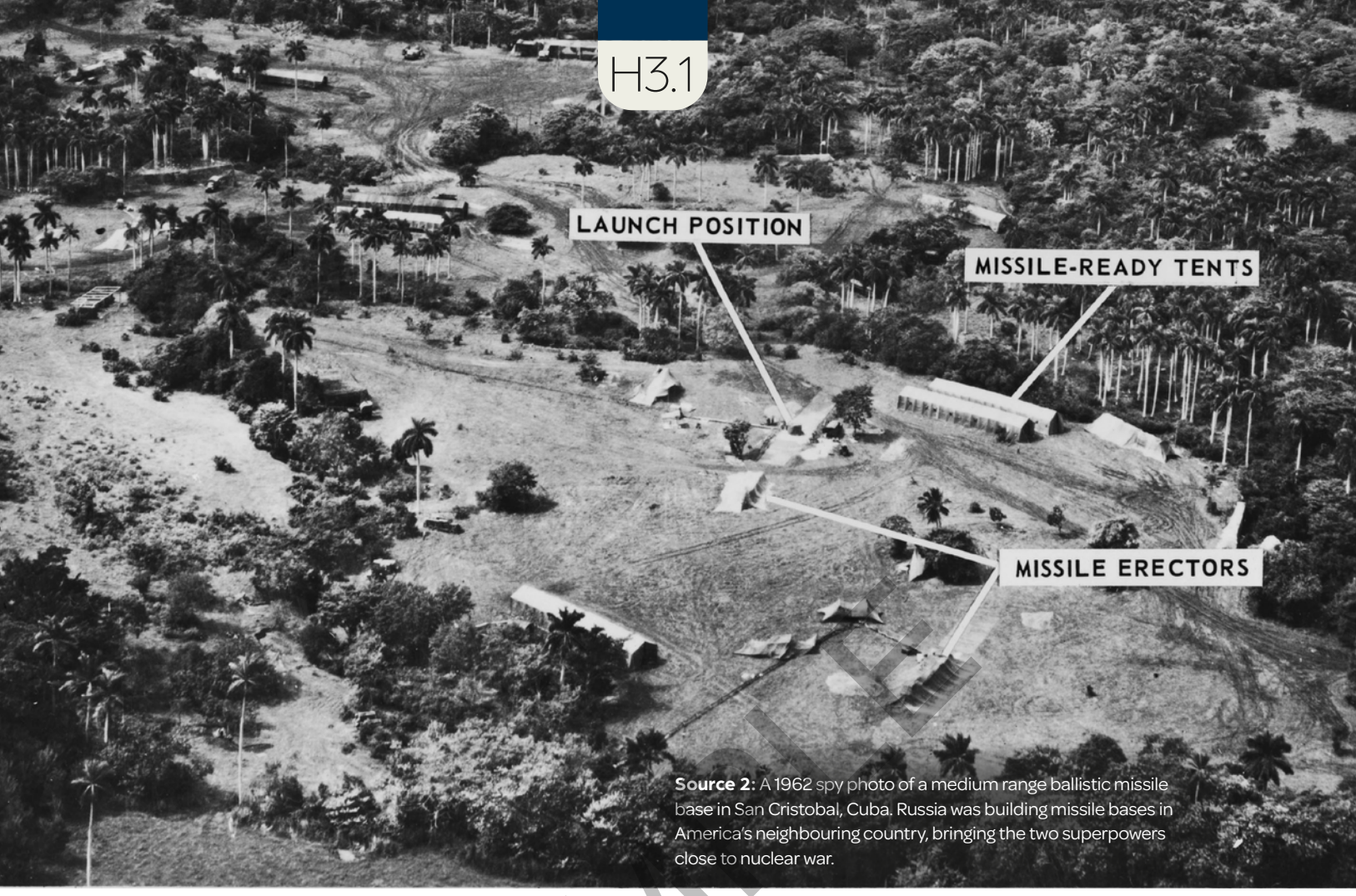
1974 SEATO is dissolved on the grounds that it is a 'vestige of the Cold War'

1980 Gdansk shipyard strikes in Poland eventually lead to communist government being forced from power

1986 USSR leader Mikhail Gorbachev announces the policies of *perestroika* (reform) and *glasnost* (openness), which will lead to the end of the Cold War.

1989 East German Government announces the Berlin Wall will come down

1991 The USSR dissolves and breaks into independent states, ending the Cold War



Source 2: A 1962 spy photo of a medium range ballistic missile base in San Cristobal, Cuba. Russia was building missile bases in America's neighbouring country, bringing the two superpowers close to nuclear war.

Conflicts in the Cold War

Although the Soviet Union and the United States did not fight each other directly, they did engage in **proxy wars** in smaller countries, lending their support to the side that favoured their ideology (Source 1). America believed communism needed to be contained and that if one country fell to communism, neighbouring countries would soon fall. This was known as the **Domino Theory**.

Australia, an ally of the United States of America, became involved in the Cold War through participation in the Korean and Vietnam Wars.

- Over 17 000 Australians served during the Korean War, of which 340 were killed, over 1 200 were wounded and 30 became prisoners of war. Neither side achieved victory, and Korea remains divided to this day.
- Over 60 000 Australians served in the Vietnam War, of which 523 died and almost 2400 were wounded. As the war dragged on, Australia's involvement sparked domestic political divisions, with many people opposing the war.

  Australia withdrew its troops in 1973, and two years later the war ended with the fall of Saigon and the communist unification of Vietnam.

Who won the Cold War?

The collapse of the USSR in 1991 marked the end of the Cold War. The USSR disintegrated into separate states and the countries it had controlled became independent. Communism had not spread and capitalism survives in most countries in the world. However, the question of who won is debated among historians.

The United States claims it won, because the USSR and the Warsaw Pact fell apart. However, this perspective ignores communism remaining the political basis in countries such as China, Cuba, Vietnam and North Korea. In 1991 America stood as the world's only superpower but by the 21st century communist China had emerged as a formidable rival.

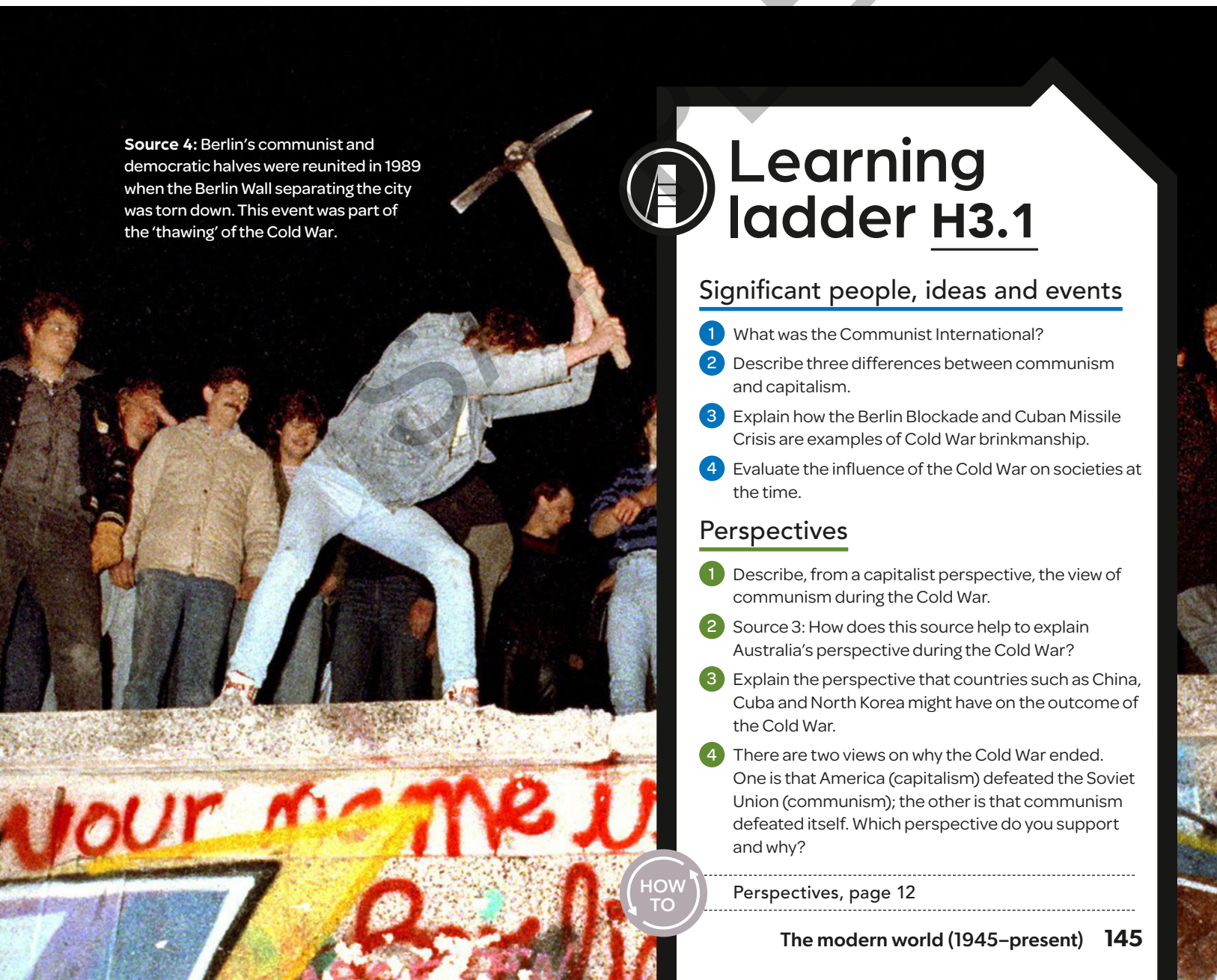
An alternative viewpoint is that the USSR defeated itself. This view holds that it was the people living under communism who rose up against it and thus ended the Cold War.

For those who lived during the Cold War and its constant threat of nuclear destruction, its end brought a great sense of relief.

Key conflicts during the Cold War

	What happened?	Australia's involvement
Korean War (1950–1953)	Fought between communist North Korea, backed by China and the Soviet Union, and non-communist South Korea, supported by the United States and United Nations forces.	Australia joined the Korean War as part of the United Nations forces, providing troops, ships, and aircraft to support South Korea against the communist invasion.
Vietnam War (1953–1975)	Fought between communist North Vietnam, supported by the Soviet Union and China, and non-communist South Vietnam, backed by the United States and its allies.	Australia participated in the Vietnam War during 1962–1973 alongside the United States. It sent troops, aircraft and naval support to assist South Vietnam against the communist forces.
Cuban Missile Crisis, 1962	A 13-day standoff between the United States and the Soviet Union over Soviet nuclear missiles placed in Cuba, bringing the world to the brink of nuclear war.	The crisis heightened Australia's concerns about the threat of nuclear war and strengthened its security alliances with the United States.

▲ **Source 3:** The struggle between the United States and the USSR played out in a range of conflicts, some of which had a direct impact on Australians.



Source 4: Berlin's communist and democratic halves were reunited in 1989 when the Berlin Wall separating the city was torn down. This event was part of the 'thawing' of the Cold War.

Learning ladder H3.1

Significant people, ideas and events

1. What was the Communist International?
2. Describe three differences between communism and capitalism.
3. Explain how the Berlin Blockade and Cuban Missile Crisis are examples of Cold War brinkmanship.
4. Evaluate the influence of the Cold War on societies at the time.

Perspectives

1. Describe, from a capitalist perspective, the view of communism during the Cold War.
2. Source 3: How does this source help to explain Australia's perspective during the Cold War?
3. Explain the perspective that countries such as China, Cuba and North Korea might have on the outcome of the Cold War.
4. There are two views on why the Cold War ended. One is that America (capitalism) defeated the Soviet Union (communism); the other is that communism defeated itself. Which perspective do you support and why?

HOW TO Perspectives, page 12

How did new technologies change people's lives?

The aftermath of World War II marked an era of unprecedented technological advancements that transformed society. From medical breakthroughs to household conveniences, transportation and communication, these innovations reshaped daily life, improving living standards and expanding opportunities for millions worldwide.

Medical innovations

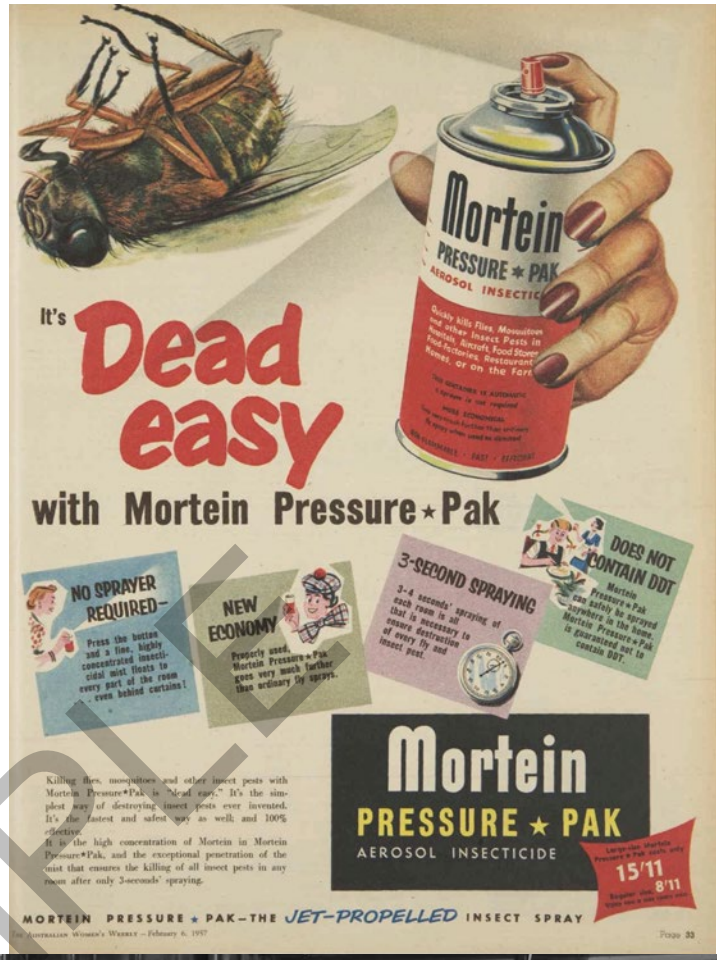
The postwar period saw significant strides in medical technology, leading to improved public health. The mass production of **penicillin** made effective treatments for bacterial infections widely accessible, saving countless lives. Vaccines for influenza and later polio eradicated diseases that had previously caused widespread suffering. These advancements not only increased life expectancy but also enhanced the quality of life for many.

Source 1: Advances in medicine after World War II led to the development of a vaccine to prevent polio in the 1950s. In this photograph, schoolgirls in Sydney are being vaccinated for polio, 1956.

Everyday convenience

Technological progress brought an array of new consumer goods that revolutionised domestic life. Household appliances like the Sunbeam Mixmaster made tasks such as baking and cooking more efficient, reducing the burden on homemakers. Disposable aerosol cans, originally developed for military use, became popular for household insecticides like Mortein, improving hygiene and comfort. These innovations, coupled with persuasive advertising, embedded technology into everyday routines. They also fed into increasing **consumerism** (Source 3).

> Our enormously productive economy demands that we make consumption our way of life, that we convert the buying and use of goods into rituals, that we seek our spiritual satisfaction, our ego satisfaction, in consumption.... We need things consumed, burned up, replaced and discarded at an ever-accelerating rate...
>
> **Source 2:** Victor Lebow, US market analyst, 1955



Source 3: Australian advertisement for Mortein, 1957

Source 4: Sydney jockey Athol Mulley at home in Strathfield with his family, 18 April 1957. Television was only introduced in Australia in 1956. By the end of the 1960s, around half of Australian households owned a TV set.

Source 5: As more people started to travel by car, motels sprung up to accommodate them.

Transportation evolution

The development of the jet engine and its adaptation for civilian airplanes revolutionised air travel, making global destinations more accessible. On the ground, affordable cars, such as Australia's locally produced Holden, became symbols of personal freedom and economic progress. The rise in car ownership connected communities and facilitated tourism.

To meet the needs of the greater number of people travelling Australia's roads, motels started to spring up around the country. The Lansdowne Bridge Motel on the Hume Highway in south-western Sydney is generally considered the first motel in Australia.

Communication and information technology

The war's technological demands led to groundbreaking advancements in computing and communication. Early **programmable computers**, such as ENIAC and AVIDAC, laid the foundation for the digital age, enabling faster and more accurate data processing. While men designed and built these early computers, women were often the programmers (Source 7).

The invention of the **transistor** revolutionised electronics, making portable radios, record players and televisions widely available, which in turn transformed entertainment and information consumption. These innovations eventually paved the way for the modern internet.

Space and global connectivity

The Cold War's **space race** drove rapid technological innovation, exemplified by the launch of Sputnik I by the USSR and Explorer I by the United States. These milestones led to advancements in satellite communications, culminating in international systems like INTELSAT that bridged global communication gaps. This connectivity influenced everything from business to culture.

Cultural shifts

Advances in technology also redefined leisure and entertainment. Portable record players and 45-rpm records brought music into the hands of teenagers, shaping youth culture and creating new markets. Television, introduced in Australia in 1956, became a central feature of family life, offering entertainment and exposure to global events, predominantly influenced by American culture.

Source 6: Portable record players made listening to music more accessible than ever, especially for teenagers.

Learning ladder H3.2

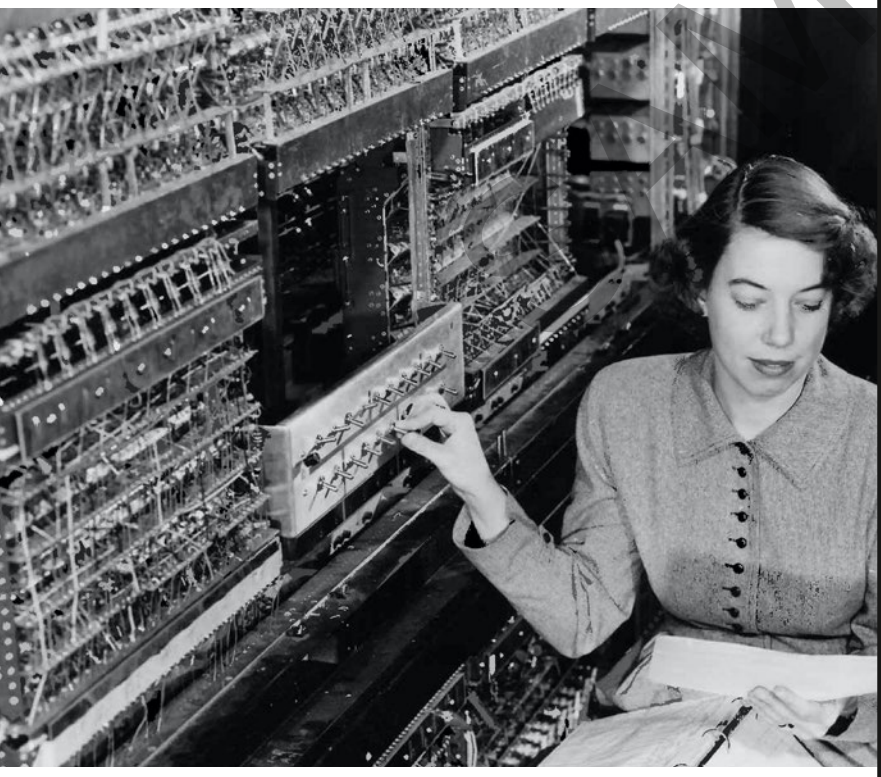
Impact and legacies

1. What was the impact of World War II on creating changes to people's lives in the 1950s and 1960s?
2. Describe how people's lives changed in the 1950s and 1960s.
3. Explain why consumerism was important to both business and the government in America post-World War II.
4. Explain why the degree of change to people's lives depended on who you were.
5. Evaluate the legacy of post-World War II technology on life today.

Causes and consequences

1. Describe the effect of new technologies on transport in Australia.
2. Describe how new consumer goods changed people's domestic lives.
3. In your view, what were the three most important changes that improved people's lives in the decades after World War II? Explain your choices.
4. Explain how advances in technology occur and why these bring about change.

HOW TO Causes and consequences, page 10



Source 7: AVIDAC was an early digital computer which began operating in 1953. Pictured here, with AVIDAC, is pioneer computer programmer Jean F. Hall. [Photo courtesy of Argonne National Laboratory]

How did awareness of environmental and sustainability issues develop?

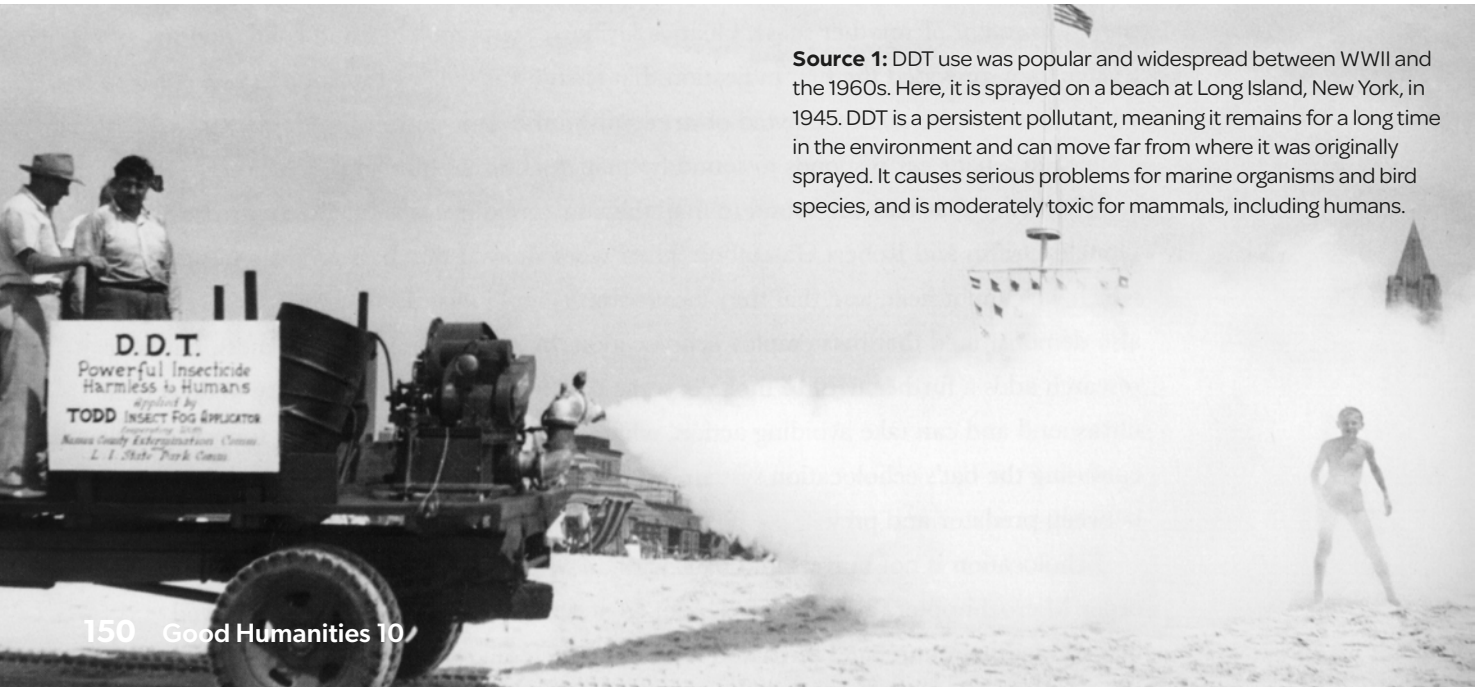
After World War II, rapid industrialisation and urban growth led to increased environmental concerns. Issues such as pollution, deforestation and resource depletion became more visible, prompting global awareness of the need for sustainability

The rise of environmental awareness

The 1960s marked a turning point in the rise of environmental awareness. A key moment was the publication of *Silent Spring* by Rachel Carson in 1962, which warned of the dangers of pesticides, particularly DDT, and their harmful effects on wildlife. The book played a significant role in raising public consciousness and pushed for stricter regulations on chemicals.

As environmental issues gained attention, organisations such as Greenpeace were founded in the early 1970s. These groups campaigned for the protection of ecosystems, the reduction of pollution and the preservation of biodiversity. The rise of environmental activism highlighted the connections between human activities and the degradation of the planet, encouraging both governments and individuals to consider the long-term impacts of industrialisation.

As environmental awareness spread globally, public attitudes and everyday behaviours began to shift. People increasingly adopted practices aimed at reducing their impact on the planet. Recycling became a common part of household routines in many countries, supported by public education and local government initiatives. Individuals and businesses began looking for ways to lower their **carbon footprints** – by conserving energy, reducing waste and investing in renewable energy sources like solar and wind. These changes reflected a broader cultural shift in which environmental responsibility became mainstream, influencing consumer behaviour, policy debates and long-term planning in many parts of the world.



Source 1: DDT use was popular and widespread between WWII and the 1960s. Here, it is sprayed on a beach at Long Island, New York, in 1945. DDT is a persistent pollutant, meaning it remains for a long time in the environment and can move far from where it was originally sprayed. It causes serious problems for marine organisms and bird species, and is moderately toxic for mammals, including humans.

▲ **Source 2:** After World War II, palm oil production expanded significantly. The rise of industrial agriculture led to large-scale plantation development, particularly in Malaysia and Indonesia, resulting in extensive deforestation.

Key environmental issues

Several environmental challenges emerged as a result of rapid industrial growth. Pollution became one of the most pressing concerns, with increased emissions from factories and vehicles leading to air and water contamination. Cities like London and Los Angeles were notorious for their **smog**, which caused public health issues and raised calls for cleaner air standards.

Deforestation also became a major problem. As cities expanded and agricultural land increased, vast areas of forests were cleared, threatening **biodiversity** and disrupting ecosystems. The destruction of forests also contributed to climate change, as trees play a key role in absorbing carbon dioxide from the atmosphere.

In the 1970s, scientists began linking human activities to global climate change. Research showed that burning fossil fuels and clearing forests were increasing greenhouse gases like carbon dioxide, leading to a rise in global temperatures. This discovery raised awareness about the potential long-term effects of climate change and spurred international discussions on how to reduce emissions.

Resource depletion was another concern. The post-WWII era saw a significant increase in the extraction of natural resources, such as oil, minerals and water. This led to fears of running out of essential resources and the need to find **sustainable** alternatives.

Australia's role in the global environmental movement

Australia's unique ecosystems and vast natural resources made environmental issues particularly relevant. One of the most significant concerns has been the preservation of the Great Barrier Reef, which has faced threats from pollution, coral bleaching, agricultural runoff and coastal development.

Australia has also experienced deforestation, prolonged droughts and increasingly severe bushfires. These events have raised public awareness about environmental issues and their long-term impacts.

In response, many Australians have changed their everyday behaviours. Recycling has become standard in most households, and there is growing support for renewable energy sources such as solar and wind.

Environmental activism has played a key role, from the Franklin River protests in the 1980s to recent youth-led climate strikes in cities across the country.

Governments have introduced planning measures, emissions targets and conservation programs. However, many observers remain pessimistic about the future due to political inaction, economic pressures and the increasing effects of climate change (Source 3).

In this age of rapidly melting glaciers, terrifying megafires and ever more puissant hurricanes, of acidifying and rising oceans, it is hard to believe that any further prod to climate action is needed.

But the reality is that we continue to live in a business-as-usual world. Our media is filled with enthusiastic announcements about new fossil fuel projects, or the unveiling of the latest fossil-fuelled supercar, as if there's no relationship between such things and climate change.

In Australia, the disconnect among our political leaders on the deadly nature of fossil fuels is particularly breathtaking.

Source 3: Tim Flannery (2019), 'The Gloves Are Off: 'Predatory' Climate Deniers Are a Threat to Our Children', *The Conversation*.

Source 4: In 1972, the United Nations Conference on the Human Environment (Stockholm Conference) was held. This was the first major international gathering to address global environmental issues, and it laid the foundation for modern environmental policies and the creation of the United Nations Environment Programme. Here, conference members, including chairman Maurice Strong (centre, front), ride bicycles in Stockholm.

Learning ladder H3.3

Significant people, events and ideas

1. When was Greenpeace established and what is its purpose?
2. Describe the environmental challenges that resulted from industrial growth.
3. Explain the idea of global climate change and its causes.
4. Source 3: Evaluate the extent to which ideas about climate change are impacting on society.
5. Evaluate the role of environmental movements in shaping Australia's shift towards sustainable practices and political debate since the 1970s.

Causes and consequences

1. What caused increased environmental concerns after World War II?
2. Describe the effect of the publication of *Silent Spring* on public opinion about the environment.
3. Explain how increased industrialisation and vehicles impacted on the environment.
4. Explain the causes of deforestation and its effect on climate change.
5. Analyse how the causes of climate change have triggered both local and global changes in policy, activism and public behaviour.

HOW TO
Causes and consequences, page 10

How have movements for rights and freedoms shaped the contemporary world?

Since 1945, the world has seen powerful movements fighting for equality, justice and the protection of human rights. These movements – from the struggles against colonial rule to the campaigns for racial and civil rights – have not only transformed societies globally but also redefined the modern nation state.

Global shifts through anti-colonial and civil rights movements

After World War II, anti-colonial movements in Asia and Africa challenged centuries-old European rule. India's independence in 1947, along with the liberation of many nations, inspired a wave of self-determination that reshaped the global order. However, the end of colonial rule often brought significant challenges. In many cases, decolonisation led to political instability, internal conflict or long-term struggles over national identity and governance. At the same time, civil rights movements – most notably in the United States – were gaining momentum, as activists fought to dismantle segregation and racial discrimination. These movements, like their anti-colonial counterparts, brought about landmark changes in public policy and paved the way for more inclusive societies.

Source 2: The Algerian War of Independence (1954–1962) against the French is considered one of the bloodiest decolonisation struggles in history, with massacres and other atrocities carried out by both sides.

Source 1: The growth of movements for rights and freedoms

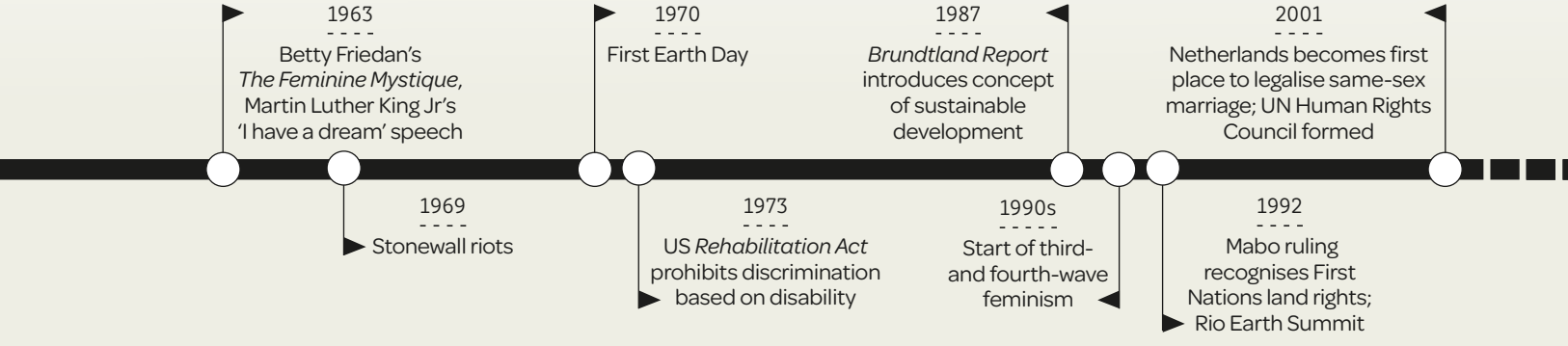
key ideas timeline.

- 1947 – India and Pakistan achieve independence
- 1948 – Universal Declaration of Human Rights
- 1954 – *Brown v. Board of Education*
- 1955 – Bandung Conference for leaders of decolonised countries
- 1960s–1970s – Second-wave feminism
- 1960 – 'Year of Africa' – 17 African states gain independence
- 1961 – Amnesty International founded

The rise of human rights advocacy

The establishment of the United Nations in 1945 and the subsequent adoption of the Universal Declaration of Human Rights in 1948 marked a turning point. Governments and citizens alike began to see human rights as a universal standard – an idea that has guided legal reforms and public debates ever since. Australia played its part in these international efforts, contributing to the dialogue and embracing new principles that have influenced local policies.

Source 3: Protest for access to public transportation, San Francisco, California, 1978



The power of influential activists

Key activists have played a significant role in driving these movements. Figures such as Martin Luther King Jr, Nelson Mandela and Mikhail Gorbachev (Source 4) led movements that reshaped entire nations, while Betty Friedan, Ernesto 'Che' Guevara and Margaret Thatcher influenced debates on gender, revolution and governance. More recently, activists like Greta Thunberg (Source 5) and Malala Yousafzai have not only challenged established systems but also mobilised millions around global causes. Their contributions highlight that behind every transformative movement, individuals have been catalysts for change.

Source 4: Gorbachev during his 1990 visit to the United States, promoting *glasnost* and *perestroika* – reforms that challenged the entrenched Soviet system by calling for transparency, political openness and radical economic restructuring.

A broad tapestry of change

While numerous specific movements – including those for Indigenous rights, women's rights, environmental justice, LGBTQIA+ rights, and rights for people with a disability – have added vital threads to this tapestry, the overall impact lies in their collective drive for a fairer world. Together, these movements have challenged outdated systems, spurred legal and political reforms and redefined the notion of citizenship and belonging. In Australia, as elsewhere, these broad struggles have helped shape a modern society that values human dignity and collective progress. However, these changes have not come without resistance. Many movements have faced – and continue to face – political pushback, systemic inequality and social division. Gains are often uneven, with some groups still experiencing discrimination, exclusion or violence. The work of securing rights and freedoms remains ongoing, reminding us that progress is not guaranteed but must be defended and expanded across generations.

Source 5: Greta Thunberg (centre, front) became widely known in 2018 when she began her school strike for climate outside the Swedish parliament. This action sparked global attention and eventually led to the Fridays for Future movement.

Learning ladder H3.4

Background and origins

1. Identify when the Universal Declaration of Human Rights was adopted.
2. Describe the global situation after World War II.
3. Explain how anti-colonial movements developed after 1945.
4. Explain why civil rights movements emerged in the 20th century.
5. Evaluate the global impact of postwar movements for rights and freedoms.

Significance

1. Identify a historically significant activist from this spread.
2. Describe a movement that brought about legal or political change.
3. Explain how movements reshaped ideas about human rights.
4. Explain why the Universal Declaration of Human Rights is historically significant.
5. Evaluate the long-term significance of global movements for rights and freedoms.

HOW TO Significance, page xxx

H3.5

How has feminism reshaped women's roles in Australia?

Since the early 20th century, Australia has seen major changes in women's rights. From suffrage campaigns to modern digital activism, women have challenged inequality in politics, workplaces and daily life. Their efforts have shaped laws, changed public attitudes and redefined women's roles, contributing to global human rights progress.

From suffrage to modern activism

Australian women campaigned hard for the vote and the right to stand for office. South Australia led the way, becoming one of the first places in the world to grant these rights, in 1894. In 1902, the *Commonwealth Franchise Act* extended voting to non-Indigenous women nationwide, though First Nations women remained excluded. Pioneers like Vida Goldstein – the first woman in the British Empire to run for national office – and Mary Lee were central to early victories.

World War II saw women take on jobs in factories, transport and farming, challenging old ideas about gender roles. These contributions helped fuel later campaigns for equal pay, fair treatment and more workplace opportunities. Today, digital activism and social media continue this legacy, mobilising people around issues like gender-based violence and workplace equity.

Legal reforms and the workplace

Legal change has played a key role in advancing women's rights. In 1972, the equal pay ruling introduced the idea of 'equal pay for work of equal value'. It aimed to close the wage gap between male- and female-dominated fields. The *Family Law Act 1975* brought in no-fault divorce, making it easier for women to leave unhappy or unsafe relationships

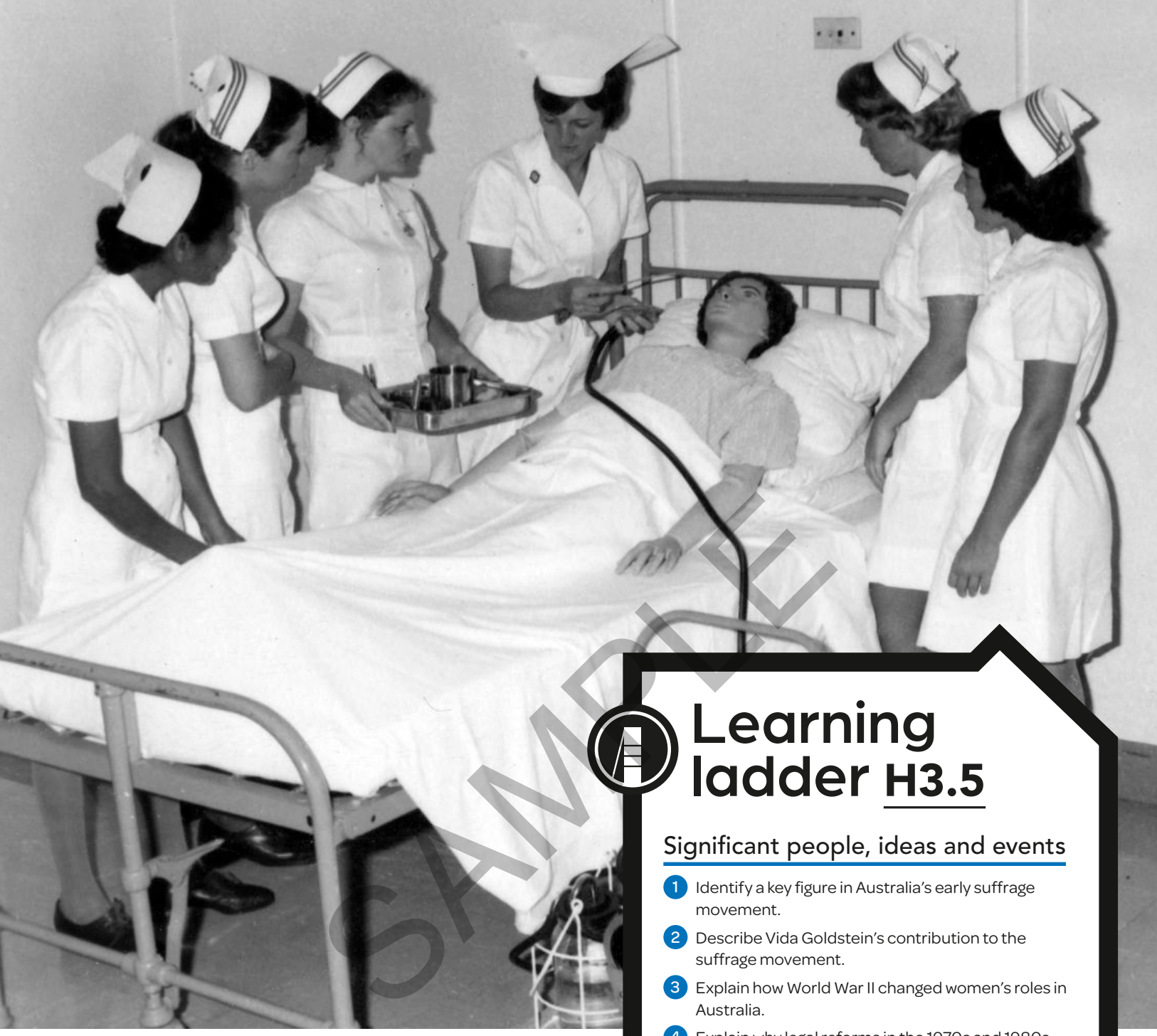
The 1984 *Sex Discrimination Act* Act was a turning point, banning discrimination in work, education and public life. It also recognised sexual harassment as a form of discrimination. This Act aligned Australia with international human rights standards, a move that was further reinforced by Australia's ratification of the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). More recently, the *Paid Parental Leave Act 2010* has helped women maintain jobs and income after having children. Still, the gender pay gap remains – especially in sectors like nursing and teaching.

Women in politics and public life

Women's role in politics has changed greatly. In 1943, Dame Enid Lyons and Dame Dorothy Tangney entered federal parliament, breaking into a male-dominated field. Later, Carmen Lawrence became Australia's first female Premier, and Quentin Bryce served as the first female Governor-General. Despite these gains, women still make up only about one-third of federal parliament.

During World War II, women proved they could handle roles traditionally held by men. Yet after the war, many were pushed back into domestic roles. The skills and confidence gained during the war helped drive later movements for better pay, conditions and career opportunities.

> The principle of 'equal pay for work of equal value' will be applied to all awards of the Commission. By 'equal pay for work of equal value' we mean the fixation of award wage rates by a consideration of the work performed irrespective of the sex of the worker.
>
> **Source 1:** ACAC ruling on the National Wage and Equal Pay cases, 1972



Source 2: Trainee nurses, 1975. The 1972 Equal Pay ruling aimed to ensure equal pay for work of equal value. However, nurses have continued to earn less than workers in male-dominated fields requiring similar qualifications and responsibilities, such as police officers.

A continuing struggle for equality

Feminism in Australia has brought lasting change, with each wave expanding the fight for rights in healthcare, safety and equal access to work and public life. The resulting legal reforms and social change have improved opportunities for many women. However, issues such as the gender pay gap and underrepresentation in leadership remain – the struggle towards a fairer, more inclusive society continues.

Learning ladder H3.5

Significant people, ideas and events

1. Identify a key figure in Australia's early suffrage movement.
2. Describe Vida Goldstein's contribution to the suffrage movement.
3. Explain how World War II changed women's roles in Australia.
4. Explain why legal reforms in the 1970s and 1980s were significant for women.
5. Evaluate how feminist campaigns have influenced Australian public policy.

Continuity and change

1. Identify one change in women's political rights since 1902.
2. Describe how feminism in Australia has changed over time.
3. Explain whether the 1972 equal pay ruling meant that women now earned as much as men.
4. Evaluate how far women's rights in Australia have progressed since Federation.

HOW TO
Continuity and change, page xx

How are Indigenous and migrant rights reshaping equality in Australia?

Since 1945, Australia's journey towards equality has been marked by ongoing efforts to secure civil rights for Aboriginal and Torres Strait Islander Peoples and migrant communities. Despite significant progress, challenges remain in areas such as education, health care, housing and employment.

Indigenous rights in Australia

For many Indigenous Australians, disparities in educational outcomes, access to health services and employment opportunities are a legacy of past injustices. These inequalities are not simply historical – they affect daily life and community wellbeing today. Campaigns for Indigenous rights work to address these gaps through targeted policies, community-led initiatives and public awareness. Australia's commitment as a signatory to the UN Declaration on the Rights of Indigenous Peoples (UNDRIP, 2007) underscores a national responsibility.

This international framework supports calls for improved land rights, cultural preservation and better public services.

> Article 21(1): Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

Source 2: United Nations Declaration on the Rights of Indigenous Peoples, 2007

Source 1: In remote communities, such as this one in the Kimberley region of WA, Aboriginal tenants are forced to endure substandard living conditions. In November 2023, a landmark High Court ruling in the Northern Territory found the government liable for distress caused by poor housing conditions, potentially setting a precedent for class actions in other Aboriginal communities.

Source 3: As at June 2024, 31.5 per cent of Australia's population was born overseas, 10.6 per cent of which were born in India. Indian-born residents represent the largest migrant group in Australia after UK-born residents.

Migrant policies and community impact

Changes in government policy have also reshaped the rights of migrants in Australia. The introduction of the *Racial Discrimination Act 1975* was a turning point, challenging racially discriminatory practices and paving the way for multiculturalism. Over time, Australia's policies have reflected a growing celebration of diversity while also highlighting ongoing issues. Many migrant communities still face obstacles in accessing quality housing, secure employment and social services. This shows that the work towards equality is never finished – continued advocacy is needed to ensure fair treatment for all.

Linking local struggles to global movements

Local efforts to secure civil rights are part of a broader, global conversation on human rights. Indigenous and migrant rights in Australia echo similar struggles around the world, connecting local communities with international networks of support and solidarity. By examining these issues together, we see that the quest for equality is both uniquely Australian and part of a wider global movement for justice.

Learning ladder H3.6

Impact and legacies

1. Identify one legacy of past injustice for Indigenous Australians.
2. Describe a way past discrimination affects communities today.
3. Explain how past policies have impacted Indigenous or migrant Australians.
4. Explain why community-led responses are important in shaping equality.
5. Evaluate how rights movements have reshaped Australian society.

Perspectives

1. Identify a perspective shown in the UN Declaration on the Rights of Indigenous Peoples.
2. Describe a perspective on living conditions in remote Indigenous communities.
3. Explain why migrant communities continue to advocate for equality.
4. Compare Indigenous and migrant experiences of inequality in Australia.
5. Evaluate how including multiple perspectives can improve public understanding and policy.

HOW TO
Perspectives, page xx

How has technology and global connectivity transformed social movements?

Since 1945, the world has witnessed dynamic social and political movements that have reshaped societies. From Indigenous rights in Australia to global campaigns like #MeToo and Black Lives Matter, change has been driven by a blend of traditional protest techniques and innovative digital strategies.

Traditional tactics and digital transformation

Movements for change have always employed a range of techniques. Historically, direct action – such as marches, sit-ins and blockades – captured public attention and forced authorities to listen. Civil disobedience, where activists deliberately break unjust laws non-violently, has provided powerful moral arguments for change. Meanwhile, legal campaigns have sought to transform society through court rulings and legislative reform.

In the digital age, these traditional techniques have been transformed. Social media platforms now enable protestors to livestream demonstrations and spread their message beyond national borders. For example, the global reach of hashtags like #MeToo has sparked conversations about sexual harassment and assault, not only in the United States but also right here in Australia. Similarly, online petitions and digital advocacy have bolstered legal campaigns, making it easier for activists to organise and gather support. This synthesis of offline action and online connectivity has made movements more agile, responsive and inclusive.

Source 1: Cairo, Egypt – November 23, 2011: A young man near Tahrir Square runs with a container of riot gas just fired by police. Images like this spread rapidly via social media, connecting protestors with the world.

Source 2: Extinction Rebellion protest outside the Australian High Commission in Wellington, New Zealand against the Adani mine in Queensland. Technology helps spread global awareness of local issues, taking protests across borders.

Global connectivity

Digital technology has transformed the way movements operate. The Arab Spring, Black Lives Matter and Extinction Rebellion have shown that online platforms can create networks that span continents. In Australia, similar digital tools have been used to mobilise support for Indigenous rights and environmental causes. Social media has enabled Indigenous communities to share their stories and highlight issues such as land rights, cultural heritage and government policies. This global connectivity is particularly important as it connects local struggles with worldwide networks of solidarity.

Australian campaigns have also benefited from technology. The mobilisation around environmental issues – whether it's protesting against coal mines or advocating for sustainable practices – has been amplified online. This digital activism not only brings attention to local issues but also aligns Australia with global movements addressing climate change and conservation. As a result, citizens and communities are better informed and more engaged than ever before.

Evolving movements

One of the most striking features of social and political movements is their ability to evolve over time. Consider the waves of feminism: early campaigns focused on suffrage and basic legal rights, while modern feminism is more diverse, addressing issues of intersectionality (the different challenges faced by women from diverse backgrounds) and digital harassment. In Australia, this evolution is reflected in the long struggle for gender equality – from the early days of women's rights activism to today's campaigns against workplace discrimination and gender-based violence.

Similarly, racial justice movements have transformed. The anti-slavery and civil rights struggles of the past laid the groundwork for modern movements such as Black Lives Matter, which utilise both physical protest and digital platforms to challenge systemic racism. These modern movements have broadened the debate to include Indigenous rights, recognising the need for a comprehensive approach to addressing racial injustice in Australia and beyond.

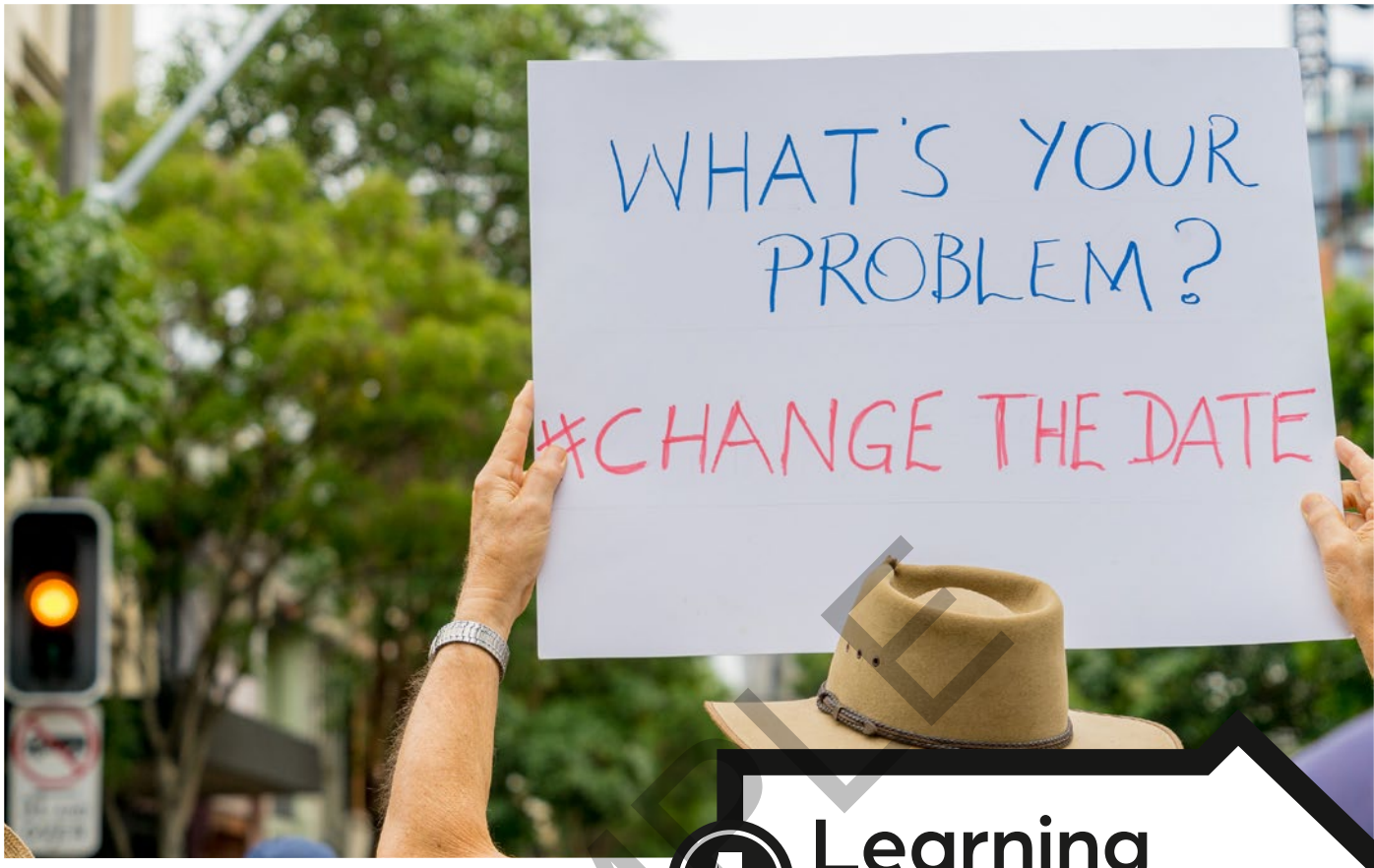
Environmental activism, too, has changed significantly. Early conservation efforts were often local and focused on protecting natural habitats, but today's environmental movements respond to the global challenge of climate change. Groups like Extinction Rebellion combine traditional direct action with online mobilisation to demand urgent policy reforms. In Australia, this has led to significant public debates on the future of energy, the role of mining and the need to transition towards renewable resources.

Source 3: Extinction Rebellion use non violent civil disobedience, creative and theatrical tactics, and deliberate disruptions such as road blockades and occupation of public spaces. The first actions took place in London in 2018, and quickly spread around the world. Here, protestors occupy Bourke Street Mall in Melbourne in 2019.

Integrating the local and the global

It is important to recognise that while many of these movements have global roots, they are also deeply local. In Australia, the struggle for Indigenous rights is a crucial part of the national narrative. The same digital tools that power global movements have allowed Aboriginal and Torres Strait Islander voices to reach wider audiences, forging alliances with activists around the world. This integration of local and global narratives enriches our understanding of social change, showing that the quest for justice is both universal and uniquely Australian.

Moreover, the interplay between traditional protest methods and digital advocacy reflects a broader trend in how societies change. Traditional tactics provide the foundation and moral force for a movement, while digital technology expands its reach and fosters a diverse array of perspectives. Together, they can help to reshape political and social landscapes across Australia and the globe.



Source 4: The #ChangeTheDate campaign uses social media to call for changing the date of Australia Day, highlighting that 26 January marks the beginning of colonisation and ongoing injustice for First Nations Peoples. Through hashtags, videos and shared stories, the campaign raises awareness and mobilises support nationwide and globally.

> The last couple of years have seen an enormous increase in the number of Tweets containing the #ChangetheDate hashtag, which advocates for Australia Day celebrations to be held on a day other than January 26 ... usage of the #ChangetheDate hashtag swelled over 2000 per cent between 2016 and 2018, while NITV's own #AlwaysWillBe hashtag, which was only introduced last year, grew more than 10 per cent between 2017 and 2018. It was the third most popular hashtag used to discuss an alternative date for Australia Day, after #ChangetheDate and #InvasionDay.

Source 5: Claudianna Blanco, '#ChangetheDate hashtag shows massive growth of over 2000 per cent', *NITV*, SBS, 30 January 2018.

Learning ladder H3.7

Significant people, ideas and events

1. Identify a key idea used by modern protest movements.
2. Describe how digital activism has been used in recent campaigns.
3. Explain how global connectivity influenced recent social movements.
4. Explain why technology has reshaped protest tactics since 1945.
5. Evaluate how digital tools and global networks have influenced social change.

Continuity and change

1. Identify a traditional protest tactic still used today.
2. Describe how feminism has changed over time.
3. Explain how environmental activism has evolved since its early days.
4. Explain how taking local issues global can lead to change.
5. Evaluate the continuity and change in the goals of social movements.

HOW TO
Continuity and change, page xx

How do I conduct a good inquiry?

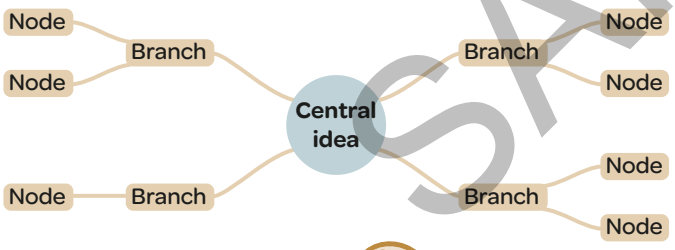
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to the modern world.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- The Cold War, page xx
- Technology and modern life, page xx
- Growth of environmental awareness, page xx
- Emergence of social movements xx
- Changes for women, page xx
- Technology and social change, page xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

Aboriginal and Torres Strait Islander Peoples' rights and freedoms (1938–present)

H4

WHAT WAS THE BLACK POWER MOVEMENT IN AUSTRALIA? 78

WHO WERE THE STOLEN GENERATIONS? 78

H4.0

How can we understand rights and freedoms?

The colonisation of Australia had a significant negative impact on Australia's First Nations. As Australia federated, First Nations Peoples were excluded. Many in authority thought that the First Nations would die out and Australia would be exclusively for white people. The attempted genocide of First Nations Peoples was unsuccessful and the 20th century saw them fight for their rights on a national and international scale.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the impact of the rise and fall of societies.	I can evaluate how societies were influenced by significant people and ideas.	I can evaluate the legacy of a society.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a society developed.	I can explain why ideas influenced people and events.	I can explain why a society has a legacy.	I can explain patterns of continuity and/ or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a society developed.	I can explain how ideas influenced people and events.	I can explain the impact of one society on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins of societies.	I can describe key people, ideas and events.	I can describe the legacy of a society.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of societies.	I can identify key people, ideas and events.	I can identify the legacy of a society.	I can identify continuity and change.	I can identify a cause and a consequence.

Knowledge and understanding

▲ **Source 1:** Protesters block a major road on the day of the opening ceremony of the 2018 Commonwealth Games, held at the Gold Coast. This was one of many demonstrations made as part of the 'Stolenwealth Games' protests. The protesters wanted to disrupt the running of the games to assert their non-acceptance of colonial rule, and to protest the forced oppression of First Nations Peoples and the suppression of their ancient rights and freedoms.

Perspectives	Significance	Interpretations	Chronology	Sources	Steps in skill progression
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

Historical concepts and skills

What are the origins of civil rights in Australia?

The civil rights movements in Australia and worldwide have been about ensuring that all people, regardless of their ethnicity, race, religion or other characteristics, have the same rights and opportunities as those in dominant communities.

These movements worked to highlight the inequalities and extra challenges primarily placed on people of colour, indigenous communities, refugees and migrants. Despite the main focus of the civil rights movements being race, ethnicity and religion, they also influenced other struggles for justice and equality in areas like, feminism, LGBTQIA+ rights, and other minority causes.

The origins of Australia's civil rights movement predate the nation's federation in 1901. During the late 19th century, following the Frontier Wars, colonial governments forcibly moved surviving First Nations peoples onto missions and reserves.

In Victoria, the Port Phillip Protectorate laid the legal groundwork for these relocations. This system confined First Nations peoples to missions, severely restricting their rights and freedoms. These early struggles set the stage for the civil rights campaigns that emerged in the 20th century. Despite the protectorate only lasting 10 years, the precedent was established, and many First Nations peoples lived on reserves until the last of these were abolished in the 1970s.

Life on these missions and reserves was often harsh. While colonists enjoyed many comforts, First Nations peoples were left with few resources and limited opportunities. The leaders of these First Nations communities would often fight and campaign for the same rights as everyone else in the colony. Key figures in this fight were William Barak and Louisa Briggs.

William Barak

William Barak, born in 1824 , was a Wurundjeri man from the Kulin Nations. During his life he became an accomplished negotiator and leader. He was also an exceptional artist and was one of the first people to

Source 1: As well as being a prominent early civil rights leader in Australia, William Barak was also a talented artist. He drew images of some of the last ceremonies occurring in Naarm (Melbourne).

record the Wurundjeri culture through story and art., Barak used his position as *Ngurungaeta* (leader) of his clan to advocate for the rights of First Nations peoples in Victoria. He frequently walked to Melbourne to petition politicians and wrote numerous letters fighting for equal treatment.

Louisa Briggs

Louisa Briggs was another influential First Nations leader. As a child, she and her mother, grandmother and aunt were abducted by sealers from a beach near Port Phillip Heads. They were taken to the Furneaux Island group in the Bass Strait, where they were forced into **bonded labour** as seal hunters and private domestic servants. This work also often involved sexual violence against Briggs.

In 1854, she left the islands with her husband and returned to Victoria and her ancestral lands. They spent some time living in hardship on the highland goldfields with their 10 children, where they worked as casual labourers. In 1871, the conditions on the goldfields were so terrible that the family relocated to Coranderrk reserve. Over the next 15 years, Briggs was expelled from the reserve several times for criticising its administration. Nevertheless, she worked tirelessly to improve conditions on the reserves. As a dormitory matron and nurse, she campaigned for inquiries into living conditions and held mission administrators to account, first at Coranderrk and then at the Ebenezer mission, where she was relocated following the death of her husband. Louisa Briggs stands as a symbol of the strength of the First Nations women of this period.

The ongoing legacy

This period laid the foundations for the future civil rights movement in Australia. Figures like Barak and Briggs learned how to navigate colonial systems, using this knowledge to challenge injustices. Their efforts inspired the creation of First Nations political and social organisations, which eventually gained national and international support.

Learning ladder H4.1

Background and origins

1. What is the title that William Barak held as the leader of his people?
2. Why was Louisa Briggs expelled from Coranderrk?
3. <to come>
4. <to come>

Continuity and change

1. Describe how the living conditions for many First Nations peoples changed when Europeans colonised Victoria.
2. Describe how the living conditions for many First Nations peoples changed when Europeans colonised Victoria.
3. Explain how the living conditions on the missions and reserves were or were not changed in response to campaigns to improve them.
4. What methods did Barak and Briggs use to try to improve the conditions of the First Nations peoples living in the missions and reserves?
5. <to come>

HOW TO
Continuity and change, page 10

H4.2

What were the first Indigenous political organisations?

The next generation of civil rights campaigners was active during the early 20th century. International influences inspired First Nations activists to campaign for their rights.

International influences

In Australia, one of the main figures at this time was Fred Maynard, a self-educated former drover. Maynard and another activist called Tom Lacey were heavily influenced by Marcus Garvey, a West Indian man who is also considered to be the 'father of black nationalism'. In the 1920s, both Maynard and Lacey were members of the Sydney chapter of Marcus Garvey's Universal Negro Improvement Association (UNIA). They had also been involved with the two visits to Australia in the early 1900s by Jack Johnson, the first African American World Heavyweight Champion and outspoken critic of the **Jim Crow laws** in the United States.

The Australian Aboriginal Progressive Association (AAPA)

In 1924, the AAPA was formed in Sydney. This was the first pan-Aboriginal organisation to coordinate a nationally focused campaign calling for Aboriginal rights to land, self-determination and citizenship in their own country.

Source 1: This is a statue of William 'Bill' Ferguson unveiled in the main street of Dubbo in 2019. This photo shows his son Fred Ferguson and other members of his family.

The Australian Aborigines League (AAL)

The AAL was established in 1934. The key figure in the formation of this new organisation was William Cooper. Some of the early members of this organisation included Pastor Sir Doug Nicholls, Shadrak James, Margaret Tucker and Caleb and Anna Morgan. A key difference in this organisation was the fact that its First Nations founders were open to having non-Indigenous people support their causes. Many of the non-Indigenous people who supported this organisation were trade unionists and members of the Communist Party.

One of the AAL's major campaigns was to create and present a petition signed by First Nations Peoples to King George V in 1934. The petition called on the King to 'prevent the extinction of the Aboriginal race and give better conditions for all, granting us the power to propose a member of parliament... to represent us in the Federal Parliament'. In 1935, the AAL campaigned for and was granted a meeting with the federal Minister for the Interior, where the AAL argued for federal control of Aboriginal affairs.

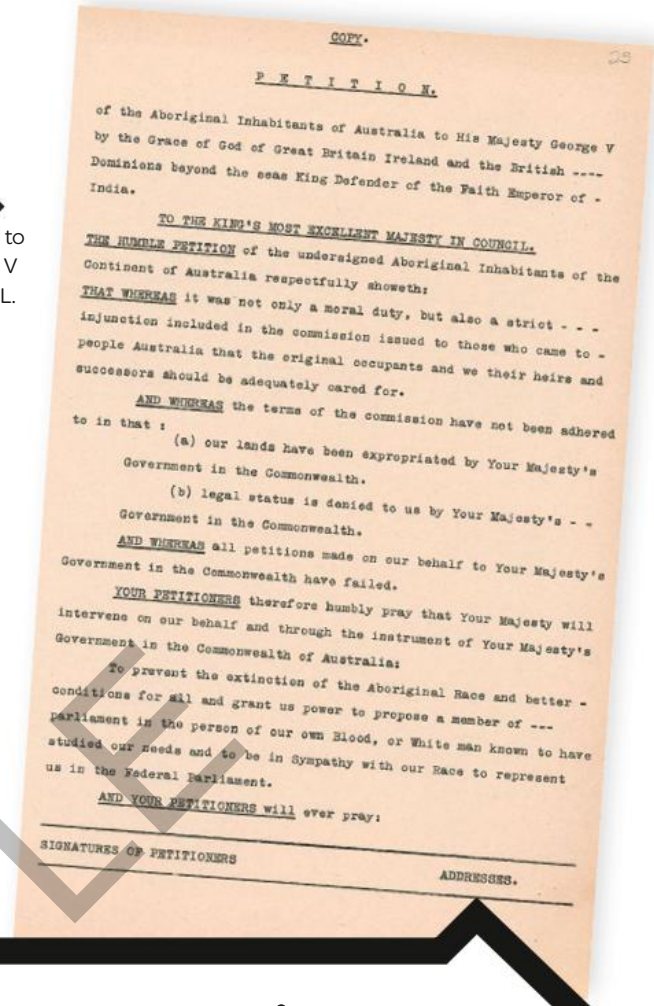
By 1938, after the death of William Cooper, the AAL was dissolved, but it was re-established by the next generation of First Nations civil rights activists after World War II. This organisation's legacy was that its goals were finally achieved with the successful referendum in 1967 (see 16.11).

The Aborigines Progressive Association (APA)

In 1937, the APA was formed in NSW by William (Bill) Ferguson, Jack Patten and Pearl Gibbs, among others. The APA actively campaigned throughout NSW for civil rights for First Nations Peoples. The APA had three main aims: full citizenship for Aboriginal Australians, Aboriginal representation in parliament and the abolition of the NSW Aborigines Protection Board.

One of the defining moments of this organisation was the partnership with the AAL to organise the first Day of Mourning, held on 26 January 1938, to mark 150 years of colonisation and genocide in Australia. This was a key moment, as it was the first time that multiple First Nations political organisations had worked in partnership and gained widespread national and international coverage of the civil rights movement in Australia.

Source 2: The petition to King George V from the AAL.



COPY.

P E T I T I O N.

of the Aboriginal Inhabitants of Australia to His Majesty George V by the Grace of God of Great Britain Ireland and the British ---- Dominions beyond the seas King Defender of the Faith Emperor of - India.

TO THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL.

THE HUMBLE PETITION of the undersigned Aboriginal Inhabitants of the Continent of Australia respectfully showeth:

THAT WHEREAS it was not only a moral duty, but also a strict - - - injunction included in the commission issued to those who came to - people Australia that the original occupants and we their heirs and successors should be adequately cared for.

AND WHEREAS the terms of the commission have not been adhered to in that :

(a) our lands have been expropriated by Your Majesty's Government in the Commonwealth.

(b) legal status is denied to us by Your Majesty's - - Government in the Commonwealth.

AND WHEREAS all petitions made on our behalf to Your Majesty's Government in the Commonwealth have failed.

YOUR PETITIONERS therefore humbly pray that Your Majesty will intervene on our behalf and through the instrument of Your Majesty's Government in the Commonwealth of Australia:

To prevent the extinction of the Aboriginal Race and better - conditions for all and grant us power to propose a member of --- Parliament in the person of our own Blood, or White man known to have studied our needs and to be in Sympathy with our Race to represent us in the Federal Parliament.

AND YOUR PETITIONERS will ever pray:

SIGNATURES OF PETITIONERS ADDRESSES.

Learning ladder H4.2

Significant people, ideas and events

1. Identify three Indigenous political organisations.
2. Describe one of these organisations.
3. Explain how the Australian Aborigines League expanded support for its cause.
4. Explain what happened to the Australian Aborigines League after William Cooper's death.

Causes and consequences

1. Identify a cause that led to the formation of the Australian Aboriginal Progressive Association (AAPA).
2. Describe how international movements influenced the rise of Indigenous political organisations in Australia.
3. Explain how the efforts of early political organisations contributed to the 1938 Day of Mourning.
4. Explain why the early activism of groups like the AAPA and APA led to broader public awareness of Aboriginal rights.

HOW TO Causes and consequences, page 10

H4.3

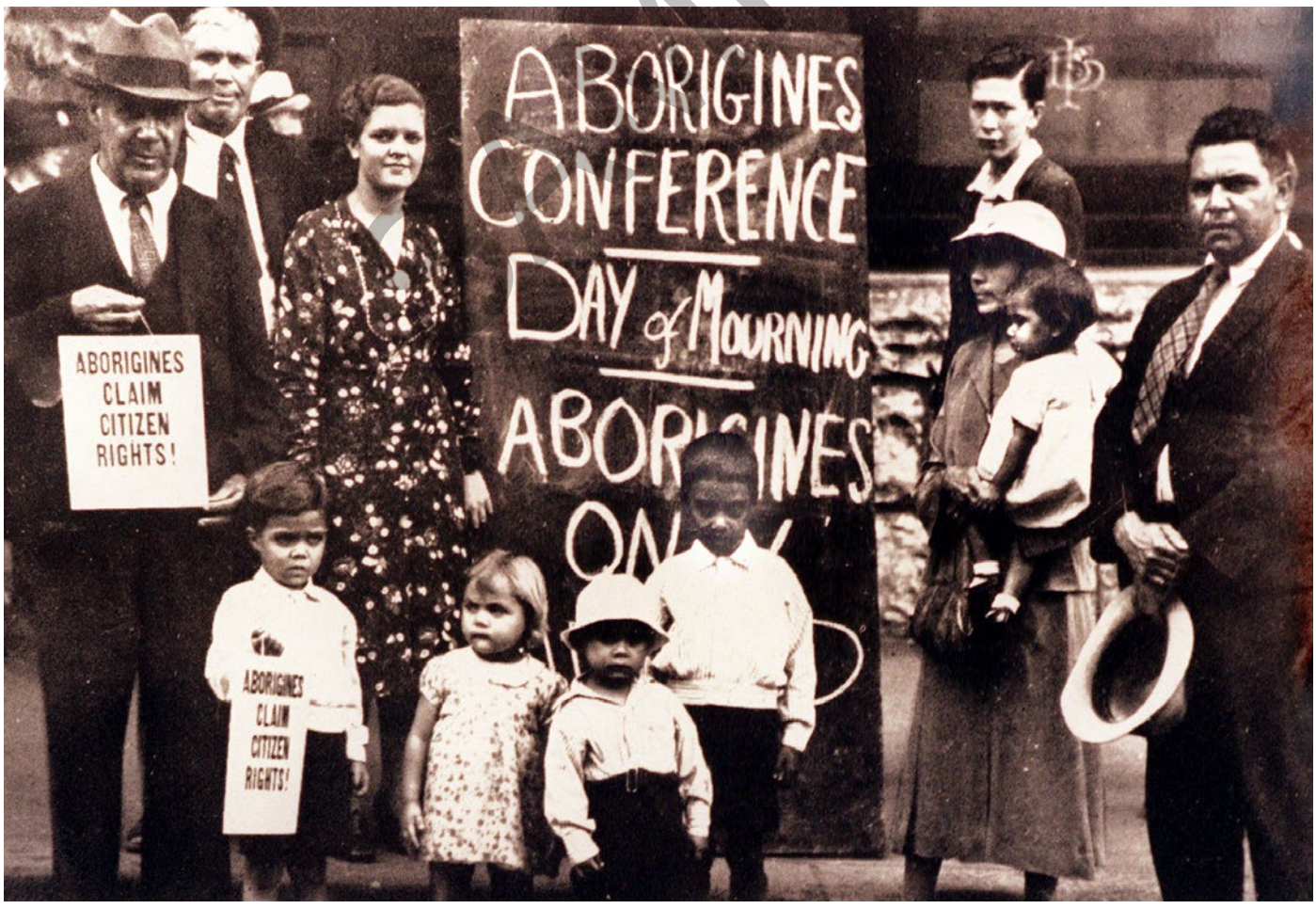
What was the Day of Mourning?

The first Day of Mourning was held on 26 January 1938 to highlight the terrible treatment that First Nations Peoples were being subjected to. About 100 First Nations people gathered at Australian Hall to protest the celebration of Australia's sesquicentenary, the 150-year anniversary of the arrival of the First Fleet.

The celebrations for the sesquicentenary included a re-enactment of the landing of the First Fleet. Because the Eora people refused to take part, a group of First Nations men from Menindee in far-west NSW were transported to Sydney to act as the Eora. These men were not told what was going on and, when they found out, many refused to take part. The response from the organisers was to threaten not to take them home. The conference for the Day of Mourning began after the silent protest march following the official celebration parade.

The official joint statement for the day was: 'The 26th of January, 1938 is not a day of rejoicing for Australia's Aborigines; it is a day of mourning. This festival of 150 years of so-called "progress" in Australia commemorates also 150 years of misery and degradation.'

Source 1: An image taken at the 1938 Day of Mourning in Sydney with (L-R) Bill Ferguson, Jack Kinchela, Isaac Ingram, Doris Williams, Esther Ingram, Arthur Williams, Phillip Ingram, Louisa Agnes Ingram holding daughter Olive and Jack Patten. This was the first time that First Nations people formally protested against the celebrations of the British colonisation of Australia.



Source 2: An image taken from the meeting and protest on the Day of Mourning. The figures are (L-R) Tom Foster, Jack Kinchela (obstructed), Doug Nicholls, William Cooper and Jack Patten. Jack Pattern is reading from the speech that helped to pass a motion condemning the colonisation of Australia and calling for civil rights for First Nations Peoples.

The protest is an important example of First Nations self-determination. During this conference, many speakers discussed the plight of First Nations Peoples and called for reform and equal rights for Aboriginal people across the continent.

The President of the APA, Jack Patten, provided the opening address in the conference, stating: 'We refuse to be pushed into the background. We have decided to make ourselves heard. White men pretend that the Australian Aboriginal is a low type, who cannot be bettered. Our reply to that is, "Give us a chance!" We do not wish to be left behind in Australia's march to progress. We ask for full citizen rights including old-age pensions, maternity bonus, relief work when unemployed and the right to a full Australian education for our children. We do not wish to be herded like cattle and treated as a special class'.

The final speaker of the conference was Pearl Gibbs. In her address she recalled a visit she made to an Aboriginal reserve: '... the children are taught by a man who is not a qualified teacher. Two men on that station, one blind and the other a cripple, are left by themselves in a half-starved state. I spoke to these old men, and when they told me how badly they were treated it made me cry, and pray that this movement will be a success'.

This event was also one of the first Aboriginal protests to be broadcast across Australia. It was covered by radio and newspapers, which meant that the APA and AAL and their supporters had gained a national platform and widespread coverage.

The first Day of Mourning left a significant legacy that inspired many First Nations activists and campaigners in the subsequent decades. In the short term, the protest and conference put political pressure on Prime Minister Joseph Lyons to meet with a small group of the delegates to discuss their aims. Eventually, this led to the national reform of the various state-based **Aboriginal Protection Boards**. However, despite these reforms, little changed in the daily lives of First Nations Peoples.

Learning ladder H4.3

Significant people, ideas and events

1. Identify where the First Nations men who were forced to perform in the sesquicentenary celebrations came from.
2. Describe the role of the APA and AAL in organising the Day of Mourning.
3. Explain how the Day of Mourning demonstrated First Nations self-determination.
4. Explain why the first Day of Mourning protest had a lasting impact on the civil rights movement in Australia.
5. Evaluate how the actions of individuals such as Jack Patten and Pearl Gibbs helped drive change for First Nations Australians.

Perspectives

1. Identify one experience described by Pearl Gibbs that highlights poor treatment on Aboriginal reserves.
2. Describe how the Day of Mourning protest gave First Nations people a national platform to express their perspectives.
3. Explain why First Nations peoples viewed the 150-year anniversary as a day of mourning.
4. What message did Jack Patten communicate in his opening address to non-Indigenous Australians?
5. Evaluate whether the points raised by Day of Mourning protesters are still relevant in Australia today.

HOW TO
Perspectives, page xxx

How was the civil rights movement affected by World War II?

First Nations soldiers have fought in every conflict Australia has been involved in, from the Boer War to more recent conflicts in Afghanistan and Iraq. In many of the older conflicts, First Nations soldiers were officially banned from serving, but they found ways to enlist anyway.

Military service and equality

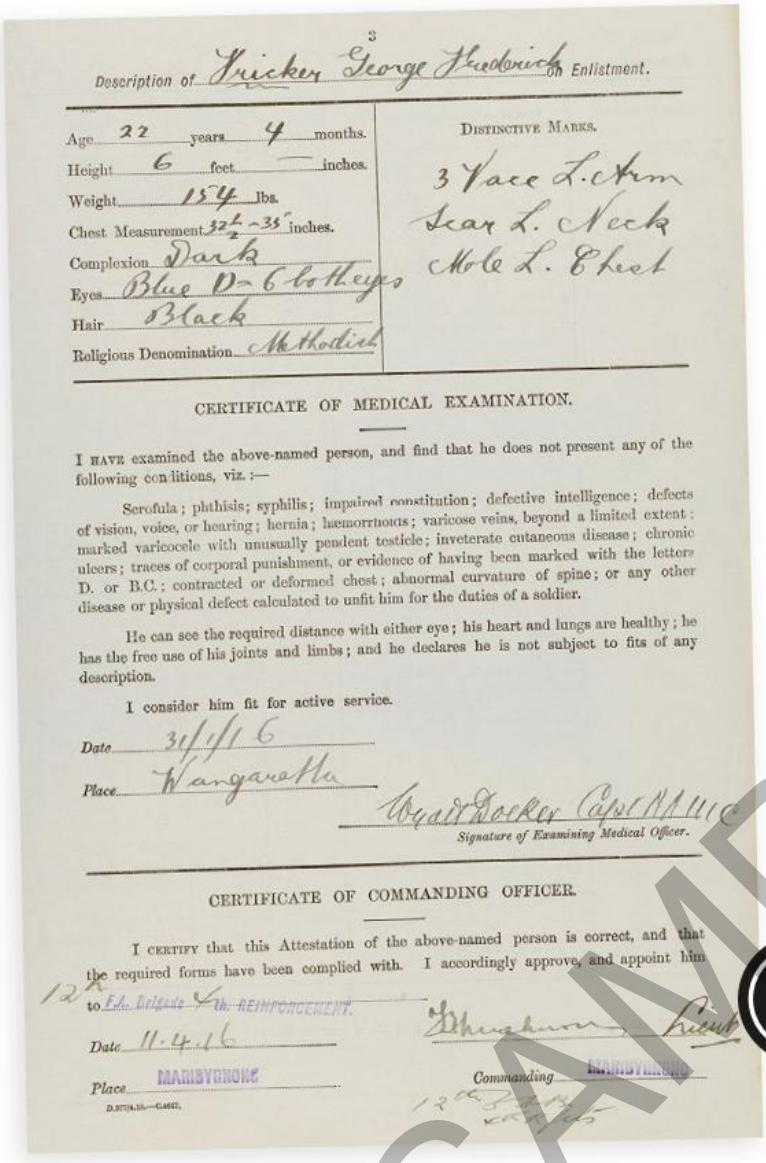
Before 1949, official policies often banned First Nations peoples from enlisting. Despite this, it is estimated that over 1000 First Nations men and women served in World War I, and more than 5000 in World War II, often enlisting during times of volunteer shortages.

To get around the bans, First Nations soldiers' records often only hinted at their ethnicity, such as by describing them as having 'dark' complexions, dark hair or brown eyes (Source 2). This makes it difficult to know how many First Nations soldiers served.

For many First Nations soldiers, military service offered a rare opportunity to experience equality. In the armed forces, they were treated similarly to their non-Indigenous comrades, as their skin colour and heritage were often overlooked. This experience gave many soldiers hope that such equality would extend to civilian life after the war.

However, this was not the case. Many First Nations veterans found their treatment unchanged. Some returned to find their children had been forcibly removed by the government, while others were denied the wages they had earned during service, with their pay withheld in government 'trust' accounts. Many were even banned from entering Returned and Services League (RSL) venues, except on Anzac Day.

Source 1: Sergeant Reg Saunders with other soldiers of the 27th Infantry Battalion waiting for their train to leave Innisfail. This photograph was taken before Saunders was promoted to Lieutenant, becoming the first First Nations commissioned officer in the Australian military. He would go on to challenge the racism that he and other First Nations diggers experienced once they returned from the war. [Australian War Memorial collection]



Description of Fricker George Frederick on Enlistment.

Age 22 years 4 months.
Height 6 feet — inches.
Weight 154 lbs.
Chest Measurement 32½-35 inches.
Complexion Dark
Eyes Blue D= 6 both eyes
Hair Black
Religious Denomination Methodist

Distinctive Marks.
3 Vacc L. Arm
Scar L. Neck
Mole L. Chest

CERTIFICATE OF MEDICAL EXAMINATION.

I have examined the above-named person, and find that he does not present any of the following conditions, viz.:—

Scrofula; phthisis; syphilis; impaired constitution; defective intelligence; defects of vision, voice, or hearing; hernia; haemorrhoids; varicose veins, beyond a limited extent; marked varicocele with unusually pendent testicle; inveterate cutaneous disease; chronic ulcers; traces of corporal punishment, or evidence of having been marked with the letters D. or B.C.; contracted or deformed chest; abnormal curvature of spine; or any other disease or physical defect calculated to unfit him for the duties of a soldier.

He can see the required distance with either eye; his heart and lungs are healthy; he has the free use of his joints and limbs; and he declares he is not subject to fits of any description.

I consider him fit for active service.

Date 31/1/16
Place Wangaratta
Signature of Examining Medical Officer.

CERTIFICATE OF COMMANDING OFFICER.

I certify that this Attestation of the above-named person is correct, and that the required forms have been complied with. I accordingly approve, and appoint him to 12th Reinforcement.

Date 11.4.16
Place Marysborough
Commanding Marysborough

Source 2: The enlistment paper of George Fricker, a First Nations soldier from World War I. In this case, he was allowed to enlist because his official papers listed his complexion as 'dark' rather than 'Aborigine'. George Fricker served with distinction and was awarded the Military Medal for bravery.

Impact on civil rights movement

The hypocrisy of being treated as equals during wartime but not in civilian life was a powerful motivator for the civil rights movement. Lieutenant Reg Saunders (Source 1), for example, had become the first Aboriginal commissioned officer in the Australian military. Despite his distinguished service, Saunders returned home to the same racism and unfair treatment as other First Nations people. He spoke out against these injustices, raising awareness about the poor treatment of Aboriginal veterans. Saunders' advocacy highlighted these inequalities and added momentum to the broader civil rights movement in Australia.

Broader influences

World War II also had a broader impact on the civil rights movement. The fight against fascism and the horrors of the Holocaust showed the importance of human rights and equality. These global events inspired movements for justice and equality worldwide, including in Australia.

Condemnation of Nazi Germany by AAL

As part of his leadership of the AAL, William Cooper had always had an international focus. On 6 December 1938, several weeks after the horrifying events of *Kristallnacht*, Cooper led a delegation from the AAL to the German consulate with a letter protesting against the violence being perpetrated on the Jewish population by the Nazis.

This was the only protest of this kind anywhere in the world, and demonstrated the deep commitment William Cooper had for all human rights regardless of the context. It also demonstrated the far-sighted consideration that an effective civil rights movement would need to be global, to enable the best results for marginalised peoples everywhere.

Learning ladder H4.4

Background and origins

1. Identify the general experience of Indigenous soldiers during World War II.
2. Describe the hopes many Indigenous soldiers had for how their service in World War II might change their lives.
3. Explain how the experiences of Indigenous soldiers in World War II contributed to the civil rights movement.
4. Explain why World War II had broader influences on the Australian civil rights movement.

Sources

1. Source 1: Identify the origin of this source.
2. Source 1: Describe this source.
3. Apply your knowledge of Reg Saunders to write a caption describing how he may have felt at the time the photo was taken.
4. Explain how Reg Saunders might have felt about the photograph after the war.

HOW TO
Sources, page 10

H4.5

What was the role of the trade unions in the Australian civil rights movement?

Trade unionists had been supportive of First Nations civil rights for many years. There was an understanding that to support First Nations workers meant supporting the conditions of all workers and preventing the bosses from using cheap or slave First Nations labour at the cost of non-Indigenous workers.

The Pilbara Strike

The Pilbara Strike, beginning on 1 May 1946, marked a significant moment in Australia's civil rights history. For many First Nations Peoples, dispossession and massacres had left them reliant on station work, where they were often paid in rations – or not at all.

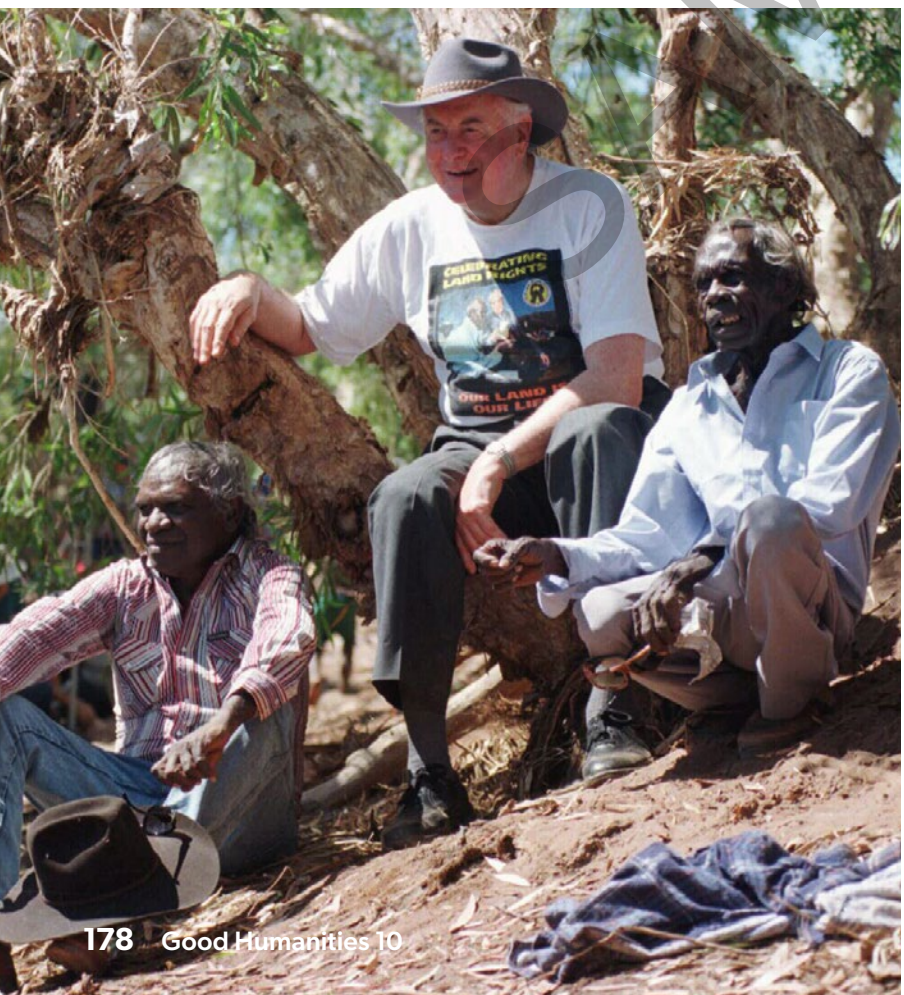
The first strike action saw workers across the region demand fair pay and conditions. Minimal improvements were awarded in pay and conditions, although only for the shearing season. This was enough to encourage most of the workers back to the stations.

However, these concessions were short-lived, and by July 1946 an even bigger strike and walk-off was organised. With the increased strike action, the police responded with greater force, which prompted the organisers to use more peaceful civil disobedience techniques to 'fill the jails'. As the prisons filled up, the police began to implement a less punitive approach.

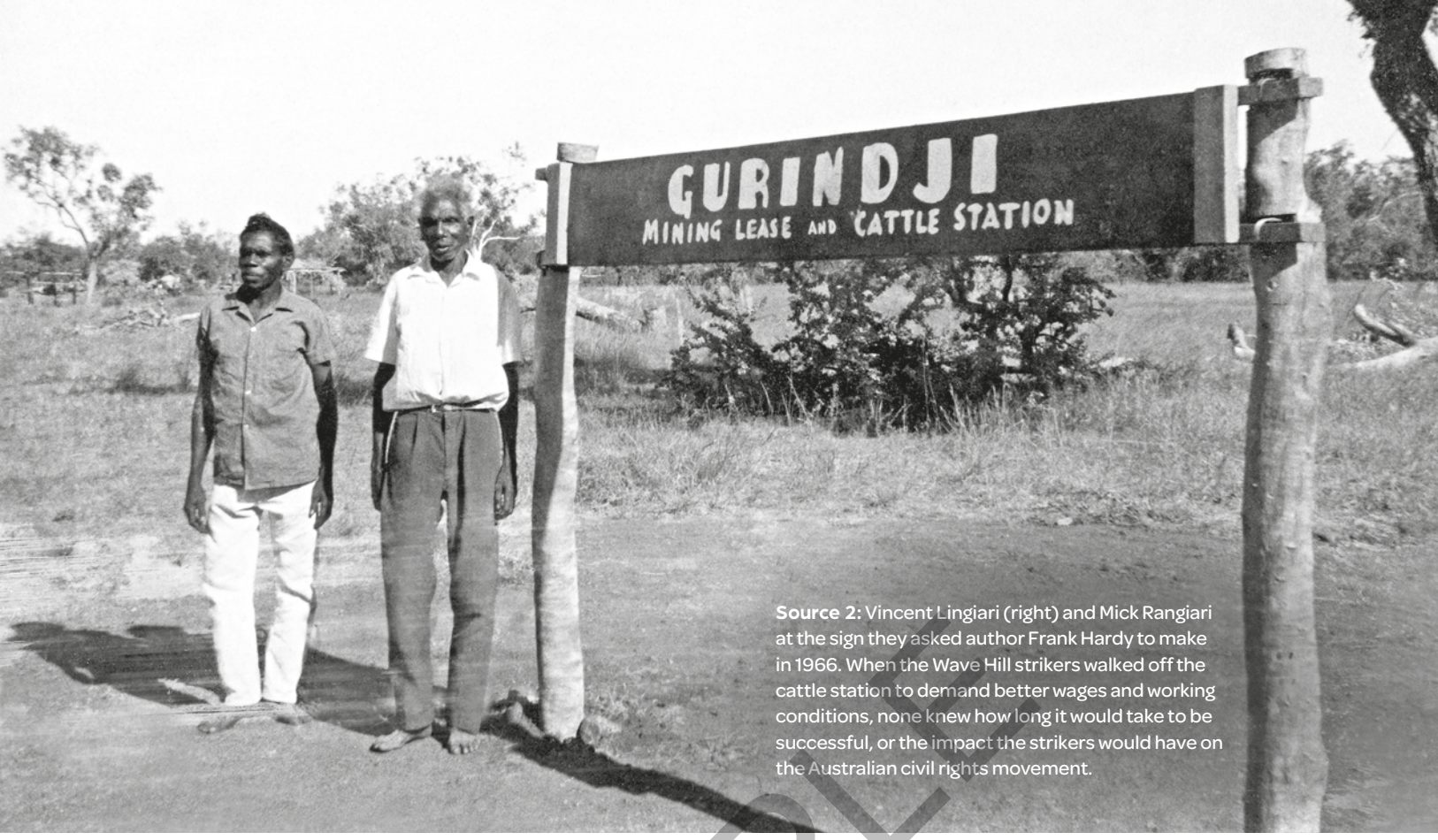
The heavy-handed police response quickly gained national attention and shortly after there was a ground-swell of support for the First Nations strikers. The Committee for Defence of Native Rights was founded in Perth in 1946, attracting non-Indigenous members representing at least 19 state-based unions, seven federal unions, four trade and labour councils, the Communist Party of Australia, and many church groups.

A key moment in the strike was when the West Australian branch of the Seaman's Union banned transporting wool that had come from the stations. Almost immediately, the station owners negotiated a positive outcome for the workers.

The strike finally ended in 1949, with many concessions in pay and conditions given to First Nations workers. The legacy of this strike was that it demonstrated the power of the First Nations strikers, especially when they had the support of the **trade unions**.



Source 1: Gough Whitlam with Elders Victor Lingiari (son of Vincent Lingiari) and Mick Rangairi (right), marking the 30th anniversary of the Wave Hill Walk-off. Gough Whitlam helped to create the legal framework that enabled First Nations Peoples to fight for their land rights.



Source 2: Vincent Lingiari (right) and Mick Rangiari at the sign they asked author Frank Hardy to make in 1966. When the Wave Hill strikers walked off the cattle station to demand better wages and working conditions, none knew how long it would take to be successful, or the impact the strikers would have on the Australian civil rights movement.

The Wave Hill Walk-off

Another important event in the Australian civil rights movement was the Wave Hill Walk-off, led by Vincent Lingiari, on 23 August 1966. Like the earlier Pilbara Strike, it was driven by demands for fair treatment and equal pay. Lingiari led 200 workers from the cattle station, with the demand that they be treated the same as non-Indigenous workers. This sparked a round of negotiations between the North Australian Workers' Union, the Northern Territory Council for Aboriginal Rights, the Gurindji workers and the Vestey Brothers, who owned the cattle station.

For the unionists, the strike was primarily about wages, but for the Gurindji, the scope of the strike had grown, and was now about land.

By August 1975, a resolution had been negotiated whereby the Gurindji people were granted a freehold lease over much of their ancestral lands, giving them the right to use it as they saw fit. This event was marked by Prime Minister Gough Whitlam's visit to Daguragu during which he poured soil into the hands of the by then blind Vincent Lingiari as a symbolic act of returning the land.

The union movement played a vital role in the resolution of this strike. The event was also a catalyst for the passing of the *Aboriginal Land Rights Act (Northern Territory) 1976*. The Wave Hill Walk-off marked the first successful result in the fight for First Nations **land rights**.

Learning ladder H4.5

Significant people, ideas and events

1. Identify two significant events in the civil rights movement for First Nations Peoples.
2. Describe the Wave Hill Walk-off and its initial aims.
3. Explain how trade unions became involved in the Walk-off.
4. Explain why the Gurindji people expanded the aims of the Walk-off over time.

Perspectives

1. Identify a person or organisation involved in the Wave Hill Walk-off.
2. Describe how they might have viewed the purpose of the Walk-off.
3. Explain why they might have held that view.
4. Compare that perspective with another viewpoint from a different person or organisation involved.

HOW TO
Perspectives, page 10

Where were the centres of resistance for Australian civil rights?

From the beginning of European colonisation, First Nations Peoples resisted efforts to take their land, assimilate their cultures and control their lives. Across Australia, communities formed to organise, discuss strategies and push for civil rights.

Salt Pan Creek

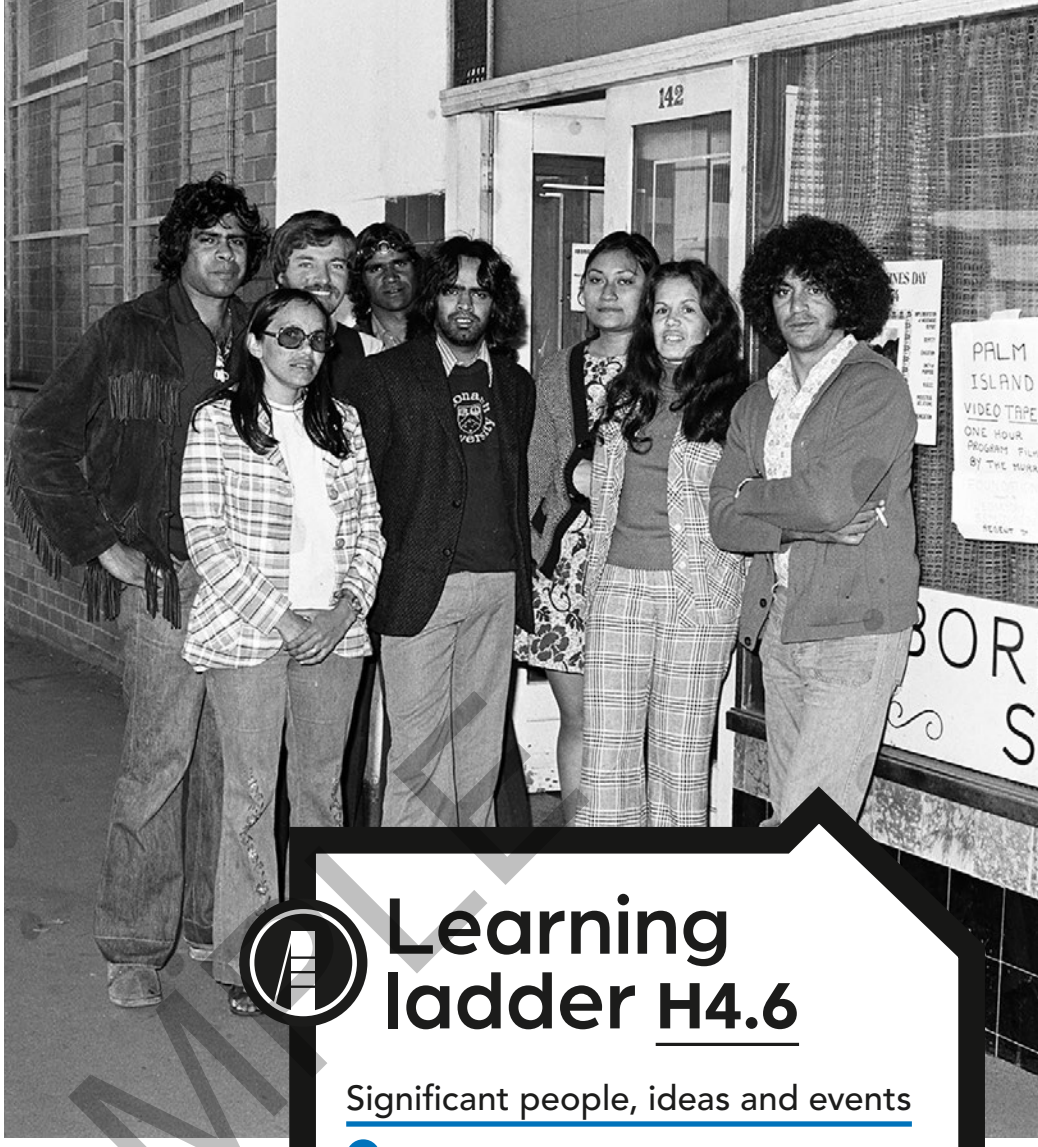
Salt Pan Creek in New South Wales became a significant center of resistance in 1926. The population was made up of peoples forced off their traditional lands or who were attempting to evade the harsh and brutal conditions and policies of the Aborigines Protection Board.

This camp was important in the civil rights movement and became a focal point of First Nations resistance against the Aborigines Protection Boards. Civil rights leaders like Jack Patten, Pearl Gibbs and Bill Onus spent time there, learning first-hand about the injustices faced by their people. This experience shaped their activism and strategies for fighting systemic inequality.

Fitzroy

Around the same time, the suburb of Fitzroy in Naarm (Melbourne) became the centre of First Nations **resistance** and civil rights in Victoria. Initially home to only 46 First Nations people, by the late 1940s, the First Nations population of Fitzroy had grown to over 300 people, making it the largest First Nations population in Victoria.

Source 1: Residents of Salt Pan Creek, many of whom moved there to escape the NSW Aborigines Protection Board. This camp became a centre for First Nations resistance, and many civil rights leaders spent time there.



Source 2: First Nations activists and civil right leaders outside the Redfern Aboriginal Legal Service in 1974. This was the first legal service specifically for First Nations people, created in response to the unjust and violent policing in Redfern.

This community was home to William Cooper, who founded the Australian Aborigines League (AAL) with the help of this community. Pastor Sir Doug Nichols also led a local church; he would go on to become a leading figure in the First Nations civil rights in movement Australia.

Later in the 1960s and 1970s, Fitzroy became a centre of the Australian Black Power movement (see 16.14), and it was the birthplace of important First Nations-run community organisations such as the Victorian Aboriginal Legal Service and the Victorian Aboriginal Health Service.

Redfern

Redfern, in Sydney, began to attract First Nations residents during the 1890s. Redfern was where much of the planning for the Day of Mourning in 1938 occurred and was also where the Redfern All-Blacks rugby club was co-founded by Bill Onus. This team would go on to become a crucial community organising hub during the 1950s and 1960s.

By 1965, Redfern was home to more than 12 000 First Nations people. This was a contributing factor to the escalating police presence and violence that became common across the suburb. As a reaction to the actions of police, the community established the Redfern Aboriginal Legal Service in 1970 and the Redfern Aboriginal Medical Service in 1973. Redfern was also a significant hub of the Australian Black Power movement.

Later, in 1992, Redfern was where Prime Minister Paul Keating delivered his landmark 'Redfern Speech' to acknowledge the UN International Year of Indigenous Peoples. This was the first time an Australian leader had acknowledged the destruction and death of First Nations Peoples caused by European colonisation.

Learning ladder H4.6

Significant people, ideas and events

1. Identify an important Indigenous suburb of Sydney.
2. Describe Redfern in 1965.
3. Explain how relations between First Nations peoples and the police developed.
4. Explain why the Redfern Legal Service was established.

Chronology

1. Read the timeline in 12.1. Identify the events of the 1950s and 1960s that would have contributed to the rise of the Australian Black Power movement in Fitzroy.
2. Create a timeline showing when each centre of resistance became active and the key events that happened there.
3. Check the spacing and order of events on your timeline. Does it follow timeline conventions? Adjust as required.
4. Using your timeline, explain why Fitzroy and Redfern became more prominent sites of activism in the 1960s and 1970s.
5. Using your timeline, evaluate the changing strategies and locations of First Nations activism over time.

HOW TO

Chronology, page 10

What was the Australian Freedom Ride?

In 1965, inspired by the US Freedom Rides, activist Charlie Perkins led a group of students on a Freedom Ride around regional NSW to make visible the segregation and terrible living conditions that many First Nations people were forced to endure.

The Australian Freedom Ride

The US Freedom Rides of 1961 and the resulting hostility reverberated around the world. At the University of Sydney, these reports inspired students to take action.

The Student Action for Aborigines (SAFA) organisation was formed in 1964. The SAFA consisted of university students who wanted to take action to support the civil rights of First Nations people in Australia.

After some smaller protests and demonstrations, the organisation decided to hire a bus and go on a Freedom Ride to highlight the segregation and racism present in regional NSW.

SAFA had three specific aims they hoped the Freedom Ride would achieve (Source 2).

1 To arouse to public attention the fundamental Aboriginal problems in health, education, housing, etc.
2 To break down social discriminatory barriers to the extent possible by student action.
3 To stimulate the interest of the Aborigines themselves in resisting discriminatory action.

Source 2: Charles Perkins (1965), 'Annual Report of SAFA', *Reports and Resolutions of the 8th Annual Conference on Aboriginal Affairs*, April, FCAATSI.

Source 1: Student activists led by Charles Perkins next to their Freedom Ride bus. Over the next few weeks, they confronted the ugly reality of racism and segregation that was present throughout parts of regional NSW.

The Australian Freedom Ride began on 12 February 1965 when a bus carrying 35 students departed Warrang (Sydney). The group included Charlie Perkins, an Arrernte man and the ride's leader, and Gary Williams, a Gumbaynggir student. These two were the only First Nations students at their university.

The ride quickly attracted media attention, thanks to student Darce Cassidy, a part-time ABC radio producer who documented the events. Collaborating with the Wayside Chapel, the students ensured widespread media coverage, sparking national and international interest in their cause.

An important primary source for this event is the journal of Ann Curthoys, which details the events of the ride. Curthoys recorded the pickets, protests, hostility and violence that the riders were subjected to.

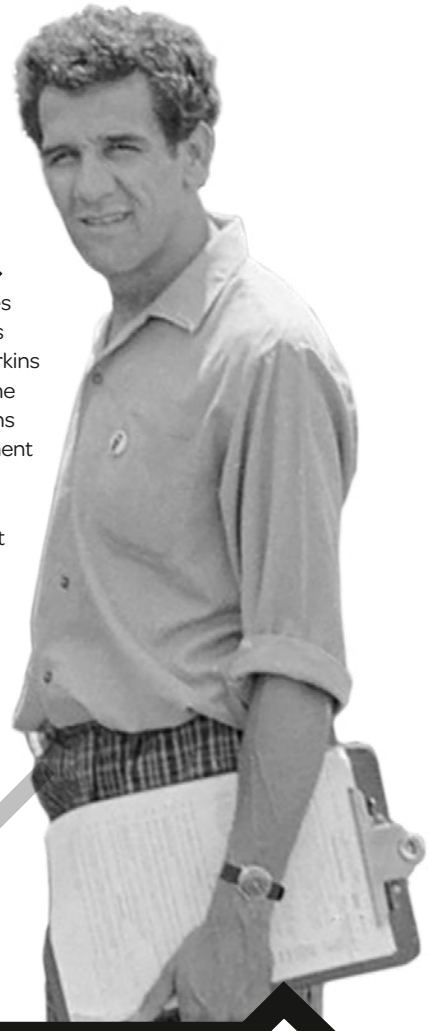
The first major confrontation occurred several days into the ride in Walgett. In this town, First Nations residents, including veterans, were banned from the local RSL and were forced to purchase watered-down alcohol at greatly inflated prices through a window.

The freedom riders set up outside the RSL and held banners highlighting the racism. Their signs included messages such as 'Good enough for Tobruk – why not Walgett RSL?' and 'Bullets did not discriminate'. In the afternoon, a large group of local men gathered and began to argue with the protesters.

The hostility escalated as the freedom riders left Walgett. They were followed by a convoy of cars, and a truck driven by an angry local collided with the bus and forced it off the road. The riders armed themselves with anything they had to hand and prepared to be attacked. The expected violence did not occur, but the riders were shaken by the incident and returned to Walgett to regroup.

Moree was the next stop for the freedom riders. In this town, the local pool was closed to First Nations residents and the freedom riders campaigned until the pool manager allowed six First Nations children entry. Charles Perkins then went to the local First Nations community and returned with 21 other children keen for a swim.

After 15 days on the road, the ride ended on 26 February. However, the footage from the ride of the segregation and racism faced by First Nations people, and the violence and hostility towards SAFA, changed Australia forever.



Source 3: In addition to being one of the key figures in the Australian civil rights movement, Dr Charles Perkins OA also went on to become Australia's first First Nations head of a federal government department. In his roles within government, he continued to push for First Nations policy reform and progress for civil rights. He was awarded an Order of Australia in 1987.

Learning ladder H4.7

Significant people, ideas and events

1. How many days did the Australian Freedom Ride last?
2. Describe the three specific aims of SAFA.
3. Explain how Charles Perkins contributed to the civil rights movement after the Australian Freedom Ride.
4. Explain why the Australian Freedom Ride was an important moment in Australia's civil rights history.

Causes and consequences

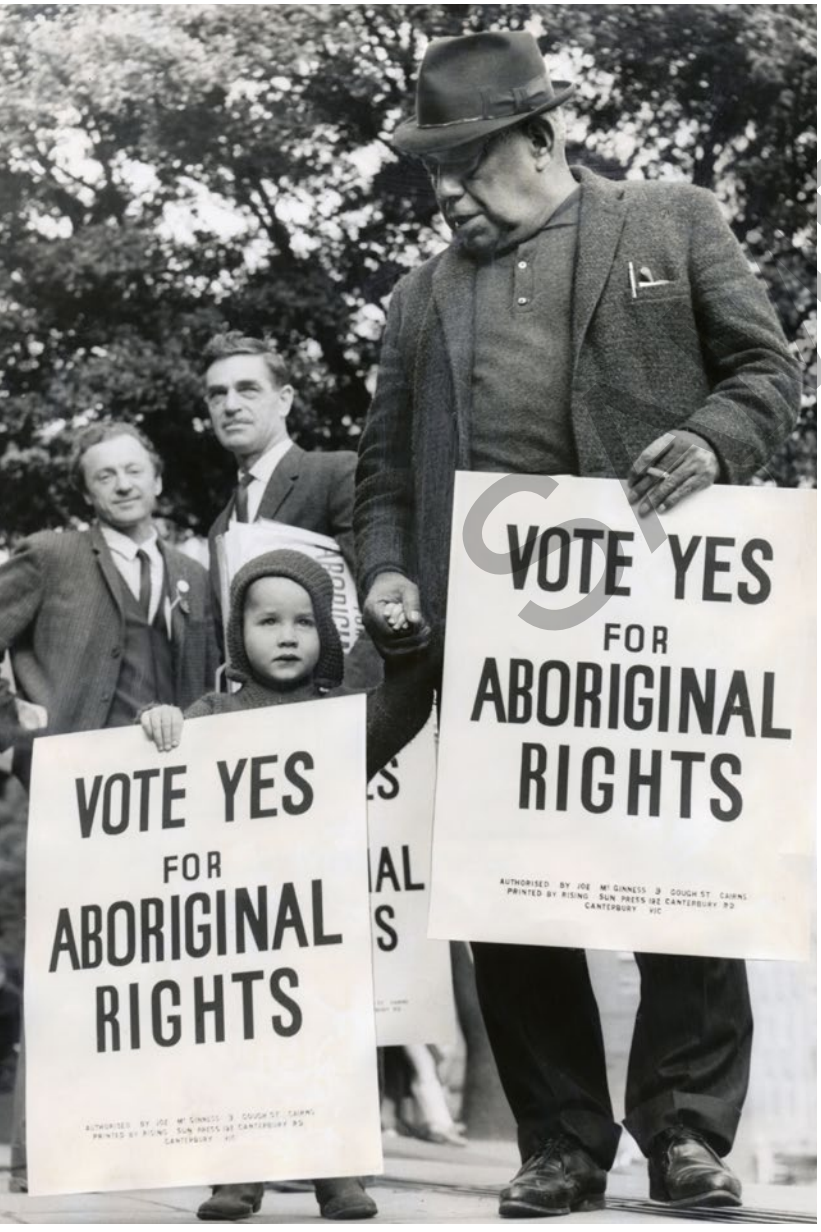
1. What caused the students to organise the Australian Freedom Ride?
2. Describe how people in Walgett reacted to the freedom riders.
3. Explain how the US Freedom Rides influenced SAFA.
4. Explain why the Australian Freedom Ride attracted national and international attention.

HOW TO Causes and consequences, page 10

H4.8

What were the 1962 right to vote laws and the 1967 referendum about?

From the earliest days of the British colonies, there had been a movement to ensure fair and equitable voting rights for all considered to be British subjects. Many colonists wanted to ensure that the colonies would be as, if not more, egalitarian than Britain. As such, although it varied by colony, and was rarely enforced, many First Nations men were eligible to vote in colonial elections from the 1850s onwards.



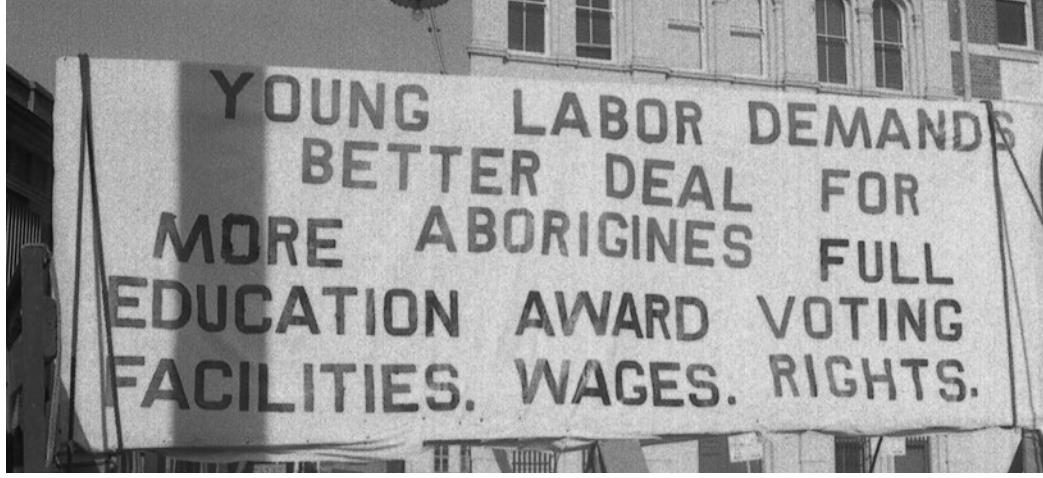
In the lead up to Australia's federation in 1901, there was much variation between colonies in allowing First Nations peoples to vote. To address the inconsistencies, the *Commonwealth Franchise Act (1902)* was passed, enshrining voting rights for those who already had them.

This was expanded in 1948 with the *Commonwealth Electoral Act*, which extended federal voting rights to those First Nations people who could already vote at the state level and those who had served in the armed forces. However, these two pieces of legislation had little effect.

The 1962 right to vote

The restriction of voting rights for First Nations people prompted First Nations activists to form the Federal Council for Aboriginal Advancement (FCAA). This organisation lobbied the government and was successful in getting the Select Committee for Voting Rights of Aborigines established in 1961. The resulting report estimated that more than 30 000 First Nations people were being denied the right to vote across the country. This was a factor in the government passing the *Commonwealth Electoral Act (1962)*, which gave all First Nations people the right to vote in federal elections. By the end of 1965, all states and territories had followed suit.

Source 1: Bill Onus was one of the key campaigners for the 'yes' vote in the 1967 referendum. This is an image from a referendum march, one of many that he was involved in, in Naarm (Melbourne) in 1967.



Source 2: Despite federal legislation guaranteeing voting rights for First Nations people, Queensland still did not allow them to vote at state level. This is a banner from a May Day procession in Meanjin (Brisbane) in 1965 created by the Labor Party, in partnership with the trade union movement, advocating for voting and civil rights for First Nations Australians.

The 1967 referendum

The establishment of many First Nations political and social organisations as well as the Freedom Rides had increased awareness of the racism and oppression that First Nations peoples were still experiencing. This growing community support culminated in the 1967 referendum to amend the racist sections of the Australian constitution.

The referendum was held on 27 May 1967 and asked all Australians the question:

'Do you approve the proposed law for the alteration of the constitution entitled "An Act to alter the Constitution" so as to omit certain words relating to the people of the Aboriginal race in any state so that Aboriginals are to be counted in reckoning the population?'

Specifically, the question was concerned with two key sections of the Australian constitution:

1. Section 51 (xxvi): 'The Parliament shall, subject to this Constitution, have the power to make laws for the peace, order and good government of the Commonwealth with respect to the people of any race, other than the aboriginal race in any State, for whom it is deemed necessary to make special laws.'
2. Section 127: 'In reckoning the numbers of the people of the Commonwealth, or of a State or other part of the Commonwealth, aboriginal people shall not be counted'.

These two sections of the constitution meant that the laws of the federal government did not extend to First Nations people, and that, instead, special laws must be made for them by the states; and that the federal government was not required to count them as part of the census. Because First Nations people were regulated by state-based legislation, there were inconsistencies around Australia in what First Nations peoples were or were not allowed to do.

The result of the referendum was a resounding success for the civil rights movement. With a 'yes' vote higher than 90 per cent, it was the most successful referendum in Australia's history. This was thanks to the tireless efforts of the many First Nations civil rights activists.

Legacy

Despite the referendum's success, it was not about citizenship rights, nor was it the end of the fight for civil rights. For many First Nations people, life did not change at all, and they had to continue to fight against discrimination.

Learning ladder H4.8

Significant people, ideas and events

1. Identify the two sections of the Constitution that were changed by the 1967 referendum
2. Describe why Sections 51 and 127 of the Australian Constitution were considered racist.
3. Describe the issues that led to the 1967 referendum.
4. Explain why the 1967 referendum received such strong public support.

Continuity and change

1. Identify the question put to Australian voters in the 1967 referendum.
2. Describe the result of the 1967 referendum.
3. Explain the legacy of the 1967 referendum. Did the change in the Constitution actually bring about change for First Nations people?
4. How did the 1967 referendum reflect changing views in Australian society about First Nations people?

HOW TO Continuity and change, page 10

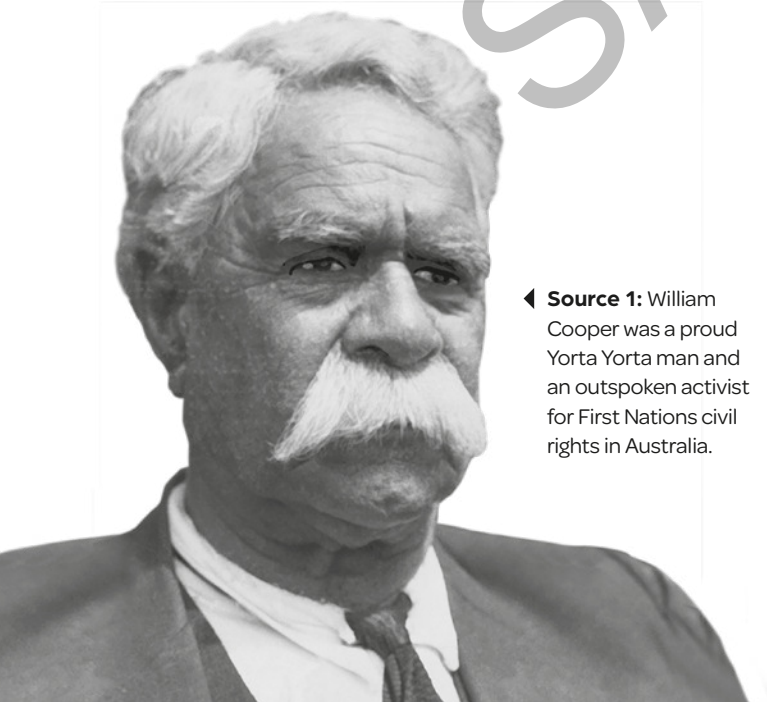
Who are some of the figures in the Australian civil rights movement?

There have been many important figures in the Australian civil rights movement across the 20th century. Many of these people were, and are, respected Elders in their communities and have made significant impacts on Australian society. All of the leaders of the Australian civil rights movement have been committed to improving the conditions for First Nations people as well as maintaining an international focus and fighting for civil rights across the globe.

William Cooper

William Cooper was a proud Yorta Yorta man and one of the earliest leaders of the Australia civil rights movement. He was born in 1861 near the junction of the Murray and Goulburn rivers. He spent most of his life being forced to live in terrible conditions on different government reserves and church-run missions.

In 1886 he moved to the Cummeragunja Mission in NSW shortly after it opened and was able to enjoy many years of relative prosperity farming his own allotment until 1908 when the regulations changed, and the living conditions became much worse.



Source 1: William Cooper was a proud Yorta Yorta man and an outspoken activist for First Nations civil rights in Australia.

In response to the 1908 change in policy, William Cooper became more focused on political action in an effort to regain the few rights that had been taken from him and the other residents. He joined the Australian Workers' Union and also campaigned for Aboriginal workers' rights across NSW and Victoria.

In 1933 he relocated to Naarm (Melbourne) to be eligible for an old-age pension. As a then 70-year-old man, he became a leader in the local Fitzroy Aboriginal community. In 1936 he and several other local First Nations leaders formed the AAL and formalised and coordinated the political actions that the First Nations people located in Fitzroy and around Victoria could use in their fight for civil rights. With the AAL, some of Cooper's key contributions were:

- organising a petition to King George V for First Nations rights
- petitioning the German consulate in Melbourne to condemn the actions of theNazis
- together with the APA, organising the 1938 Day of Mourning.

Cooper died in 1941 without seeing much change for the First Nations people around Australia, but his legacy inspired the next generations of First Nations activists.

Charles Perkins

Dr Charles Perkins was born in 1936 at a mission called The Bungalow just outside of Mparntwe (Alice Springs). As a young man he demonstrated exceptional skills at playing soccer and was selected to play with the Everton Soccer Club in England in 1957. In 1961 he returned

to Australia and worked as a soccer coach to support himself as he studied at the University of Sydney.

In 1965, as President of SAFA and inspired by the events in the US, he organised the Australian Freedom Ride around regional NSW (see 12.10).

The following year he graduated university, becoming one of the earliest First Nations holders of an undergraduate degree. From 1969 he worked in Canberra within the newly formed Office of Aboriginal Affairs, and in 1972 he campaigned at the newly established Tent Embassy.

In 1984 he was appointed as the first First Nations Secretary of the Department of Aboriginal Affairs and spent most of the rest of his life working within government organisations to support the civil rights and living conditions of First Nations Peoples. His legacy emphasised the importance of education for First Nations Peoples and of working with non-Indigenous people to support First Nations civil rights.

Bill Onus

William 'Bill' Onus was born on the Cummeragunja Mission Station in 1902. He grew up on the mission and attended school until the age of 12. At 16, he began working as a shearer around the Riverina region of NSW. In 1929 Onus moved to Warrang (Sydney), where he worked as a truck driver. During this time, he became active in the trade union movement and developed strong public speaking skills.

Onus became involved in Aboriginal activism in 1939 when he joined the Aboriginal Progressive Association (APA). He worked tirelessly to push for First Nations representation on the NSW Aborigines Protection Board. In 1945 he also established the Redfern All-Blacks rugby club, which played a key role in the Redfern Aboriginal activist movement.

Source 2: Bill Onus worked tirelessly to support the rights of First Nations people.

In 1946 Onus moved to Naarm (Melbourne) and worked as a shipping clerk. There, he reconnected with others from the Cummeragunja Mission and, along with his younger brother Eric Onus and Pastor Sir Doug Nichols, helped reform the Australian Aborigines' League (AAL). During this time, Onus became a prominent civil rights advocate for First Nations Peoples, often speaking at rallies and addressing the media on important issues.

Onus was also a talented business operator and an example of Indigenous economic self-determination, which was rare at the time. He successfully ran his own business producing replica First Nations artefacts, which he also used to share culture with First Nations children.

In 1957, Onus played a key role in founding the Aborigines Advancement League, which replaced the earlier AAL. In 1967, he became the league's first First Nations president. Alongside leaders like Pearl Gibbs, he campaigned for the successful 1967 referendum, which improved recognition of First Nations Peoples in Australia. Onus passed away in 1968, leaving a lasting impact on the Australian civil rights movement and inspiring future generations of activists.

Pearl Gibbs

Pearl Gibbs was born in 1901 at La Perouse in Sydney. As a young girl, she grew up in Yass and attended the Mount Carmel School. By 1910, Gibbs' family had moved to Burke to work on a sheep station. During this time, Gibbs worked as a maid, and in 1917 she moved to Warrang (Sydney) to work as a domestic servant.

While in Sydney, Gibbs spoke to other First Nations girls who had been forcibly removed from their families and forced to become domestic servants in conditions similar to slavery. Hearing their stories moved her to take action. She began working on their behalf to petition the NSW Aborigines Protection Board to improve their working conditions.

Gibbs' father was non-Indigenous, and she was classified as a 'half-caste'. For much of her early life, this meant she was legally not considered Aboriginal and was forced to assimilate into white society. However, when the law changed in 1936, she was then considered Aboriginal and subjected to the harsh conditions she had been campaigning against.

In 1937, Gibbs began working with Bill Ferguson and Jack Patten in the newly formed APA. In 1938, she was elected the organisation's secretary. In this role, Gibbs campaigned for women's and children's rights, focusing on improving nutrition and health conditions for mothers and children living on government-run reserves.

Gibbs was a skilled activist with strong connections to the trade union movement. She ensured the media was informed about protests and campaigns as they were planned. She was known for her ability to unite people to fight for the same cause. Even after her official retirement, she stayed in contact with and supported future generations of First Nations activists.

Source 3: Pearl Gibbs was a staunch advocate for the civil rights of First Nations Peoples in Australia. She attended and spoke at the 1938 Day of Mourning and focused on the rights of First Nations women and children.

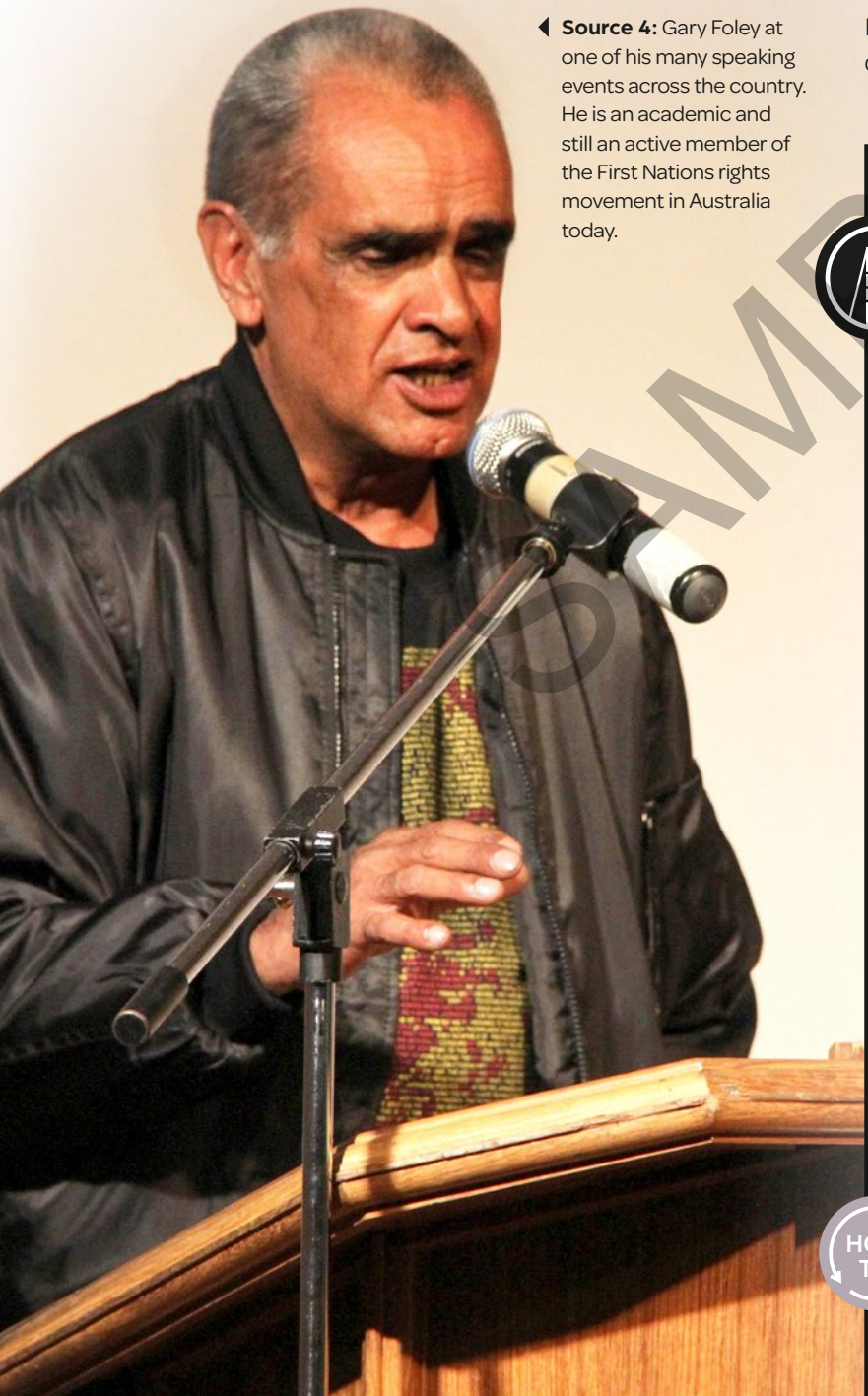
Gary Foley

Professor Gary Foley was born in Grafton, NSW, in 1950. At 15, he was expelled from school and moved to Warrang (Sydney), where he started an apprenticeship as a drafter. While in Warrang (Sydney), he became involved with the local community and was inspired by the First Nations political leadership and activism at the time.

By the 1970s, Professor Foley was at the centre of many activist campaigns. These included protests against South African apartheid and the 1971 Springbok rugby tour, the establishment of the Tent Embassy in Canberra in 1972, the Commonwealth Games protest in 1988, and protests during the bicentennial celebrations that same year.

Professor Foley was a key figure in the Australian Black Power movement and helped establish the Redfern Aboriginal Legal Service. This service was created to address the illegal police violence affecting Redfern residents in the late 1960s and 1970s. In 1979, he founded the first Aboriginal Information Centre in London and later served as the director of the Aboriginal Arts Board (from 1983 to 1986). He also had success in the dramatic arts.

Throughout his life, Professor Foley has been arrested numerous times for his protest activities and was monitored by ASIO (the Australian intelligence agency) as a potential threat to the government. Later, he returned to university and, in 2013, earned a PhD in History. Today, he works as an academic in Victoria and continues to advocate for First Nations rights.



Source 4: Gary Foley at one of his many speaking events across the country. He is an academic and still an active member of the First Nations rights movement in Australia today.

Learning ladder H4.9

Significant people, ideas and events

1. Identify why William Cooper moved to Naarm (Melbourne).
2. Identify one reason Pearl Gibbs began campaigning for First Nations rights.
3. Describe how Bill Onus supported the civil rights movement.
4. Describe Charles Perkins' role in the Australian Freedom Ride.
5. Describe one way Gary Foley contributed to First Nations activism in the 1970s.

Significance

1. Identify who William Cooper attempted to petition for First Nations rights.
2. Describe the work of Pearl Gibbs in the Australian civil rights movement.
3. Explain why Charles Perkins was a significant leader in the fight for First Nations rights.
4. Explain how Bill Onus promoted First Nations rights through both activism and business.
5. Analyse how Professor Gary Foley's contributions have shaped the civil rights movement in Australia.

HOW TO Significance, page 10

What was the Black Power movement in Australia?

Violent reactions to peaceful civil rights protests in Australia and the United States created an environment where many activists felt that, to defend themselves, they would need to use force. In addition, the various civil rights laws and reforms in both Australia and the United States were often seen as ineffective, or too slow to achieve any meaningful change.

By the late the 1960s, some activists in the Victorian branch of the Australian Aborigines' League (AAL) were frustrated with the slow progress of the Australian civil rights movement. They invited Roosevelt Brown, a Caribbean Black Power leader, to visit. Inspired by his ideas, the branch declared that they were 'enlightened' and that the role of white people in Aboriginal organisations should be to 'stand back' and let Aboriginal leaders take charge.

These new leaders were tired of the near-constant letter writing, petitioning politicians and focusing on equality and multiracial togetherness without challenging the dominant white culture. They rejected assimilation and worked to assert their sovereign First Nations cultures. The Australian Black Power movement also recognised similarities between the struggles in the United States and Australia, including with respect to poverty and political powerlessness, and that legislative change was often symbolic and ineffectual. They argued new tactics were needed to achieve to bring meaningful change.

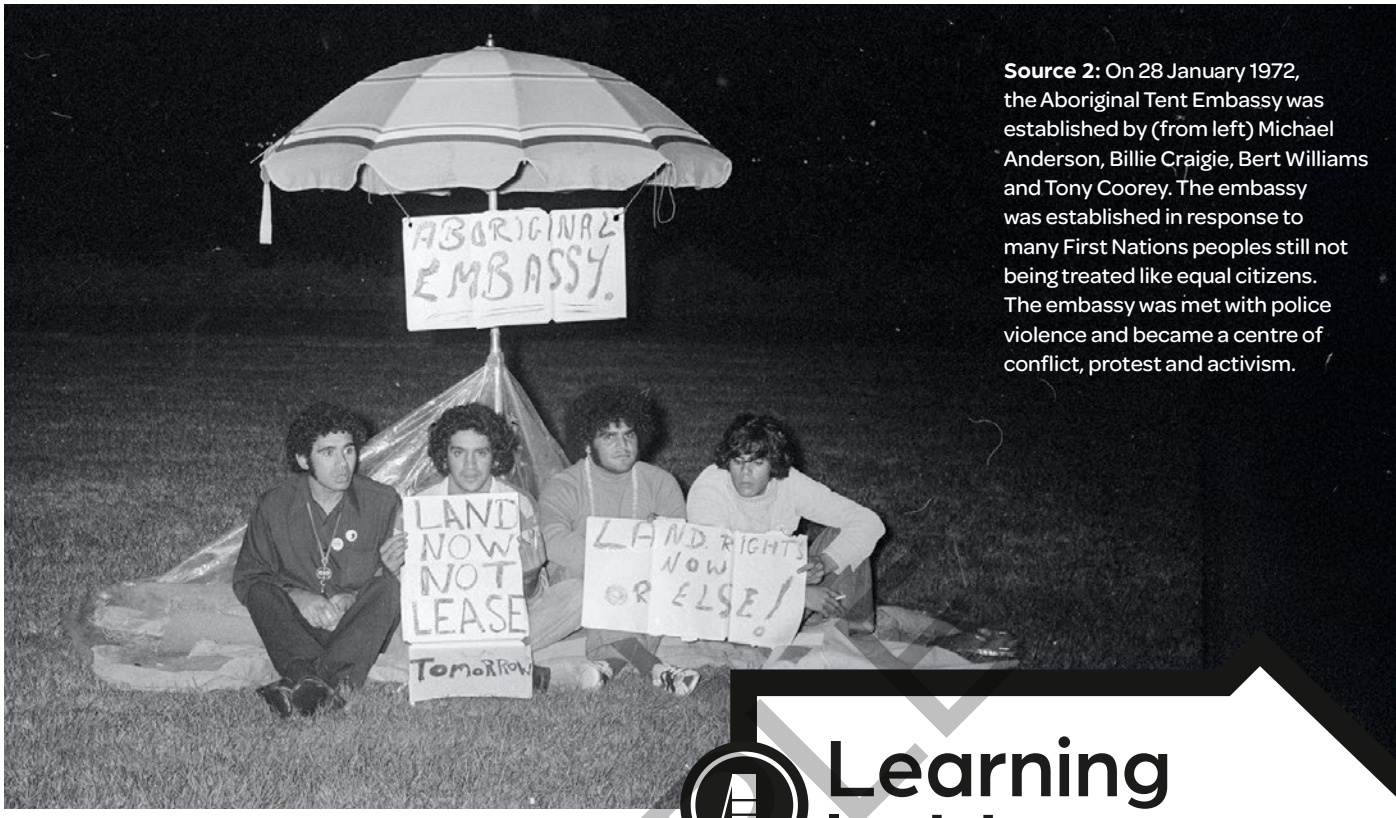
In 1971, the Black Panther Party of Australia was formed, directly influenced by the US Black Power movement. It became the most militant political body in Australia since the end of the Frontier Wars. Denis Walker, son of civil rights campaigner Oodgeroo Noonuccal (Kath Walker), led the group. In one of his early speeches, he stated that 'Everything was taken off you with a gun ... the only way to you are going to get it back is with a gun'. Soon Walker had recruited some 'field martials', including Paul Coe, Gary Foley, Gary Williams and Billy Craigie. During 1971 and 1972, clashes between police and members of the Black Panther Party resulted in several protests that ended with injuries on both sides.

The Aboriginal Tent Embassy

In 1972, during the rise of the Black Power movement in Australia, four First Nations men – Michael Anderson, Billy Craigie, Tony Coorey and Bertie Williams – set up a protest embassy on the lawns opposite Parliament House. Using just a beach umbrella, they established the Tent Embassy to protest the McMahon government's approach to land rights.

One of the first acts of the embassy was to send a list of demands to the federal government.

Source 1: Americans Tommie Smith and John Carlos give the Black Power salute during the 200-metre sprint medal ceremony at the 1968 Olympics. Australian Peter Norman does not salute, but wears the white badge of the Olympic Project for Human Rights in solidarity. Because he showed support for the protest, Norman was never allowed to run for Australia again, despite his competitive times.



Source 2: On 28 January 1972, the Aboriginal Tent Embassy was established by (from left) Michael Anderson, Billie Craigie, Bert Williams and Tony Coorey. The embassy was established in response to many First Nations peoples still not being treated like equal citizens. The embassy was met with police violence and became a centre of conflict, protest and activism.

The demands included:

- control of the Northern Territory as a state within the Commonwealth of Australia, with a parliament predominantly made up of Aboriginal representatives, and with Native Title and mining rights for all land in the territory
- legal title and mining rights for all existing Aboriginal reserve lands and settlements throughout Australia
- preservation of all sacred sites in Australia
- legal title and mining rights for areas in and around all Australian capital cities
- compensation for land that could not be returned, including an initial payment of $6 billion and an annual share of the gross national income.

The federal government rejected these demands and changed the law to make it illegal to camp on the land where the embassy was set up. This led to police removing the camp and arresting the activists.

The government's heavy-handed response caused public outrage. Within two weeks, over 1000 people protested, forcing the police to back down. The campaigners were then able to re-establish the Tent Embassy.

The Tent Embassy has remained a powerful symbol of First Nations activism for over 40 years and continues to be a centre for campaigning for First Nations rights.

Learning ladder H4.10

Significant people, ideas and events

1. Identify the Black Power leader who visited Australia in the 1960s.
2. Identify the Australian athlete who supported the 1968 Olympic protest.
3. Describe the actions this athlete took and the consequences he faced.
4. Explain the reasons for the establishment of the Black Panther Party in Australia.
5. Explain the role of the Black Panther Party in the civil rights movement in Australia.

Significance

1. Identify the four men who established the Aboriginal Tent Embassy.
2. Describe the demands made by the Aboriginal Tent Embassy in 1972.
3. Explain how the Black Power movement influenced the creation of the Aboriginal Tent Embassy.
4. Explain how the government responded to the Tent Embassy protest.
5. Evaluate the historical significance of the Black Power movement in advancing the rights and freedoms of First Nations Peoples in Australia.

HOW TO
Significance, page 10

What is the Aboriginal Tent Embassy?

On 26 January 1972, on the lawns opposite Old Parliament House, a beach umbrella was set up by Aboriginal activists protesting the government's approach to land rights. It was referred to as the Aboriginal Tent Embassy, and it remains today.

Background and context

The fight for First Nations Peoples' land rights escalated on the eve of Australia Day in 1972 when the McMahon government announced 50-year land leases for Indigenous communities. This decision rejected granting independent ownership of traditional land to Indigenous people.

The announcement sparked widespread action among First Nations people and led to the founding of the Tent Embassy. The first four activists (Source 2) demanded some key changes to land rights for First Nations people across Australia (see 16.14). Shortly after their demands were sent to the government, then Opposition Leader Gough Whitlam met with the activists. This was seen as a crucial step in gaining recognition for their cause and ensuring their voices were heard by those in power.

By April, the embassy had grown to include at least eight tents. In May, new laws came into effect that made it illegal to camp on unleased land in the ACT, giving the government powers to forcibly remove anyone breaking the law. On 20 July 1972, a violent clash occurred when hundreds of protesters resisted police efforts to remove the tents. Many protesters were arrested and the embassy was torn down. It was re-erected a week later.

In August, more than 200 protesters again clashed with police and the tents were removed for a second time. Images of police violence against protesters spread across the country. This led to greater support for the embassy and its aims. As a result, the embassy became a central hub for protests and gained significant media attention in Australia and internationally.

Source 1: The Aboriginal Tent Embassy remains as a permanent protest site.

Source 2: The establishment of the Aboriginal Tent Embassy on Australia Day, 26 January 1972

Source 3: Police take down the Aboriginal Tent Embassy after new regulations made it illegal to camp on unleased Commonwealth land in the ACT.

The land was taken from us by force … We shouldn't have to lease it … Our spiritual beliefs are connected with the land.

Source 4: Michael Anderson, one of the original four young Aboriginal men who established the Aboriginal Tent Embassy to protest the Government's statement rejecting Aboriginal land rights.

Learning ladder H4.11

Significant people, ideas and events

1. Identify the meaning of the terms *activist*, *embassy*, *land rights* and *self-determination*.
2. Describe why the date of the Tent Embassy's establishment was symbolically significant.
3. Explain why Aboriginal activists set up the Tent Embassy in 1972.
4. Evaluate the impact of the Tent Embassy's 1972 events on the rights and freedoms of Aboriginal Peoples.f

Sources

1. Source 4: Identify the origin of this source.
2. Source 2: Describe this source.
3. Source 3: Explain what is happening in this source, and why.
4. Sources 1–4: Evaluate the reliability and usefulness of these sources for historians interested in the legacy of the Tent Embassy.

HOW TO Sources, page 10

What did the Mabo decision mean for land rights?

The 1992 Mabo decision recognised Mer Islanders' traditional land ownership, overturning *terra nullius* and establishing the concept of native title. The 1993 *Native Title Act* created a process for claims, but these are limited to Crown land and require proof of continuous connection to traditional lands.

Source 1: The Yirrkala Bark Petitions were created in 1963 and delivered to the House of Representatives in Canberra. The petitions were written in English and Gupapuyngu and detailed the official opposition from the community to the proposed mine.

Milirrpum v Nabalco

The fight for land rights in Australia began with the Yirrkala Bark Petitions in 1963, which the Yolngu people of North-East Arnhem Land presented in Canberra as part of their protest against the government's decision to sell their land to a mining company.

In the petition, they argue that the intention to sell the land was kept secret from them until the decision was already made, that they had no opportunity to participate in making the decision and that their concerns on learning of the plan were not passed on to Canberra. They then lay out their concerns:

'4. That the land in question has been hunting and food gathering land for the Yirrkala tribes from time immemorial: we were all born here.

5. That places sacred to the Yirrkala people, as well as vital to their livelihood are in the excised land, especially Melville Bay.

6. That the people of this area fear that their needs and interests will be completely ignored as they have been ignored in the past ...'

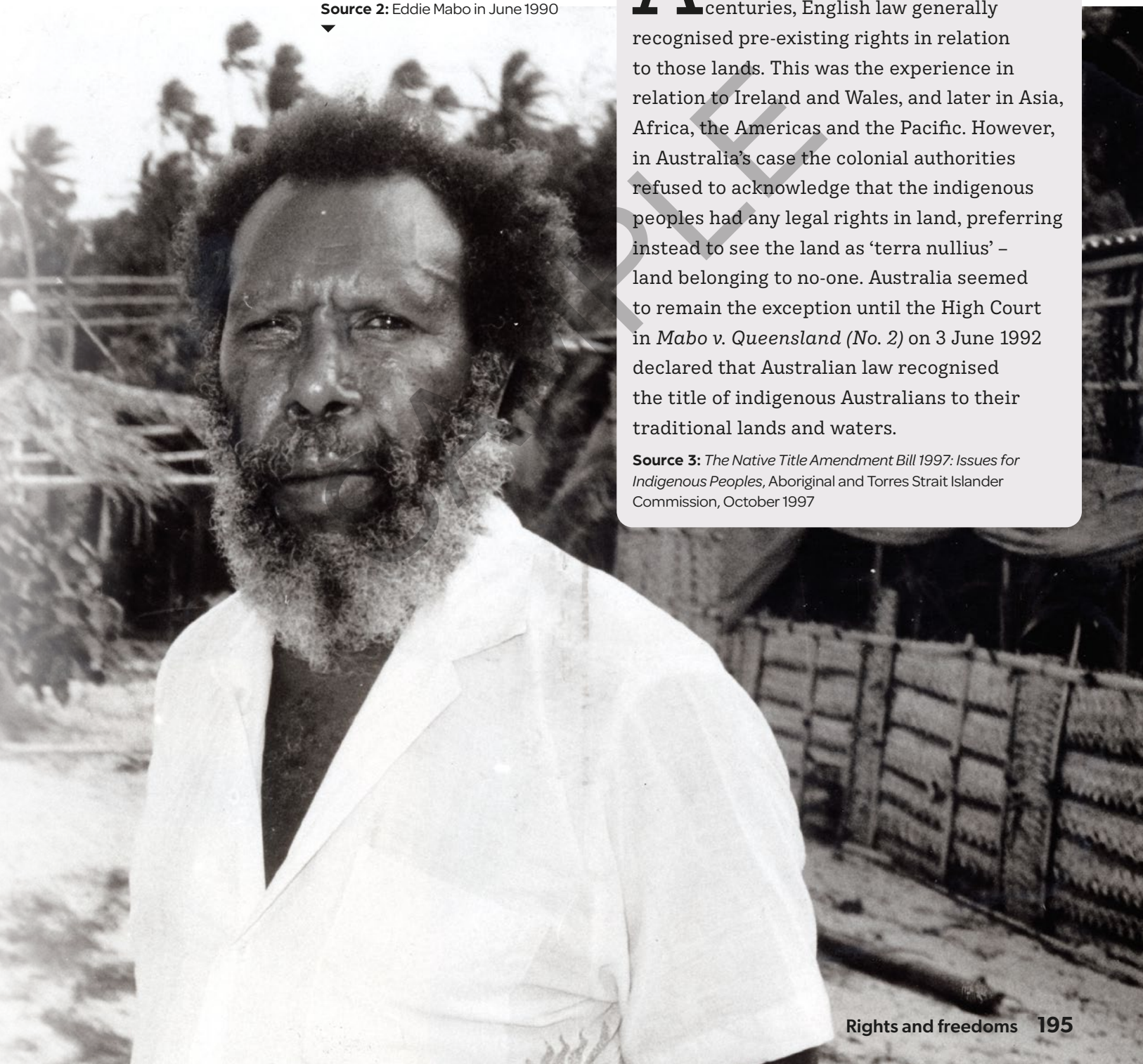
This led to the *Milirrpum v Nabalco* case in 1971, where the Yolngu argued for their connection to the land. Although the court acknowledged their strong relationship with the land and their legal systems, it ruled against them. The judge stated that, under British law, the land was considered 'desert and uncultivated'

when colonised, denying Aboriginal ownership. This reinforced the idea of *terra nullius* – the idea that Australia was 'land belonging to no one' when the British arrived.

Mabo v Queensland

In the 1970s, 'Eddie' Koiki Mabo, a Torres Strait Islander from Mer (Murray Island), discovered that Australian law did not recognise his community's ownership of their land. This upset Mabo deeply because, in his culture, the Meriam people had long-standing laws and traditions for inheriting and managing land. In 1981, Mabo gave a talk at a university in Townsville, Queensland, about his people's land inheritance laws. Several lawyers in the audience encouraged him to challenge the legal system. Over the next decade, Mabo and other Meriam people, including David Passi, Sam Passi, Celuia Mapo Salee and James Rice, gathered evidence to prove their claim to their land.

Source 2: Eddie Mabo in June 1990



As England expanded its rule over other people's territories over the centuries, English law generally recognised pre-existing rights in relation to those lands. This was the experience in relation to Ireland and Wales, and later in Asia, Africa, the Americas and the Pacific. However, in Australia's case the colonial authorities refused to acknowledge that the indigenous peoples had any legal rights in land, preferring instead to see the land as 'terra nullius' – land belonging to no-one. Australia seemed to remain the exception until the High Court in *Mabo v. Queensland (No. 2)* on 3 June 1992 declared that Australian law recognised the title of indigenous Australians to their traditional lands and waters.

Source 3: *The Native Title Amendment Bill 1997: Issues for Indigenous Peoples,* Aboriginal and Torres Strait Islander Commission, October 1997

Native title and the end of *terra nullius*

In 1982, the Mabo case began in the High Court. The Meriam people sought recognition of their traditional ownership of the island. On 3 June 1992, six months after Eddie Mabo's death, the High Court handed down its decision, which recognised the Mer Islanders' traditional ownership of the land. This decision overturned the legal fiction of *terra nullius*. The term 'native title' was used by the High Court to describe traditional ownership of land that predated the arrival of Europeans.

Native title

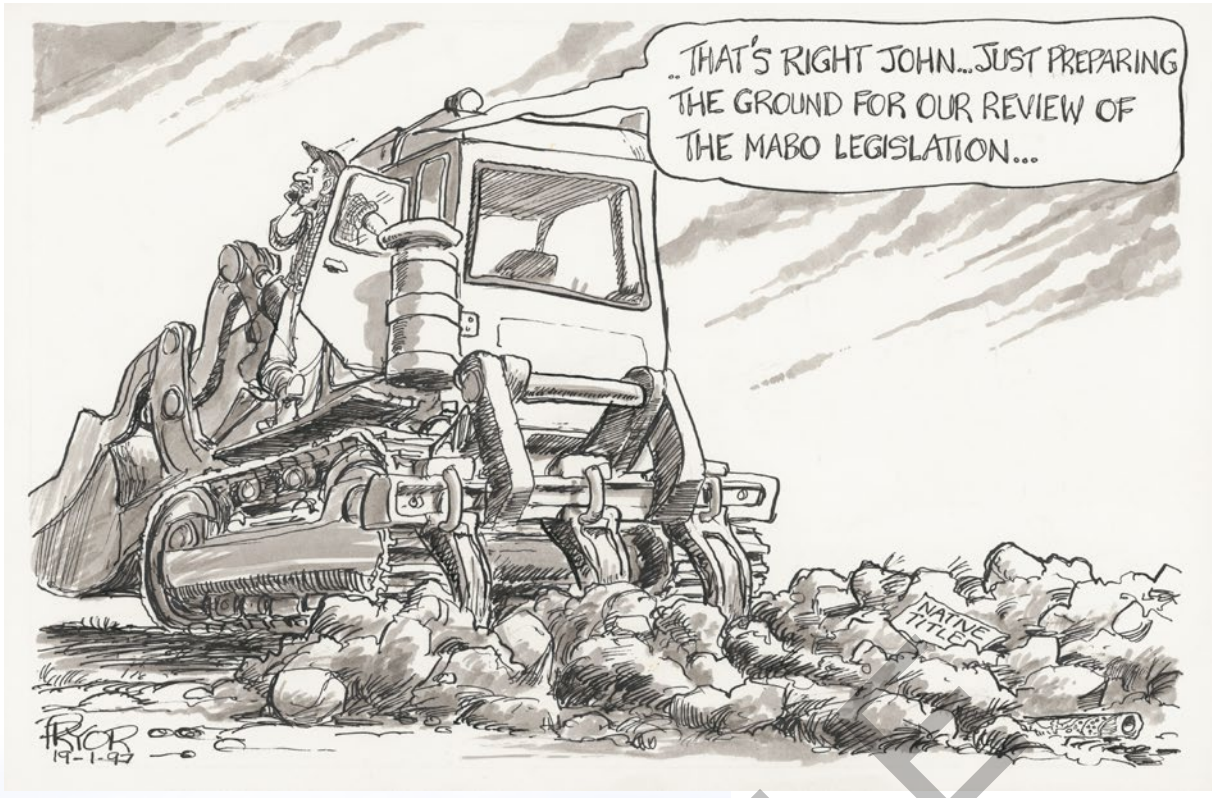
In 1993, the Keating government passed the *Native Title Act 1993* (Cwlth). This Act created a legal and administrative process to manage native title claims made by Aboriginal communities.

To claim native title, First Nations communities must prove a continuous connection to their traditional lands through customary laws and practices dating back to the time of European colonisation. This is often challenging due to the forced displacement and assimilation experienced by First Nations peoples. Many First Nations Australians, including members of the Stolen Generations, are not covered by the *Native Title Act.* Like land rights, native title claims can only be made over Crown land and other public lands, not over freehold land, which is privately owned.

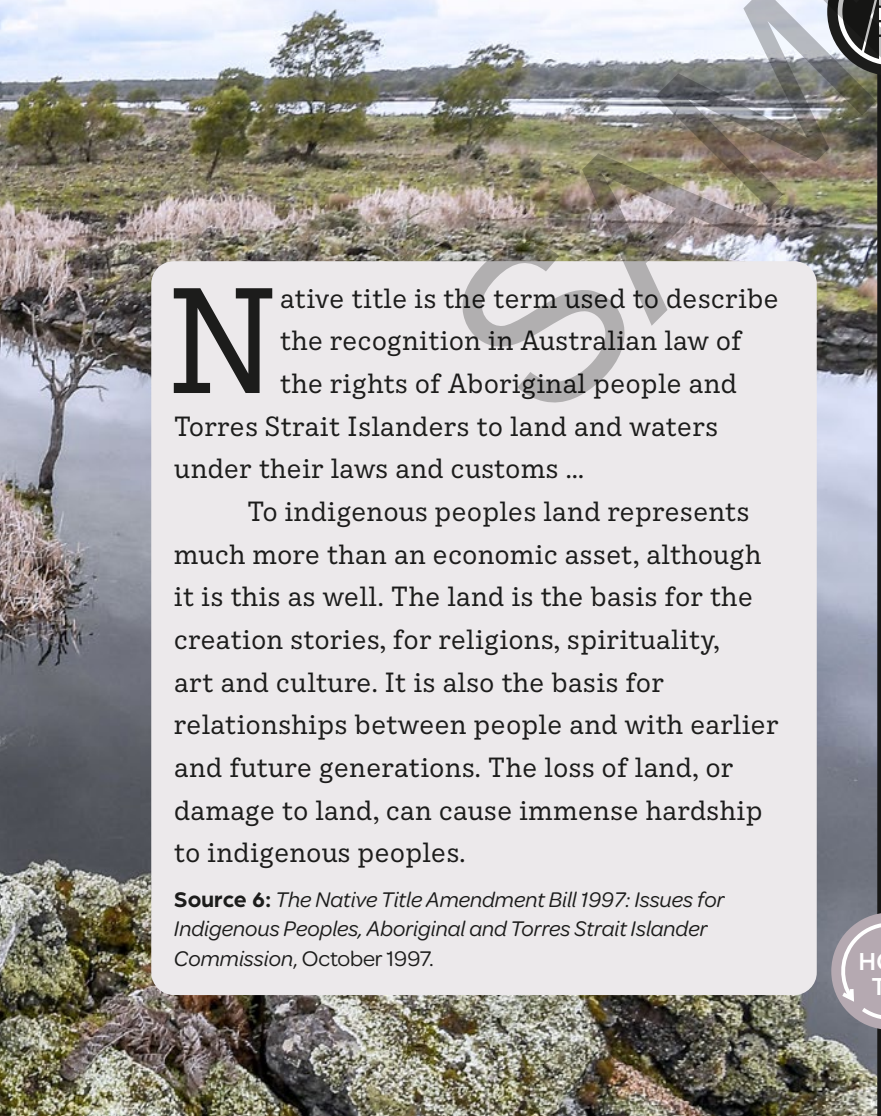
Native title does not usually grant full legal ownership of land like freehold title does. Instead, it generally provides the legal right for First Nations Peoples to use the land for traditional activities like hunting, fishing and holding ceremonies.

For example, in 2007 and 2011, the Gunditjmara people won legal recognition of their Native Title over parts of western Victoria. Their land includes the Budj Bim Cultural Landscape, an important site where they built one of the world's oldest known aquaculture systems to trap and farm eels for food. These Native Title determinations confirmed their rights to hunt, fish, camp and perform cultural activities on their traditional lands.

Source 4: Budj Bim is a 6600-year-old aquaculture site, where the Gunditjmara people have sustainably farmed eels for generations. In 2019, the site was added to the UNESCO World Heritage list due to its cultural and historical significance.



Source 5: Geoff Pryor's 1997 cartoon shows National Party politician and Deputy Prime Minister Tim Fischer speaking to Prime Minister John Howard. [National Library of Australia, 4702868]



Native title is the term used to describe the recognition in Australian law of the rights of Aboriginal people and Torres Strait Islanders to land and waters under their laws and customs ...

To indigenous peoples land represents much more than an economic asset, although it is this as well. The land is the basis for the creation stories, for religions, spirituality, art and culture. It is also the basis for relationships between people and with earlier and future generations. The loss of land, or damage to land, can cause immense hardship to indigenous peoples.

Source 6: *The Native Title Amendment Bill 1997: Issues for Indigenous Peoples, Aboriginal and Torres Strait Islander Commission*, October 1997.

Learning Ladder H4.12

Significant people, ideas and events

1. Identify the claimants in the Mabo case.
2. Explain why the Yolngu people's legal challenge in *Milirrpum v Nabalco* was unsuccessful.
3. What legal concept was overturned as a result of the Mabo decision?
4. Describe the outcome of the Mabo case for Aboriginal and Torres Strait Islander land rights.
5. Evaluate the impact of removing the concept of *terra nullius* on Aboriginal and Torres Strait Islander Peoples.

Sources

1. Source 1: What are the origins of this source.
2. Source 1: Describe this source. What images have been painted around the outside of the petition?
3. Source 1: Why did the creators of this petition include these images?
4. Source 1: Explain why the Yirrkala Bark Petition was created. Was it successful?
5. Source 1: Why was the Yirrkala Bark Petition written in both English and Gupapuyngu?

HOW TO

Sources, page 10

Who were the Stolen Generations?

The Stolen Generations were First Nations children who were removed from their families and placed in children's homes or orphanages, or with non-Indigenous families. The policies of child-removal and assimilation represented an act of genocide against the First Nations Peoples of Australia.

Origins

The Stolen Generations began as a result of laws introduced during the colonial period. In New South Wales, the *Aborigines Protection Act 1909* was passed, making all First Nations people wards of the state. This meant they were considered under the protection of the person representing the office of the Protector of Aborigines. The other Australian colonies introduced similar legislation. These laws gave the Protector the power to remove children from their families if they felt that the child would be 'better off'; however, this was not widespread practice at the time.

The systematic removal of children began around 1915 and initially targeted children considered 'half-caste', meaning they had only one parent who was 'full-blood Aborigine'. Over time, this expanded to include 'quarter-caste' children, with one 'full-blood Aborigine' grandparent. Many families experienced multiple generations of child removal. Children with lighter-toned skin, who were thought to be more likely to assimilate into white culture, were also taken from their families.

Source 1: A protest on 26 January 2017 in Warrang (Sydney). Despite the federal government's apology, First Nations children are still taken from their families in much higher numbers than non-Indigenous children.

Bringing them Home

In 1995, the federal government launched a Royal Commission into the Stolen Generations and the impact of child-removal policies on individuals, families and First Nations communities. The findings were published in the 'Bringing them Home Report', which was tabled in Parliament in 1997. This report revealed the devastating experiences of those affected by these policies.

The report estimated that between one in three and one in 10 children had been forcibly removed from their families. These children often suffered further trauma, including exposure to violence, molestation and harm. The report also found that it was not only police who removed children – social workers and teachers also enforced these policies.

The report was compiled with evidence from over 500 people and organisations who were directly impacted by the policy of child removal. Many shared first-hand traumatic experiences they had after they were removed.

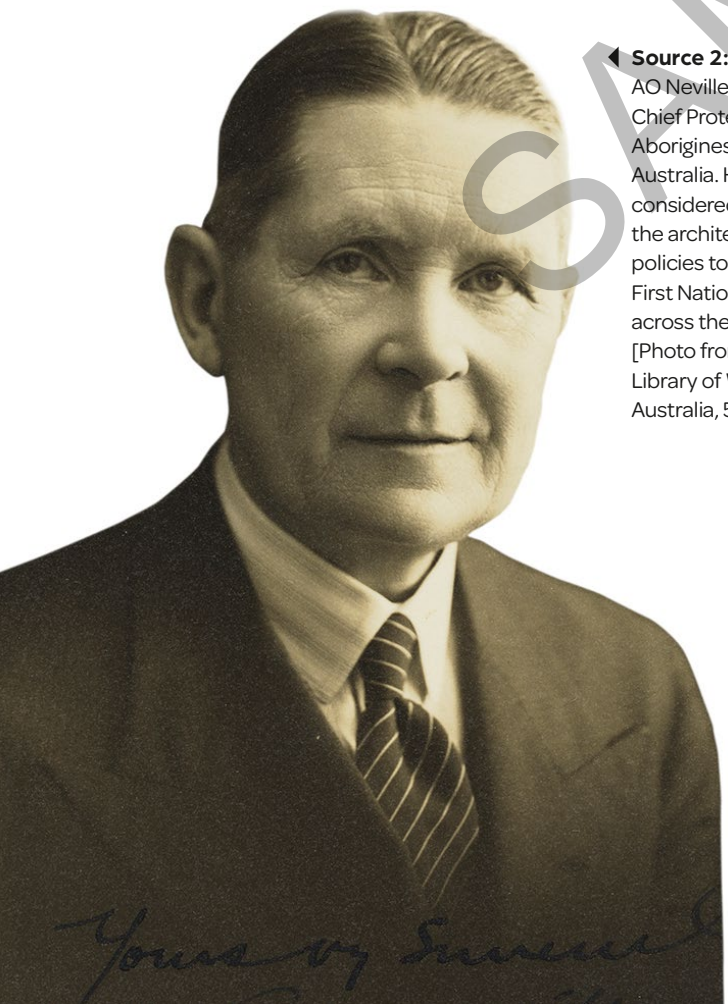
The report also highlighted trans-generational trauma, showing how the impacts of these policies affected not only the individuals removed but also their children and grandchildren.

The Royal Commission made 54 recommendations, including compensation for those affected and a formal apology by the Prime Minister on behalf of the Australian government and its people.

The apology

Most of the recommendations were gradually implemented by Prime Minister John Howard's government, but Howard refused to issue an apology. This refusal caused significant distress, as many survivors of the Stolen Generations saw an apology as an essential step in their healing process.

On 13 February 2008, Kevin Rudd delivered the apology. In his speech, he stated: 'We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these fellow Australians. We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.'



Source 2: AO Neville was the Chief Protector of Aborigines in Western Australia. He is considered one of the architects of the policies to remove First Nations children across the country. [Photo from State Library of Western Australia, 5000B]

Many members of the Stolen Generations who attended parliament to witness the apology were visibly moved by it. This was a landmark moment in healing some of the trans-generational trauma, but it was not without controversy. Some politicians, including then Opposition Leader Peter Dutton, did not attend the apology.

Ongoing issues

While the apology was a significant step, challenges remain. The rates of child removal for First Nations children are still much higher than for non-Indigenous children. This continues to be a serious concern in many First Nations communities.

Learning ladder H4.13

Impact and legacies

1. Identify one way First Nations families were affected by child removal policies.
2. Describe how the policies of the Stolen Generations caused long-term harm to individuals and communities.
3. Explain how the *Bringing Them Home* report revealed the experiences of the Stolen Generations.
4. Explain why the 2008 apology was seen as a significant step towards healing.
5. Evaluate how effectively the *Bringing Them Home* report communicates the legacy of child removal policies on First Nations individuals and communities.

Significance

1. Identify a key outcome of the *Bringing Them Home* report.
2. Describe the role of the 2008 apology in acknowledging the experiences of the Stolen Generations.
3. Explain how the policies of the Stolen Generations are historically significant for understanding Australia's treatment of First Nations peoples.
4. Explain why the apology and the report remain important today.
5. Evaluate the historical significance of the Stolen Generations in shaping Australia's national identity and reconciliation efforts.

HOW TO Significance, page 10

Why is it important to reclaim First Nations languages, cultures and identities?

Before colonisation, more than 250 distinct languages with over 500 dialects were spoken across the continent of Australia and its adjacent islands. Colonisation and genocide in Australia have led to the country having the highest rate of language death in the world. For this reason, and many others, it is crucial that the government works with First Nations communities to maintain and revive First Nations languages.

Language, culture and identity

Most of us take our language, culture and identity for granted. This means we often don't think about how these parts of our lives are closely connected. However, for those who have experienced genocide, language and culture can become incredibly important to their identity, personal and family history, community connections and sense of belonging. There is also growing evidence that people who experience a disruption to their cultural and language contexts are more likely to have lower levels of mental health and wellbeing..

The impact of the Australian Genocide

In 1997, the landmark Bringing Them Home report was released by the Australian federal government. This report contained harrowing evidence from First Nations people who had been forcibly removed from their families as part of the Stolen Generations. As part of this inquiry, disturbing accounts emerged of the measures used to prevent First Nations people from speaking their **mother tongues**. These measures were often violent, beginning with forcibly separating children from their loving families and then providing them with a highly restricted education, where they were only taught **Bible language**.

Many children were also severely punished for speaking their mother tongue, often resulting in injury. These punishments included beatings, solitary confinement and being denied food or other essential needs.

The Bringing Them Home report found that children subjected to these genocidal policies experienced lifelong harm, which has also affected successive generations.

> My mother and brother could speak our language and my father could speak his. I can't speak my language. Aboriginal people weren't allowed to speak their language while white people were around. They had to go out into the bush or talk their lingoes on their own. Aboriginal customs like initiation were not allowed. We could not leave Cherbourg to go to Aboriginal traditional festivals. We could have a corroboree if the Protector issued a permit. It was completely up to him. I never had a chance to learn about my traditional and customary way of life when I was on the reserves.
>
> **Source 1:** Confidential submission 110, Queensland: woman removed in the 1940s, *Bringing Them Home Report*, p. 133

Language revival projects

Despite the impacts of colonisation, many First Nations people and communities have worked to preserve, revive and maintain their languages. In 2017, the NSW state government passed the Aboriginal Languages Act to create the NSW Aboriginal Languages Trust.

Source 2: Aboriginal dancers perform at the Laura Quinkan Dance Festival, a vibrant celebration of culture, community and storytelling in Cape York. This festival provides an opportunity for First Nations people to pass down cultural knowledge, strengthen community ties, and share their traditions with wider audiences.

This organisation funds and supports Aboriginal language programs across NSW and has played a key role in establishing successful language revitalisation programs, such as the Gumbaynggirr Giingana Freedom School in Coffs Harbour. This school is NSW's first **bilingual** primary school to include a First Nations language.

Although Gumbaynggirr Giingana Freedom School has not been operating for long, the experiences of students, teachers and the school community have been overwhelmingly positive. The school is also providing a model for future bilingual programs.

> It is a mistake to dismiss our languages as part of history, and long gone. They're not. They are alive and vibrant. They are in a new phase of growth. They're part of us as the Indigenous people of the land. Our languages are the voice of the land, and we are the carriers of the languages.
>
> **Source 3:** Jeanie Bell, Linguist, Boyer Lectures, 1993

Outcomes

When we are strong in our languages, we are strong in our cultures. When we are strong in our cultures, we are strong in our communities. When we are strong in our communities, we are strong in ourselves. Being able to speak our languages should never be taken for granted, and we owe it to our communities to encourage others to speak their mother tongues safely.

Learning ladder H4.14

Impact and legacies

1. Identify one impact of colonisation on First Nations languages in Australia.
2. Describe the long-term effects of the Stolen Generations on First Nations identity and wellbeing.
3. Explain how language revival efforts, such as the Gumbaynggirr Giingana Freedom School, have supported community strength.
4. Source 1: Explain why the *Bringing Them Home* report was significant in recognising the legacy of forced language loss.
5. Evaluate the ongoing legacy of language loss and revival on First Nations communities in Australia today.

Significance

1. Identify one reason First Nations languages are important to cultural identity.
2. Describe how First Nations communities have worked to preserve or revive their languages.
3. Explain how language and culture influence individual and community wellbeing.
4. Source 3: Explain why Jeanie Bell describes First Nations languages as `alive and vibrant'.
5. Evaluate why the revival of First Nations languages is significant for Australia as a whole.

HOW TO Significance, page XX

H4.15

What is the reconciliation movement?

The contemporary reconciliation movement in Australia has its origins in the bicentennial celebrations in 1988. In response to this celebration of 200 years of colonisation, the Barunga Statement was presented to Prime Minister Bob Hawke.

The Barunga Statement called for self-management and land rights for First Nations Peoples, as well as a treaty. Initially, Hawke was in favour of a treaty, but when it became clear that it might hurt his popularity, he stepped back from the proposal. Instead, successive governments focused on reconciliation, hoping to change public opinion and make a treaty more acceptable to non-Indigenous Australians.

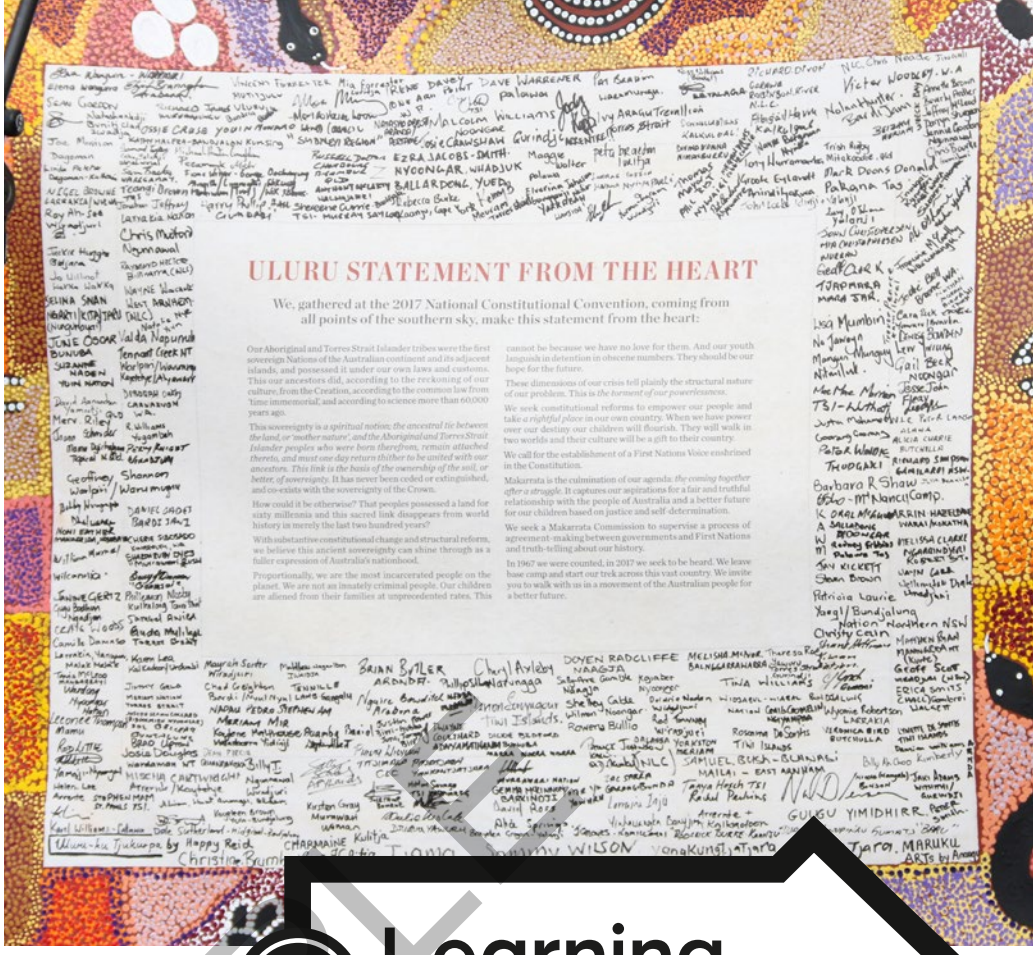
The act of reconciliation

The term **reconciliation** is complex. In the context of civil rights in Australia, to reconcile is to bring people together through a process of restoring friendly relationships. On a personal level, reconciliation often involves admitting fault and apologising forpast wrongs.

This interpretation can be problematic for many First Nations people, as they rightly feel they have nothing to apologise for. While apologies are important symbolic acts, many First Nations people believe meaningful action is also necessary to create positive change.

Reconciliation can also be viewed as a way to come to terms with Australia's past – the destruction, trauma and genocide experienced by First Nations Peoples. This interpretation focuses on non-Indigenous people recognising that Australia's success and wealth came at great cost to First Nations communities. It requires practical actions and should be seen as a lifelong process, not a one-time act.

Source 1: An image from the Walk for Reconciliation 2000 in Warrang (Sydney). During this walk, over 250 000 people walked over the Sydney Harbour Bridge.



Source 2: The Uluru Statement from the Heart was produced in 2017 after a landmark gathering of First Nations representatives from across the continent.

The reconciliation movement

In 1996, the Aboriginal and Torres Strait Islander Commission (ATSIC), the peak body advising on First Nations issues, endorsed the reconciliation movement and constitutional reform. The movement gained widespread attention during the Peoples' Walk for Aboriginal Reconciliation in May 2000 (Source 1), where thousands of people marched to support reconciliation.

Despite this momentum, little progress was made. The movement was then overshadowed by the Northern Territory Intervention and the ongoing gaps between First Nations and non-Indigenous Australians in areas like life expectancy, infant mortality and **incarceration** rates.Many First Nations people began to see reconciliation as symbolic and ineffective, arguing that it prevented real progress, such as achieving a legally binding treaty.

The Uluru Statement from the Heart

In 2016, the Referendum Council conducted extensive consultations with First Nations communities and created the Uluru Statement from the Heart. This document, endorsed by 250 First Nations delegates, calls for two key reforms.

1. **A First Nations Voice to Parliament**
   A representative body to provide input on legislation affecting First Nations Peoples.
2. **The Makarrata Commission**
   A body to oversee negotiations between the government and First Nations groups and to promote truth-telling about Australia's history.

A referendum to establish a First Nations voice to parliament was held in October 2023, but was resoundingly defeated. It remains to be seen what happens next.

Learning ladder H4.15

Significant people, ideas and events

1. Identify the event that gained widespread attention for the reconciliation movement in 2000.
2. Identify the First Nations organisation that supported reconciliation and constitutional reform in 1996.
3. Describe the key social and health inequalities still affecting First Nations peoples.
4. Evaluate the significance of the Uluru Statement from the Heart. Has it achieved its goals?

Interpretations

1. What are two different interpretations of what reconciliation means?
2. Describe how the goals of the reconciliation movement have changed from 1988 to 2023.
3. Explain why some First Nations peoples view symbolic reconciliation as ineffective.
4. Analyse how the Uluru Statement from the Heart challenges previous interpretations of reconciliation.
5. Evaluate how different interpretations of reconciliation have affected government policy and public opinion.

HOW TO
Interpretations, page 10

What is the legacy of the civil rights movement in Australia?

Despite the Civil Rights movement's considerable successes, deep historical inequalities continue to affect First Nations Peoples. The median income for First Nations people is 60 per cent less than for non–Indigenous people; 40 per cent are missing two or more essential living items, such as housing, food and clean water; and 50 per cent of youth in detention in NSW are First Nations.

Land rights

Despite the gains made with the Wave Hill Walk-off, the passing of *the Aboriginal Land Rights Act (1975)* and the Mabo decision, land rights and the preservation of sacred sites are still contentious issues in Australia. Some sacred sites, such as Budj Bim on Gunditjimara Country on the the southwest coast of Victoria, have gained recognition. In 2019, Budj Bim was designated as a UN World Heritage Site for its cultural and historical significance.

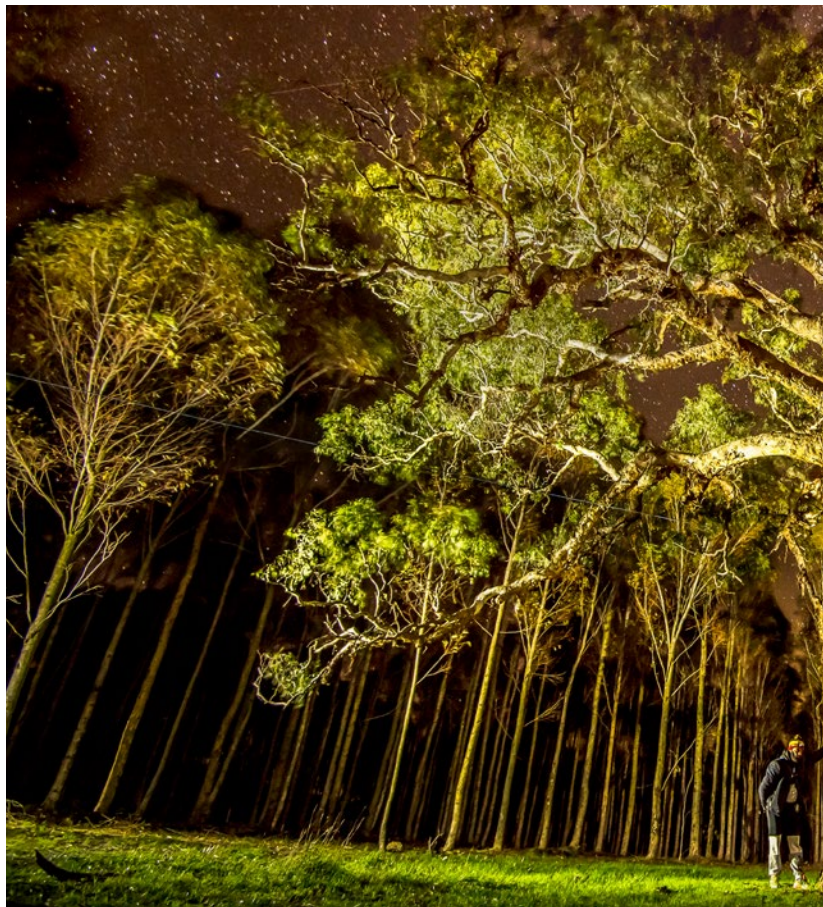
However, this achievement contrasts with events in 2020, when the sacred sites of the Juukan Gorge caves in Western Australia and the Directions Tree in Victoria were destroyed. The Juukan Gorge caves were the site of the oldest known inland inhabitation in Australia and held artefacts dating back over 46 000 years. Despite protests, the Directions Tree, sacred to the Djab Wurrung people, was cut down by the Victorian government to make way for a highway.

In both cases, the wishes of the local communities were ignored, and existing laws failed to protect these important sites.

Health and welfare

Although the health of First Nations people has steadily improved over the last few decades, there is still a long way to go. In 2020, First Nations people had a life expectancy 8–9 years shorter than non-Indigenous Australians. This gap shows that health systems, living conditions, and access to services are still not adequate to ensure long and healthy lives for First Nations communities.

The ending of assimilation policies that resulted in the Stolen Generations was a positive outcome of the Australian civil rights movement. However, First Nations child removal and the rates of children living in **out–of–home care** have increased since the 2008 apology. First Nations children are almost 10 times more likely than non-Indigenous children to have been removed from their families and placed in out-of-home care. While there are many reasons for this, it highlights that significant work remains to be done.



Police and justice

Racism in policing led to the formation of the Redfern Aboriginal Legal Service, and the high number of deaths in custody prompted the Royal Commission into Aboriginal Deaths in Custody. In 2017, First Nations people were the most incarcerated group in the world. The imprisonment rate for First Nations women rose by 34 per cent between 2000 and 2015. For First Nations children, the situation is even worse. In 2019, for most of the year, every single juvenile in detention in the Northern Territory was First Nations. This included children as young as 10 years old. Urgent action is needed to reduce First Nations incarceration rates and provide better alternatives to prison.

The Northern Territory Emergency Response (the Intervention)

The Northern Territory Intervention began in 2007, based on false claims that children in remote First Nations communities were at high risk of sexual abuse. (After an 18-month investigation, the Australian Crime Commission found no evidence to support these claims.) Despite a report recommending consultation and partnership with First Nations communities, the government response was to send the Australian Defence Force into these communities to conduct compulsory health checks and look for sexual predators.

The government also introduced the Basics Card, which restricted how people could spend their welfare payments, allowing purchases only at certain shops and only on approved items.

This intervention, which effectively recreated the reserve protection system by controlling where people could access their money, thereby restricting their movements, continued right through to 2022. Although the Northern Territory Intervention ended in 2022, many of its policies remain under programs like Stronger Futures. These include income management systems, which restrict how First Nations people spend their welfare payments, and ongoing alcohol bans. While aimed at improving welfare, these policies are often criticised for limiting financial independence and ignoring community input. By making decisions without proper consultation, these measures continue to create barriers to equality.

Source 1: The Directions Tree sacred to the Djab Wurrung people was destroyed in 2020. This is one of several trees that are sacred to the Djab Wurrung people and there have been years of protests trying to save them.

Learning ladder H4.16

Impact and legacies

1. Identify one sacred site that gained recognition in recent decades and explain its significance.
2. What is the minimum age that a child can be incarcerated in Australia?
3. What were the false claims that led to the Northern Territory Emergency Response?
4. Explain how living conditions, rights and health for First Nations peoples have changed in recent decades.

Continuity and change

1. Explain why Budj Bim was recognised as a World Heritage site.
2. Describe how incarceration rates for First Nations peoples have changed since the Royal Commission into Aboriginal Deaths in Custody.
3. Explain how the Intervention recreated aspects of the protection system.
4. Evaluate whether the civil rights movement achieved long-term success for First Nations peoples.

HOW TO Continuity and change, page 10

How do I conduct a good inquiry?

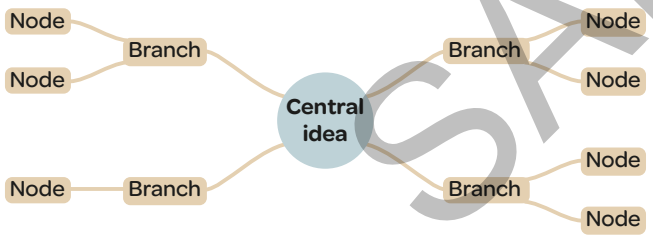
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to First Nations rights and freedoms.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Pearl Gibbs, page xx
- William Cooper, page xx
- Wave Hill Walk-off, page xx
- Mabo decision, page xx
- Stolen Generations, page xx
- Reconciliation movement, page xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

The Globalising World (1945–present)

H5

The Globalising World

HOW HAS TECHNOLOGY SHAPED AUSTRALIA? xx

WHAT ARE GLOBAL ECONOMIC CRISES? xx

WHAT IS THE PURPOSE OF THE UN? xx

How can we understand the globalising world?

From the first powered flight in 1903 to affordable airfares for most Australians, from Coolgardie safes to fridges and from the telegraph to the internet, the 20th century saw the extraordinary impact of rapidly changing technology on the way people lived their lives. By the end of the 20th century, globalisation had arrived.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the origins of a historical development or movement.	I can evaluate the influence of significant people and ideas.	I can evaluate the legacy of a historical development or movement.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a historical development or movement emerged.	I can explain why ideas influenced people and events.	I can explain why a historical development or movement has a legacy.	I can explain patterns of continuity and/or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a historical development or movement emerged.	I can explain how ideas influenced people and events.	I can explain the impact of one historical development on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins and context of a historical development or movement.	I can describe key people, ideas and events.	I can describe the legacy of a historical development or movement.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of a historical development or movement.	I can identify key people, ideas and events.	I can identify the legacy of a historical development or movement.	I can identify continuity and change.	I can identify a cause and a consequence.

Knowledge and understanding

Source 1: Windfarms reflect global cooperation on climate change, use shared technology, and contribute to sustainable energy goals. They reduce emissions and connect countries through renewable energy trade, innovation and investment. As of 2024, wind farms contribute approximately 13.4 per cent of Australia's total electricity generation, making wind energy the largest source of renewable electricity in the country.

Historical concepts and skills

Steps in skills progression

Perspectives	Significance	Interpretations	Chronology	Sources	
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

What global influences shaped Australian society in the 20th century?

Political, economic, environmental, social, cultural and technological influences have all helped to shape today's Australia. These influences include: Australia's involvement in World War II; new flows of migration that contributed to an evolving multicultural society; and the development of the internet, which revolutionised communications, opening modern society to global influences. We also have increased awareness about the need to protect the environment.

Political

The 20th century saw the emergence of differing politics and political extremism. The century was dominated by World Wars I and II, followed by the Cold War. By the end of the 20th century, the Global War on Terror had come to influence political decisions around the world.

Locally, post-World War II fears about the spread of communism influenced political alliances, military engagements and domestic policies. These fears also led to Australia's support of the **Colombo Plan**, which provided expertise, food and equipment to countries in the Asian region. The goal was to increase stability in the region and prevent the spread of communism. Australia's involvement in the plan included hosting students from various Asian nations, including Japan and Indonesia (Source 1).

Source 1: Indonesian Colombo Plan students on the steps of a Qantas aircraft. [National Archives of Australia, A1501, A6095/5]

Source 2: Key influences on Australia

key ideas timeline.

1945 – Arthur Calwell becomes Australia's first immigration minister

1949 – Snowy Mountain Hydro Scheme begins

1950–1953 Korean War

1955–1975 Vietnam War

1956 – Australia's first television broadcast

1956 – Melbourne Olympics

1962 – Rachel Carson's *Silent Spring* published

1975 – *Racial Discrimination Act* passed

1975 – The Labor Whitlam government dismissed

1976–1982 – Vietnamese boat refugees arrive in Australia

1976–1983 Franklin River Campaign

1977 – Multiculturalism policy adopted by Australian Government

Fear of communism also saw Australia become involved in the key conflicts of the Korean War (1950–1953) and the Vietnam War (1955–1975). During the Korean War, 17 000 soldiers served with 339 casualties. Around 60 000 Australian soldiers served in Vietnam between 1962 and 1975, with the loss of 521 lives. The Cold War dominated politics until its end in 1991.

At the start of the 21st century, the focus shifted to the Global War on Terror. The World Trade Centre attacks in the US on 11 September 2001 prompted the Australian Government to join a US counter-terrorism campaign, participating in major conflicts in Afghanistan and Iraq. Australian troops were sent to Afghanistan in late 2001 and remained until 2021, making it Australia's longest military engagement. Over 39 000 Australian Defence Force personnel served in Afghanistan, with 41 fatalities.

Economic

Economics play a big role in influencing our lives. Wages, the level of taxation and the price of food and utilities all play a part in influencing our standard of living. Our level of disposable income also affects how we spend our leisure time. How governments respond to the economic climate and the policies that they introduce help shape our lives. The end of the 20th century has seen global integration of trade, banking and commerce.

Over the last 100 years, four key economic crises directly affected Australia:

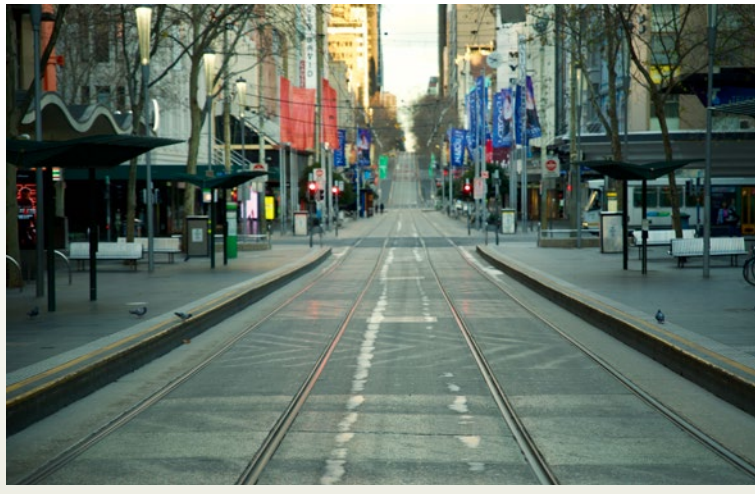
1 **The Great Depression:** In October 1929, the New York Stock exchange crashed, triggering the Great Depression (see pages 38–9). Lasting 10 years, it resulted in the collapse of many economies, including Australia's. At its worst, Australian unemployment rates hit 32 per cent in 1932, national income had declined by a third and hundreds of thousands were dependent on 'the susso' – a government sustenance or welfare payment.

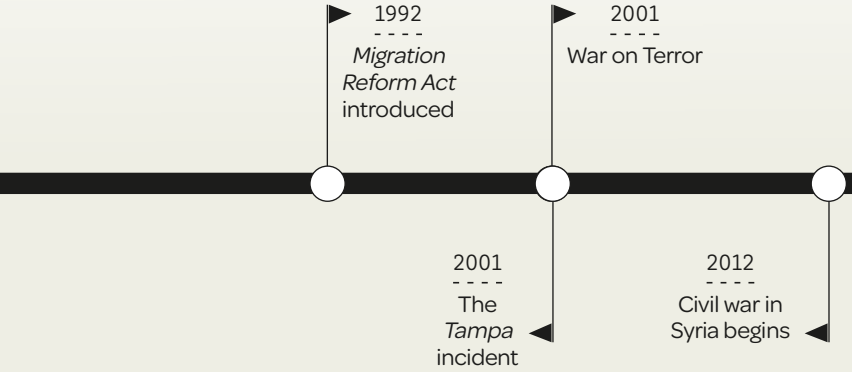
2 **The 1973 oil crisis:** The second economic crisis occurred when the members of OPEC (Organisation of Petroleum Exporting Countries), comprising mostly Arab countries, retaliated against the United States and its allies when the US supported Israel in the fourth Arab–Israeli war. The rapid rise in oil prices led to an **inflation** rate of 18 per cent in Australia, and the country slid into a recession. The economic crisis coincided with Prime Minister Gough Whitlam's high rate of spending on social programs, which gave the Opposition ammunition against the government.

3 **The Global Financial Crisis:** This crisis, the most severe since the Great Depression, began in 2007. However, the slowdown was more moderate in Australia and, although trade fell by 10 per cent, the unemployment rate peaked at 5.8 per cent compared with 8.8 per cent in other Organisation for Economic Co-operation and Development (OECD) countries.

4 **The COVID-19 pandemic:** Beginning in early 2020, the COVID-19 pandemic caused widespread economic disruption in Australia. Lockdowns, travel bans and business closures led to a sharp drop in activity. GDP fell by a record 7 per cent in the June 2020 quarter, and unemployment peaked at 7.5 per cent. While the economy later recovered, the pandemic left lasting effects on jobs, supply chains and public services.

Source 3: COVID-19 caused major economic disruption in Australia, leading to job losses and business closures.





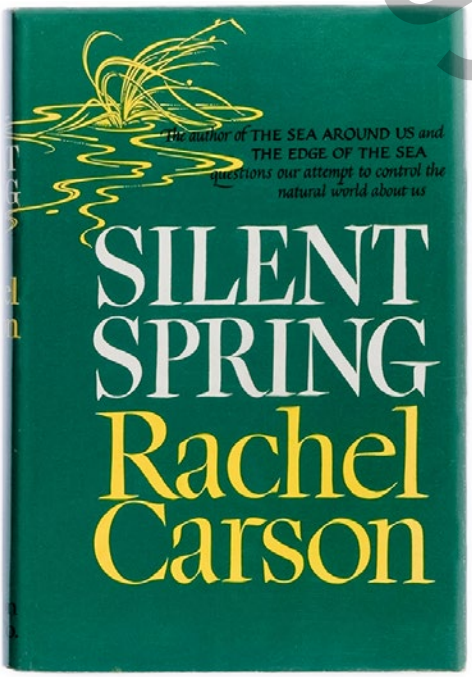
Environmental

Environmental movements in Australia began mainly in the 1960s. Although national parks had been created a century earlier, it was the mass production of cars and electrical goods after World War II, along with the use of agricultural chemicals, that raised awareness about lasting environmental damage.

The global spread of industrialisation and urbanisation in the late 19th and early 20th centuries increased the use of non-renewable resources, contributing to global warming. In the late 20th century, ideas like the Gaia hypothesis (1979) changed how people viewed the environment. This theory suggested that Earth acts as a self-regulating system that supports life.

Popular culture also played a role in raising awareness. Books, music and especially television helped educate the public about environmental issues.

By the end of the 20th century, the idea of sustainability had become central to balancing development with environmental protection. Today, climate change campaigns and protests continue, with many people concerned that governments are not doing enough. There is now a strong focus on renewable energy sources like solar and wind, and recycling has become part of everyday life, with most Australian homes using multiple bins. Following the devastating 2019–2020 bushfires, there have been growing calls to adopt First Nations land management practices, as climate change leads to more frequent and extreme weather events.



Source 4: Rachel Carson's 1962 book *Silent Spring* (see page 217) argued against the use of pesticides and eventually led to the banning of DDT, a pesticide used to protect crops from insects.

Social

The way people live has changed dramatically over the past 100 years. Today's world is very different from the one people knew at the start of the 20th century, largely due to advances in technology. Public health, living standards and life expectancy have improved through better sanitation, urban planning, agriculture, science and medicine.

The global population has grown rapidly – from around 2.5 billion in 1950 to over 8 billion today. Australia's population has also tripled since the end of World War II. This growth is due to more people surviving to adulthood and living longer. While life expectancy varies, the global average is now 73 years. It remains lower in developing countries, but is expected to rise.

Urbanisation has changed where people live, and migration has increased pressure on cities and sped up the use of natural resources.

Technological

Technology has transformed how we live, communicate and understand the world. Continued industrialisation and mechanisation, along with more homes gaining electricity, brought rapid change throughout the 20th century.

Advances in computer technology – including the microchip, satellites and digital systems – reshaped mass consumption and communication. Information and ideas now spread instantly, with globalisation increasingly driven by technology.

Electrical appliances reduced time spent on chores, allowing more leisure. Washing machines replaced handwashing. Electric refrigerators and freezers changed shopping and eating habits, replacing Coolgardie safes and ice chests. From the 1960s, oil, gas and electric heating began replacing wood and coke. Air conditioning became common, and environmental concerns led to energy-efficient systems like modern split units.

Technology also transformed transport. In the early 1900s, horses were still common and sea travel was slow. Today, cargo ships, cars and jet planes have made global trade and travel faster and cheaper.

Source 5: The Bendix front-loading automatic washing machine, circa 1950. This machine potentially used less water than washing by hand, a plus for the environment.

Source 6: Flinders Street Station in the early 20th century, and today

Source 7: Asian cuisine is extremely popular across Australia, with dishes from countries such as China, Thailand, Japan, Vietnam and India widely available. Many Asian foods have become part of Australia's mainstream food culture, reflecting the nation's multicultural influences.

Cultural

Throughout the 20th century, Australian society was shaped by global cultural influences. Music, fashion, film and sport from countries like the United States and Britain played a major role in forming everyday life. Mass media – from radio and television to satellite and internet – accelerated the spread of popular culture. Migration also introduced new traditions and lifestyles, blending with local customs. World events such as wars, social movements and technological change affected how Australians viewed the world and themselves. These global connections helped shape a modern Australian identity that reflected both local and international influences.

Learning ladder H5.1

Background and origins

1. Identify two global events that shaped Australia's politics in the 20th century.
2. Describe the economic crises Australia has experienced over the last 100 years.
3. Describe how migration influenced Australian society after World War II.
4. Explain how technological advances helped connect Australia to the world.
5. Analyse how political, economic and cultural factors from overseas shaped Australian identity

Continuity and change

1. Identify one way daily life has changed in Australia since 1900.
2. Compare the images of Flinders Street Station and describe the continuities and changes.
3. Describe how communication technology evolved and changed Australian society.
4. Explain how global conflicts or crises changed Australia's economy or politics.
5. Evaluate how Australia's responses to global influences have changed over time.

HOW TO

Continuity and change, page xx

How has the UN helped to advance human rights?

The United Nations (UN) was established in 1945 to promote peace, security and human rights across the globe. One of its earliest achievements was the *Universal Declaration of Human Rights*. Over time, the UN has expanded its focus to address the rights of specific groups through additional declarations and conventions.

Formation of the United Nations

The suffering of so many civilians during World War II was a factor in the formation of the United Nations (UN) in 1945. One of the goals of the UN is to support peace and order across the globe and to work to prevent future outbreaks of large-scale conflict. The organisation also helps countries to work towards social progress, better living standards and human rights for all. The United Nations Charter, the founding treaty of the UN, lists the four main purposes of the organisation as:

- to keep peace throughout the world
- to develop friendly relations among nations
- to help nations work together to improve the lives of poor people, to conquer hunger, disease and illiteracy, and to encourage respect of each other's rights and freedoms
- to be a centre for **harmonising** the actions of nations to achieve these goals.

Source 1: UN peacekeepers patrol the streets of Juba, as part of the United Nations Mission in South Sudan, August 2015.

Source 2: Eleanor Roosevelt holding a Spanish-language version of the Declaration of Human Rights

Source 3: Members of the Sub-commission on the Status of Women. From left to right are Angela Jurdak, Lebanon; Fryderyka Kalinowski, Poland; Bodgil Begtrup, Denmark and Chairman of the committee; Minerva Bernardino, Dominican Republic; and Hansa Mehta, India.

United Nations Declaration of Human Rights

One of the first documents that the UN produced was its *Universal Declaration of Human Rights*. This was the first codified universal declaration, supported by all the countries in the UN, aimed at protecting people's fundamental human rights.

One of the most prominent people to help shape the declaration was Eleanor Roosevelt, the wife of former US president Franklin D. Roosevelt. She embarked on a political career in her own right and was a fierce advocate for feminism and civil rights. In 1946 the United States appointed Eleanor Roosevelt to represent it in the UN General Assembly. She used this new appointment to begin work on the declaration.

Other key women who contributed to the development of the declaration included Hansa Mehta and Lakshmi Menon from India, Minerva Bernardino from the Dominican Republic, Begum Ikramullah from Pakistan, Bodil Begtrup from Denmark, Marie-Hélène Lefaucheux from France and Evdokia Uralova from Belarus. Together, they fought hard to ensure that the language used in the declaration was inclusive and that sex discrimination was explicitly mentioned throughout. In this way, they made sure that the declaration supported women, children and people living in colonised countries.

Australia's involvement

Australia was a founding member-state of the UN and also played a significant role in creating the declaration as one of the nine countries selected to lead the project. Australia's delegates to help create the declaration were Dr Herbert Evatt, the head of Australia's delegation to the UN, and Colonel William Hodgson, the Australian Ambassador to the UN.

Dr Evatt championed **civil liberties** and freedoms, and the rights of economically and socially disadvantaged people. Colonel Hodgson was selected because he was a staunch advocate for the legal enforcement of the declaration and believed that countries that violated it should be held legally accountable. His influence helped to strengthen various articles that still work to protect our human rights today.

Source 4: Dr Herbert Evatt – one of Australia's chief contributors to the Declaration of Human Rights.

Expanding human rights

The *Universal Declaration of Human Rights* is not without its limitations. To cover the rights of specific groups, the UN has published additional instruments, including:

- *The Convention on the Elimination of All Forms of Racial Discrimination* (1965)
- *The Convention on the Elimination of All Forms of Discrimination Against Women* (1979)
- *The Convention on the Rights of the Child* (1989)
- *The Convention on the Rights of Persons with Disabilities and its Optional Protocol* (2006)
- The Declaration of the Rights of Indigenous Peoples (2007).

These documents recognise the special status of these groups and the unique challenges and requirements they have to gain the same universal human rights as everyone else.

There is no doubt that this has been one of the most influential documents of the 20th and 21st centuries and certainly one that will continue to influence and shape the progression of civil rights into the future.

From international promises to national protections

Although Australia has helped shape international human rights standards through the United Nations, turning those commitments into domestic law is a separate process. When the Australian Government signs a treaty, it agrees to follow the laws outlined in that document. However, these international agreements do not automatically become Australian law. For a treaty to have legal effect within Australia, our federal or state parliaments must pass legislation to implement its terms.

Australia remains the only advanced democracy without a national Human Rights Act or charter. However, in 2006, Victoria introduced the *Charter of Human Rights and Responsibilities Act*, a significant development in Australia's legal history. The charter protects 20 key civil and political rights and requires lawmakers to consider human rights when creating new laws.

Source 5: President Barack Obama speaks at the United Nations Climate Summit in the General Assembly Hall, New York City, on 23 September 2014.

Learning ladder H5.2

Background and origins

1. Identify when the United Nations was established.
2. Describe the goals and purposes of the United Nations.
3. Explain the contributions of Eleanor Roosevelt and Herbert Evatt to the creation of the Declaration of Human Rights.
4. Explain the importance of the Declaration of Human Rights as a guiding document for societies.

Significance

1. Describe the significance of the establishment of the United Nations.
2. Explain how women played a significant role in developing the Declaration of Human Rights.
3. Explain why the *Charter of Human Rights and Responsibilities Act* was a significant development in Australia's legal history.
4. Evaluate the significance of Australia's involvement in the United Nations and the development of the Declaration of Human Rights.

HOW TO

Significance, page xx

How do I conduct a good inquiry?

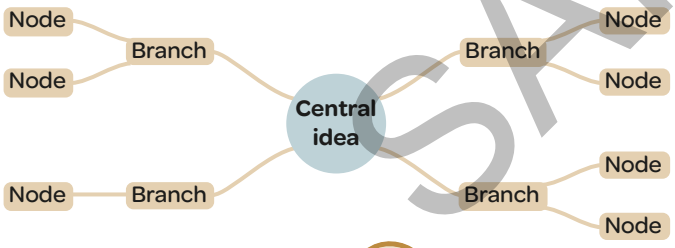
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to the globalising world.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Political influences on Australia, page xx
- Economic influences on Australia, page xx
- Environmental influences on Australia, page xx
- Cultural influences on Australia, page xx
- Universal Declaration of Human Rights, page xx
- Additional instruments to the UDHR, page xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

Depth study (option)

H5

Popular culture

HOW HAS TELEVISION SHAPED US? 572

H6.0

How can we understand popular culture?

Australian popular culture, while unique in many ways, has also been heavily influenced first by Britain, then by America, and as globalisation accelerated, by our multicultural identity and Asian neighbours.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the impact of the rise and fall of societies.	I can evaluate how societies were influenced by significant people and ideas.	I can evaluate the legacy of a society.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a society developed.	I can explain why ideas influenced people and events.	I can explain why a society has a legacy.	I can explain patterns of continuity and/ or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a society developed.	I can explain how ideas influenced people and events.	I can explain the impact of one society on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins of societies.	I can describe key people, ideas and events.	I can describe the legacy of a society.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of societies.	I can identify key people, ideas and events.	I can identify the legacy of a society.	I can identify continuity and change.	I can identify a cause and a consequence.
	Knowledge and understanding				

Source 1: Johnny O'Keefe was a pioneer of Australian rock music. His hits such as 'Wild One', and 'Shout!' in the late 1950s and early 1960s featured on the Top 40 music stations in Australia.

Historical concepts and skills

Steps in skill progression

Perspectives	Significance	Interpretations	Chronology	Sources	
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

H6.1

What were the influences on popular culture at the end of World War II?

At the end of World War II, Australian cultural values were still oriented towards Britain. These values were in a sense quarantined from the cultures surrounding Australia. However, during the decade following the war, this would start to change.

What is popular culture?

Culture is an important part of every society. At its heart, culture is the way of life shared by a group of people. It includes their beliefs, attitudes, lifestyle choices and ways of communicating. Culture shows the values, behaviours and traditions that shape a society at a particular time.

Culture can be seen on different levels – local, regional, national and international – and is reflected in daily life through things like food, clothing, sport, art, literature and music. It also shows the social, economic and political conditions of the time, giving us a glimpse into how people saw the world during that era.

Source 1: One of the first popular US products was Coca-Cola. In 1941, the president of Coca-Cola stipulated that, 'Coca-Cola should be made available to all American servicemen and women, no matter the cost'. Brisbane, which was the US South Pacific Headquarters, soon became home to a 24-hour bottling factory supplying Coca-Cola to American and Australian servicepeople at home and abroad.

Source 2: Pellegrinis has become a Melbourne institution.

Popular culture, or 'pop culture', is a more specific idea. It refers to the trends and interests shared by everyday people – in other words, what people enjoy. Pop culture includes things like films, television, sport and, more recently, social media. It changes quickly as each new generation reshapes or challenges the ideas of those before them.

The growth of pop culture has been heavily influenced by new communication technologies – from radio and film to television and the internet. Global events and influences from other countries have also shaped pop culture, helping to form a nation's identity and way of life. Because it reflects what people are doing and enjoying at any moment in time, pop culture helps us understand the constantly changing nature of modern life.

Rising US influence

World War II opened the door to the emergence of Australian popular culture. This was largely driven by the welcome influence of our American allies. Having first come to Australian shores in December of 1941, American soldiers and their 'pieces from home' became a known commodity in Australian lives. Hotdog stands made an appearance, Coca-Cola was advertised in cafes and hamburgers were being flipped. According to the Australian War Memorial, by the end of 1944, two-thirds of Australia's imports came from the United States.

Coffee culture

Coffee became more popular in Australia during and after World War II, influenced by US soldiers and the rationing of tea. The real turning point came with post-war immigration, especially from Italy. Italian migrants introduced espresso machines and café culture in the 1950s, with one of the first machines in Melbourne installed at Pellegrini's café in 1954. These cafés quickly became social hubs and helped reshape Australian tastes. Over time, coffee culture spread across the country and became part of everyday life. Today, most Australian cafés are independently owned, and Australians have developed their own coffee styles, such as the flat white, piccolo and magic. These drinks are now enjoyed in cafés around the world, reflecting Australia's unique contribution to global coffee culture.

The sausage sizzle

Once seen as a wartime necessity, sausages grew into a much-loved part of Australian food culture. During World War II, while prime cuts were rationed and sent overseas, sausages remained freely available. Though initially viewed as a reminder of hardship, they became popular through community fundraising sausage sizzles. By the 1980s, they were a weekend staple. Between 2014 and 2018, more than 160 000 community sausage sizzles were held at the 237 Bunnings warehouse stores within Australia and raised more than 144 million dollars for various charities.

On election days, sausage sizzles at polling places became so common that the term 'democracy sausage' emerged – a tongue-in-cheek way to describe the Aussie tradition of voting with a sausage in hand. In 2016, it was even named Word of the Year.

More recently, the significance of the 'democracy sausage' as an Australian cultural icon can be seen in the 'Circus' episode of the Australian children's cartoon *Bluey*, which takes place on election day. Throughout the episode, the Heeler family and others are shown holding their sausages in bread. Since it first aired in 2018, *Bluey* – a global phenomenon broadcast in over 60 countries – has been known for representing Australian culture and values. It's no surprise, then, that the Aussie snag made its way onto the small screen, in a show that, in 2024, became the most-watched television program in the world, with 35 billion views.

Source 5: Enjoying a sausage sizzle on polling day has become an Australian tradition.

Source 4: The 'Smell of Democracy' poster to vote sausages no.1 from the 2016 election. Sausage sizzles have become an Australian tradition on election day,with many polling booths offering voters the chance to grab a snack while they cast their ballot.

CLOTHING AND FOOD RATIONING (1x) Unrationed Goods. Sausages, edible offals, canned meats, poultry, rabbits, fish, bacon and ham are not rationed.

Source 3: Extract from the list of rationed items 1944–1945. Sausages were one of the few unlimited items.

Source 6: Migrant workers arriving at General Motors Holden factory at Fishermans Bend, Port Melbourne, 1955. About 50 per cent of the 5400 workers at General Motors were migrants.

Postwar economic prosperity

After World War II, Australia experienced an economic boom. This was driven by:

- large-scale infrastructure projects to rebuild and modernise the country, and housing development to meet the demands of a growing population.
- a move away from agriculture and towards manufacturing, including repurposing war-time industries (e.g. shipbuilding) for civilian purposes
- extensive immigration, to meet labour demands, grow the economy, and meet our international obligation to assist people displaced by the war
- resource development, including an expansion in mining, and reorientation towards Asia-Pacific markets, especially Japan
- social welfare efforts, to support returned servicepeople and the growing population.

This economic boom brought a higher standard of living to Australia, with higher wages allowing people to engage in the consumer culture that exploded in the 1950s and 1960s.

Learning Ladder H6.1

Background and origins

1. Identify what popular culture refers to.
2. Describe how Australian culture was oriented before World War II.
3. Explain how American soldiers influenced Australian culture during the war.
4. Explain why immigration contributed to postwar cultural change.
5. Evaluate the origins of Australian popular culture in the postwar period.

Causes and consequences

1. Identify a cause of the rise in coffee culture in Australia.
2. Describe how World War II led to the popularity of sausages.
3. Explain how economic growth caused cultural change after 1945.
4. Explain why global connections changed Australian cultural identity.
5. Analyse the consequences of postwar immigration on Australian popular culture.

HOW TO
Causes and consequences, page xx

How did Australian popular culture change in the decade following the war?

At the end of World War II, Australian cultural values were still oriented towards Britain. These values were in a sense quarantined from the cultures surrounding Australia. However, during the decade following the war, this would start to change.

Sport

Sport is a part of the Australian identity. Australians – the image has it – are supposed to be 'sporty' and fit. Just like today, sport was very popular at the end of World War II. During the war, federal and state governments had passed laws to ban sport on weekdays. A return to sporting competitions after World War II was good therapy for returning servicepeople and civilians. Sport helped take away some of the traumas of war and regular local sport and international events such as test cricket were signs that life was beginning to return to normal.

Source 1: Charles Meere's *Australian Beach Pattern*, 1940, both shows the importance of beach culture to the Australian way of life, and is a commentary against Australia's isolationist attitude during the 1930s. © Charles Meere/ Copyright Agency, 2023

▲ **Source 2:** Donald Bradman, the world's greatest ever cricketer, walking out to bat at his testimonial match at the MCG in Melbourne in 1948.

Key sports such as cricket, netball, rugby and Australian Rules football remained popular and more Australians began to join tennis, golf and bowls clubs. After the war, many new sporting fields and swimming pools were constructed. These new venues would play host to the next generations of Australian sports lovers, further cementing the place of sports culture in Australia.

Radio

At the end of World War II, all capital cities and most regional centres had one or more radio stations. As the principal form of communication, the radio helped reduce distance and create a sense of community. On Friday 22 May 1942 at 9.15 pm, ex-Prime Minister Robert Menzies gave a 'fireside chat' (Source 3) over the radio. Modelled after the radio talks of then US President Roosevelt, it was designed to make him appear family friendly and politically neutral. Menzies' talk contributed to defining what it meant to be Australian and the nature of the postwar Australian identity.

▲ **Source 3:** Bakelite Bush radio from the 1940s

Radio was also the source of another cultural shift that started in the 1950s. Rock 'n' roll arrived on Australian airways in the second half of the 1950s and immediately found a following. The rebellious songs of Bill Haley and the Comets, Elvis Presley, Little Richard, and Australia's own Johnny O'Keefe drove the development of the Australian rock 'n' roll subculture.

In a country like Australia the class war must always be a false war. But if we are to talk of classes, then the time has come to say something of the forgotten class – the middle class – those people who are constantly in danger of being ground between the upper and the nether millstones of the false war; the middle class who, properly regarded represent the backbone of this country.

We do not have classes here as in England, and therefore the terms do not mean the same; so I must define what I mean when I use the expression 'middle class'.

Let me first define it by exclusion. I exclude at one end of the scale the rich and powerful: those who control great funds and enterprises, and are as a rule able to protect themselves – though it must be said that in a political sense they have as a rule shown neither comprehension nor competence. But I exclude them because, in most material difficulties, the rich can look after themselves.

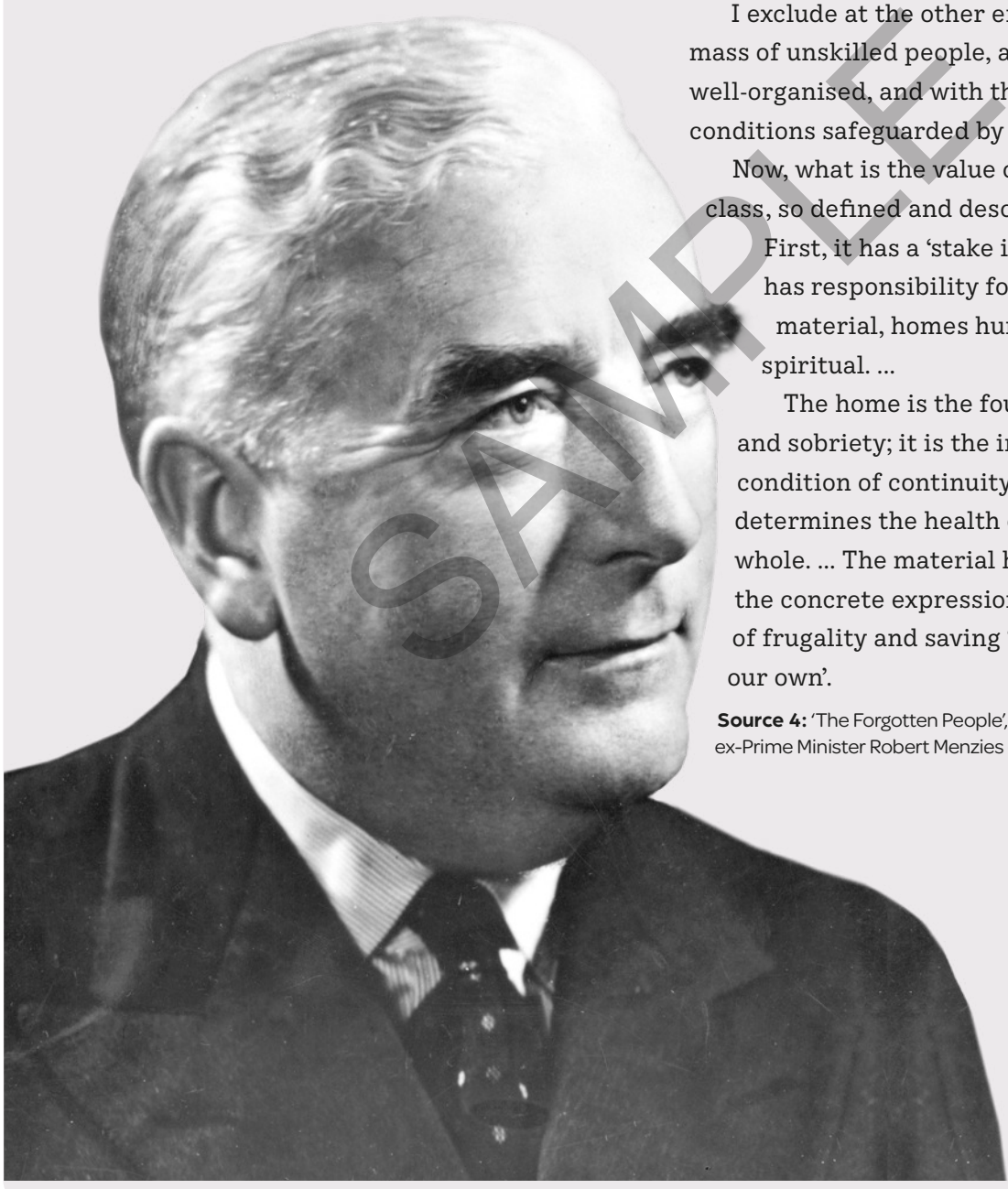
I exclude at the other end of the scale the mass of unskilled people, almost invariably well-organised, and with their wages and conditions safeguarded by popular law. ...

Now, what is the value of this middle class, so defined and described?

First, it has a 'stake in the country'. It has responsibility for homes – homes material, homes human, and homes spiritual. ...

The home is the foundation of sanity and sobriety; it is the indispensable condition of continuity; its health determines the health of society as a whole. ... The material home represents the concrete expression of the habits of frugality and saving 'for a home of our own'.

Source 4: 'The Forgotten People', radio broadcast by ex-Prime Minister Robert Menzies on 22 May 1942



The rise of the middle class and the Australian dream

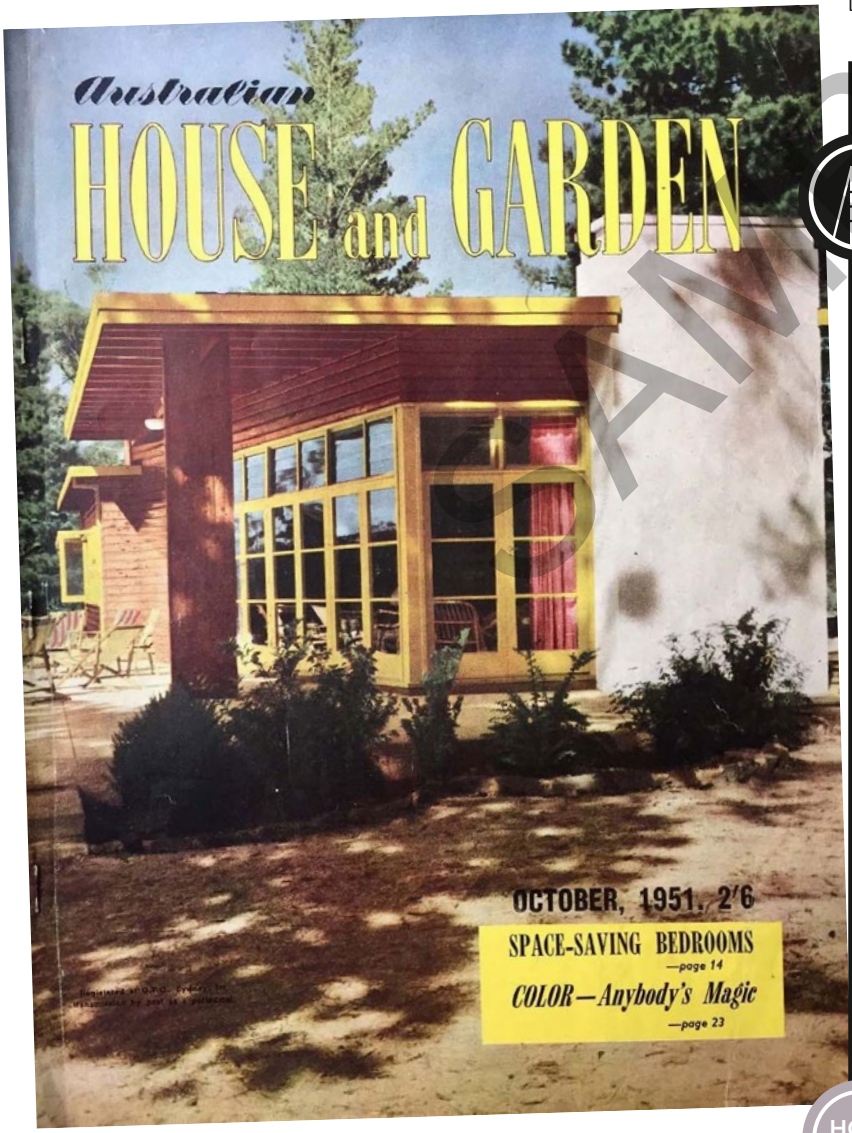
The Australian dream of the quarter-acre block with a house, a veggie patch, a dog and two to three kids emerged during the interwar period and exploded after WWII. By the late 1940s, Australia was the most suburbanised nation in the world, and the 1950s saw the largest increase in home-ownership in the nation's history. By the mid-1960s, two-thirds of the Australian population lived in a home on a quarter-acre block that they either owned or were paying off.

This Australian dream was in part influenced by the British Garden Suburb Movement and the Great American Dream, but it also drew heavily on 19th Australian ideas about ordinary people – selectors – taking up small, family farms and building Australia.

Movies and television

Before television was launched in Australia in 1956, picture theatres were a popular choice for entertainment and an important source of information about the world. Newsreels were played alongside films, and were as much of a drawcard to theatres as movies. During this time, the silver screen was dominated by Hollywood movies, with films starring Marilyn Monroe, James Dean and John Wayne particularly popular.

With the introduction of television, most TV shows were initially imported from the United States and Britain. American shows, such as *I Love Lucy* and *The Lone Ranger*, also dominated the small screen, but they sat alongside shows from Britain, and increasingly, homegrown productions.



Source 5: Magazines like Australian House and Garden were targeted at Australia's middleclass homeowners. Alongside the Australian Dream, consumerism was on the rise during this period.

Learning ladder H6.2

Background and origins

1. Describe the background to sport returning to being an important part of Australian culture after World War II.
2. Explain how Menzies used radio to define Australia's cultural identity.
3. Explain why Australians wanted to create 'the Australian dream' after World War II. What were the features of this dream?
4. Evaluate the impact of movies and television on Australian culture.

Sources

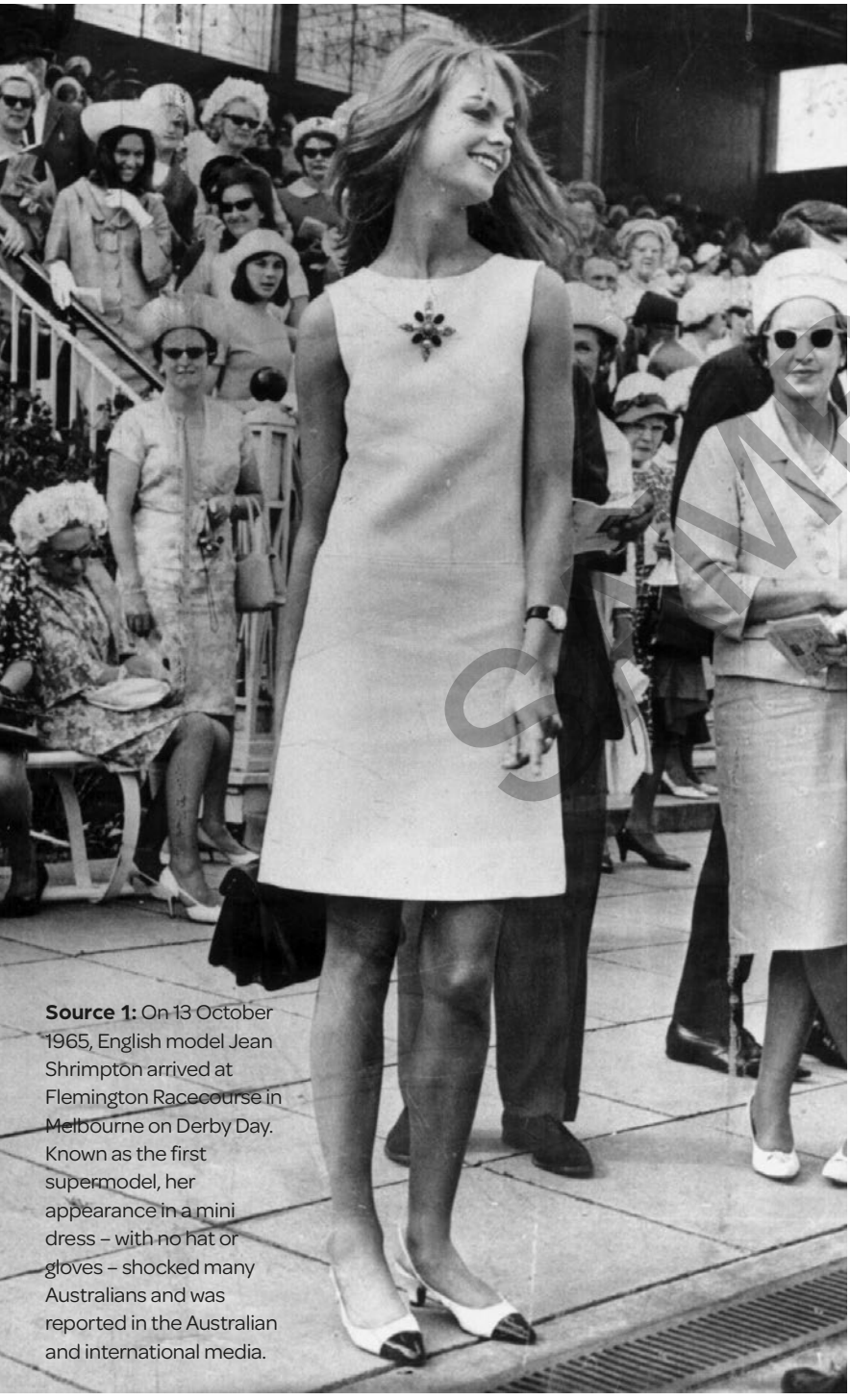
1. Source 1: What is the origin of this source?
2. Source 2: Describe this source. What does it tell you about the popularity of cricket?
3. Source 5: From your knowledge of the Australian dream, explain how this source assists our understanding of the idea of the 'Australian dream'.
4. Source 4: Explain the context of this source. How useful is it in understanding Australian society and culture in the 1940s?

HOW TO

Sources, page 12

How did popular culture develop during the 1960s?

The influence of America and the rise of youth culture that started in the 1950s accelerated in the 1960s and into the early 1970s. This was also a period of greater interaction with other cultures, both through immigration and general outlook.



Source 1: On 13 October 1965, English model Jean Shrimpton arrived at Flemington Racecourse in Melbourne on Derby Day. Known as the first supermodel, her appearance in a mini dress – with no hat or gloves – shocked many Australians and was reported in the Australian and international media.

The swinging sixties

The 'sixties' does not just describe a decade. Rather, it refers to a time in Australian society when old values were radically challenged and youth rebelled on a scale, and in public ways, previously unknown. This new youth culture was often in conflict with the customs and morals of older generations. The era was associated with sexual liberation, brought on by the ready availability of the contraceptive pill, and flower power, a social movement that advocated peace and love. Gender roles began to change, and the nuclear family – traditionally composed of father as head, mother and two to three children – began to break down.

Throughout this period, the influence on Australia of American culture continued to grow. American comic books (banned from 1938 until 1960) became extremely popular during the 1960s, as did American fashions. America also continued to influence popular culture in Australia through its TV shows and films.

Changing outlook

In addition to the shift from British influence to greater American influence, the post-WWII period saw Australia slowly become more multicultural. One development that pointed to the gradual decline of 'white Australia' was the formation of Australian-Asian Associations, which aimed to promote better understanding, goodwill and cooperation between Australians and the people of Asian countries. Australia's population was also changing. By the mid-1960s, 1.6 per cent of Australia's population was from India or China. Slowly, popular culture began to reflect these influences.

Source 2: Before 1960, American comic books had been banned in Australia, both in an effort to curb the Americanisation of Australian culture and to protect the local comic book industry. With the ban lifted, comic fans rushed to buy imported American comics, particularly those from Marvel.

Asian influences on popular culture

While Australian popular culture continued to be dominated by American and British imports, Australia's closer ties with Japan by the 1960s meant that Japanese TV shows and comics were becoming increasingly available. One of the earliest examples of this was *The Samurai*, which premiered in Australia in 1964, dubbed in American English.

It ran for 128 episodes and was even more popular with Australian children than *The Mickey Mouse Club*. The hero of the show was Shintaro, master swordsman of the Samurai, played by Koichi Ose. His popularity was evident when, on visiting Australia in 1965 for a series of live performances, he was swamped by crowds.

Source 4: A Scanlen's Shintaro Samurai card, which came with chewing gum, 1964. In *The Samurai*, the hero Shintaro battled it out against his Ninja enemies. ▶

The headmaster [Rex Morgan] of Sydney's newest private boys' preparatory school [Pittwater House] has banned Shintaro cards ... [He said] 'I question the mental health of a nation which permits its schoolchildren to be exposed to the current cult of Japanese sadism and cruelty in the guise of a TV hero. I should have thought we had enough of this sort of thing during the war' ...'

Mr Morgan said that to him this was further indication of the lack of principles of some retailers and advertisers. It was essential that children be 'fortified with minds able to resist such undermining and able to discriminate between right and wrong, between good and bad, between the worthwhile and the fruitless.'

Mr Morgan said he had been criticised for being a 'right-wing reactionary'. He said, 'If right-wing reactionary means putting back into life some of the old-fashioned virtues such as good manners, respect for parents, recognition for elders and betters, accepting that Jack is not as good as his master, then I ask you parents to subscribe to the same philosophy. I shall react more and more sharply against the sick and soft and unmanly attitudes which so many people are affecting these days.

Source 3: One view of *The Samurai* [*Daily Mirror*, 14 December 1965]

Source 5: Fans of Shintaro wait to welcome the star of the show, Ose Koichi, at a live show held in Sydney stadium in 1965, which could seat 4000 for each performance.

I strongly protest the statement attributing sadism to the TV series *The Samurai* by Mr R.H. Morgan, headmaster, Pittwater Preparatory School. That one of this city's supposedly foremost educators should be so bigoted and twisted about the triumph of rights over wrongs, good manners and kindliness as portrayed in the series, bespeaks of a completely closed mind.

His statement, 'This type of programme is producing sick, soft and unmanly attitudes in Australian society' obviously applies not to Australians but to himself. I am father of three boys from 4 to 7½ years. The three of them watch the show as well as myself. All of us are attracted by the beauty of the art direction, camera work and general presentation of the series which is a fairly honest portrayal of life in early Japan.

To see my boys running, jumping and only very occasionally standing still in emulation of the physical feats of the good or bad, seems quite the reverse of soft and unmanly. This seems to be the season when headmasters blame the children whom they are supposed to be leading for the faults into which their own generation has led the young.

If Mr Morgan could open his mind sufficiently to study a little of the history of another country like Japan, he would find portrayed in The Samurai a spirit of fine discipline, physical and mental, and honour far above anything he could teach.

Source 6: Response by John Z. Huie to Rex Morgan's view of *The Samurai* [*Daily Mirror*, 23 December 1965]

Learning ladder H6.3

Background and origins

1. Describe the origin of 'the swinging sixties'.
2. Explain how Australian society changed during the 1960s.
3. Explain why The Samurai became part of Australian popular culture in the 1960s.
4. Sources 3–6: Evaluate the impact The Samurai had on Australian society in the 1960s. Having analysed the views of Mr Morgan and John Z. Huie, would you agree or disagree this impact was negative?

Significance

1. Identify the influences on Australian culture in the 1960s by listing them as dot-points.
2. Source 1: Describe why this source is historically significant when studying the swinging sixties.
3. Explain the significance of American culture in changing Australian culture.
4. Evaluate the significance of the 1960s in studying Australian popular culture.

Significance, page 12

HOW TO

How did the 1970s and 1980s affect Australian popular culture?

The Cold War and economic pressures of the 1970s and 1980s deeply influenced Australian popular culture. Cold War fears heightened Australia's alignment with America, while economic struggles inspired local stories of resilience and activism.

Influence of the Cold War

The Cold War dominated the fears of much of the Western world, including Australia, during the 1970s and 1980s. The notion of an ideological battle between capitalism and communism featured prominently in the movies and TV shows being produced both in the United States and in Australia, while censorship of 'leftist' ideas shaped the creative industries. Australia's involvement in the Vietnam War also influenced popular culture, especially through protest music and literature.

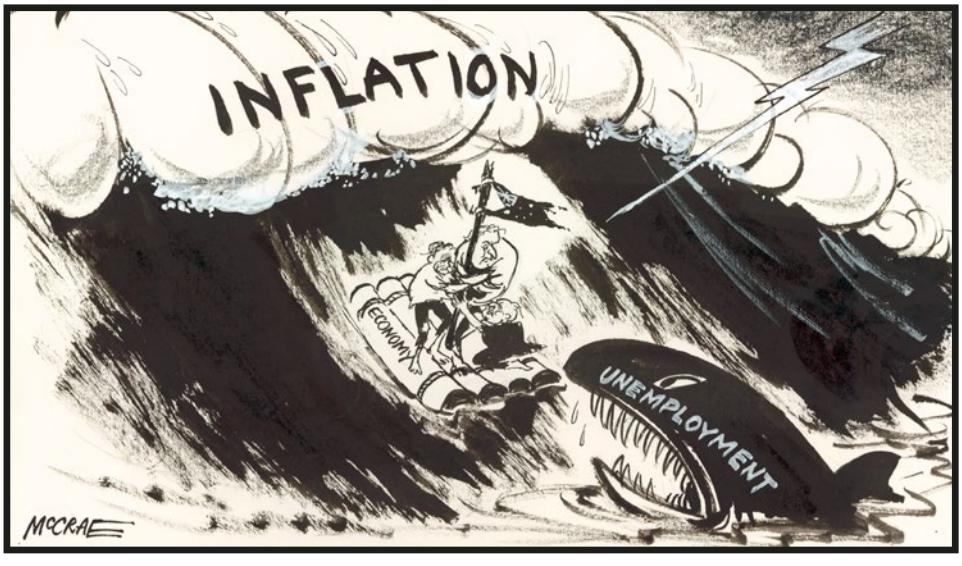
The anxieties of the Cold War era were also reflected in the growth of Sci-Fi and Dystopian narratives, such as in the Australian-produced international hit *Mad Max* (1979), starring a young Mel Gibson and Nicole Kidman. Just as the blockbusters coming out of Hollywood resonated with Australian audiences, *Mad Max* spoke to American cinemagoers. It would go on to gross $100 million worldwide, and it held the Guiness World Record for highest box-office-to-budget ratio until 1999.

Economic pressures and popular culture

During the early 1970s, Australia was caught up in a global recession, triggered in part by the 1973 Oil Crisis (related to events in the Middle East). Economists had believed that it was impossible to have a combination of high unemployment, rising prices and slow economic growth. But this is what happened – it was termed '**stagflation**'.

> The glory days of Australian slang really arrived in the 1960s and 1970s. 'That was the time when Australianisms stopped being something local and started to spread outside of Australia itself' ... Television played a big part in that.'

Source 1: John Hajek, Languages and Linguistics professor, quoted in Jon Donnison (2014), 'The rise and fall of Australian slang', *BBC News*.



Source 2: A Stewart McCrae cartoon satirises the Whitlam government's struggles to get on top of the Australian economy during the early 1970s. [Stewart McCrae, National Library of Australia collection]

This recession, which continued right through to the late 1980s, resulted in economic hardship that brought attention to working-class stories and struggles. This fed into the crystallising 'Aussie' culture, where Australians moved further away from British influences, and instead celebrated local stories, traditions and landscapes. This was especially apparent in the increasing use of Australian slang and humour in our television shows and films (Source 2).

Counterculture also developed during this time, as is typical of times of uncertainty.

- Pub rock – Reflecting working-class life and values, bands like AC/DC, Skyhooks and Cold Chisel became popular in Australia, as well as internationally.
- Punk – At the same time as it was happening in Britain and the United States, Australia developed punk music independently, with pioneering bands including the Saints (1973) in Brisbane and Radio Birdman (1974) in Sydney. The Saints (Source 3) are generally considered one of the first punk bands in the world.
- Folk and protest music – Artists like Paul Kelly and the Seekers addressed political and social issues through their music.

Source 3: The Saints, from Brisbane, became a major influence on punk music globally, without a leather jacket or mohawk in sight.

Land rights movement

The 1970s was a critical decade for the lands rights movement in Australia. In 1972, the Aboriginal Tent Embassy was established on the lawns of Parliament House in Canberra (Source 4). It became a symbol of Aboriginal political resistance and demand for land rights, and it played an essential role in raising awareness about Indigenous issues across the nation. This visibility laid the foundation for a greater awareness of First Nations issues generally in mainstream society, helped along by activists such as Charlie Perkins and Gary Foley, musicians such as Archie Roach and Yothu Yindi and authors such as Kim Scott and Oodgeroo Noonuccal.

▲ **Source 4:** Mike Anderson, vice chairman of the Aboriginal Lands Board, with Billie Cragie of Moree and Bert Williams of Nowra, with signs protesting against the government's decision not to grant full land right to Aborigines, at the Aboriginal Tent Embassy on the lawns of Parliament House, Canberra, 27 November 1972.

Popular culture goes global

The 1980s brought improved economic growth, and a focus on **consumerism** and wealth. This followed a global trend, originating in the United States, of thinking 'greed is good'. Popular culture celebrated material success, with people showing off their luxury brands and gadgets, like Walkmans (Source 5). Entertainment increasingly moved into the home, with most homes now having at least a TV and radio, and a rising number also having a personal computer and/or gaming console.

Increased access to television and radio, as well as the availability of VHS recording devices, resulted in a flood of international content, still mainly from the United States and Britain. However, this went both ways, and Australian content also gained an increasing following internationally during this period. The TV shows *Neighbours* (1985) and *Home and Away* (1988) became popular in Britain, where they continue to be screened, and *Crocodile Dundee* became the second highest-grossing film of 1986 in the United States, beaten only by *Top Gun*. Australian surf wear also gained global popularity, with brands like Quicksilver and Billabong becoming a mainstay in global surf fashion.

Source 5: The Sony Walkman is the most iconic device of the 1980s. The ability to listen to music portably transformed the music industry and gave rise to 'headphone culture'.

Source 6: Paul Hogan had his own comedy program, *The Paul Hogan Show*, between 1973 and 1984. However, his biggest success came with the movie *Crocodile Dundee* in 1986. The movie is the highest grossing Australian film of all time and it led to further international success for Hogan in a series of Australian tourism advertisements that highlighted Australian culture and identity. Paramount Pictures. Paramount Picures/AA Film Archive

Learning ladder H6.4

Significant people, ideas and events

1. Describe the impact of the Cold War on Australian popular culture.
2. Explain the impact of the recession of the late 1980s on popular culture.
3. Explain why The Saints could be considered historically significant?
4. Evaluate the significance of Paul Hogan's Crocodile Dundee in portraying Australian culture to the world.

Causes and consequences

1. Identify the event that caused increased demands for land rights in 1972.
2. Source 2: Describe the effect of television on Australian slang.
3. Explain how Australian products such as television shows, films and surf wear became popular overseas in the 1980s.
4. Explain why counterculture developed in Australia. Gives examples of the types of music that were part of this movement.

Causes and consequences, page 12

HOW TO

H6.5

How has popular music in Australia been influenced?

Cultural change goes hand-in-hand with shifts in the styles of music that 'speak' to people. From the 1950s to now, Australian culture has been influenced by musical trends both imported from overseas and homegrown, as well as by our increasingly multicultural and globalised nature. How music is made and consumed now has certainly changed a lot since the postwar period.

A new youthful audience

In the postwar world, a new group of Australians began to shape popular culture: teenagers. While this age group had always existed, a rise in births from 1946 – known as the 'baby boom' – made them more visible. Children born between 1946 and 1964 were called baby boomers. As they became teenagers, many rejected the strict social rules of the past and became a powerful consumer group.

In the 1940s and early 1950s, Australian music was dominated by jazz, country and big band styles. The charts were filled with American artists such as Bing Crosby, Doris Day and Nat King Cole. One local exception was Slim Dusty, whose 1957 hit *A Pub with No Beer* became Australia's first international success, topping local charts and gaining popularity in the US and Europe.

Source 1: The Easybeats on stage in the Netherlands in 1968

Source 2: AC/DC performs at the Palladium Theatre in New York City in August 1978. AC/DC are an Australian rock band formed in Sydney in 1973. In 2003 AC/DC were inducted into the Rock and Roll Hall of Fame.

In 1955, Australian music shifted with the arrival of rock 'n' roll – a blend of rhythm and blues, country and gospel. This new sound appeared in the film *Blackboard Jungle*, which featured rebellious teenagers and the hit song 'Rock around the Clock'. Rock 'n' roll gave teenagers a new way to express themselves and quickly became the most popular genre among young Australians.

In 1958, Johnny O'Keefe became the first Australian to chart with a local rock 'n' roll song: 'Wild One'. O'Keefe was inspired by *Blackboard Jungle* and the energy of Bill Haley's music: 'I heard Bill Haley singing "Rock around the Clock" and it really freaked me out ... I told myself I had to get among this rock 'n' roll stuff'.

In 1964, The Beatles transformed Australia's music scene. Already chart-toppers, their visit caused mass excitement, with an estimated 250 000 fans welcoming them in Sydney alone. Although they stayed for just 14 days, their influence lasted for years, both through chart success and the inspiration they gave to local artists.

One of these was the Easybeats – the first Australian rock band to score an international hit. Their 1966 song 'Friday on My Mind' reached number 1 in Australia, number 6 in the UK and broke into the US top 20.

Migrant kids and rock 'n' roll

The story of the Easybeats is not just one of music; it is also a story of migrant success. All the members were born outside of Australia, though they all considered Australia home. They met in the Villawood Migrant Hostel, now known as the Villawood Detention Centre. The hostel was built to help house the post-war influx of migrants. The group rehearsed in the hostel and many of their early fans were the residents of Villawood themselves.

The Easybeats were not the only residents of Villawood that became an Australian music success story. George Young, the Easybeats guitarist, was the older brother of Angus and Malcolm Young, of AC/DC fame. AC/DC formed in the 1970s, and became one of Australia's international success stories. The band's music has featured in many films and television shows over the years, and their live shows are enduringly popular, selling out every time they tour.

New laws, new sounds

During the 1970s, bands such as AC/DC helped to create a uniquely Australian brand of rock 'n' roll: 'pub rock'. In the 1960s, thanks to activists such as Rosalie Bognor and Merle Thornton, it became legal for women to enter a public bar. This was also the decade that the legal age of drinking was lowered from 21 to 18, which meant that the conditions were perfect for pubs to capitalise on a young audience of baby boomers keen to hear the music of their generation live. The venues were small and noisy and the sound of hard rock and blues rock was loud and loaded with guitar riffs and drum solos.

Of course, pubs were not the only venues where live music could be heard. The first music festival in Australia was Pilgrimage for Pop, held in 1970 in Ourimbah on the New South Wales Central Coast. This was followed by Victoria's Sunbury Music Festival, which took place between 1972 and 1975. Over its lifetime, Sunbury showcased Australian and international acts and was labelled 'Australia's Woodstock'.

Political voices, hear me roar

Music has long had the ability to teach, inspire, inform and unite. In 1972, Australia's Helen Reddy wrote a song, 'I am Woman', that did just that. 'I am Woman' became the global anthem for the women's liberation movement of the 1970s. This movement fought to achieve equal rights and opportunities for women, along with greater personal freedoms. When discussing how the song came about, Reddy commented, 'I realised the song I was looking for didn't exist, and I was going to have to write it myself'.

In the 1980s and 1990s a number of songs were written that aimed to highlight the struggles over sovereignty and land rights faced by First Nations peoples of Australia. This era of protest music came at a time when it seemed like the struggle for land rights had reached a stalemate. Midnight Oil, a band that, like many, has its roots in the Australian pub rock scene, had an international hit with the 1987 song 'Beds are Burning', which highlighted how First Nations Peoples had been forcibly removed from their lands. During the same time period, renowned Australian musician Archie Roach wrote his first song, 'Took the Children Away', a song about the Stolen Generations and his own experience of being forcibly removed from his family.

John Farnham's hit You're the Voice is one of Australia's most recognisable political songs. Released in 1986 during the Cold War, it was originally written as an anti-nuclear protest song. Its message calls for both collective action and personal responsibility. Because the lyrics are open to interpretation, the song has been used to support many different causes.

You're the Voice became a number-one hit in Australia and topped the charts in West Germany in 1987. That same year, Farnham performed it in West Berlin while the Berlin Wall still divided Germany.

In 2019, Mitch Tambo, a proud Gamilaraay man, performed a powerful version of the song on Australia's Got Talent, which helped him reach the finale. He said he was trying to create a 'better tomorrow', and his performance brought national attention to First Nations perspectives.

Tambo sang the song again in 2020 with Farnham at a bushfire relief concert at ANZ Stadium. In 2023, the song was used during the campaign for the Indigenous Voice referendum.

Farnham's manager Glenn Wheatley said: 'You're the Voice is not aligned with any political party. It's a song for all Australians ... and will always be on the right side of history'.

Source 3: Helen Reddy during a press conference in Sydney, 1973

Diversity in Australian music

Since the 1990s, multiculturalism has had a profound and transformative effect on Australian music, enriching it with diverse influences and helping shape a more inclusive and globally connected music scene. Technology has also made making and sharing music more accessible than it has ever been.

Fusion of musical styles

Indigenous Australian artists like Yothu Yindi combined traditional Aboriginal sounds and themes with rock and dance music, and migrant communities introduced elements of their cultural heritage, including African rhythms, Middle Eastern scales, and Indian classical music, into mainstream Australian music. Artists such as Xavier Rudd and Emma Donovan began incorporating instruments and styles inspired by non-Western traditions into their music.

Increased representation of diverse artists

African hip-hop artists like Sampa the Great and Asian-Australian musicians like Jagwar Ma have incorporated influences from their cultural heritage into their music, popularising these sounds in the process. Festivals such as the Sydney Multicultural Festival and Big Day Out and stations like SBS Radio and Triple J have played, and continue to play, a key role in promoting diverse talent.

Revival and integration of Indigenous music

The multiculturalism of the 1990s and beyond encouraged greater recognition and integration of Indigenous music within the broader Australian music scene. Artists like Baker Boy, Briggs and Thelma Plum achieved mainstream success while celebrating Indigenous languages and stories.

Source 4: Adam Briggs is a Yorta Yorta man, rapper, record label owner, comedy writer, actor and author. In an interview, he stated his Yorta Yorta heritage means that he represents 'a long line of story tellers'.

Learning ladder H6.5

Impact and legacies

1. Identify the new demographic that emerged in the postwar world.
2. Describe the legacy of The Beatles on Australian music.
3. Explain the impact of migrants on Australian popular music and the legacy they created.
4. Explain why diversity created its own musical legacy.

Significance

1. Identify the significant event of 1972 relating to Helen Reddy.
2. Describe the significance of Johnny O'Keefe to the introduction of rock 'n' roll music in Australia.
3. Explain the historical significance of popular music in raising awareness of First Nations' issues.
4. Evaluate the historical significance of popular music in shaping Australian society.

HOW TO Significance, page xx

H6.6

How has technology changed television consumption in Australia?

Television, once the dominant source of information and entertainment for Australian households, has been transformed by evolving technologies, offering viewers more control and variety than ever before. Television still helps build a cohesive culture in Australia, but its role has become more complex due to the digital age.

Good evening, and welcome to television

Television in Australia began in 1956 with the first broadcast by TCN-9 in Sydney. The first person to appear on TV in Australia was Bruce Gyngell, who introduced this first broadcast with, 'Good evening, and welcome to television'. The introduction of TV had been delayed by World War II and political uncertainty, but it was eventually launched to coincide with the 1956 Melbourne Olympic Games.

Early TVs, which had black-and-white screens, were expensive, costing the equivalent of $7800 today. By the end of 1956, only 5 per cent of households owned a TV set. However, this number rose steadily, with Australians eagerly saving to bring this new technology into their homes. Colour TV was introduced in 1975, making television even more popular. By 1978, 64 per cent of households in Sydney and Melbourne owned a colour set.

> We dedicate this station to the full service of the community. To Australian life – the happy families in the homes – we promise to serve you faithfully and well.

Source 1: The master of ceremonies of the first television broadcast, Eric Pearce

Source 3: Countdown, which aired from 1974 to 1987, became a cultural phenomenon. Its national reach helped launch Australian music careers and brought youth culture into living rooms across the country.

Changing technology

Throughout the 1980s and 1990s, technology significantly changed how Australians watched television. The video cassette recorder (VCR), introduced in the early 1980s, allowed people to record shows, skip ads and rent movies. By 1997, 87 per cent of Australian households had a VCR. Subscription TV, like Foxtel, became available in the 1990s, giving viewers even more choice. The internet brought even bigger changes. By 2001, over half of Australian households had internet access, enabling new ways to consume media.

Streaming services like Netflix (launched in Australia in 2015) gave people the freedom to watch content whenever they wanted. By 2020, over 12 million Australians had a Netflix subscription.

Smart TVs and social media platforms like YouTube and Facebook also shifted how Australians accessed entertainment and news, often using smartphones. These advancements led to a decline in free-to-air TV, which had long relied on advertisements to fund its operations.

Source 2: Bruce Gyngell was the first person on Australian television and went on to have a long career in the media industry. This photo shows him launching the multicultural station Channel 0 in 1980 (looking at the test pattern while he waits for it to start). This channel would go on to become SBS.

Source 4: VCR and cassette tapes, c. 1990. The VCR made is easier for people to find and watch shows that appealed specifically to them.

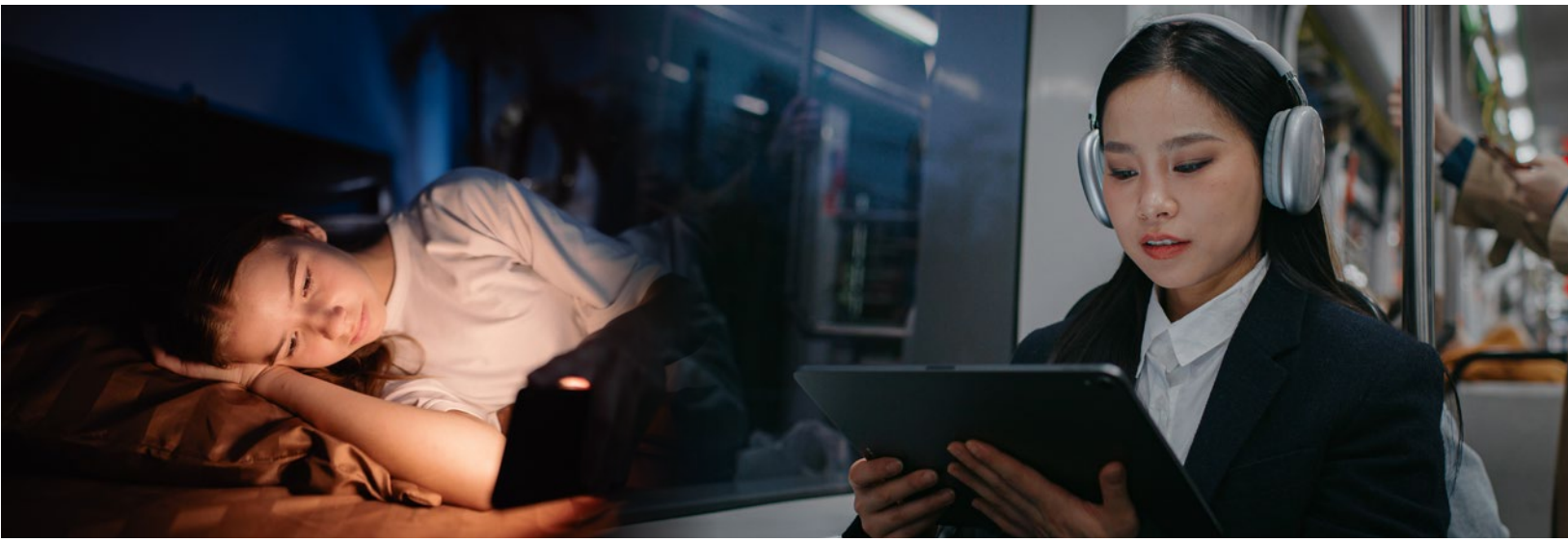
Effects on popular culture

1950s to 1970s: a shared experience

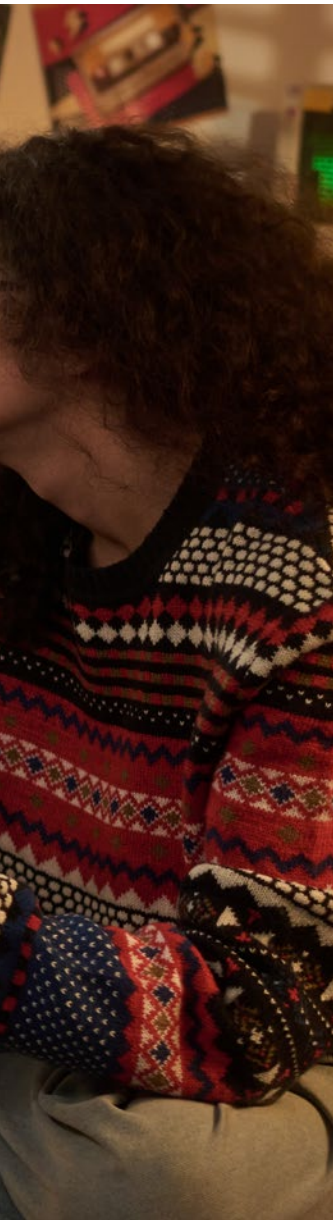
In pre-1980s Australia, watching the same TV shows played a key role in creating a shared culture. Due to the limited number of channels and programs, most Australians watched the same major shows. This communal viewing helped bond the nation, with popular shows creating shared experiences and conversation points. Especially after the 1970s, Australian TV also reflected and shaped national identity, with programs addressing local issues, such as Australian lifestyle, the outback and the changing role of women. These shows became part of the national social **fabric**, providing common references and language. The shared experience of TV viewing, often a family activity, helped form a cohesive culture.

▲ **Source 5:** The final episode of the Australian police drama *Homicide* in 1977 was a major cultural event, with approximately 25 per cent of the Australian population tuning in.

Source 6: During the 1980s, TVs became more affordable, with households increasingly having more than one. These extra TVs were often in bedrooms, where they were viewed alone or with friends. ▼



▲ **Source 7:** Smartphones and tablets have moved viewing out of the loungeroom, and made it more often an individual experience.



1980s and 1990s: fragmentation of tastes

The shared TV culture in Australia began to shift in the 1980s with the introduction of cable television, which offered more channels and diverse programming. The rise of satellite TV and subscription services in the 1990s further fragmented viewing, allowing audiences to access specialised content, such as international shows and niche sports. Shows were increasingly accessed alone, or with friends, rather than with the family.

2000s to now: consuming content

In the 2000s, the advent of the internet, digital platforms and DVDs allowed people to watch content on-demand, further breaking the traditional TV-viewing model. The 2010s saw the rise of streaming platforms like Netflix and Stan, leading to on-demand, personalised viewing with fewer shared experiences. Social media, rather than national broadcasts, now plays the central role in creating communities around specific shows or interests; and these communities are increasingly global.

Learning ladder H6.6

Impact and legacies

1. Identify the technology introduced in Australia in 1956 that helped create the legacy of a shared culture.
2. Source 2: Describe the intended legacy of television.
3. Explain the impact of changing technology on the legacy of television. Has the legacy remained the same?
4. Evaluate the legacy of television on Australian society and culture. Would you agree that television has been the major influence on shaping popular culture?

Chronology

1. Place the following events on a timeline: Launch of Channel 0, first broadcast of TV in Australia, introduction of colour television, 87 per cent of Australian households have a VCR.
2. Review your answer to Question 1 and answer 'yes' or 'no' to the following: My timeline has a scale? The events are listed with the correct dates? The events are in correct chronological order?
3. Summarise the events in the section 'Changing technology' on a timeline.
4. Using your answer from Question 3, explain how technology changed from the 1980s onwards.

HOW TO
Chronology, page 12

What contributions have Australians made to international sport?

Sport when played at the international level is a way for countries to gain recognition. Australia, with a relatively small population, has achieved many world records and titles in a wide range of sports, and is acclaimed as a sporting nation. Sport can also provide opportunities to engage with other countries and pursue political and economic interests – and Australia does this through **sports diplomacy**.

Australia's international sporting history

For a nation with a relatively small population, Australia has achieved sporting success in many fields. The first group to represent Australia overseas was a team of 13 Aboriginal (Jardwadjali, Gunditjmara and Wotjobaluk) cricketers, who in 1868 played 47 matches against English sides. The tour was a significant event in the history of cricket and contributed to a wider understanding of Australia's Aboriginal people.

Less than a decade later, Australia produced its first world champion when Edward Trickett won the professional singles sculls (rowing) title on London's River Thames in 1876.

Source 1: Aboriginal cricketers alongside the Melbourne Cricket Ground Pavilion, c.1867, State Library of NSW, FL9024234 .

Source 2: Diamonds celebrate their victory over the New Zealand Ferns in the 2015 World Netball Cup in Sydney, which they won. This was the 11th time they had claimed the title.

From that time onwards, Australians have risen to international prominence in a wide range of sporting fields (Source 3). These successes have contributed to 'raising the bar' for other sportspeople. In cricket alone, Australia has one of the most successful teams in history, and Australia's Sir Donald Bradman (1908–2001) is considered the greatest batter of all time to this day.

Australia's success in swimming has also changed the sport, with Australian training methods and techniques adopted globally. Netball is another sport in which Australia leads the world. The Diamonds have been responsible for contributing to the global growth of the sport.

Host and innovator

Australia has made a significant contribution to world sport through successfully hosting major sporting events such as the British Empire / Commonwealth Games (1938, 1962, 1982, 2006, 2018), Melbourne Olympic Games (1956), Sydney Olympic Games (2000), and the Asian Cup Football Final (2015), along with one of the four grand slam tennis tournaments each year.

Name	Sport	World achievement
Peter Thomson	Golf	British Open 1954–56, 1958, 1965
Shirley Strickland	Athletics	World record 100m, 1955
Jack Brabham	Motor racing	F1 world champion, 1959–60, 1966
Rod Laver	Tennis	World number 1, 1961, 1965–70
Margaret Court	Tennis	World number 1, 1962–65, 1969–70, 1973
Ron Clarke	Athletics	World records, 5000 & 10 000m, 1963–65
Lionel Rose	Boxing	WBA and WBC champion, 1968–69
Heather McKay	Squash	World champion, 1976, 1979
Layne Beachley	Surfing	World champion, 1998–2003
Ian Thorpe	Swimming	Set 23 world records from 1998
Karrie Webb	Golf	Seven times Major winner, 1999 onwards
Kurt Fearnley	Wheelchair racing	IPC world champion, 2006
Jess Fox	Canoeing	World champion, 2013–15, 2017–18
Dylan Alcott	Wheelchair tennis	World number 1, 2015–16, 2018–21

Source 3: A selection of Australian world champions, 1945 – c. 2010

Another critical global contribution has come in the form of **innovations** in sports training techniques, driven by the Australian Institute of Sports (established in 1981). Australia has given the world such innovations as the game sense approach (widely used in rugby, soccer and various other codes) and 'tapering', which is now standard practice in elite swimming and many other endurance sports.

Australia has also been a leader in designing adaptive sports equipment and training methods for Paralympians, including lightweight racing wheelchairs and swimming prosthetics.

Source 4: Anti-apartheid student protestor Meredith Burgmann is dragged by police off the grounds following a pitch invasion during the South Africa v New South Wales rugby union match at the Sydney Cricket Ground in 1971. She and her sister Verity jumped over the picket fence and onto the field during play to make their protest. ▶

Source 5: Australian Paralympic team member Kurt Fearnley at the 2012 Summer Paralympic Games in London attending matches. Sport has helped to create opportunities for disabled athletes throughout the world. ▼

Sports diplomacy

Sport is a means to achieve improvements in areas such as health, social cohesion, gender equality and disability inclusion on an international level. The Australian government and sporting organisations contribute to this by promoting and modelling the values necessary for achieving equality, fairness and equal opportunity for all.

Sport has the power to unite and excite people in every corner of the globe. From grassroots clubs right through to Olympic gold medallists, for Australians sport is very much a part of our DNA. For a nation of our size, we have achieved so much in sport, both on and off the field of play.

Australia is a successful global leader and innovator in sport. We are equally known as an active and healthy sporting nation, producing a broad range of athletes and sports administrators with integrity and character.

Our love and dedication to sport can provide us with unique opportunities to engage our neighbours, and advance our national interests. Sport allows us to build and extend our influence in our region and beyond. We also use our love of sports as an expression of who we are and what we stand for as an open trading partner to the globe.

Source 6: Department of Health (2019), *Sports Diplomacy 2030,* Australian Government.

In 1971, when the South African rugby union team toured Australia, six Australian players refused to play against a team from a country where players were selected based on their race. Although the tour proceeded, the following year the Australian government banned all sporting tours involving South African teams. Australia became an important contributor to moves to isolate South Africa so long as racial discrimination remained part of its selection policy.

Learning ladder H6.7

Significant people, ideas and events

1. Identify the first Australian team to compete internationally.
2. Source 4: Describe what event is occurring here.
3. Explain why the 2000 Olympic Games held in Sydney were declared to be the 'best ever'. Why would this be a significant contribution to international sport?
4. Source 6: Evaluate the significance of sport in Australian culture.

Chronology

1. Source 3: Identify the year in which Dylan Alcott first became world number 1 in wheelchair tennis.
2. Source 3: Place the following events on a timeline: Heather McKay becomes world champion for the first time, Rod Laver becomes world number 1 for the first time, Jess Fox first becomes world champion for canoeing, Peter Thompson wins the British Open for the last time.
3. Summarise the events included in the section 'Host and innovator' on a timeline.
4. If the timeline you created in Question 2 was to be used as a source for understanding Australia's achievement in sport, what would be its limitations?

HOW TO Chronology, page 12

How do we judge the relevance of past popular culture today?

Australians have long compared their culture to that of the United States and Europe, often assuming that international content is more sophisticated. Today, with easier access to archived media online, it's common to ask: 'Did it age well?' We're encouraged to assess whether media from the past reflects the values of an inclusive modern society – or whether it shows attitudes that are no longer acceptable.

Cultural cringe: Then and now

American and European popular culture has had a lasting influence on Australian music, television and film. This was shaped by our postwar ties to Britain and the dominance of Hollywood in global entertainment. But this international focus also reflected a deeper pattern of self-criticism.

In 1950, Australian writer Arthur Phillips coined the term cultural cringe to describe the feeling that Australian art and culture are second-rate compared to British or American works. He argued that Australians often dismissed their own creative output as inferior. This mindset had been around long before Phillips – in 1894, poet Henry Lawson noted that Australian writers were often only celebrated at home after gaining success overseas (Source 1).

Today, many Australian creators are widely respected on the global stage, including Indigenous artists, musicians and filmmakers. Popular shows like *Bluey*, musicians like The Kid LAROI and author Hannah Kent show that Australian stories are increasingly valued for their originality. Yet some still argue that the legacy of cultural cringe lingers – especially when international recognition is still seen as the ultimate measure of success.

Cancel culture or accountability?

In the digital age, movements such as #MeToo and Black Lives Matter have highlighted injustice and encouraged media audiences to hold creators accountable. With social media and personal devices, criticism now spreads faster than ever – and celebrities can be 'cancelled' for behaviour or views that audiences find unacceptable.

'Cancel culture' refers to when public backlash leads to a loss of status or platform. In 2020, author J.K. Rowling and TV host Ellen DeGeneres were heavily criticised for controversial views or behaviour, and in 2023 Kanye West lost lucrative brand partnerships and was dropped by his talent agency after making antisemitic comments. In Australia, Netflix quietly removed several of comedian Chris Lilley's shows after concerns over racist portrayals in *Summer Heights High* and *Angry Boys*.

> The Australian writer, until he gets a 'London hearing,' is only accepted as an imitator of some recognized English or American author … Thus no matter how original he may be, he is branded, at the very start, as a plagiarist, and by his own country, which thinks, no doubt, that it is paying him a compliment and encouraging him, while it is really doing him a cruel and an almost irreparable injury. But mark! As soon as the Southern writer goes 'home' and gets some recognition in England, he is 'SoandSo, the wellknown Australian author whose work has attracted so much attention in London lately'; and we first hear of him by cable, even though he might have been writing at his best for ten years in Australia.

Source 1: In 1894, Australian bush poet Henry Lawson wrote about the cultural cringe in his preface to his book *Short Stories in Prose and Verse*.

Meanwhile, older programs like *Hey Hey It's Saturday* have come under fire for content once considered family-friendly but now seen as offensive – such as a 2009 blackface act that drew public criticism from American guest Harry Connick Jr. He gave the act a score of zero and said 'if they turned up looking like that in the United States ... it would be "hey, hey, there's no more show"'.

Source 2: Chris Lilley appearing as the character Ja'mie in *Summer Heights High*. While Ja'mie has not provoked controversy, his characters Jonah Takalua and S.mouse have been described as racist.

Critics of cancel culture argue that it can feel like online mob justice. Instead of encouraging growth, 'calling out' people publicly can silence or shame them without giving them a chance to respond. Some experts instead promote a different idea: 'calling in' – having private, respectful conversations to challenge someone's views without public pile-ons.

Debates over cancel culture show how quickly social values can shift – and how media is constantly being reassessed in light of new expectations about fairness, respect and representation.

Learning ladder H6.8

Impact and legacies

1. Identify a lasting effect of the cultural cringe on Australian creators.
2. Describe how cancel culture has affected public figures in Australia.
3. Explain the impact of online media on how past content is judged.
4. Explain why cultural cringe continues to affect perceptions of Australian work.
5. Evaluate how changing values have shaped modern views on older media.

Interpretations

1. Identify a historical debate about popular culture in Australia.
2. Describe one interpretation of cultural cringe.
3. Explain an interpretation of cancel culture.
4. Compare interpretations of how past media should be judged.
5. Evaluate the evidence used to support interpretations of cancel culture.

HOW TO Interpretations, page xx

How do I conduct a good inquiry?

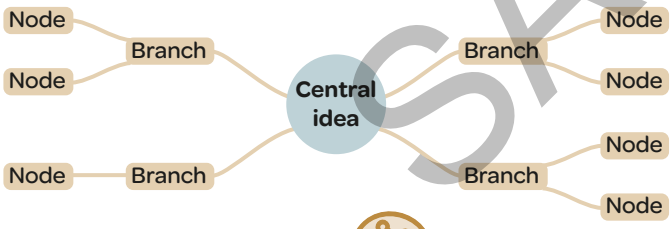
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to the popular culture.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Rise of the middle class, page xx
- US influence on Australian popular culture, page xx
- Development of counterculture, page xx
- Influence of multiculturalism, page xx
- Impact of changing technology, page xx
- Contributions to sport, page xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

H7

Environmental movement

How can we understand the environmental movement?

The growth of awareness about environmental issues from the 1960s and 1970s forced governments and organisations to take a more active role, both locally and internationally.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the impact of the rise and fall of societies.	I can evaluate how societies were influenced by significant people and ideas.	I can evaluate the legacy of a society.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a society developed.	I can explain why ideas influenced people and events.	I can explain why a society has a legacy.	I can explain patterns of continuity and/ or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a society developed.	I can explain how ideas influenced people and events.	I can explain the impact of one society on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins of societies.	I can describe key people, ideas and events.	I can describe the legacy of a society.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of societies.	I can identify key people, ideas and events.	I can identify the legacy of a society.	I can identify continuity and change.	I can identify a cause and a consequence.
	Knowledge and understanding				

Source 1: Swedish environmental activist Greta Thunberg leads Skolstrejk for Klimatet [School Strike for Climate] in Berlin in 2019. Thunberg is best known for challenging world leaders to take immediate action on climate change when just 15 years old.

Perspectives	Significance	Interpretations	Chronology	Sources	Steps in skill progression
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

Historical concepts and skills

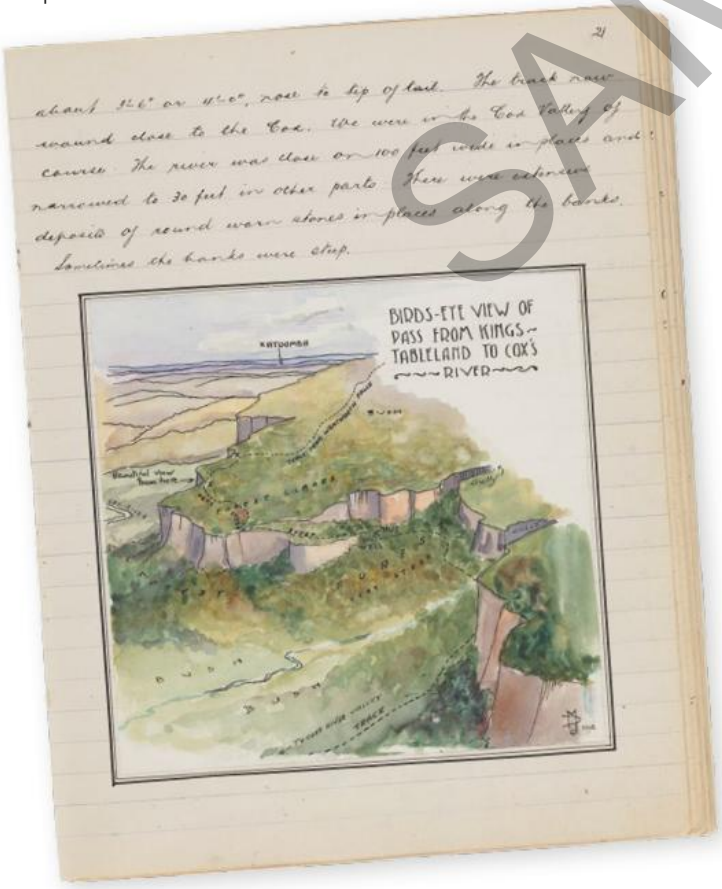
How did environmental awareness emerge?

Environmental awareness in Australia emerged as attitudes towards the natural landscape began to shift. While early settlers saw the land as something to conquer, growing concern about damage and a new appreciation for native ecosystems led to efforts to protect them. These changes laid the foundations for conservation, national parks and organisations focused on environmental protection.

Background to environmental awareness

When Europeans first came to Australia, most saw the environment as harsh and alien. It was very different from England and Europe. Throughout the 19th century, the new inhabitants worked to tame the environment and develop money-making industries.

Towards the end of the 19th century, people's attitudes began to change. As more people became aware of the value of Australia's natural environment and the damage being done to it, they realised the need to protect it.



People who try to protect the environment are called conservationists. They argue that features of Australia's natural environment are unique and should be preserved for future generations. Other people claim that conservationists are standing in the way of 'progress' and that everyone would benefit if the environment was developed or its features used to create wealth. These people are often involved with industry.

Conservation groups

Many conservation groups and organisations began over a century ago, often with specific interests such as birds, hiking or scientific study such as botany, zoology and geology. The Sierra Club was established in 1892 in San Francisco in the United States by preservationist John Muir, who became its first president. The club was one of the world's first large environmental preservation organisations to lobby politicians to favour environmentalist policies.

In Australia, the Gould League of Bird Lovers was formed in 1909. It was named after the English ornithologist John Gould who had created the first comprehensive work on Australian birdlife, *The Birds of Australia* in 1848. The Gould League was first set up to prevent bird egg collecting and to educate people, including school children, about the protection of Australian birds. Members signed the Gould League pledge and received certificates.
The first Gould League president was Australian Prime Minister, Alfred Deakin.

Source 1: A page from one of conservationist Myles Dunphy's journals, c. 1920

Source 2: The eastern rosella (*Platycercus eximius*) is a rosella native to southeastern Australia, including Tasmania. This sketch comes from volume 5, plate 27 of John Gould's (1848) *The Birds of Australia*.

John Gould was an English ornithologist. He published a number of monographs on birds, lavishly illustrated with images produced by his wife, Elizabeth, and other artists from his field sketches and research. John and Elizabeth Gould sailed to Australia in 1838 to collect bird and animal specimens, nests and eggs, making notes on wildlife and their habitats.

The Bird Lover's Pledge 1910:
I hereby promise that I will protect native birds and will not collect their eggs. I also promise that I will endeavour to prevent others from injuring native birds and destroying their eggs.

Source 3: The Pledge of the Gould League of Bird Lovers, Australia, 1910

National parks

Governments began to pass laws to protect the environment. This was in response to pressure from people and groups with special interests in environmental protection, such as the Sierra Club. One of the first goals of the Sierra Club included convincing the California legislature to give over the Yosemite Valley to the federal government for protection. Yosemite National Park was created by an Act of Congress on 1 October 1890, becoming the third national park in the United States, after Yellowstone (1872) and Sequoia (1890). The actions of the Sierra Club helped pave the way for the US National Park Service, which formed in 1916, with the national parks transferred to its jurisdiction.

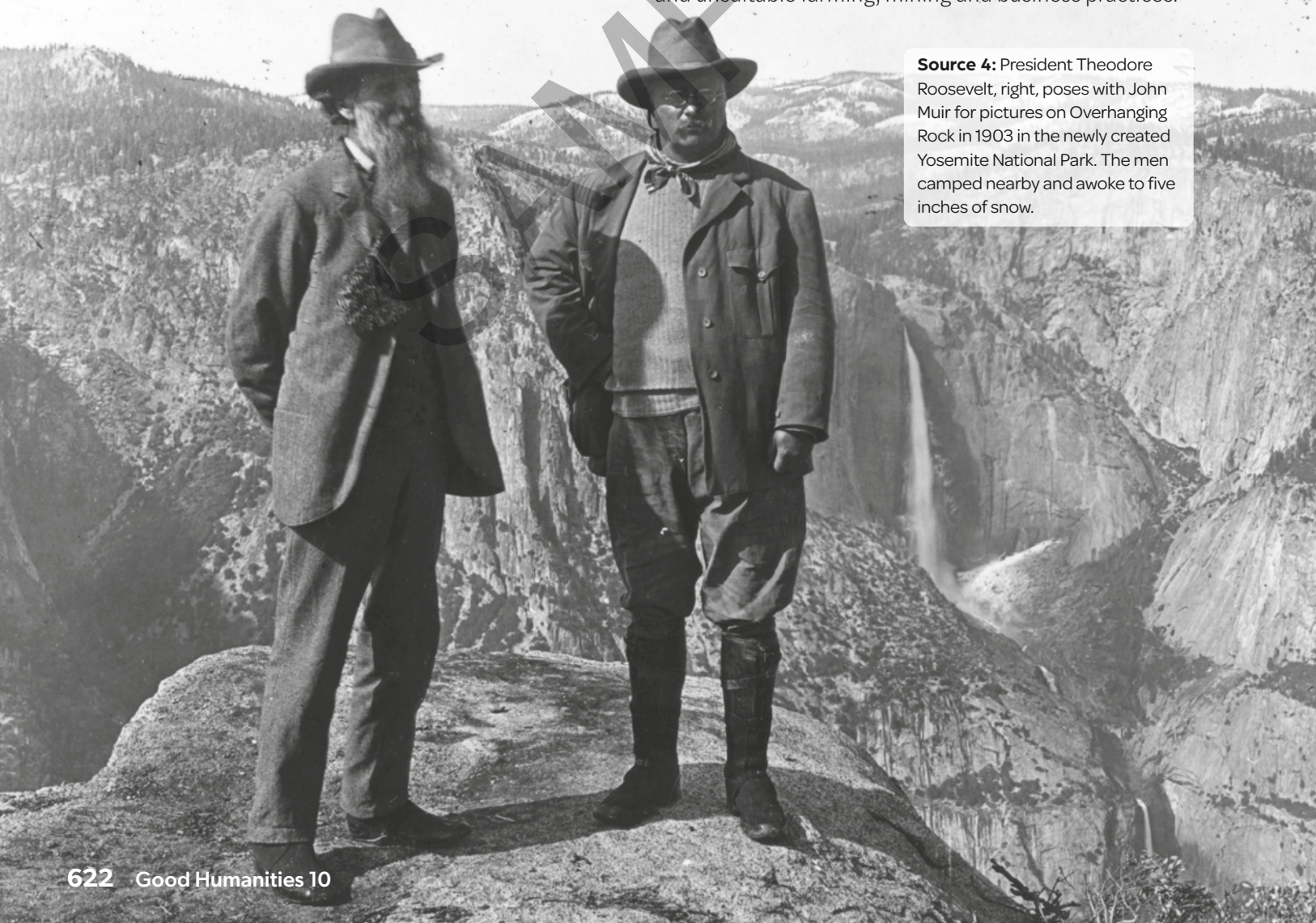
In Australia, the Royal National Park, just south of Sydney, was established in 1879. This was the first national park in Australia and the second in the world. There was a demand at the time for the creation of open spaces and recreation areas as an escape from crowded and polluted inner city areas.

In 1879 the New South Wales Government reserved an area of 18 000 acres, including ocean frontage, and dedicated it as a reserve for public use (see Source 6). Originally named The National Park, the park was renamed Royal National Park following a visit by Queen Elizabeth II in 1954.

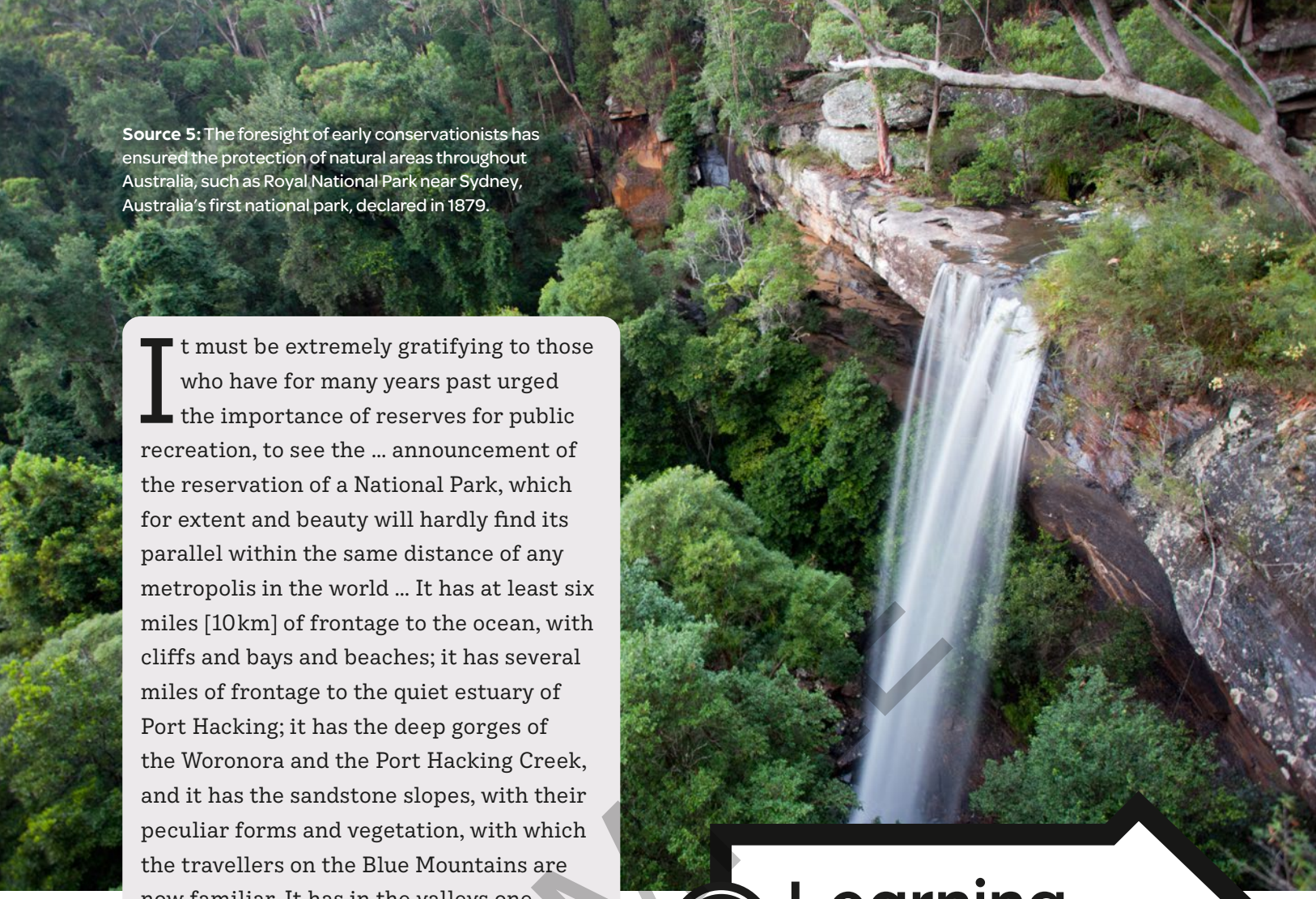
The ideas behind the creation of national parks, which prioritise the protection of nature, were revolutionary. Before this, the land had been viewed as a resource for production and extraction. This shift in thinking has influenced how the environment is appreciated and protected to this day.

Australian environmental laws

Before the 1970s, environmental laws in Australia were generally passed in an ad hoc fashion. They were not always compulsory and were mostly ineffective. Laws passed from the 1890s to the 1920s were almost exclusively concerned with protecting native flora and fauna. Some of the flora and fauna had become state and national symbols. These were polite responses to growing environmental problems caused by clearing, and unsuitable farming, mining and business practices.



Source 4: President Theodore Roosevelt, right, poses with John Muir for pictures on Overhanging Rock in 1903 in the newly created Yosemite National Park. The men camped nearby and awoke to five inches of snow.



Source 5: The foresight of early conservationists has ensured the protection of natural areas throughout Australia, such as Royal National Park near Sydney, Australia's first national park, declared in 1879.

It must be extremely gratifying to those who have for many years past urged the importance of reserves for public recreation, to see the ... announcement of the reservation of a National Park, which for extent and beauty will hardly find its parallel within the same distance of any metropolis in the world ... It has at least six miles [10km] of frontage to the ocean, with cliffs and bays and beaches; it has several miles of frontage to the quiet estuary of Port Hacking; it has the deep gorges of the Woronora and the Port Hacking Creek, and it has the sandstone slopes, with their peculiar forms and vegetation, with which the travellers on the Blue Mountains are now familiar. It has in the valleys one attraction, no longer to be found in the well-known gulleys of the Blue Mountains, namely, splendid specimens of Australian timber. The woodman's axe has spared these trees, on account of the difficulty of getting the timber away, and these giants of the forest now happily remain to adorn a people's park, and show perpetually what Australian vegetation is capable of ....

Source 6: The establishment of The National Park (to become Royal National Park), from a report of New South Wales parliamentary proceedings, *Sydney Morning Herald*, 2 April 1879, p. 4.

Some middle-class preservationists, usually unsuccessfully, pressed governments to save cherished homesteads and mansions for future generations. But in Australia, the built environment remained unprotected until the second half of the 20th century. An environmental crisis was also to emerge after World War II as a result of urbanisation, suburbanisation and industrialisation.

Learning ladder H7.1

Background and origins

1. Outline the initial aims of the Gould League of Bird Lovers.
2. Describe how the Sierra Club took action to preserve the environment.
3. Explain how Yosemite National Park was created.
4. Explain the contribution of industrial, environmental and political factors to the development of The National Park in Australia in 1879.

Sources

1. Source 1: Identify the origin of this source.
2. Source 4: Describe what is happening in this source and its importance.
3. Source 2: How did the publication of *The Birds of Australia* influence conservation in Australia?
4. Source 6: For what two reasons has 'the woodman's axe' spared the trees in Royal National Park?

HOW TO

Sources, page xxx

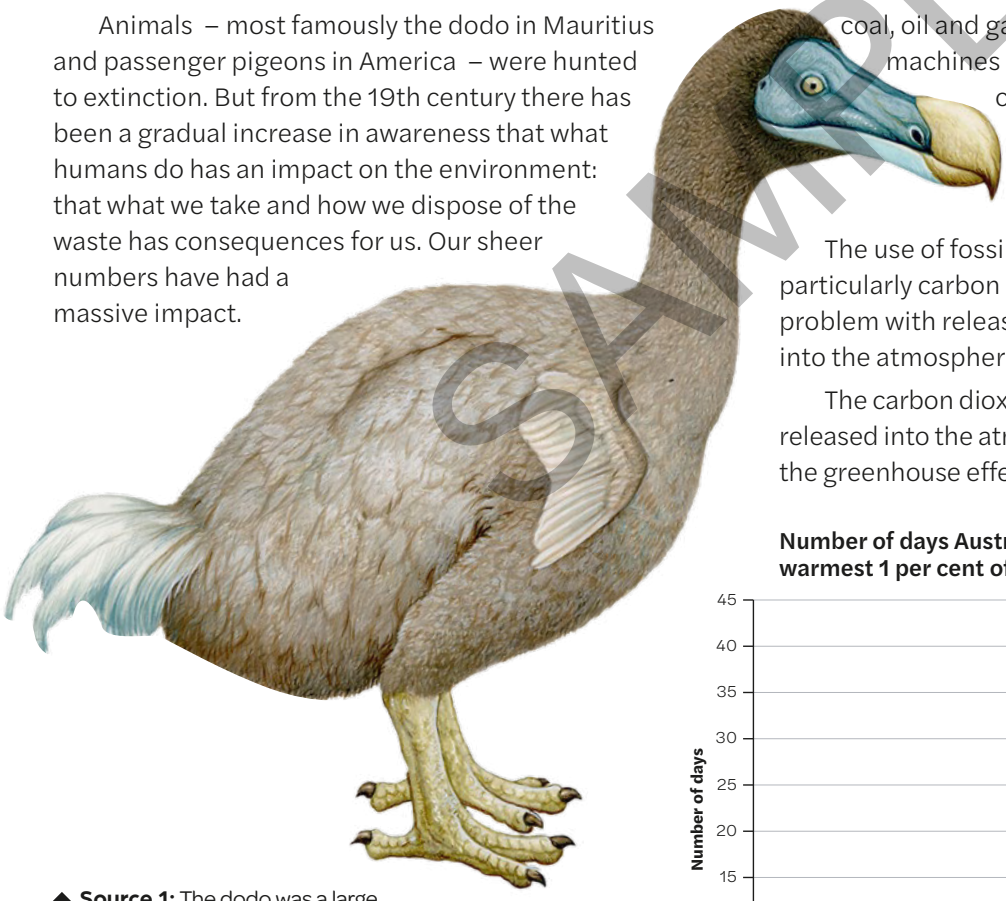
How has human activity affected the environment?

Humans impact the natural environment through overpopulation, burning fossil fuels, and deforestation. These changes have caused the extinction of species, pollution, land degradation and bushfires and floods driven by global warming.

Major environmental threats over time

For most of human history, people have taken what they needed from the environment – food, water, fuel – and not particularly cared what happened to the rubbish afterwards. The ancient Romans realised that keeping sewage away from housing was a good idea, but even that practice did not survive the fall of their empire. In medieval Europe, sewers were little more than open gutters in the streets.

Animals – most famously the dodo in Mauritius and passenger pigeons in America – were hunted to extinction. But from the 19th century there has been a gradual increase in awareness that what humans do has an impact on the environment: that what we take and how we dispose of the waste has consequences for us. Our sheer numbers have had a massive impact.



▲ **Source 1:** The dodo was a large, flightless bird on the island of Mauritius, Africa. Portuguese sailors used the dodo for meat from 1598. Introduced dogs, cats, rats and pigs, became feral and preyed on the dodo and their eggs. Dodos were also killed and stuffed for collectors in Europe. The dodo became extinct in 1681.

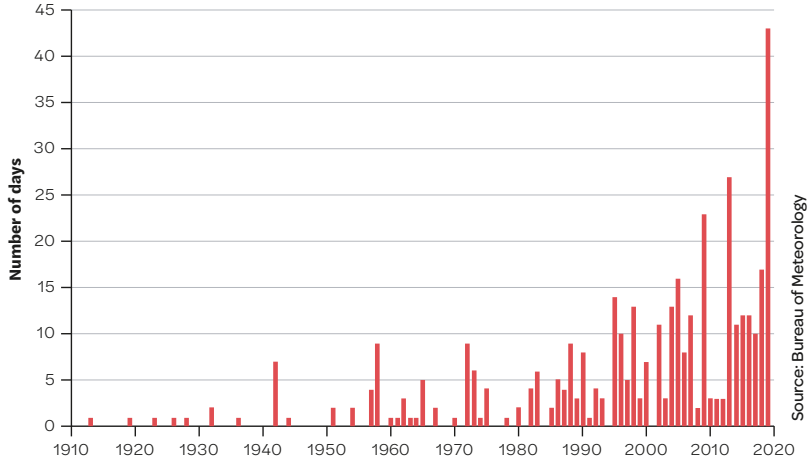
In 1800, there were 1 billion people on the planet; there are now over 8 billion people.

The use of **fossil fuels** – coal, oil and gas, created from the remains of plants and animals that died thousands of years ago – is a good example of the huge impact humans have had on the environment. The Industrial Revolution created a need for power that had never existed before. People began to mine and use coal, oil and gas on a vast scale, to power the new machines and all the other technologies that came after them – either directly, through burning and combustion engines, or for generating electricity to provide power.

The use of fossil fuels creates waste products, particularly carbon dioxide. While people initially saw no problem with releasing more and more carbon dioxide into the atmosphere, we now know this is not the case.

The carbon dioxide and other gases that have been released into the atmosphere have created what is called the greenhouse effect, which in turn, through

Number of days Australian mean temperatures were in warmest 1 per cent of records



▲ **Source 2:** The frequency of extreme heat events is increasing.

global warming, threatens to change the nature of every environment on the planet. Other chemicals produced by using fossil fuels – particularly those in the exhaust fumes of cars and trucks – are toxic and, when enough exhaust fumes collect, can make people ill or even kill them.

New South Wales is becoming hotter and drier. Record-breaking hot days have more than doubled across Australia since 1960 and heatwaves in the greater Sydney region, especially in the western suburbs, have increased in duration and intensity.

Over the last 40 years much of eastern and southern Australia has become drier. The continuing drying trend increases the risk of longer and harsher droughts. While there will continue to be wet years, the future trend of declining rainfall poses challenges for Sydney's long-term water security.

This long-term increase in hot and dry weather has made NSW more susceptible to bushfires. Very high fire danger days have already become more frequent, and will occur even more often in the coming decades.

Coastal infrastructure in NSW is vulnerable to flooding from sea-level rise. A 1.1 m rise by the end of the century could put between 40 000–60 000 houses, 1200 commercial buildings and 250 km of highway in NSW at risk of inundation.

Source 3: Climate Commission, *The Critical Decade: New South Wales*, Commonwealth of Australia, Canberra, 2012

World War II and beyond

World War II led to the development of a broad range of products that would later be commercialised. One of them was the pesticide DDT, which is now known to cause cancer. The massive destruction caused by the war also stimulated a postwar boom. Both the world's production, and its population, increased enormously.

As population and industry grew in most countries in the 1950s and 1960s, little consideration was given to the negative effects that resulted, such as air and water pollution. Attitudes would change in the 1970s.

Source 4: Around the world, people use grassroots methods to call for urgent action on the climate crisis.

Learning ladder H7.2

Background and origins

1. Identify one human activity that has affected the environment.
2. Describe the origin of the use of fossil fuels.
3. Explain how the 'greenhouse effect' changes the environment.
4. Source 3: Evaluate the impact on society of climate change.

Causes and consequences

1. Identify what leads to global warming.
2. Source 1: Describe the cause of the extinction of the dodo.
3. Source 2: Explain the effect of global warming as shown in this graph.
4. Evaluate the impact of increasing population and industrialisation on the environment.

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Causes and consequences, page 12

H7.3

How did the environmental movement grow?

The environmental movement in Australia emerged in the 1960s as growing concerns about pollution, resource extraction and habitat destruction gained public attention. What began as **conservation** activism quickly broadened, gaining political momentum and evolving to meet new challenges – from nuclear testing to the global climate crisis.

Early activism and public awareness

In the decades after World War II, Australia's focus was on development and prosperity. Large-scale infrastructure projects like dams and mines were promoted under the banner of national progress. But by the 1960s, the environmental consequences of these activities were becoming harder to ignore. As damage to landscapes and ecosystems became more visible, public concern began to grow – fuelled by media reporting, scientific warnings and global protest movements.

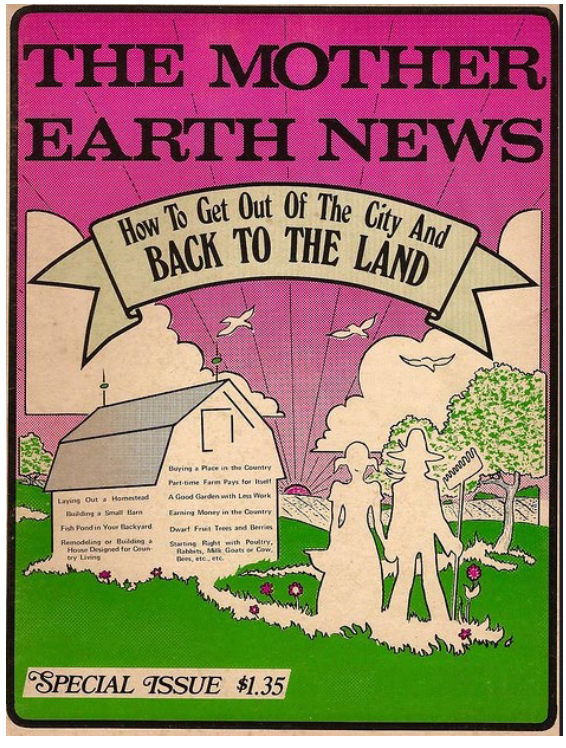
One major influence on this growing awareness was *Silent Spring*, a 1962 book by American biologist Rachel Carson. It exposed the harmful effects of pesticides on ecosystems and human health, calling for greater regulation. Carson's work had a profound international impact and helped shape early environmental thinking in Australia.

Magazines and music also played a role. *Mother Earth News*, first published in 1970, promoted self-sufficiency and alternative lifestyles. It appealed to readers who wanted to live in more sustainable ways and inspired some Australians to question modern industrial life. The magazine remains in print today.

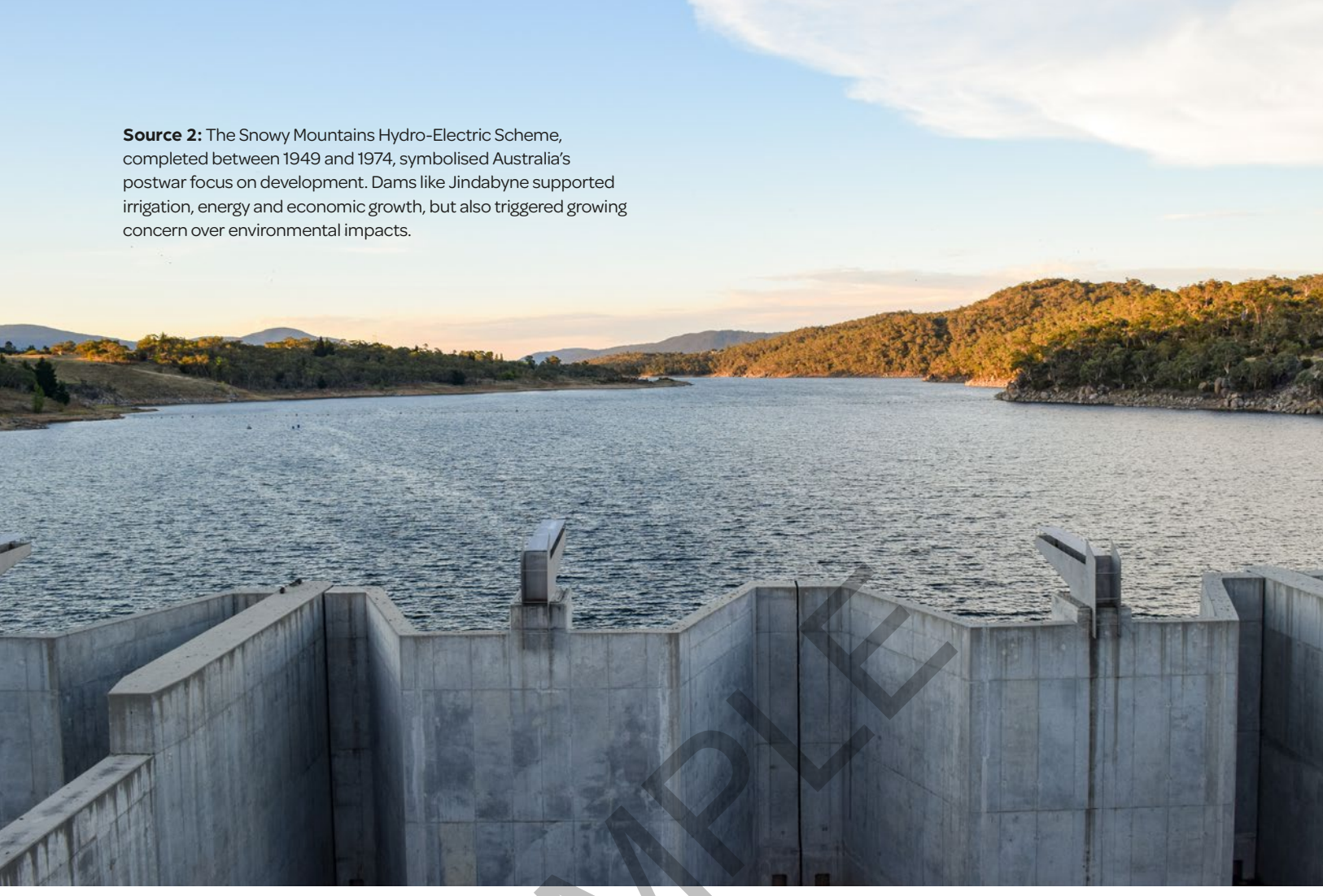
Australians increasingly saw environmental issues not only as scientific or aesthetic concerns, but as matters of justice, safety and survival. This shift helped the movement gain a stronger public and political voice. In urban areas, residents' groups began protesting against developments that threatened parklands, waterways and local **heritage**. These campaigns were often linked to broader social movements such as trade unionism, feminism and anti-war activism. Many young people, politicised by the Vietnam War, brought their energy and networks into environmental protest.

The Australian Conservation Foundation and the call for action

The Australian Conservation Foundation (ACF), established in 1965, represented a more cautious and institutional approach. It positioned itself as an expert advisory body, led by prominent figures in science, government and business – including Chief Justice Sir Garfield Barwick as its first president. The ACF promoted '**wise use**' conservation and avoided direct activism, focusing instead on rational debate and scientific argument.



Source 1: The second issue of *Mother Earth News*, from March 1970



Source 2: The Snowy Mountains Hydro-Electric Scheme, completed between 1949 and 1974, symbolised Australia's postwar focus on development. Dams like Jindabyne supported irrigation, energy and economic growth, but also triggered growing concern over environmental impacts.

But as high-profile battles were lost to powerful industries and state governments, many saw this approach as ineffective. The ACF played no significant role in major campaigns such as those to protect Fraser Island, the Great Barrier Reef or the Myall Lakes. As environmental concerns grew more urgent, Australians began demanding more direct and visible action. This frustration fuelled the rise of more radical groups and tactics.

Radical protest and grassroots resistance

One of the most striking examples of early environmental activism was the Green Bans movement of the early 1970s. Spearheaded by the Builders Labourers' Federation (BLF), green bans were industrial actions taken to protect sites of environmental or cultural significance. In cities like Sydney and Melbourne, these bans prevented the destruction of heritage buildings and low-income housing in suburbs such as The Rocks and Fitzroy.

These campaigns linked environmental protection with social justice, showing that environmental activism could include working-class and union voices.

At the same time, youth-led protests challenged the idea that environmental decisions should be left to experts alone. Activists argued that public participation and **grassroots** action were essential to protecting land, communities and future generations.

Shifting from conservation to climate change

While conservation and anti-nuclear campaigns remained key features of the movement in the 1970s and 1980s, the environmental agenda expanded in response to global concerns. Issues like deforestation, species extinction and chemical pollution drew increasing attention. The dangers of nuclear testing (explored further in H7.6), helped raise environmental awareness on an international scale.

By the 1990s, climate change emerged as a defining issue. Scientific consensus, global agreements such as the 1992 Rio Earth Summit, and mounting extreme weather events helped shift public debate. Activists began calling not just for the protection of specific places, but for systemic changes to energy, industry and policy.

> We are certain .. emissions resulting from human activities are substantially increasing the atmospheric concentrations of the greenhouse gases ... [We predict] these increases will enhance the greenhouse effect, resulting on average in an additional warming of the Earth's surface ... This will result in a likely increase in global mean temperature of about 1°C above the present value by 2025 and 3°C before the end of the next century ... The unequivocal detection of the enhanced greenhouse effect from observations is not likely for a decade or more.
>
> **Source 3:** IPCC First Assessment Report, Policymakers Summary, 1990

As climate concerns deepened, the movement began to push for large-scale structural change – not only to reduce emissions, but to build a more sustainable society. This included a growing focus on transitioning to renewable energy sources like wind and solar, improving public transport and encouraging governments to support low-emissions technologies. From the early 2000s onwards, major investments in renewable energy projects – such as wind farms in Victoria and solar developments in Queensland – became both a political issue and a symbol of environmental progress. These shifts helped mainstream ideas of sustainability, influencing policies in areas like housing design, urban planning and agriculture.

Today, the environmental movement in Australia reflects this legacy of local protest and global responsibility. It includes scientists, school students, First Nations leaders, unions and community groups – each bringing their own perspective to the shared challenge of protecting the planet.

Source 4: Completed in 2006, the K2 Apartments are a benchmark in sustainable residential design. They feature highly visible solar panels, natural ventilators, and the use of natural materials, emphasising energy efficiency and sustainable living.

Source 5: One Central Park's vertical gardens show how sustainable architecture supports the environmental movement's push for greener urban spaces.

Learning Ladder H7.3

Background and origins

1. Identify when the Australian Conservation Foundation was established.
2. Describe the concerns that led to the rise of environmental activism in the 1960s.
3. Explain how the environmental movement in Australia developed over time.
4. Explain how growing concern for climate change led to calls for systemic change.
5. Evaluate the origins and early development of the environmental movement in shaping its future direction.

Sources

1. Source 2: Identify the infrastructure project shown and its environmental impact.
2. Source 3: Describe how the 1990 IPCC report explained global warming.
3. Source 6: Explain the historical context of the 2023 IPCC warning.
4. Sources 3 and 6: Compare the tone and urgency of these climate reports.
5. Sources 1, 3 and 6: Evaluate how useful these sources are for understanding changes in environmental awareness over time.

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> Human activities, principally through emissions of greenhouse gases, have unequivocally caused global warming, with global surface temperature reaching 1.1°C above 1850–1900 in 2011–2020 … Widespread and rapid changes in the atmosphere, ocean, cryosphere and biosphere have occurred … Some future changes are unavoidable and/or irreversible … [Limiting] warming to 1.5°C … [will] involve rapid and deep and, in most cases, immediate greenhouse gas emissions reductions in all sectors this decade.

Source 6: IPCC Sixth Assessment Report, Summary for Policymakers, 2023

Which events and campaigns increased environmental awareness?

Significant disasters such as the Chernobyl nuclear plant explosion in 1986, along with the adverse impact of industrial activities on the environment, have prompted campaigns to increase awareness of environmental issues.

Growth in awareness

The dropping of two nuclear bombs on Japan in 1945 by the United States bleakly announced the nuclear age. Photographs of the aftermath and the victims of the bombing were to become well known across the world. (These images were also used to promote antinuclear policies.) Postwar population growth and a massive rise in industrial growth and production put enormous pressures on the planet. Pollution became a critical problem both in developed and developing countries. In the mid to late 1960s, fears grew about the Earth's capacity to sustain these levels of growth. With the Cold War, fears also mounted about the possibility of nuclear war.

Environmental activists and advocates across the world developed the environmental movement in new ways to meet these challenges. The growth of awareness about environmental issues led governments to take a more active role, both locally and internationally. In Australia, state and federal agencies were established to ensure any negative impact on the environment was minimised. By 2012, the issue of climate change became a hotly debated topic, which continues to dominate today's environmental agenda.

K'gari (Fraser Island)

K'gari (previously known as Fraser Island), just off the Queensland coast near Hervey Bay, is the world's largest sand island. Among other unique features, it has about half of the world's perched freshwater dune lakes. K'gari was given World Heritage Listing in 1992, but it had been exploited from the 1860s when logging first took place on the island.

Source 1: On 6 August, 1945, the American bomber Enola Gay dropped a nuclear bomb on the Japanese city of Hiroshima. The temperature at ground level reached 4000 degrees Celsius in less than a second, vaporising people a kilometre away from ground zero.

Source 2: After many years of protests from local environmental groups and action from the Federal Government and High Court, K'gari (previously known as Fraser Island) is now protected from exploitation as a National Park and an area of World Heritage importance.

The geological wealth of K'gari lay in its rich sand deposits, which contain the minerals rutile, ilmenite, zircon and monazite. Beginning in 1949, sand mining leases were granted to mining companies by the Queensland Government and mining took place on K'gari until 1976. In 1971, an environmental group, the Fraser Island Defenders Organisation (FIDO), started campaigning to stop mining and logging. However, despite over 1300 submissions made objecting to new mining leases, the Queensland Government continued to approve leases. FIDO took their case to the High Court of Australia, which overruled the decision to grant new mining leases, noting that public interest was being ignored.

Still, mining continued on K'gari, so in 1975 the federal government established Australia's first environmental impact inquiry. This inquiry also recommended that mining cease , but the federal government did not have the right to ban sand mining and the industry was still supported by the Queensland government. In 1976, the federal government finally put an end to mining on K'gari by using its power to make decisions on trade to cancel the mineral export licence of the company that held the lease to mine sand on the island (QTM). No further leases were granted.

▲ **Source 3:** Sand mining on Queensland's North Stradbroke Island finished in 2019, after years of protests and legal battles.

Significant events

The dramatic impact of disasters has fuelled action and awareness of the environmental impact of human actions. Major events and disasters have led to environmental campaigns making their way into the headlines, forcing governments to take action to protect the environment.

The five human-caused environmental disasters presented here have played a significant role in generating public awareness of environmental issues and have prompted campaigns and action around the world.

1 1964–1990 Chevron–Texaco Oil spill

Oil drilling in Ecuador, South America, for over 25 years led to 63.5 billion litres of toxic oil waste being dumped in the Amazon rainforest by the Chevron Oil Company. This caused an environmental disaster and affected the health of Indigenous communities.

In 2011, Chevron was ordered to pay $US8.6 billion in damages. However, this decision was challenged in the UN International Court of Justice, and in 2018 the court ruled that the Ecuadorian government, not Chevron, was responsible for the clean-up costs.

2 1976 Seveso disaster

Major industrial accidents involving dangerous chemicals can seriously harm human health and the environment. Dioxin is one of the most powerful poisons on Earth – just 100 grams in Sydney's water supply could wipe out the entire city.

At a chemical plant in Seveso, Italy, the release of dioxins into the air made 2000 people ill and led to the slaughter of 80 000 animals to stop the poison from entering the food chain.

In 1982, after investigating the Seveso incident, the European Economic Community introduced controls to regulate the manufacture and storage of hazardous materials.

3 1984 Bhopal gas tragedy

A cyanide gas leak at a Union Carbide chemical factory in Bhopal, India caused the deaths of 4000 people and made over 500 000 others ill, many suffering long-term health issues such as blindness and respiratory problems. Trees nearby lost their leaves, thousands of animals died or had to be slaughtered, and fishing was banned due to water pollution. Large areas of land became **contaminated** and remained unsafe.

This disaster became the subject of books, films and documentaries, raising awareness of the need for governments to ensure that dangerous chemicals are manufactured safely and in compliance with regulations.

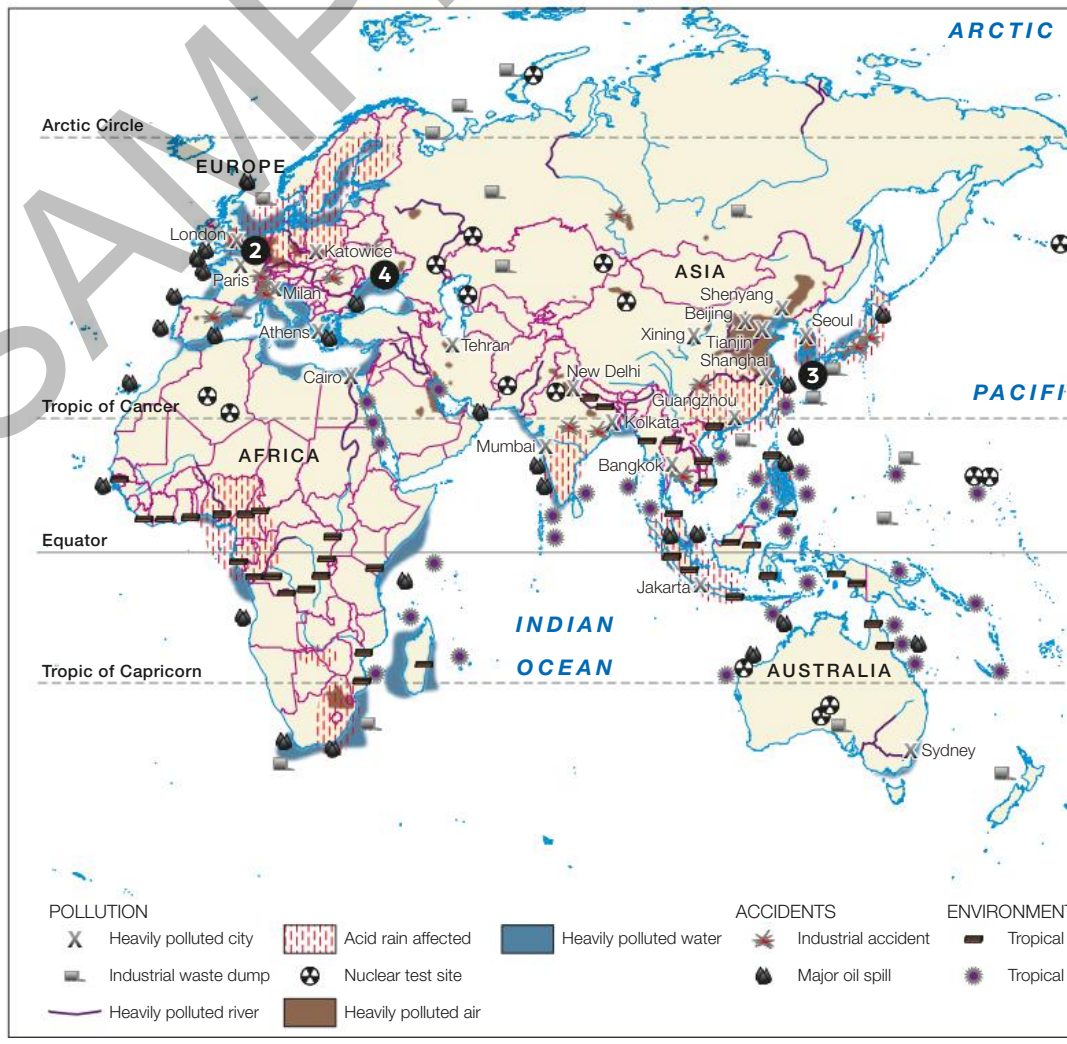
4 1986 Chernobyl nuclear plant

The world's worst nuclear accident occurred in 1986 at Chernobyl in Ukraine. Contamination occurred when tonnes of radioactive material spread out in a cloud over 30 000 square kilometres when the Chernobyl power station overheated.

Following the disaster, the town of Pripyat was abandoned and the remains of the power plant were encased to reduce the spread of

Source 4: Environmental issues that currently impact or have historically impacted environments around the world.

Environmental issues



radioactive contamination. The site is still deemed dangerous for human life, and it is likely that thousands of people were and continue to be affected by illnesses caused by the radiation.

5 2010 BP Oil spill

The Deepwater Horizon oil platform operated by British Petroleum (BP) was responsible for the largest marine oil spill in history. In April, 2010, Deepwater Horizon exploded in a ball of flame and sank to the sea floor. Oil spilled from the well for three months while BP and government authorities tried to plug the hole. An oil slick covering 150 000 km² developed, harming or killing thousands of birds, fish, dolphins, turtles and other creatures.

A commission was held following the disaster. It concluded that government regulations and industry practices in the petroleum industry needed to be overhauled.

Source 5: Fire boats battle an explosion at the off shore oil rig *Deepwater Horizon* in 2010. It was the largest marine oil spill in history, creating an oil slick covering 150 000 square kilometres in the Gulf of Mexico. The oil killed marine and birdlife and closed the fishing industry, putting thousands of people out of work.

Learning ladder H7.4

Significant people, ideas and events

1. Identify three disasters that significantly impacted on the environment between 1964 and 2010.
2. Source 4: Describe the main environmental issues shown for Australia on the map.
3. Explain how environmental campaigns brought an end to sand mining on K'gari.
4. Evaluate the federal government's solution to stop sand mining on K'gari.

Causes and consequences

1. Source 1: Identify the cause of what is shown in this source.
2. Source 5: Describe the cause and effect of what is shown in this source.
3. Explain how the Bhopal cyanide gas leak impacted on the local people and the environment.
4. Explain why industrial chemical accidents can have a significant effect on the environment.

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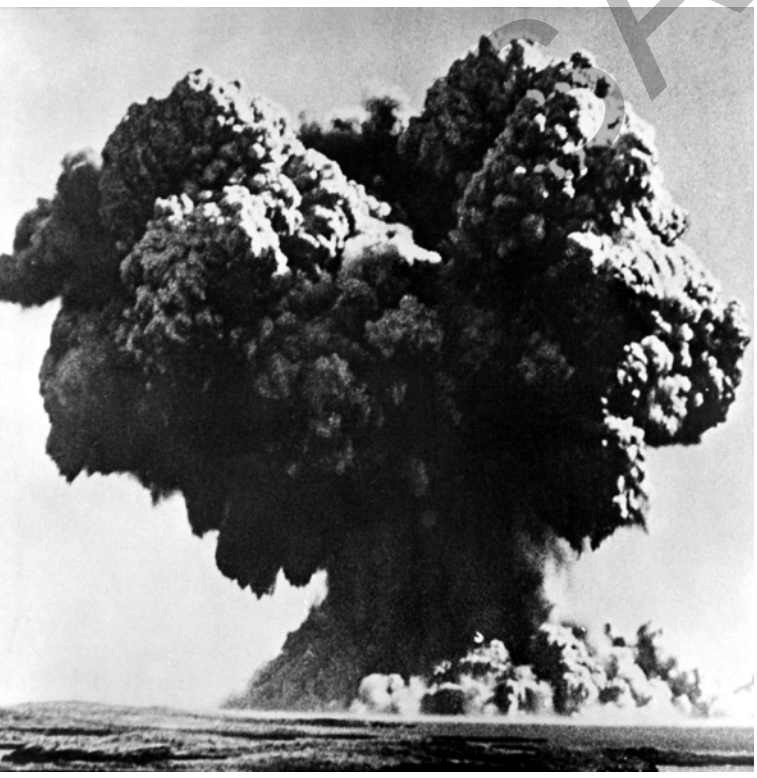
How has nuclear testing shaped environmental awareness?

Between the 1950s and early 1990s, nuclear testing significantly shaped environmental awareness, both nationally and globally. Nuclear testing at remote sites in Australia in 1952–1957 sparked local opposition and raised concerns over lasting ecological damage. Globally, incidents like the 1985 sinking of the *Rainbow Warrior* spurred debates on accountability and environmental justice, prompting a re-evaluation of nuclear policies and their impact on the natural world.

Early nuclear testing in Australia

Between 1952 and 1957, the United Kingdom conducted 12 nuclear weapons tests at three sites in Australia: the Montebello Islands, Emu Field and Maralinga. These tests were part of Britain's efforts to refine its nuclear capabilities during the early Cold War era. The locations were chosen due to their remoteness, which was deemed ideal for secrecy and isolation. However, the physical and environmental consequences soon became evident.



Local and First Nations communities increasingly opposed these tests as concerns grew over the long-term health implications and the widespread environmental damage. There were growing fears that the tests would forever damage the lands and waters of these Countries. Protests and media coverage contributed to a climate of increasing public distrust in nuclear testing programs. Activist groups and grassroots organisations emerged during the 1950s, demanding government accountability and environmental protections.

Nuclear warfare and Mutually Assured Destruction

Globally, the development and deployment of nuclear weapons in the post-1945 era reshaped international relations. The concept of **Mutually Assured Destruction (MAD)** emerged as a central tenet of Cold War military strategy. This doctrine held that the full-scale use of nuclear weapons by opposing sides would lead to the complete annihilation of both the attacker and defender, creating a precarious balance of terror. Many scientists and intellectuals, including the prominent figures Bertrand Russel and Albert Einstein (Source 2), saw where MAD could lead, and began calling for urgent international dialogue to stop the use of nuclear weapons entirely.

Source 1: On 3 October 1952, Great Britain conducted its first atomic test, code-named 'Hurricane', in the remote Montebello Islands, off the Pilbara coast in Western Australia. The shockwave from this blast broke a window in the closest town of Onslow, on the mainland, some 150 kilometres away.

We have to learn to think in a new way. We have to learn to ask ourselves … what steps can be taken to prevent a military contest of which the issue must be disastrous to all parties?

The general public … still thinks in terms of the obliteration of cities. It is understood that the new bombs are more powerful than the old, and that, while one A-bomb could obliterate Hiroshima, one H-bomb could obliterate the largest cities, such as London, New York and Moscow.

… Such a bomb, if exploded near the ground or under water, sends radio-active particles into the upper air. They sink gradually and reach the surface of the earth in the form of a deadly dust or rain. It was this dust which infected the Japanese fishermen and their catch of fish.

… It is feared that if many H-bombs are used there will be universal death – sudden only for a minority, but for the majority a slow torture of disease and disintegration.

Source 2: Excerpt from the Russell–Einstein Manifesto, 9 July 1955, which called for an end to the use of nuclear weapons for the benefit of 'mankind'. This manifesto is widely seen as a significant turning point in the global discussion on nuclear weapons.

Rising environmental awareness

Parallel to these global tensions, a series of nuclear tests throughout the Pacific by American, British and French powers – from 1946 to 1996 – further intensified environmental and political concerns. These tests set the stage for emerging global calls for accountability, transparency and environmental protection. Activism against nuclear energy itself gained momentum during the late 1960s and 1970s, as debates over safety and environmental risks intensified, particularly following incidents like the Three Mile Island accident in 1979 and the Chernobyl disaster of 1986.

Source 3: The 1986 Chernobyl disaster in Ukraine was a catastrophic nuclear reactor accident that released vast amounts of radioactive material into the environment, causing extensive contamination and long-term ecological damage. The official Exclusion Zone (of approximately 2600 square kilometres) remains off limits for human habitation, with estimates ranging from centuries to thousands of years before the area is safe again.

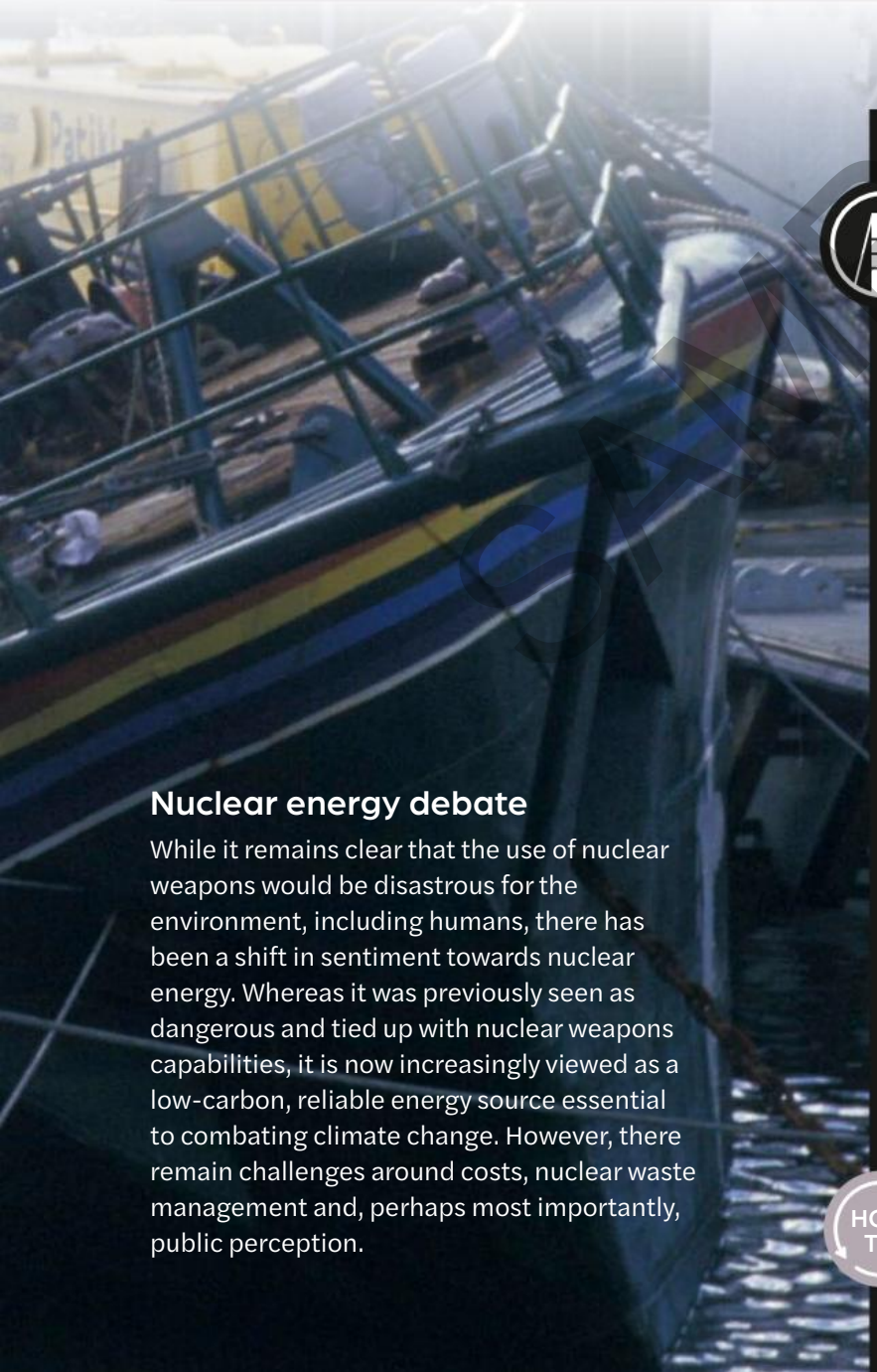
A particularly stark moment came with the 1985 sinking of the *Rainbow Warrior* in New Zealand, where it was protesting French nuclear testing. The Greenpeace vessel was deliberately targeted by French intelligence operatives, an act designed to disrupt environmental activism. This incident highlighted the extreme measures some states were willing to take to protect their nuclear programs and suppress public dissent. It prompted immediate political and diplomatic repercussions that reshaped public opinion about nuclear testing and the environmental hazards it posed. Countries across the Pacific and beyond reassessed their nuclear policies, leading to increased scrutiny, stronger regulatory frameworks and heightened advocacy for nuclear **disarmament** and environmental justice.

The 1980s–1990s also saw a deepening of the global dialogue on nuclear disarmament and environmental responsibility. International institutions and activist groups began to articulate a more unified and urgent call for not only the banning of nuclear tests but also for the **remediation** of contaminated sites and the **restitution** of affected communities. These debates have had lasting impacts, influencing arms control treaties and steering nations towards a more cautious approach in handling nuclear technology.

Source 4: The bombing in 1985 of the original *Rainbow Warrior*, a well-known Greenpeace emblem, galvanised global environmental awareness and unified opposition to nuclear testing.

... they didn't realize when they blew up the bombs in Bikini and in Nevada, that cities would actually burn ... And forests burn, and oil wells burn, and as they burn, a huge cloud of toxic black radioactive smoke will rise up into the troposphere and within weeks envelope the earth. And it will shut out the sun for up to a year, so it will be dark in the middle of the day. ... The temperatures will fall to minus forty degrees centigrade ... With snow storms, blinding snow storms, and hurricanes across the face of the earth, in the dark. And if you haven't already been killed by [the nuclear blast], you'll freeze to death in the dark pretty rapidly from that effect and it's called nuclear winter. And we think it will end all life on earth. The amoeba, the paramecium, the algae, the like, most primitive forms of life, everything. We find the threshold for such an impact may only be a thousand bombs burning one hundred cities. ... America's got thirty thousand bombs, thirty times nuclear winter, and she's building seventeen thousand more.

Source 5: Helen Caldicott, 'Stop the Nuclear Madness' speech, 17 April 1986. Helen Caldicott is an Australian doctor and prominent anti-nuclear activist. She is a cofounder of Physicians for Social Responsibility and Women's Action for Nuclear Disarmament.



Nuclear energy debate

While it remains clear that the use of nuclear weapons would be disastrous for the environment, including humans, there has been a shift in sentiment towards nuclear energy. Whereas it was previously seen as dangerous and tied up with nuclear weapons capabilities, it is now increasingly viewed as a low-carbon, reliable energy source essential to combating climate change. However, there remain challenges around costs, nuclear waste management and, perhaps most importantly, public perception.

Learning Ladder H7.5

Background and origins

1. Identify when the first nuclear test took place in Australia.
2. Describe why Britain chose remote sites in Australia for testing.
3. Explain how Cold War tensions influenced early nuclear testing.
4. Explain why global concern about nuclear weapons grew after 1945.
5. Evaluate how early nuclear testing shaped global environmental awareness.

Causes and consequences

1. Identify a consequence of the Montebello Islands nuclear test.
2. Describe how the sinking of the Rainbow Warrior affected global opinion.
3. Explain how environmental activism emerged in response to nuclear testing.
4. Explain why nuclear disarmament debates intensified after the 1980s.
5. Analyse the consequences of nuclear testing for environmental policy and public perception.

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site study

What was the Franklin Dam campaign?

The National Museum of Australia and National Archives of Australia both present virtual online sites detailing the Franklin Dam campaign of 1982–1983, where environmental activists drove a sustained campaign to stop the damming of the Franklin River in Tasmania. Their action created national awareness and met with political success.

Background and context

Environmental groups in Tasmania were unsuccessful in stopping the Tasmanian Government building two dams and flooding Lake Pedder in 1972, which led to extensive environmental damage. Some of these environmental activists who had been involved in those campaigns created the Tasmanian Wilderness Society in 1976 with the aim of more effectively campaigning against deforestation, mining and dam and road building in wilderness areas. Among these activists was Dr Bob Brown, who later helped found the Australian Greens Party.

In 1978 another dam was proposed for the Gordon River to generate **hydroelectricity**. The Tasmanian Wilderness Society and other environmental groups lobbied the Tasmanian Government, arguing that the nearby Franklin River and wilderness area would be flooded, impacting the habitats of endangered species as well as important First Nations rock art. The importance of the Tasmanian wilderness was internationally recognised when it became a UNESCO World Heritage Site in 1982.

The campaign to save the Franklin involved raising public awareness around Australia and a three-month blockade involving 2500 protesters in 1983 to stop workers from entering the dam site. About 1400 protesters were arrested, including Bob Brown.

In March 1983, the Labor Party, led by Bob Hawke, came to power in federal parliament and introduced legislation to protect the Franklin River. The Tasmanian Government refused to stop work on the dam, and the federal government took the case to the High Court and won, forcing the Tasmanian Government to abandon the project. I n 1996, Bob Brown was elected to the Senate and became parliamentary leader of the Australian Greens in 2005.

Source 1: Promotional poster using an emotive photograph of the Franklin River to encourage donations for the campaign to stop the damming of the Franklin River.

Source 2: This photograph from 17 December 1982, shows protesters with 'No Dams' banners, an Australian flag and camping equipment on a road in the south-western Tasmanian forest during a blockade of the dam site. The protest was coordinated by the Tasmanian Wilderness Society.

As a result of the election, my government believes it has a firm directive from the Tasmanian people to proceed with construction ... Having clearly lost in Tasmania – and it's fair to say the scheme is no longer an issue in this State – the conservationists have instead carried their campaign to the mainland. In particular, they have been lobbying federal Senators and Members in their attempts to prevent the scheme getting underway. Their campaign has been based on three total fabrications: that Tasmania does not need the scheme; that it will destroy the south-west wilderness area; and that the scheme will be paid for by mainland taxpayers.

Source 3:
Letter from Tasmanian Premier Robin Gray to James Carlton, Minister for Health in the federal government, 13 October, 1982.

Learning ladder H7.6

Significant people, ideas and events

1. Identify the key steps in the protection of the Franklin River.
2. Describe the reasons for concern raised by the Tasmanian Wilderness Society.
3. Explain the role of the Tasmanian Wilderness Society in the Franklin River campaign.
4. Evaluate the significance of Dr Bob Brown as an environmental activist.

Sources

1. Source 1: Which group was behind this poster and who authorised it?
2. Source 1: Why do you think this photograph was chosen for the poster?
3. Source 3: Explain the Tasmanian Premier's view of 'the conservationists'.
4. Source 2: Explain the historical context of this source. What actions in late 1982 and early 1983 helped turn the tide in the campaign?

HOW TO

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What national and international action has taken place?

Environmental threats led nations and international organisations to pass legislation and adopt strategies and conventions to combat climate change and other environmental risks.

Changing responses to environmental issues and threats

In Australia in August 1968, conservative National Party leader Joh Bjelke-Petersen became Premier of Queensland. He referred to environmentalists as these 'subversives, these friends of the dirt'. A generation later, few if any Australian politicians would have publicly attacked the environment and its supporters for fear of electoral damage.

After years of major environmental battles, which on occasion determined the fate of governments by the 1990s, the environment had become a key topic in mainstream politics. Natural and cultural heritage was now firmly on local, state and federal political agendas. In the lead up to the 1996 national election, Prime Minister John Howard, the first Australian politician to openly say he was a conservative, announced that 'We're all greenies now'.

Source 1: Coral bleaching is one of the environmental issues facing Australia. As water temperatures rise, coral polyps become stressed and expel the algae living inside them. Without these algae, the corals turns white, and they can eventually die.

While governments might promote their **green credentials**, they also recognise that the mining industry continues to employ large numbers of Australians, directly or indirectly. It also generates substantial revenue. Similarly, industry and homes still need to be powered, often through the burning of fossil fuels, while renewable energy capabilities are being established.

Most governments around the world are giving more weight to environmental concerns when creating their policies, and pro-environment parties like the Australian Greens are playing a larger role in state and national politics. Despite this, the Australian Government's response to environmental threats, has been at best mixed (Source 2).

The Stockholm Conference

Much of the drive for environmental action has come from the United Nations (UN). The first international meeting on the global environment was held in Stockholm, Sweden in June 1972. The meeting developed the Stockholm Declaration, which contained 26 principles relating to environmental issues, including the safeguarding of natural resources and wildlife and the reduction of pollutants.

For the first time, the Stockholm Conference began a conversation between countries that linked industrialisation and economic growth to environmental issues such as pollution and land degradation. It introduced a new concept of sustainability, and it motivated countries to establish specialist agencies to monitor environmental conditions.

Although the majority of the actions outlined in the Stockholm Declaration were not globally implemented, subsequent UN-led conferences in Rio de Janeiro in 1992 and 2012, and in Johannesburg in 2002, helped consolidate and strengthen the principles first outlined in Stockholm.

We see around us growing evidence of man-made harm in many regions of the earth: dangerous levels of pollution in water, air, earth and living beings; major and undesirable disturbances to the ecological balance of the biosphere; destruction and depletion of irreplaceable resources; and gross deficiencies, harmful to the physical, mental and social health of man, in the man-made environment, particularly in the living and working environment.

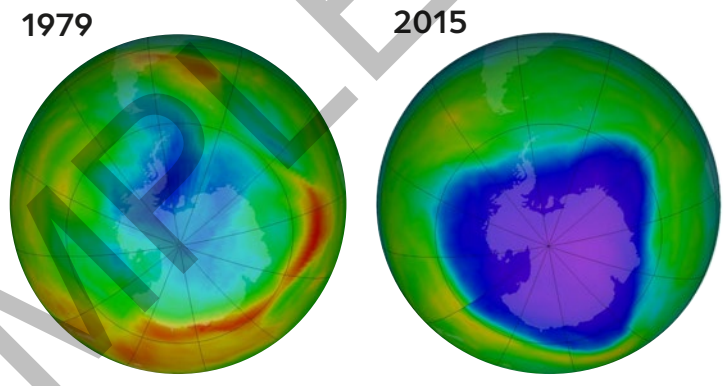
Source 2: Extract from the Declaration of the United Nations Conference on the Human Environment (Stockholm Declaration), 1972

The Montreal Protocol, 1987

The Montreal Protocol is one of the most effective environmental treaties ever agreed to, and the only international agreement to have been signed by every member state of the United Nations. The Montreal Protocol came into operation in 1987 to help address the problem of the thinning ozone layer, which was letting in increased levels of ultraviolet radiation, which is responsible for skin cancers.

By signing the Montreal Protocol, countries agreed to replace ozone-depleting chemicals used in pressure pack cans, refrigerators and fire extinguishers with chemicals that had no impact on the ozone layer. A fund was established to help developing nations transition to the use of safer chemicals.

Source 3: The thinning of the ozone layer shown as purple and blue. The ozone layer should return to 1979 values by 2050.



Source 4: Australia currently has a range of programs and policies to protect the environment

Date active	2021–2025	2019–2030	1989–ongoing	2020–ongoing	2019–ongoing	2021–ongoing
Program	National Climate Resilience and Adaptation Strategy	Australia's Strategy for Nature	National Landcare Programme	Reef Restoration and Adaptation Plan	Future Drought Fund	National Soil Strategy
Purpose	Aims to position Australia to better anticipate, manage and adapt to our changing climate.	Australia's national biodiversity strategy and action plan, aimed at implementing the Global Biodiversity Framework.	Helps to support local environmental and sustainable agriculture projects, as part of Australia's natural resource management.	Aims to protect and restore the Great Barrier Reef in the face of climate change, coral bleaching, and other environmental threats.	Aims to boost drought and climate resilience by supporting farmers and communities.	Aims to protect, improve and sustainably manage Australia's soil resources, with a focus on long-term soil resilience.
Key successes	Has improved access to climate data, has fostered partnerships between businesses and local communities, and has overseen initiatives to restore land around waterways, improve building standards in coastal areas and implement buy-back schemes in disaster-prone areas.	Serves as a framework for all national, state and territory and local strategies, legislation, policies and actions that target nature.	Has planted over 100 million trees; funds sustainable farming practices; supports local communities to restore ecosystems and protect wildlife.	Has developed heat-tolerant coral species and new coral seeding technologies. Early results are very promising.	Has supported more than 6 500 farmers through the Farm Business Resilience Program, and is promoting the development, adoption and commercialisation of new drought-resistant technologies and practices.	Has raised awareness of soil health and helped to implement a range of local soil health initiatives. Recently released the National Soil Action Plan 2023–2028.

Action on climate change

By 1995, climate change had become the most prominent and urgent issue facing the world. Humans have warmed the planet by 1.1 degrees Celsius since the beginning of the Industrial Revolution by burning coal, oil and gas for energy, and removing forests which help absorb carbon dioxide. Most countries are already paying a heavy price with droughts, fires and floods raging across the globe, including the worst bushfires and flooding seen in Australia in 2019–2022.

Progress in reducing carbon dioxide emissions is being made, but slowly. The United Nations and the World Meteorological Organization set up the Intergovernmental Panel on Climate Change (IPCC) to analyse the research of hundreds of climate change scientists across the world and provide reports on the impact of global warming.

In 1997, the Kyoto Protocol required signatories (i.e. the countries signing the protocol) to agree to legally-binding targets for the reduction of greenhouse gas emissions. This commitment ultimately failed to stem growth in emissions and was superseded by the Paris Agreement in 2016. The goal of the Paris Agreement is to hold average global temperatures at less than 2 degrees Celsius above pre-industrial levels. To achieve this target, countries need to make significant economic and social changes to continuously reduce carbon dioxide emissions.

Under the Paris Agreement, Australia has committed to reduce its emissions to 43 per cent below 2005 levels by 2030. The expectation is that Australia will set even more challenging targets after 2030.

Human activities, principally through emissions of greenhouse gases, have unequivocally caused global warming, with global surface temperature reaching 1.1°C above 1850–1900 [levels] in 2011–2020. Global greenhouse gas emissions have continued to increase, with unequal historical and ongoing contributions arising from unsustainable energy use, land use and land-use change, lifestyles and patterns of consumption and production across regions, between and within countries, and among individuals … Widespread and rapid changes in the atmosphere, ocean, cryosphere and biosphere have occurred. Human-caused climate change is already affecting many weather and climate extremes in every region across the globe. This has led to widespread adverse impacts and related losses and damages to nature and people (high confidence). Vulnerable communities who have historically contributed the least to current climate change are disproportionately affected.

Source 5: Intergovernmental Panel on Climate Change (IPPC) Report, 2023. The IPCC is the scientific group working with the United Nations to monitor and assess global science data related to climate change.

Source 6: A woman passes by a dead goat in Oromia, southern Ethiopia in 2023. Like neighbouring Somalia and Kenya, southern Ethiopia is enduring the region's worst drought in decades. Climate change is impacting climate extremes around the world, with vulnerable communities the worst affected. In Ethiopia, five consecutive rainy seasons have failed, leaving aid agencies scrambling to address a humanitarian crisis that has already claimed the lives of hundreds of thousands of people, with millions facing chronic hunger.

▲ **Source 7:** Satirical cartoon showing leaders from France, China, America, Britain and India celebrating the outcome of an agreement on climate change at the United Nations Climate Change Conference in Paris in 2015.

Learning ladder H7.7

Impact and legacies

1. Identify the impact and legacy of the Stockholm Conference.
2. Describe Joh Bjelke-Petersen's view of environmentalists. Did this become his legacy and a view maintained by future politicians?
3. Sources 5 and 6: Explain which communities are most at risk from the impact of climate change.
4. Evaluate what scientists believe will be the legacies of human-caused climate change.

Significance

1. Source 3: Identify how the thinning of the ozone layer is significant for humans.
2. Source 1: Describe why rising sea temperatures is significant for coral reefs.
3. Explain the significance of the role of the United Nations in improving the health of the environment.
4. Source 4: Evaluate the significance of the successes of Australia's programs to protect the environment.
5. Source 7: Evaluate the historical significance of the Paris Agreement. To what extent has it achieved its goals?

HOW TO Significance, page 12

How has environmental damage affected Indigenous communities and cultures?

Human activity affecting the environment has had detrimental and long-term effects on Indigenous peoples across the world. Economic activities such as mining have had particularly damaging impacts on Indigenous peoples, and human-induced climate change is putting many Indigenous communities at risk.

▲ **Source 1:** The damage caused to Juukan Gorge from mining activities has been deeply distressing for the Puutu Kunti Kurrama Pinikura people. The sacred sites that have been lost cannot be recovered

> Imagine the sea rising around you as your country literally disappears beneath your feet, where the food you grow and the water you drink is being destroyed by salt, and your last chance is to seek refuge in other lands.
>
> **Source 3:** Extract from the Avaaz petition, sent to the Australian Human Rights Commission, 3 September 2008

▲ **Source 2:** Saibai, one of the Torres Strait Islands, is particularly at risk from rising sea levels. The island is only an average of 1 metre above sea level. If sea levels rise by 0.8 metres as predicted, the island will be lost.

Sea level rise in the Torres Strait

The Torres Strait Islands are a group of over 100 islands between the Cape York Peninsula and the coast of Papua New Guinea (source 1). They are home to approximately 7000 Indigenous people.

Climate change, caused by human activities outside the Torres Strait Islands, is affecting Indigenous communities and threatening their culture, livelihoods and environment. In 2008, Islanders voiced their concerns about the impact of climate change, including increased **erosion**, strong winds, more frequent storms and rougher seas. They raised concerns about how these factors affected turtle nesting, bird life and seagrass. Additionally, land degradation and heavy rainfall have reduced the amount of food available from farming and fishing.

However, the greatest threat to the Torres Strait Islands is rising sea levels caused by climate change. Some islands are only about a metre above the current sea level at high tide. If climate change is not addressed, global temperatures could increase by up to six degrees, leading to a rise in sea levels. This would cause **salination** of fresh water and erosion of shoreline structures.

Rising sea levels will also impact Ailan Kastom (the customs, traditions and beliefs) of Torres Strait Islanders. These Indigenous communities are among the most vulnerable in Australia and internationally, as rising sea levels, destructive king tides and coastal erosion are already affecting cemeteries, beaches and roads, and threatening important buildings and cultural sites. Cultural connections to coral reefs and fishing are also at risk. The potential loss of local turtle populations due to rising temperatures would have devastating impacts on important cultural practices.

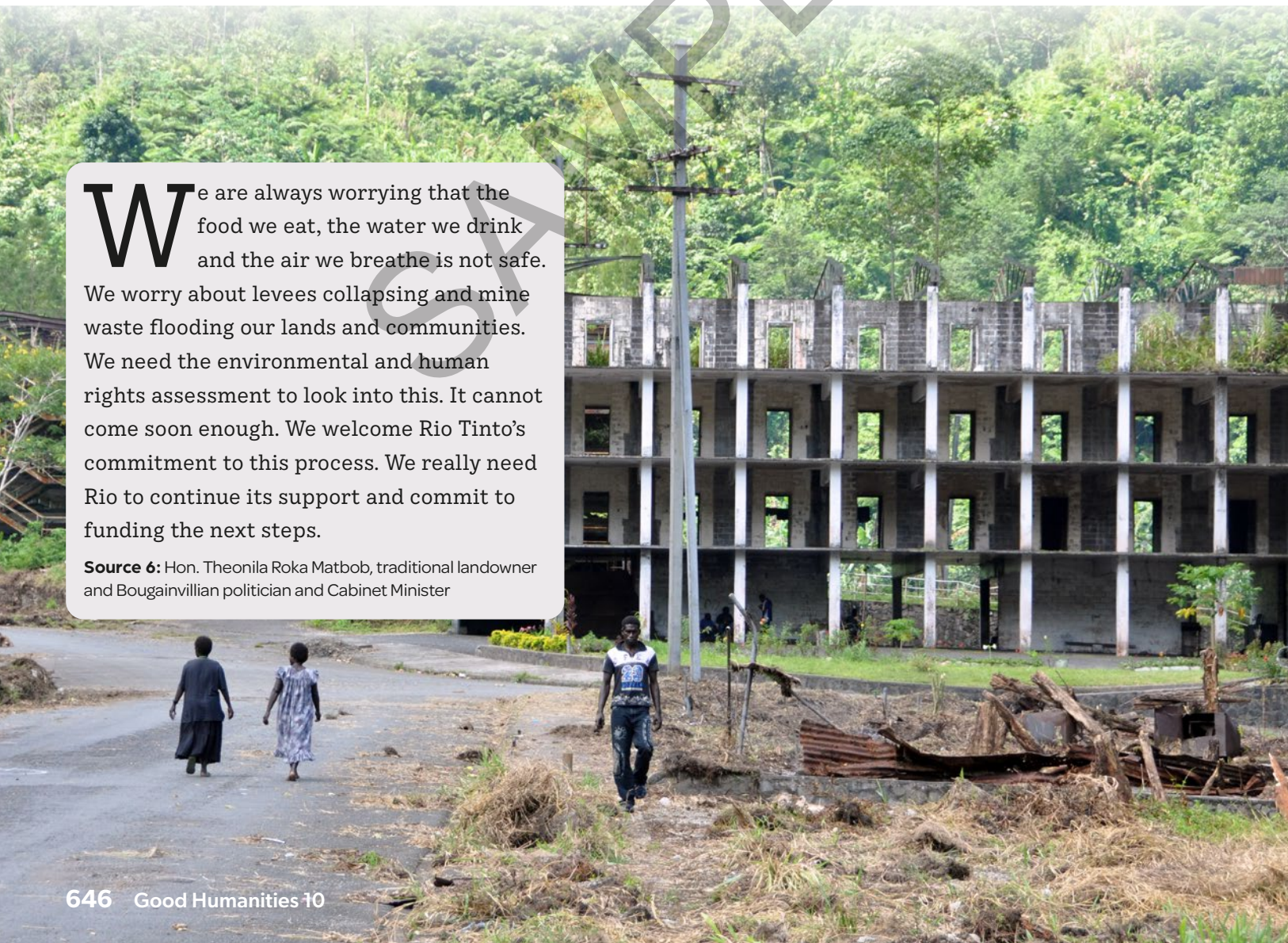
Panguna Mine, Bougainville, Papua New Guinea

In response to a human rights complaint from 156 local community members, in 2021 Rio Tinto promised to fund an independent investigation into the environmental and social damage caused by its Panguna mine in Bougainville. It is claimed that pollution from the mine has severely harmed the lives and livelihoods of local communities.

Between 1972 and 1989, the Panguna mine released over a billion tonnes of waste into the Jaba and Kawerong rivers. This waste, called tailings, polluted the rivers and caused severe flooding of land downstream. Decades later, the effects on the pollution are still being felt, damaging the environment and threatening the health and well-being of thousands of people in Bougainville.

▲ **Source 4:** A mine shovel at Panguna mine, Bougainville, c. 1973

Source 5: Panguna locals still live in the remains of the mine, contending with the contamination left behind. ▼



> We are always worrying that the food we eat, the water we drink and the air we breathe is not safe. We worry about levees collapsing and mine waste flooding our lands and communities. We need the environmental and human rights assessment to look into this. It cannot come soon enough. We welcome Rio Tinto's commitment to this process. We really need Rio to continue its support and commit to funding the next steps.

Source 6: Hon. Theonila Roka Matbob, traditional landowner and Bougainvillian politician and Cabinet Minister

Source 7: Timeline of Panguna mine

1960s	Huge copper ore and gold deposits discovered in Crown Prince Range, Bougainville, PNG
1969	Open-pit copper mine construction begins by Bougainville Copper LTD (BCL), subsidiary of Rio Tinto
1972	Mine becomes operational; PNG Government 20% stakeholder; Bougainvilleans 0.5–1.25% stakeholder
1975	Profits to PNG help it gain independence from Australia; Bougainvilleans unhappy with profit share
1988	Segregation of facilities for black and white workers leads to uprising by Bougainville Revolutionary Army (BRA)
1988	Conflict between BRA and PNG Defence Force
1989	(15 May) Mine closes
1990	(24 March) BCL personnel totally withdrawn
2016	Rio Tinto gives up share in mine
2020	Human Rights Law Centre lodges complaint to Australian Government over the mine's human rights and environmental impacts

Disproportionate impact on Indigenous peoples

Many Indigenous people around the world depend on traditional ways of living, such as farming, fishing and hunting, which are deeply connected to the environment. However, human activities and climate change are disrupting ecosystems, putting these practices and livelihoods at risk.

This situation is made even harder by the fact that Indigenous communities are often **marginalised**. They may lack access to resources, political power or support to adapt to these changes. The challenges they face highlight the need for stronger action to protect both the environment and the rights of Indigenous peoples.

Learning ladder H7.8

Impact and legacies

1. Describe the impact of climate change on the Indigenous population of the Torres Strait Islands.
2. Explain the impact of Rio Tinto on the Indigenous population living near the Panguna mine.
3. The Ailan Kastom has been the legacy of generations of Indigenous elders of the Torres Strait Islands. Explain how climate change could negatively impact this.
4. Sources 4–7: Explain the legacy of Rio Tinto on the people of Bougainville.

Continuity and change

1. Source 2: Describe the change that could occur on Saibai Island due to rising sea levels
2. Explain why the Jaba and Kawerong rivers changed between 1972 and 1989.
3. Source 3: Explain the change feared by the author of this source.
4. Evaluate why continuity has been important to many Indigenous societies around the world. What makes adapting to change harder for these communities?

HOW TO
Continuity and change, page xxx

H7.9

How has the environmental movement shaped politics since 1975?

Since 1975, the environmental movement has reshaped Australian politics by influencing political parties, legislation and public debate. From blocking dam projects to promoting climate policy, it has sparked both support and controversy – and remains central to national discussions about Australia's future.

From protest to political power

In 1972, the United Tasmania Group became the world's first Green party, formed to oppose the flooding of Lake Pedder. The movement gained national momentum in the early 1980s during the campaign to stop the Franklin Dam in Tasmania (see page xx). Mass protests and a landmark 1983 High Court ruling allowed the federal government to intervene using new powers under the *World Heritage Properties Conservation Act 1983*, passed by the Hawke government. This not only stopped the dam but expanded the Commonwealth's role in environmental protection.

Building on this momentum, the Australian Greens were founded in 1992 and gradually built national influence – especially in the Senate. The party shaped debates on climate change, renewable energy and conservation. Many credit it with pushing major parties to adopt stronger climate policies, though others argue the Greens at times overreach or lose public support through idealistic or symbolic actions. In the 2025 election, the Greens lost all four of their seats in the House of Representatives, including the party leader's seat of Melbourne – prompting internal debate about strategy and messaging.

Energy debates and political responses

Major parties have responded to growing public concern. The Howard government passed the *Environment Protection and Biodiversity Conservation Act* (EPBC Act) in 1999, Australia's key national environmental law. The Rudd and Gillard governments introduced carbon pricing and expanded investment in renewables, though these policies were later repealed or scaled back due to political backlash.

In the 2025 federal election, the Albanese government was re-elected with a stronger majority after promising to accelerate the renewable transition:

- Deliver more cheap, clean reliable renewable energy to get our energy grid to 82% renewables by 2030.
- Unlock $8 billion of additional investment in renewable energy and low emissions technologies through a $2 billion expansion of the Clean Energy Finance Corporation.

Source 1: Labor, 'Protecting Our Climate and Environment', ALP website, 2025

Meanwhile, the Coalition proposed introducing nuclear power – a plan criticised as costly and unrealistic by independent experts. The CSIRO's GenCost report estimated nuclear power would be more than double the cost of firmed renewables and would take until at least 2040 to implement. The strong electoral rejection of this proposal underscored broad public preference for faster renewable expansion over nuclear alternatives.

Source 2: Wind turbines near Ballarat, Victoria – part of large-scale renewable projects that reflect Australia's shift towards clean energy.

> Australians simply can't afford to put the handbrake on renewables and choose a path of more expensive electricity while we sit and wait for nuclear plants that are at best 15–20 years away. Renewables are here right now and we should be using as much of this cheaper energy as we possibly can.
>
> **Source 3:** Clean Energy Council Chief Executive Kane Thornton, 4 March 2025

Legacies and debates

Historians continue to debate the environmental movement's legacy. Some argue it helped build grassroots democracy and environmental awareness, while others suggest it has been weakened by political compromise and limited structural change. Still, climate change, land management and sustainability are now core political issues.

Young Australians are particularly vocal. A 2024 survey found that 60 per cent of young people ranked climate change among their top three concerns, alongside housing and jobs. As younger generations demand bolder action, the environmental movement remains a dynamic force – shaping not just protests but laws, parties and Australia's political future.

Learning ladder H7.9

Impact and legacies

1. Identify a major environmental law passed since 1975.
2. Describe how the Franklin Dam campaign influenced environmental politics.
3. Explain how the Australian Greens shaped public debate.
4. Source 2: Explain how large-scale renewable energy projects reflect the legacy of environmental activism.
5. Evaluate the long-term legacy of the environmental movement in Australia.

Interpretations

1. Identify a historical debate about the environmental movement's influence.
2. Describe a view that supports the movement's impact.
3. Explain a criticism of the environmental movement.
4. Source 3: Explain how this quote shows that economic and environmental concerns are now closely linked in Australian politics.
5. Evaluate how effective the Australian Greens have been in shaping political debate and climate action in Australia.

HOW TO

Interpretations, page xx

How do I conduct a good inquiry?

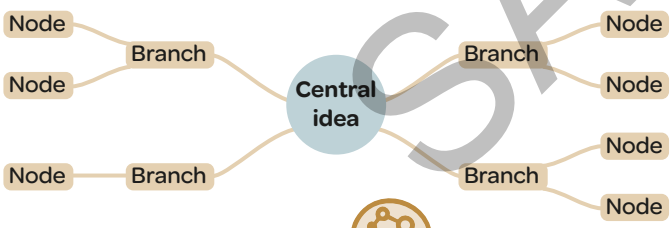
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to the the environmental movement.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Green Bans, page xx
- UNESCO mission and impacts, page xx
- A significant environmental disaster and its impact on awareness, page xx
- Montreal Protocol 1987, page xx
- Paris Agreement 2016, page xx
- Impact of climate change on the Torres Strait Islands, page xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

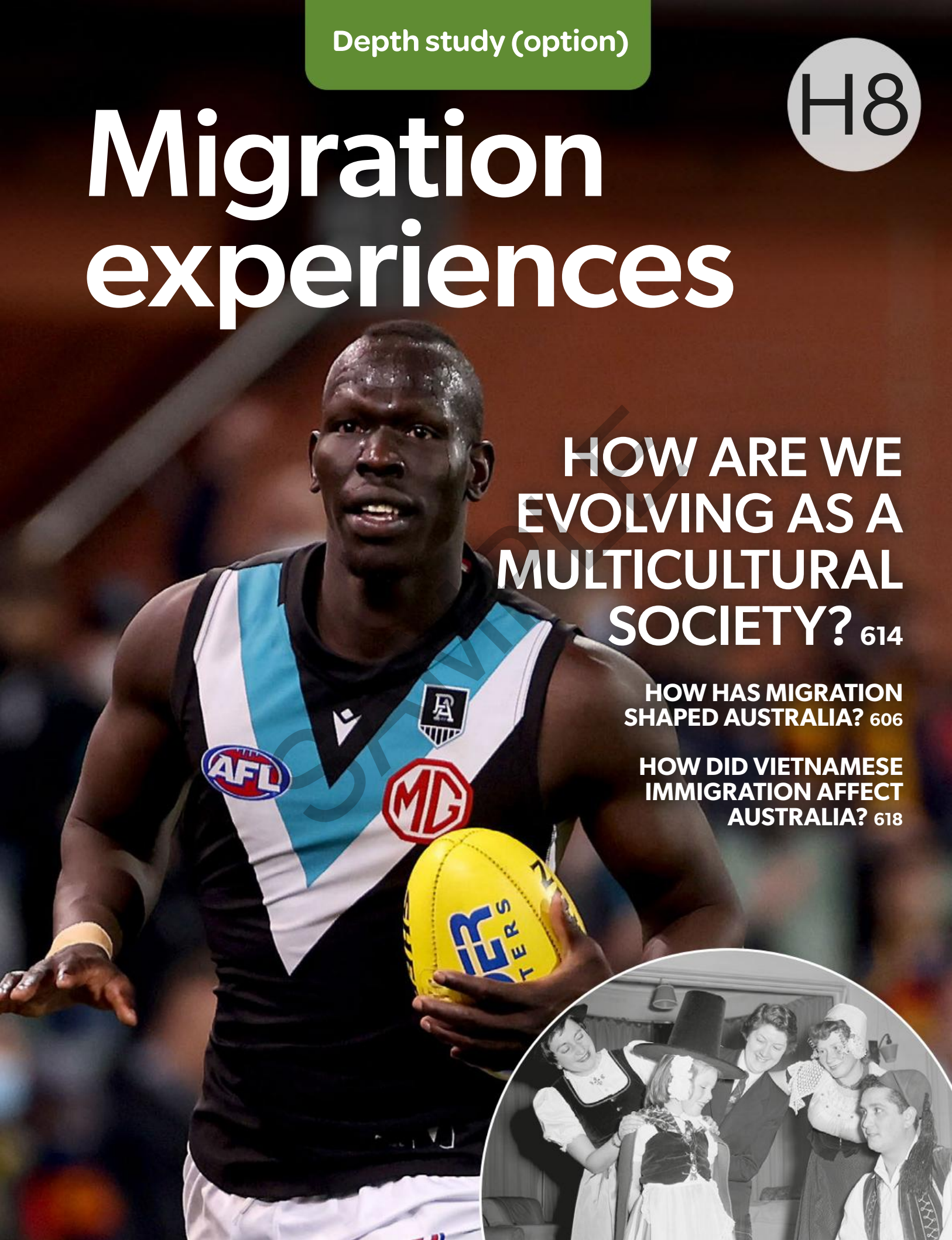
Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

Depth study (option)

H8

Migration experiences



HOW ARE WE EVOLVING AS A MULTICULTURAL SOCIETY? 614

HOW HAS MIGRATION SHAPED AUSTRALIA? 606

HOW DID VIETNAMESE IMMIGRATION AFFECT AUSTRALIA? 618

How can we understand migration experiences?

Australia's immigration programs have been generally based on economic, defence or humanitarian reasons. After World War II, the country needed a larger domestic market and a bigger workforce to supply labour for growing industries. Immigrant experiences have depended on factors such as class, ethnicity, gender and ability.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the impact of the rise and fall of societies.	I can evaluate how societies were influenced by significant people and ideas.	I can evaluate the legacy of a society.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a society developed.	I can explain why ideas influenced people and events.	I can explain why a society has a legacy.	I can explain patterns of continuity and/ or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a society developed.	I can explain how ideas influenced people and events.	I can explain the impact of one society on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins of societies.	I can describe key people, ideas and events.	I can describe the legacy of a society.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of societies.	I can identify key people, ideas and events.	I can identify the legacy of a society.	I can identify continuity and change.	I can identify a cause and a consequence.
	Knowledge and understanding				

▲ **Source 1:** David Moore's photograph of immigrants arriving in Sydney, taken in 1966, has become emblematic of the process of immigration in Australia.

Historical concepts and skills

Steps in skill progression

Perspectives	Significance	Interpretations	Chronology	Sources	
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

H8.1

How has migration shaped Australia?

Australia has been shaped by waves of migration. Over tens of thousands of years, waves of First Nations peoples settled across the country. Then, in 1788, the First Fleet arrived, starting the waves of European migration that gave rise to modern Australia. To this day, migrants arrive from across the world, bringing with them their own cultures, beliefs and ways of life that contribute to and shape modern Australian society.

Migration to Australia was changed dramatically by World War II. At the end of that war, Australia's population of around 7 million was predominantly Anglo-Celtic. Australia faced a significant shortage of labour because of a slowdown in population growth and a growing need to improve the country's infrastructure. The government also held fears that its small population would make Australia vulnerable to attack from overseas.

From 1945, the government sought to increase Australia's population, creating the Department of Immigration in that year. Arthur Calwell, the first immigration minister, wanted to recruit immigrants from Europe. However, in line with the attitudes of the time, initially only those who would fit in with the White Australia policy were welcomed.

> If Australians have learned one lesson from the Pacific war ... it is surely that we cannot continue to hold our island continent for ourselves and our descendants unless we greatly increase our numbers ... much development and settlement have yet to be undertaken. Our need to undertake it is urgent and imperative if we are to survive ... The door to Australia will always be open within limits of our existing legislation to the people from the various dominions, United States of America and from European continental countries.

Source 1: Extracts from a speech made by Arthur Calwell, Australia's first immigration minister, to parliament a few weeks after his appointment in July 1945

World War II resulted in an unprecedented number of **displaced persons**. Many sought a new life away from the destruction caused by the war. The obvious source of immigrants to Australia was the UK, with whom Australia still had close ties. From 1947, **assisted migration** schemes were launched to subsidise the cost of migration. For only £10 per adult, British people could migrate to Australia, where they became known as '10-pound Poms' .

Following the establishment of the International Refugee Organisation in 1946, Australia agreed to settle at least 12 000 displaced persons a year from Europe. Between 1947 and 1952, 170 000 displaced persons arrived in Australia. To ease public fears about the

Source 2: This government bulletin was published in 1948 by the Department of Immigration to communicate information about its changed migration policy. The booklet promotes the benefits that large numbers of new migrants will bring to Australia and describes the qualities associated with the migrants selected by the government under the new policies.

non-British migrants, the government preferred, initially, to accept people from the Baltic region, with the idea that their appearance would lead to easier assimilation. Just under 900 migrants arrived from Latvia, Lithuania and Estonia.

Immigrants also arrived from Poland, Ukraine, Yugoslavia and Czechoslovakia: countries that had been occupied by the Soviets. It was thought that these migrants' desire to escape Communism would see them fit in with the values of Australia at that time.

From 1951, Australia began to accept **economic migrants** from Greece, Italy, Malta, Croatia and Turkey. On arrival, these migrants were placed in camps across Australia, such as Bonegilla, near Albury (Australia's first migrant reception centre). In these often cramped camps, they received 'training' and were encouraged to become 'new Australians'.

Tomorrow's Australians

AUGUST 9, 1948

NEWS—REVIEW

Policy . . . Plans . . . Progress

Immigration Minister Tells What Migrant Types We Want

(Invited by the London "Daily Graphic" to cable a succinct statement of Australia's immigration policy and plans, the Minister for Immigration (Mr. Calwell) sent the following message, which is now published for the first time in Australia.)

I want 20,000,000 people in Australia. And I want them in my lifetime. At present we have only seven and a half millions—less than the population of Greater London—spread out over a continent as big as the United States of America.

The way I look at it is that, if we do not populate Australia quickly with people of our own British stock and Europeans of our choice, we may get our 20,000,000 sooner than we think —20,000,000 invaders. And another light will have gone out in the British Commonwealth.

We are grimly determined that this will not happen. We look instinctively to our kith and kin in the United Kingdom for the bulk of our new population. But if, for reasons beyond our control, we are unable to get all the people we need from Britain, then we shall unhesitatingly look to other sources to fill our empty spaces.

Do not get the impression that our immigration policy has purely selfish motives. We need more people because:

- Australia must be strengthened if she is to continue as a stronghold of British democracy down where the wide Pacific meets the Indian Ocean.
- The enormous untapped resources of our island continent must be developed for the good of the British Commonwealth of Nations as a whole.
- We cannot preserve Australia as an exclusive paradise for the lucky few, while the Asian continent — which sits on our northern doorstep—teems and overflows with people hungry for living space. If the British will not help to fill up Australia, other and nearer races will—and by force.

Every individual Briton has a stake in Australia, whether he is consciously aware of it or not. If he wants to come Down Under, we will welcome him open-armed. There is a man's job for all newcomers to Australia.

Skill, Vigour, Ability and Courage

The rough pioneering work, the backbreaking task of subduing a wilderness to make it fruitful, has been done. Today, Australia needs skilled hands, strong backs, nimble brains and willing hearts. To what better source could we look than to our own motherland — the cradle of our pioneering ancestors?

From Britain, then, we want artisans and tradesmen, teachers, scientists, technicians, labourers. We want the bricklayer and the metallurgist, the surgeon and the probationer nurse.

What is just as important, we want the wife and the family. The family unit is the best immigrant group we should hope for. We want the children here to grow up and thrive in a young, healthy, progressive country, building their future with ours.

Australia can absorb many thousands more new citizens than are likely to be able to reach this country from the United Kingdom for some considerable time.

So, without detriment to those United Kingdom citizens anxious to join us, and without nibbling into the limited transport available on the U.K. run, Australia has indicated that it will welcome as settlers, healthy and suitable men and women from other freedom-loving lands.

We have invited the United States ex-serviceman and woman to join us, and many have responded to the invitation.

We are seeking more and more young men and women from the displaced persons' camps of British and American occupation zones of Europe, and already a sizeable stream is flowing from this source.

Australians are a determined people and will not rest until they have finished the job so well begun by the adventurous men of vision who hacked down the first gum-trees at Sydney Cove a century and a half ago.

Right or wrong—and we know we are right—I, and all Australians, believe that if anyone should share in our national destiny, it is our kinsmen from the little islands of our forefathers.

→ and these are some of them

BRITISH . . .

from the little islands of our forefathers.

AMERICAN . . .

many have responded to our invitation.

BALTIC . . .

contributing wealth to the British Commonwealth.

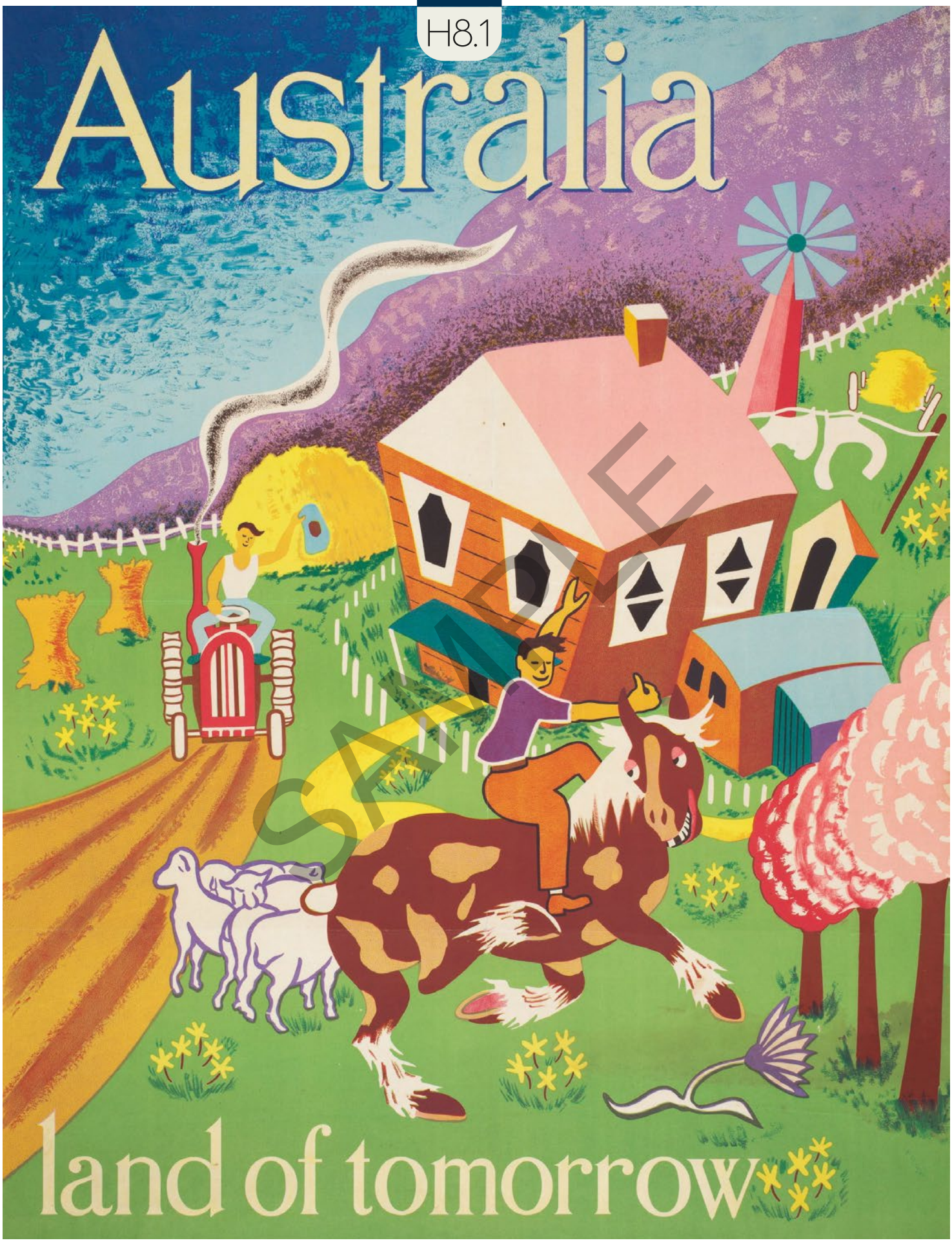
DUTCH . . .

bringing native skill to our farm lands.

POLISH . . .

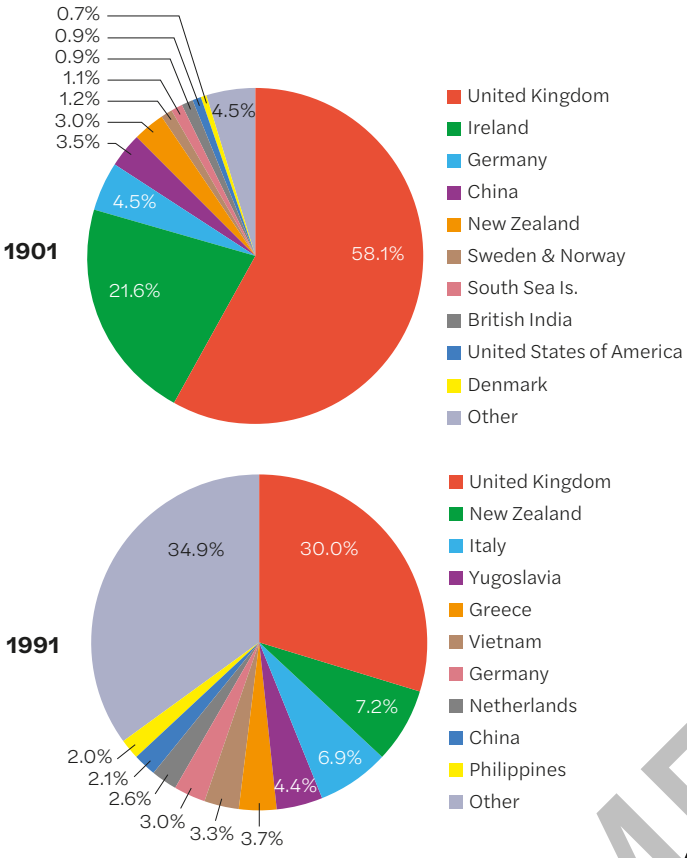
on vital, national works throughout Australia.

Source 3: Men in the mess hall at Bonegilla Migrant Reception and Training Centre, Victoria, in 1950



▲ **Source 4:** This 1949 Department of Immigration poster advertises an idyllic Australia to potential immigrants.

Top 10 countries of birth for the overseas-born population in Australia in 1901, 1947 and 1991



Source 5: The country of birth of arrivals to Australia has changed over time, becoming much more diverse.

Between 1945 and 1965, 2 million immigrants arrived in Australia. This postwar migration drove the economic boom of the 1950s and 1960s. As part of assisted migration schemes, migrants were expected to stay in the country for two years and work in a job chosen for them by the Australian Government. Many of these migrants participated in building works to improve the infrastructure of Australia, such as the Snowy Mountain Hydro-Electric Scheme, where they made up 65 per cent of the required 100 000 workers. Migrants were also responsible for other public works, such as the building of railways, roads and hospitals.

Other conflicts around the world also influenced and changed migration to Australia. The Vietnam War, a Cold War conflict, resulted in refugees beginning to arrive from Vietnam. Having been involved in the conflict, Australia had a moral and legal obligation to accept refugees. However, the arrival of immigrants by boat led to negative connotations being associated with the term '**boat people**'. By 1984, Australia had accepted 2000 refugees who had arrived by boat and a further 88 000 who had been processed through camps established by the UN High Commissioner for Refugees (UNHCR).

More recently conflict in the Middle East, in particular in Iraq, Syria and Afghanistan, as well as in Myanmar in South-East Asia, has resulted in an increase in refugees from these regions. In 2022, 17 875 **humanitarian** visas were issued, with a special focus on Afghan nationals due to the crisis in that country.

Learning ladder H8.1

Background and origins

1. Identify two reasons why the Australian Government wanted to increase migration after 1945.
2. Describe what was meant by 10-pound Poms?
3. Source 5: Explain the pattern of migration to Australia in 1947. How was this different to 1991?
4. Source 2: Explain the benefits the Immigration Minister saw in having more migrants in Australia. What qualities did he think they should have?
5. Evaluate the impact of government migration decisions on the economy and the nature of society.

Causes and consequences

1. Source 4: Identify one feature of this poster that is designed to persuade people to migrate to Australia.
2. Describe the effect of the Cold War on migration to Australia.
3. Source 1: Explain the effect of the Pacific war on Australia's attitude to migration.
4. Analyse the effect of overseas conflicts on migration to Australia.

HOW TO
Causes and consequences, page 10

How did Australian migration policies change over time?

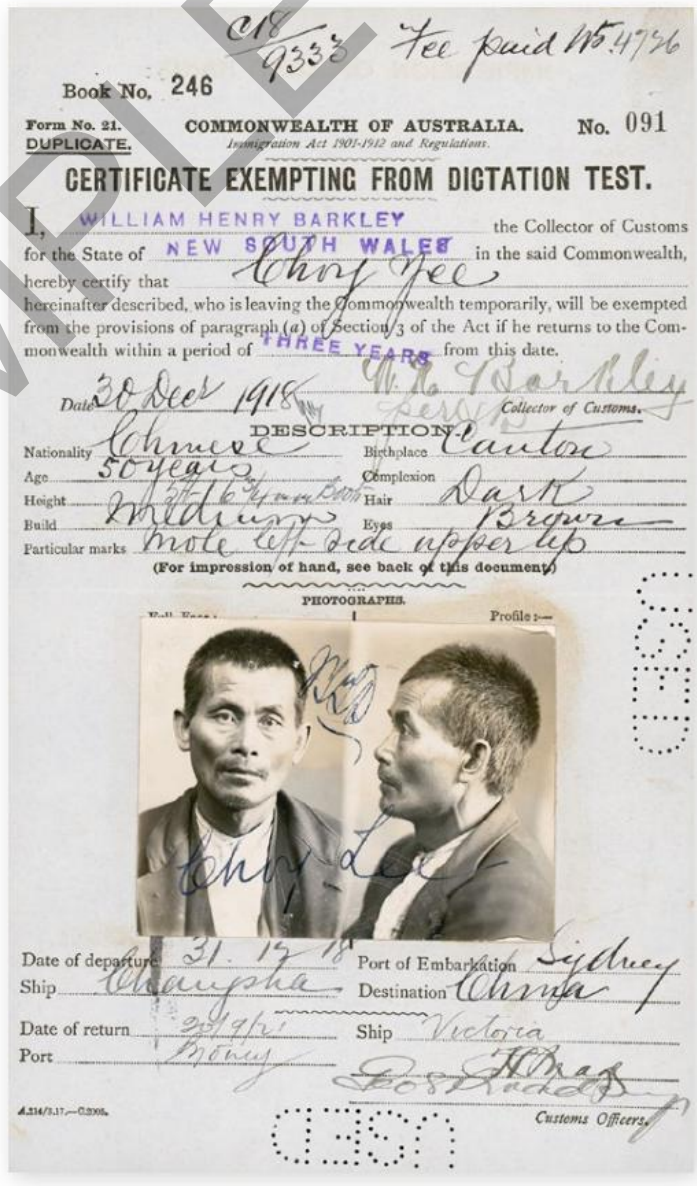
Migration policies have shaped how Australia has controlled and responded to new people arriving on our shores. *The Immigration Restriction Act 1901* formed the basis of what became known as the White Australia policy. This policy dictated the Australian Government's approaches to migration for over 50 years up until 1975, when Gough Whitlam's government finally dismantled its remnants.

The White Australia policy emerged from the desire by Australians at the time to restrict immigration and keep Australia 'white', to ensure that their way of life was not threatened . This was related to a belief that white-skinned people were superior to other races. Although the *Immigration Restriction Act* did not explicitly exclude migrants on the basis of race or ethnic background, it allowed officials, at their discretion, to prevent migrants who were considered 'undesirable' from entering the country.

> That end, put in plain and equivocal terms, as the House and the country are entitled to have it put, means the prohibition of all alien coloured immigration, and more, it means at the earliest time, by reasonable and just means, the deportation or reduction of the number of aliens now in our midst. The two things go hand in hand, and are the necessary complement of a single policy – the policy of securing a 'white Australia.'

Source 1: Alfred Deakin summarising the intent of the *Immigration Restriction Act 1901*

One method that was employed to limit immigration was the **dictation test**, which was used between 1901 and 1958. Officials would choose a language – one that an immigrant did not know – and test them in this strange language. When the person failed the test, the official would use that as a reason not to let them in to Australia. This test was initially used against Asian and



Book No. 246

Form No. 21. DUPLICATE. COMMONWEALTH OF AUSTRALIA. No. 091

Immigration Act 1901-1912 and Regulations.

CERTIFICATE EXEMPTING FROM DICTATION TEST.

I, WILLIAM HENRY BARKLEY the Collector of Customs for the State of NEW SOUTH WALES in the said Commonwealth, hereby certify that Choy Yee hereinafter described, who is leaving the Commonwealth temporarily, will be exempted from the provisions of paragraph (a) of Section 3 of the Act if he returns to the Commonwealth within a period of THREE YEARS from this date.

Date 30 Dec 1918 W. H. Barkley Collector of Customs.

DESCRIPTION.

Nationality Chinese Birthplace Canton
Age 50 years Complexion
Height 5ft 6½ inches Hair Dark
Build Medium Eyes Brown
Particular marks Mole left side upper lip

(For impression of hand, see back of this document)

PHOTOGRAPHS. Profile

Date of departure 31. 12. 18 Port of Embarkation Sydney
Ship Changsha Destination China
Date of return 23/9/21 Ship Victoria
Port Hong Kong

Customs Officers.

▲ **Source 2:** Choy Yee's Certificate of Exemption from the dictation test

African migrants, because white Australians feared they would lose jobs to immigrant labourers. There were some exemptions to the dictation test; for example, Chinese residents who already lived in Australia were issued with certificates of exemption, though these were predominantly issued to people who owned property.

> The legislation is founded upon hysteria. The public have been told over and over again that the purity and whiteness of the Australian Commonwealth is being endangered by the incursion of these hordes of Asiatics. I say that it is a fable; that it is altogether a fairy story.
>
> **Source 3:** Bruce Smith, 'Immigration Restriction Bill,' House of Representatives, *Debates*, 25 September 1901, p. 5153

As discussed on pages 178–81, Australia pursued European migrants after World War II. One method used to increase Australia's population involved recruiting child migrants, who had been orphaned by the war or were destitute. Despite provisions under British law that required the children themselves to agree to the arrangement, many were taken against their will – a situation that both the British and Australian Governments have acknowledged and apologised for. Assisted migration schemes such as the 'Bring out a Briton' campaign that began in 1957 encouraged the formation of committees to sponsor the migration of British families.

The concept of rescuing 'war babies' and underprivileged children from orphanages in the war-torn UK and offering them a new life in Australia had popular appeal, and the fact that these migrants were children was thought to give them an advantage in more readily adapting and 'assimilating' into the Australian community.

Australia was a large, sparsely populated country with densely populated neighbours on its doorstep. 'Populate or perish' was the slogan; mass immigration was seen as the solution. This policy had **bipartisan support** in parliament, and wide community acceptance.

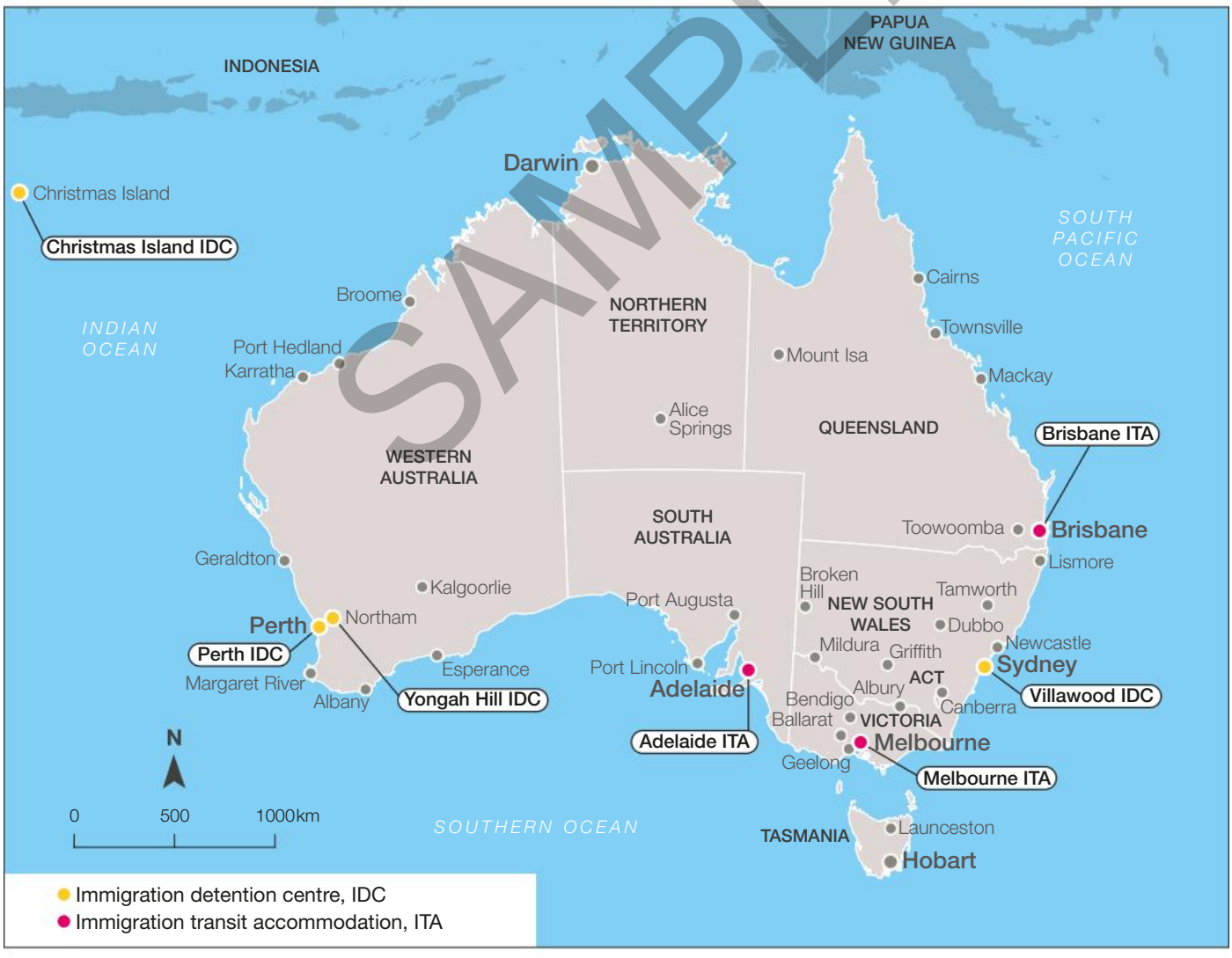
Source 4: 'Bring out a Briton' poster encouraging migration from the UK

In 1949, Harold Holt replaced Arthur Calwell as the Minister for Immigration. He began to make some changes to the White Australia policy. His decision in 1949 to allow 800 non-European refugees to stay in Australia 'was the first step towards non-discriminatory immigration policy', according to the Department of Home Affairs. He also made the decision to relax restrictions to allow Japanese war brides to migrate to Australia to be with their Australian husbands. The launch of the Colombo Plan in 1951 resulted in the Australian Government offering scholarships and assistance to students from Asia.

Further significant change occurred when the *Migration Act 1958* was introduced. The first immigration law since 1901, the legislation changed the emphasis of migration to qualifications rather than race and got rid of the dictation test that had been such a barrier. This allowed highly skilled people to migrate to Australia, and no longer barred people from Asia. However, this change did not end discrimination in migration, as the changes were implemented slowly. More fundamental changes occurred in 1966 when non-Europeans were allowed to apply for permanent residency after five years, the same as Europeans.

The next major changes to Australia's immigration policy occurred under Gough Whitlam's government. In 1973, the *Australian Citizenship Act* was passed. This act removed all discrimination from the process of applying for citizenship and anyone, regardless of race, could apply for permanent residency after three years. The government also signed international agreements such as the UN Convention on the Elimination of All Forms of Racial Discrimination. Two years later, the *Racial Discrimination Act 1975* made it illegal to use racial criteria to discriminate against migrants.

Australia's immigration detention facilities



Source: Matilda Education Australia/Custom Mapping Services

▲ **Source 5:** The locations of Australian detention centres.

The guiding principle for the Government in the vitally important matter of the grant of Australian citizenship is that there should not be discrimination between different groups of settlers seeking to join the family of the nation. Wherever they were born, whatever their nationality, whatever the colour of their complexion, they should all be able to become Australian citizens under just the same conditions. If we are to maintain our great tradition that every citizen should be equal before the law, it is surely essential that everyone seeking to become a citizen, after being lawfully admitted for residence in Australia, should find they are equally treated when they try to become citizens.

Source 6: Extract from a speech made by Al Grasby, Minister for Immigration on 11 April 1973

Increased numbers of refugees prompted the next major change in migration policy. In 1992, Paul Keating's Labor government introduced **mandatory detention**. This policy involved detaining anyone who arrived in Australia without a valid visa while they were assessed and either granted a visa or deported. From 1994, **asylum seekers** could be detained indefinitely while being assessed. In 2001, Liberal Prime Minister John Howard took a tougher approach. During the *Tampa* incident, the government refused permission for a Norwegian ship, the MV *Tampa*, carrying 433 rescued refugees and 5 crew, to enter Australian waters. Howard stated at the time, 'We will decide who comes to this country, and the circumstances in which they come'. Under Howard's government, asylum seekers were transported to offshore detention centres on the Pacific Islands of Nauru and Manus. These centres were closed in 2007 under the Rudd government as Kevin Rudd sought alternative solutions, but they reopened during Julia Gillard's prime ministership in 2012.

During Tony Abbott's time as prime minister (2013–2015), the use of offshore processing increased. Under 'Operation Sovereign Borders', the Australian Coast Guard and Navy were ordered to turn back boats carrying asylum seekers. Subsequent Liberal prime ministers have continued these policies, with Malcolm Turnbull stating in 2018, 'We make no apologies for sending the clearest message to the people smugglers and to their would-be customers; if you want to come or think you can come to Australia on a people smugglers' boat, you're wrong'.

Learning ladder H8.2

Significant people, ideas and events

1. What was the White Australia policy?
2. Describe how the dictation test was used to exclude migrants.
3. Explain changes to and developments in Australia's migration policy between 1949 and 1958.
4. Explain how Prime Minister Whitlam changed Australia's immigration policy.
5. Evaluate the policy of mandatory detention and in doing so explain why this policy has been the subject of vigorous public debate since it was introduced in 1992.

Perspectives

1. Source 4: Identify the kind of migration being encouraged by this poster.
2. Source 6: Describe Al Grasby's perspective on Australia's immigration policy.
3. Explain how perspectives on who should be able to migrate to Australia and how migrants should be treated have changed from Arthur Caldwell to Tony Abbott.
4. Evaluate the factors that created the perspective that Australia needed to be tough on refugees trying to enter Australia without a valid visa in the period 1992 to 2015.

HOW TO

Perspectives, page 10

How has Australia evolved as a multicultural society?

The First Nations peoples of Australia are the oldest continuous human culture in the world. These Nations were culturally, linguistically and geographically diverse; thus, Australia has always been a multicultural country. But the idea of a multicultural Australia is often perceived as a recent development, beginning with the waves of migration after World War II.

Terra nullius and a white Australia

When Europeans arrived in Australia in 1788, they brought with them their own culture, beliefs and values. The application of ***terra nullius*** effectively dispossessed First Nations peoples , leading to the destruction of much of their traditional culture. During the colonial period, as the majority of settlers were from the UK, there was a sense that Australia should be 'white and British'. By the time of federation in 1901, Australia's political, judicial and economic institutions were modelled on those in the UK. People believed that the British way of life was superior, and other cultures were viewed with hostility.

▲ **Source 1:** The International Club of Victoria, 1956. Many immigrants celebrated their cultural heritage by establishing and joining clubs. This helped overcome the social isolation of being in a new country.

In Australia there is a new cosmopolitanism, with a special stress on Asia, that is wholly good. The most remarkable change in the last 10 years is the degree to which Australia has reoriented itself towards Asia. Asian languages are beginning to take the place of European languages in the schools and universities. Goods from Japan, China, Taiwan, Hong Kong and Singapore fill the shops. A young man will be proud to own a Japanese sports car and [have] a Thai friend. Middle-class women study Japanese flower arrangement or Indian yoga. Rather unexpected for a country which still practises the White Australia policy. Sydney and Melbourne always seem full of Asians – Malayan students, Japanese businessmen, Indian journalists. They add a colour to our streets and a new interest to our life. The old suspicious racialism has nearly gone to be replaced, in some cases, by a slightly alarming naivety.

Source 2: John Douglas Pringle, *The Times*, 23 January 1968

Source 3: Bruce Petty cartoon, 'Welcome', c. 1990s

The assimilation era

Post-World War II, this prejudice extended to the new migrants arriving from Europe. Some of the Australians' hostility was targeted at immigrants arriving from countries that had been 'enemies' during the war; however, suspicions were also directed more generally at anyone regarded as different. The government, therefore, promoted **assimilation**, whereby immigrants should adopt the Australian way of life at the expense of their own culture. Assimilation as a policy was challenging: giving up the values and beliefs that a person has grown up with creates barriers. This is compounded by language differences. Many immigrants were unwilling to give up their language, customs and music, and established clubs, newspapers and restaurants; they wanted to continue to enjoy their own traditions.

There was also a tendency for immigrants to form communities and live in the same areas. For example, Italians immigrants tended to settle in Leichhardt and Ryde, Greeks in Newtown, Maltese in Holyrod and Merrylands and Yugoslavs around Stanmore. Being with others who shared the same language and culture made many immigrants feel more supported. Gradually, the **cultural diversity** that immigrants brought to Australia became accepted and valued.

Starting to embrace diversity

During the 1960s, the Australian Government moved towards the policy of **integration**. This allowed immigrants to continue with their culture, traditional customs, beliefs and values, in addition to adopting mainstream Australian values. Integration also acknowledged the contribution that different cultures could offer to Australian society, such as the gradual trend towards eating out in restaurants. Australia's wine-making industry also expanded, as table wine was part of Italian and Greek culture.

Source 4: Somali Day Festival, 2019

Australia is the most successful multicultural society in the world.

We are as old as our First Australians, the oldest continuing human culture on earth, who have cared for this country for more than 50 000 years. And we are as young as the baby in the arms of her migrant mother who could have come from any nation, any faith, any race in the world ...

... We are defined not by race, religion or culture, but by shared values of freedom, democracy, the rule of law and equality of opportunity – a 'fair go.' The glue that holds us together is mutual respect – a deep recognition that each of us is entitled to the same respect, the same dignity, the same opportunities. ... At a time of growing global tensions and rising uncertainty, Australia remains a steadfast example of a harmonious, egalitarian and enterprising nation, embracing its diversity.

Source 4: Extract from the foreword by Malcom Turnbull, *Multicultural Australia: United, Strong, Successful*, 2016

Multiculturalism as policy

It was the Whitlam government that embraced the rich cultural diversity brought to Australia by immigrants and, in 1973, it introduced the policy of **multiculturalism**. This policy accepted and acknowledged the importance of different cultural backgrounds and promoted respect and tolerance of people with different customs. While there was still opposition to this more inclusive approach, all political parties embraced the concept of multiculturalism, leading to the passing of the *Racial Discrimination Act 1975*. In 1977, the Ethnic Affairs Council was established to advise government on multicultural affairs and social cohesion. This body was replaced in 2011 by the Australian Multicultural Council.

Supporting communities

Many improvements have been made over time to support immigrants in Australia, including the establishment of the first multicultural television channel in the world – Channel 0/28 (renamed the Special Broadcasting Service (SBS) in 1985). Subsequent governments have continued to uphold multiculturalism as a fundamental policy. Recently, in 2021, the words of Australia's national anthem were changed to reflect Australia's long multicultural history: the words 'we are young and free' have been altered to 'we are one and free'.

Learning ladder H8.3

Significant people, ideas and events

1. Identify the perceived advantages of being 'white and British' for migration.
2. Describe the policy of assimilation.
3. Source 4: Explain the idea of a 'fair go' and how this is important to achieving a successful multicultural society.
4. Evaluate the impact of the policy of multiculturalism on Australia's population and its contribution to creating a harmonious society.

Continuity and change

1. Identify the difference between assimilation and integration.
2. Describe how Australia has been a multicultural country for more than 65 000 years.
3. Explain what has changed and what has stayed the same in Australian society in relation to migration.
4. Source 2 presents a perspective of the impact of migration on Australia by 1968. Evaluate the extent to which the situation had stayed the same or changed by 2016.

HOW TO Continuity and change, page 10

How did the Vietnam War impact Australian migration?

The term 'boat people' entered Australian language after Saigon (now Ho Chi Minh City) fell to the communist North Vietnamese in 1975. Fearing persecution by the communist government, around 130 000 South Vietnamese people fled the country, typically by boat.

▲ **Source 1:** People return to their homes in April 1975, towards the end of the Vietnam War. The extent of the damage to the country can be seen in the destroyed buildings and bare hillsides. People often lost everything during the war, holding on to only what they could carry.

The impact of war on Vietnam

War wreaked havoc on Vietnam. Over the course of the war, more than 64 million tonnes of bombs were dropped on the country (three-and-a-half times the amount dropped during the whole of World War II). The use of the poisonous herbicide Agent Orange had also destroyed one-quarter of Vietnam's forests, and people were starving.

It total, is estimated that more than 2.2 million Vietnamese people were killed during the Vietnam War – some 6 per cent of Vietnam's population of around 38 million in 1965. This included approximately 930 000 North Vietnamese soldiers, 300 000 South Vietnamese soldiers, and around 1 million civilians. After the Viet Cong victory, it is estimated that a further 650 000 Vietnamese people in the south were killed as the communist regime consolidated power.

Back on our boat one of the pirates grabbed hold of the smallest child. He lifted up the baby and ripped open the child's nappy. A tiny slice of gold fell out. The pirate picked up the metal and wantonly dangled the baby over the side of the boat, threatening to throw the infant in. My father screamed at the top of his lungs, 'We must save the child! We will fight to the death to SAVE THE CHILD!'

Source 2: Ahn Do (2011), The Happiest Refugee, Allen & Unwin.

Indochinese refugees

In the wake of the fall of South Vietnam and with the brutal reunification of the country under the communists, thousands of Vietnamese people were subjected to persecution. Neighbouring Cambodia and Laos became similarly dangerous due to civil war and coups backed by the Vietnamese communists and the Soviet Union. This led a growing number of Indochinese refugees to seek asylum and **resettlement** in peaceful countries, such as Australia.

Between 1975 and 1987, nearly 2 million Indochinese refugees left their war-torn homelands, often undertaking a dangerous journey by sea in overcrowded and poorly equipped boats. Around 673 000 (120 000 from Vietnam, 228 000 from Cambodia and 325 000 from Laos) people arrived in Thailand and remained in crowded **refugee camps** until a 'third' country would accept them. Over this period, Australia resettled around 94 000 Indochinese refugees, most of whom came from Vietnam, including around 2000 Vietnamese who had arrived by boat. The first 'boat people' arrived in Darwin in 1976.

Source 3: Vietnamese refugees await rescue from their fishing boat. They were found 560 kilometres northeast of Cam Ranh Bay, Vietnam, after spending eight days at sea. ▶

Source 4: Vietnamese boats and refugees in Darwin Harbour, c. 1978

Reaction towards 'boat people'

In Australia, opinions were divided over accepting Indochinese refugees. On one side were those who believed Australia would be 'swamped' and efforts should be made to limit the number of refugees entering Australia. On the other side were those who saw refugees as a global and humanitarian problem that required Australia's help to solve. As the controversy developed, an increased number of refugees were refused entry or sent back. Many were forced to remain in camps in South-East Asia awaiting assistance.

International response

In 1979, the UN held their Meeting on Refugees and Displaced Persons in South-East Asia conference in Geneva to discuss how to reduce the number of refugees coming from Indochina, including Vietnam. While the resulting programs helped to stem the flow of refugees, ongoing conflict continued to force people to seek asylum.

In 1989, in response to another wave of people fleeing Indochina, the UN held their International Conference on Indochinese Refugees. From this, a plan was introduced whereby refugees escaping from Vietnam, Cambodia and Laos no longer had automatic refugee status. Only those who could prove they faced persecution in their homeland would be classed as refugees. If it was determined they were fleeing to seek a better standard of living, they would be forced to return to their home country. It was felt this would deter most 'boat people' from trying to reach places such as Australia, Canada and the United States.

Australia–Vietnam cooperation

For Australia, these UN conferences resulted in a commitment from both Australia and Vietnam to work together to reduce the number of Vietnamese migrants choosing the dangerous sea voyage over other migration options.

Source 5: Vietnamese restaurants and other businesses run by the Vietnamese community can be found in almost every town and city in Australia.

They worked together to:

- address the root causes within Vietnam – through development aid
- deter migration by sea – through education programs and orderly screening within Vietnam, and detention in Australia
- encourage **repatriation** – through humanitarian support, monitoring and reintegration programs.

Life in Australia

Indochinese refugees who were able to remain in Australia faced adjustment problems and often racism. Many had spent years in refugee camps, which often lacked educational services and opportunities to learn the English language. These factors contributed to a high unemployment rate (20–30 per cent) and a feeling of alienation once these people settled in Australia.

Despite their initial struggles, however, these communities were resilient. The Vietnamese-Australian community, for example, has become a vibrant part of multicultural Australia. Characterised by its strong cultural traditions, extensive community networks and visibility in the business community, the Vietnamese-Australian community has also helped promote cultural understanding and cooperation between Australia and Vietnam.

Learning ladder H8.4

Significant people, ideas and events

1. Identify the event that led to thousands of South Vietnamese fleeing their country.
2. Describe the experience of Indochinese fleeing their homelands between 1975 and 1987.
3. Explain the different opinions in Australia on accepting 'boat people'.
4. Explain how the 1989 UN International Conference on Indochinese Refugees influenced Australia's response to boat people.
5. Analyse how the aftermath of the Vietnam War influenced Australian society

Chronology

1. On a timeline, place the following events: UN Conference on Indochinese Refugees, First 'boat people' arrive in Darwin, Fall of Saigon, UN Meeting on Refugees and Displaced Persons.
2. Review your answer to Question 1 and answer 'yes' or 'no' to the following: My timeline has a scale? The events are in chronological order? All the required events are included?
3. Refer to your timeline. How many years were there between the UN Meeting on Refugees and Displaced Persons and the UN Conference on Indochinese Refugees?
4. Using the information on your timeline, explain how the outcome of the Vietnam War created Indochinese refugees and required an international response to manage the impact..

HOW TO
Chronology, page 10

site study

Who are Australia's 'Faces of Migration'?

The Australian National Maritime Museum, located in Darling Harbour, has gathered together a variety of portraits showcasing the diverse, complex and powerful history of migration in Australia. Its digital 'Faces of Migration' exhibit sits within the Museum's 'Migration Stories' digital experience, and offers a fascinating insight into the experiences of immigrants in Australia.

Source 1: Hea-Jin Park – arrived in 2005 from South Korea

Being uprooted at an early age to start my migration journey, which has included three continents at least, the experience has freed me from the stereotype that societies often impose on migrants and their communities. I take pride in the places that shaped me as a person and as such, I often find myself telling the younger generation to be proud of their ethnic names. That there is nothing to apologise about one's culture and that we should all celebrate our diversity.

https://lab.sea.museum/migration#hea-jin-park

Source 2: Phillip Braslins – from Latvia

Despite all of the challenges of being a 'New Australian' dad felt welcome here and was proud of the life that he created ... to our lasting regret, dad never spoke his native language in our home, because he wanted us first and foremost to be Australian. No matter what our origins, our history as the children of migrants, who may have even fought on opposing sides in WWII, we can come together here in Australia, recognise and value both our similarities and our differences, and build a safe, inclusive and nurturing community for all.

https://lab.sea.museum/migration#phillip-braslins

Background and context

By the late 1940s, it had become obvious that restricting migration under the *Immigration Restriction Act 1901* was hindering the growth of Australia as a nation. After World War II, the Immigration Minister, Arthur Calwell, began to relax the White Australia policy, to allow migrants to come to Australia from continental Europe. The nature of migration changed again in the 1970s with the end of the Vietnam War and the influx of migrants from South-East Asia. Since 1945, nearly 8 million migrants have stepped ashore. Australia's cultural identity has been shaped by the movement of peoples and the influx of migrants during the 20th century.

> The stories of migrants speak to universal themes such as belonging, love, adventure, family and safety. Some are stories marked by adversity, loss and sadness, some are less dramatic but all are stories of hope. Welcome to Migration Stories, the museum's digital experience dedicated to sharing complex, challenging and emotional stories about how people are shaped by migration.
>
> **Source 4:** Introduction to the 'Faces of Migration' as part of the Migration Stories website of the Australian National Maritime Museum. https://lab.sea.museum/migration

I have been an Australian for over 60 years, but I am proud of my Italian heritage. As a child growing up, I was protected from prejudice by my older brother, and felt that I assimilated quite easily into new life in Australia ... I have a passion for the traditional food I was bought up with and cherish the recipes from my mother which I share and hopefully preserve for generations to come. I have totally embraced both cultures and feel extremely fortunate to live in Australia and the opportunities I have been given.

https://lab.sea.museum/migration#angela-arena

Source 3: Angela Arena – arrived 1961 from Italy

Learning Ladder H8.5

Significant people, ideas and events

1. Identify when non-British migration to Australia begin to rapidly increase.
2. Source 1: Describe Angela Arena's view of being a migrant in Australia. What were her positive and negative experiences?
3. Source 2: Explain some of the challenges of being a 'New Australian' referred to by Phillip Braslins.
4. Source 4: Evaluate the contributions 'Faces of Migration' site has made to our understanding of the experiences of those who migrated to Australia.

Sources

1. What is the origin of Sources 1, 2 and 3?
2. Describe the features common to the three Sources.
3. Explain how source 4 assists in interpreting Sources 1, 2 and 3.
4. Which source do you rate as providing the most useful insight into the experience of immigrants to Australia? Explain your choice.

HOW TO Sources, page 10

How has public opinion towards immigration changed?

The issue of migration has long been a contentious one in Australia, although mainstream views have tended to reflect the public's changing beliefs and attitudes, and the influence of the media. More often than not, resistance to immigration is founded on perceptions that an increased number of migrants to Australia will lead to unemployment and economic insecurity or that it will threaten the 'Australian way of life'. However, this attitude ignores the economic and cultural benefits Australia's migrants have contributed.

Pre–World War II attitudes

When Australia federated, one of the underlying causes was migration. In 1901, the majority of the population believed that Australia should be a country for 'whites only'. The economic downturn of the 1890s had led to increased resentment towards non-Europeans, in particular Chinese, for taking the jobs of 'white' Australians. This contributed to the introduction of the *Immigration Restriction Act 1901*.

During World War I, Australia's 100 000 residents of German descent became the subject of intense distrust. Following the passing of the *War Precautions Act 1914*, many Australians boycotted the businesses of German Australians, and others were sacked from their jobs.

Many German placenames were changed, such as Germantown, now Grovedale, near Geelong; Hochkirch, now Tarrington, near Hamilton; and Mt Bismarck was changed to become Mt Kitchener. Many Germans were forced into internment camps. Similarly, during World War II, the Australian Government interned over 5000 people deemed to be 'enemy aliens'.

The post–World War II shift

With the government's postwar push to increase the population of Australia, there were some Australians who reacted with hostility amid fears that they would lose jobs to new migrants. However, these fears were unfounded as the postwar years were a time of economic growth, with employment available for both locals and new arrivals. However, in just over a decade there was a shift in attitude and, by 1959, public opinion polls reflected that only 34 per cent of Australians still supported the White Australia policy. Increased pressure for change saw a shift in migration policies and a rise in non-European immigrants.

The rise of multiculturalism

By the 1970s, the introduction of multiculturalism saw an increasing acceptance of immigrants from different cultures. In the 1980s, an increase in the number of refugees and asylum seekers arriving by boat became a topic of public debate in Australia. This issue continues to be contentious today. Some of the initial controversy was sparked by a speech from historian Geoffrey Blainey, declaring that there were too many immigrants arriving from Asia and that this posed a threat to 'Australian jobs and social cohesion'.

Opposition leader John Howard added to the debate when, in 1988, he announced a 'One Australia' policy calling for a reduction in immigration from Asian nations. He called for a focus on 'One Australia' that: 'respects our cultural diversity and acknowledges that we are drawn from many parts of the world but requires of all of us a loyalty to Australia at all times and to her institutions and her values and her traditions which transcends loyalty to any other set of values anywhere in the world'.

▲ **Source 1:** This 1886 cartoon ('The Chinese Octopus') tries to spread fear about what Chinese immigration might bring to Australia. While acceptable at the time, it is racist and offensive by modern standards.

We were called wogs and regularly your bag would get thrown off the tram and you would have to get off at the next stop and go back and collect it. I just learned to not let this get to me. My dad always said I was, 'a sturdy little soul', so I worked hard at school. I was on a scholarship so maintaining that was critical for me. As a migrant, I certainly stood out a bit. I remember once at a social, an Australian boy asked me to dance and some of the girls said, 'look at him, he's dancing with the wog'. There was also one boy in our street who never stopped calling us names. He was relentless. But then there was a family of Australians who lived across from us – the Faheys – they were welcoming and kind and we formed a friendship that lasted for over 50 years until they passed away. My parents had this philosophy that this racism reflected badly not on us but on the people perpetrating it.

Source 2: Account by Carmen Calleya-Capp, whose family emigrated from Malta in 1958, when she was four years old

Backlash against multiculturalism

Despite changes in immigration policies, the controversy around immigration continued into the 1990s when Pauline Hanson was elected to the federal government. Following her disendorsement by the Liberal Party for comments regarding First Nations benefits, she founded the One Nation Party. In 1997, One Nation gained 9 per cent of the vote in the federal election and, in 2016, during the double dissolution federal election, the party gained four seats in the Senate. Since then, it has secured two seats in the 2019 and 2022 elections.

Concerns over immigration rates have remained among the Australian public. The majority of Australians support immigration but some still have reservations around the number of immigrants arriving to Australia. Some Australians have concerns around the pressure put on cities and infrastructure. Since then, it has secured two seats in the 2019 and 2022 elections.

Response to mandatory detention and offshore processing

There have, however, been negative public reactions around mandatory detention. This policy, and the conditions in which immigrants have often been detained, has come under scrutiny. In 2002, conditions in the Woomera detention centre were found to be 'inhumane and degrading' by a UN investigation. Conditions in offshore detention centres have been shown to be equally as bad. These ongoing issues were highlighted again in 2016 by a High Court challenge to the government's right to detain asylum seekers. The challenge was rejected; however, the Manus Island processing facility was later closed. As at 2024, offshore processing continues in Nauru.

Source 4: The 2001 MV *Tampa* incident generated public support for stricter immigration controls, with asylum seekers represented as a security risk and an economic burden. The result was the creation of the Pacific Solution, with the opening of offshore processing centres on Manus Island (PNG) and Nauru.

I and most Australians want our immigration policy radically reviewed and that of multiculturalism abolished. I believe we are in danger of being swamped by Asians. Between 1984 and 1995, 40 per cent of all migrants coming into this country were of Asian origin. They have their own culture and religion, form ghettos and do not assimilate. Of course, I will be called racist but, if I can invite whom I want into my home, then I should have the right to have a say in who comes into my country. A truly multicultural country can never be strong or united.

Source 3: Pauline Hanson, expressing her views on immigration in her maiden speech to Parliament, 1996

Source 5: Demonstrators in Melbourne call for refugees on Manus and Nauru to be brought to Australia.

Learning ladder H8.6

Impact and legacies

1. Identify the economic circumstances in Australia that contributed to the introduction of the *Immigration Restriction Act* in 1901?
2. Describe how public debate about migration changed in the 1980s.
3. Source 3: What legacies of the White Australia Policy are reflected in Pauline Hansen's speech?
4. Explain the impact of the policy of mandatory detention for asylum seekers on Australia's international reputation.
5. Analyse Australian public opinion to immigration over time. Has there been great change or continuity?

Perspectives

1. Source 4: Identify the perspective towards refugees of those marching.
2. Source 2: Describe the perspective of Carmen Calleya-Capp growing up as a migrant in the 1960s.
3. Source 4: Explain Pauline Hanson's perspective on multiculturalism.
4. Source 3: Evaluate the perspectives on immigration presented in 10.6. Has public opinion towards immigration really changed during this time?

Perspectives, page 10

HOW TO

How do I conduct a good inquiry?

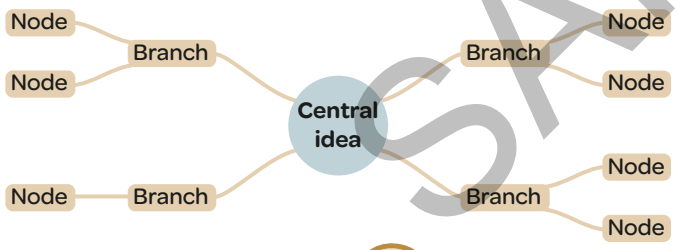
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to the migration experiences..

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- White Australia policy, page xx
- Postwar migration policies, page xx
- Integration compared to multiculturalism, page xx
- Migrant contributions to Australia, page xx
- Mandatory detention and offshore processing, page xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

H9

Political Crisis: The Whitlam Dismissal

HOW DID WHITLAM RESHAPE AUSTRALIA xxx

WHY WAS WHITLAM DISMISSED? xxx

HOW IS WHITLAM REMEMBERED? xxx

Source: Australian Information Service, AIS 1973-1986

How can we understand political crisis

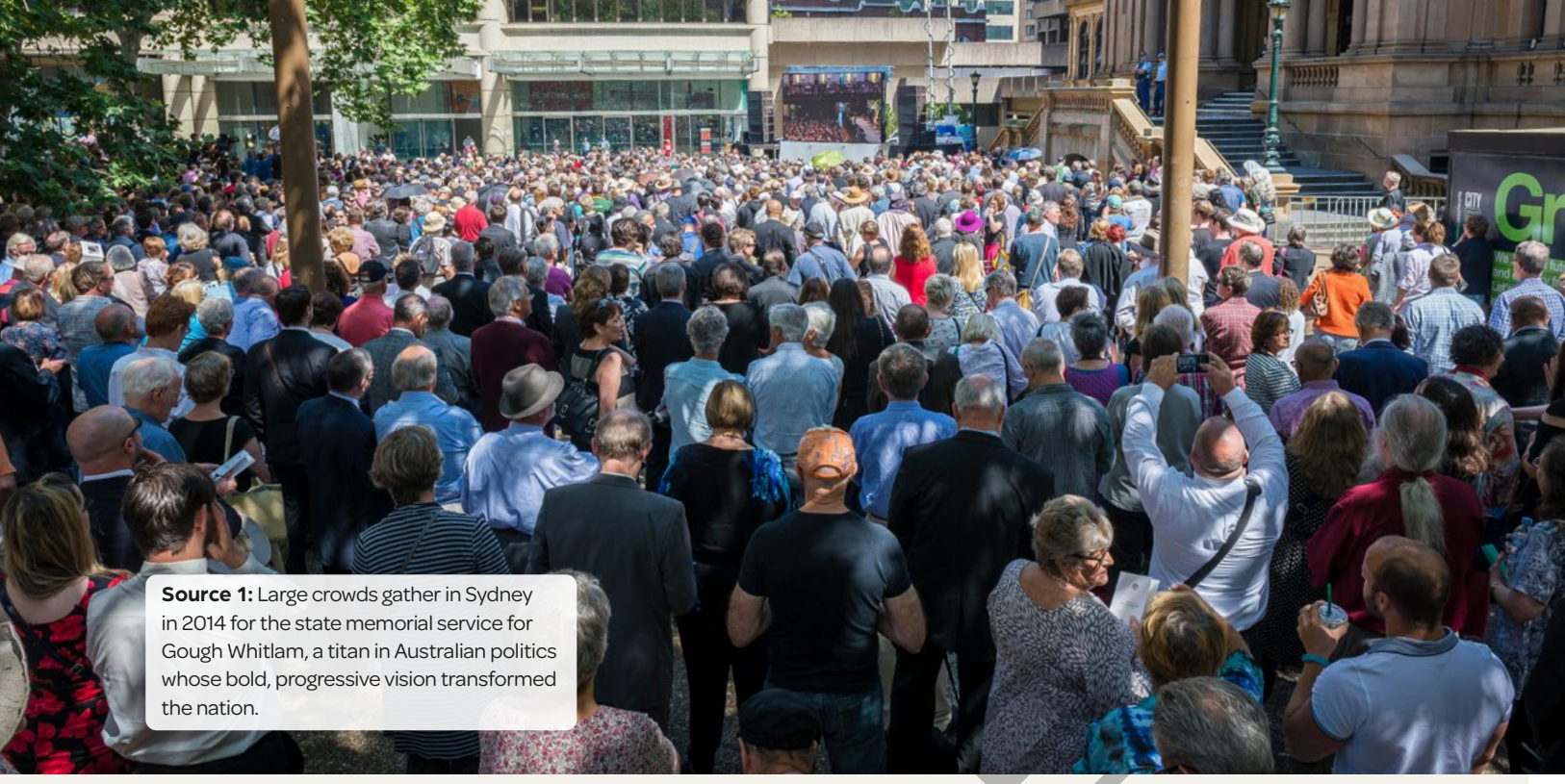
The Whitlam dismissal was a major political crisis because it saw an elected Prime Minister removed suddenly by the Governor-General. This unexpected act caused public shock and heated debates about fairness, democracy and the limits of power. It highlights how breaking established rules in any government can lead to confusion and weaken trust in political systems.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the origins of a historical development or movement.	I can evaluate the influence of significant people and ideas.	I can evaluate the legacy of a historical development or movement.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a historical development or movement emerged.	I can explain why ideas influenced people and events.	I can explain why a historical development or movement has a legacy.	I can explain patterns of continuity and/or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a historical development or movement emerged.	I can explain how ideas influenced people and events.	I can explain the impact of one historical development on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins and context of a historical development or movement.	I can describe key people, ideas and events.	I can describe the legacy of a historical development or movement.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of a historical development or movement.	I can identify key people, ideas and events.	I can identify the legacy of a historical development or movement.	I can identify continuity and change.	I can identify a cause and a consequence.

Knowledge and understanding



Source 1: Large crowds gather in Sydney in 2014 for the state memorial service for Gough Whitlam, a titan in Australian politics whose bold, progressive vision transformed the nation.

Historical concepts and skills

Steps in skills progression

Perspectives	Significance	Interpretations	Chronology	Sources	
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

How did the Whitlam government reshape Australia?

The Whitlam government ended 23 years of coalition rule and introduced modern political strategies. It launched the 'It's time' campaign and implemented reforms in social policy, education, rights and the environment. The period was marked by ambitious changes, legislative challenges and enduring impacts on Australia's political and social landscape.

Before Gough Whitlam led the Australian Labor Party to victory in December 1972, a **coalition** of the Liberal and Country (now National) parties had been in power since 1949. After 23 years of governing, this coalition no longer seemed able to provide a clear direction for Australia's future. In contrast, the Labor Party appeared dynamic and exciting, proposing changes that appealed to many non-traditional Labor voters.

The Labor Party ran a highly successful political campaign in 1972 based on the slogan 'It's time'. This was the first modern political campaign. Market research showed a need to 'humanise' Whitlam and to target the voter groups of women and young people. The campaign centred around the slogan and a television commercial featuring a catchy song written by Paul Jones. The song reflected the nation's mood at the time and the campaign effectively communicated Whitlam's policies focused on 'cities, schools and hospitals'. This led to political success when the Labor Party won 49.6 per cent of the primary vote and 67 seats in the House of Representatives compared with the Coalition's 58 seats.

Source 1: The iconic 'It's time' campaign swayed voters.

During its time in power, the Whitlam government enacted more than 508 bills. It acted on election promises and made changes that reflected Australia's growing demands for improvements to women's and civil rights, an end to involvement in Vietnam, recognition of **multiculturalism** and action on environmental concerns. Some of the changes are listed below.

- Social wellbeing – introduction of bulk billing and free treatment at public hospitals (called Medibank, now known as Medicare), pension increases and other social security benefits and an increase in social housing
- Education – the Australian Schools Commission established, fees for higher education abolished, Disadvantaged Schools Program established and the Commonwealth contribution to school spending increased to 42 per cent
- Women's rights – creation of the Office of Women's Affairs to improve gender equality and equal pay for women, and an end to the tax on contraceptive pills to make them cheaper
- Indigenous rights – the Federal Ministry for Aboriginal Affairs created and the National Aboriginal Consultative Committee formed; the *Aboriginal Land Rights (Northern Territory) Act 1976* passed and the Aboriginal Legal Service created
- Politics and law – the voting age reduced from 21 to 18 years in federal elections, Australian Legal Aid created and the death penalty abolished for all federal crimes; the Australian Law Reform Commission established
- Foreign affairs – the People's Republic of China officially recognised, economic **sanctions** on the South African **apartheid** government voted for at the UN and support for independence for Papua New Guinea
- Multiculturalism – the remnants of the White Australia policy dismantled, the *Racial Discrimination Act 1975* passed and funding allocated for multilingual welfare officers and radio programs in community languages
- Environment – creation of the Australian Heritage Commission, prevention of proposed drilling on the Great Barrier Reef by the *Seas and Submerged Lands Act 1973* and the prevention of nuclear testing in the South Pacific by France through the International Court of Justice.

While implementing these **radical** changes, the Whitlam government also faced numerous problems and challenges, especially as the Labor Party did not hold a majority in the Senate. This provided the opportunity for the Opposition to block legislation and, by early 1974, it had blocked 19 pieces of legislation.

> When government makes opportunities for any of the citizens, it makes them for all the citizens. We are all diminished as citizens when any of us are poor. Poverty is a national waste as well as individual waste. We are all diminished when any of us are denied proper education. The nation is the poorer – a poorer economy, a poorer civilisation, because of this human and national waste.

Source 2: Gough Whitlam 1969 election campaign speech delivered at Sydney.

Learning ladder H9.1

Background and origins

1. Identify who had been in power before Labor.
2. Outline one reason why many Australians were attracted to the Labor Party.
3. Describe the features of the Labor political campaign in 1972.
4. Explain the impact of the Labor political campaign in 1972.

Change and continuity

1. Identify some of the environmental changes introduced by the Whitlam Government.
2. Describe how women's rights were improved under the Whitlam Government.
3. Explain the legal changes made under Whitlam's government.
4. Explain how education improved under Whitlam's government.
5. Evaluate the extent of social changes made under the Whitlam Government.

HOW TO

Change and continuity, page xxx

What caused Gough Whitlam's dismissal?

After coming to power in 1972, the Labor government of Gough Whitlam faced several crises that ultimately led to its dismissal by the Governor-General in November 1975 – an event that remains controversial.

The first challenge faced by the Whitlam government was high inflation rates, which rose to 18 per cent in 1973. This was caused by the 1973 oil crisis, where OPEC restricted oil exports. Petrol prices then increased steeply, leading to a general rise in prices. The increase in prices and demands for higher wages were worsened by spending on Whitlam's social programs. The opposition used these economic problems to criticise the government and its changes. Whitlam's government was also criticised for the perceived mismanagement of the costly reforms it was pursuing.

The second challenge led to a **double dissolution** (when both houses of the Commonwealth are dissolved and all members of government must stand for election). This occurred because the Liberal–Country Party Opposition in the Senate used its numbers to postpone a vote on supply bills. Supply bills are legislation giving the government the right to spend money in the first months of the financial year (1 July to mid-August). When the Senate rejected these bills for the second time, Whitlam advised the Governor-General to call a double dissolution. The election, held on 18 May, did not give Labor a majority in the Senate, although the party did gain an extra three senate seats.

▲ **Source 1:** This photo shows a petrol station closed during the 1973 oil crisis. Global petrol shortages fuelled inflation, which made implementing new programs more expensive for the Whitlam government.

> … a Prime Minister who cannot ensure supply to the Crown, including funds for carrying on the ordinary services of Government, must either advise a general election … or resign. If, being unable to secure supply, he refuses to take either course, Your Excellency has the constitutional authority to withdraw his Commission as Prime Minister.

Source 2: Sir Garfield Barwick's Advice To Sir John Kerr, 10 November 1975

Confidence in the government was also damaged by what became known as the 'Loans Affair', where accusations of secrecy and ignoring procedures hurt its reputation. In November 1974, Rex Connor, Minister for Minerals and Energy, tried to secure loans of $4 billion for the government from commodities trader Tirath Khemlani. However, this attempt took place after Connor had lost the authority to do so. He was forced to resign after the Opposition exposed the secrecy of these dealings during question time in parliament. This came after Whitlam had been forced to dismiss Jim Cairns, Deputy Prime Minister and Treasurer, for his role in the loan-raising activities. The situation was an embarrassment for the government and led to claims of impropriety.

The **deadlock** in the Senate continued and was supported by Malcolm Fraser, who became leader of the Liberal Party in March 1975. He pledged that the Opposition would use its Senate numbers to block supply in the 'most extraordinary and reprehensible circumstance'. By mid-1975, Whitlam only had the support of 27 senators compared with the Opposition's 30. In mid-October 1975, when the budget for 1975–1976 was presented, Fraser cited the Loans Affair as a reason to defer voting on the bills.

Whitlam was faced with limited funds but refused to call an early election. Despite meeting with the Governor-General, Sir John Kerr, the deadlock continued into November. It was broken when Sir Kerr advised Whitlam at 1 pm on 11 November 1975 that he was dismissing the government and sacking him as Prime Minister because Whitlam refused to resign or call an election after failing to obtain supply.

Fraser was then sworn in as **caretaker** and that afternoon the appropriation bills were passed by the Senate and then both houses were dissolved. Despite the slogan 'We want Gough' appearing at protests in Canberra and across Australia, the Labor Party lost the election on 13 December, winning 36 seats to the Opposition's 91.

Before Whitlam was dismissed, Sir John Kerr and Malcolm Fraser made a telephone call, which itself breached the Constitution. During the call, they discussed Kerr dismissing Whitlam and inviting Fraser to become caretaker prime minister. When questioned by journalists, Fraser denied knowing about any planned dismissal.

Ladies and gentleman, well may we say God Save the Queen because nothing will save the Governor-General.

The proclamation which you have just heard read by the Governor-General's official secretary was countersigned 'Malcolm Fraser' who will undoubtedly go down in Australian history from Remembrance Day 1975 as Kerr's cur.

They won't silence the outskirts of Parliament House, even if the inside has been silenced for the next few weeks.

The Governor-General's proclamation was signed after he already made an appointment to meet the Speaker at a quarter to five.

The House of Representatives had requested the Speaker to give the Governor-General its decision that Mr Fraser did not have the confidence of the House and that the Governor-General should call me to form the Government ...

Maintain your rage and enthusiasm through the campaign for the election now to be held and until polling day.

Source 3: Speech made by Whitlam on the steps of Parliament House

Some historians, such as Jenny Hocking, dispute Kerr's decision, arguing that as Governor-General he did not act on his ministers' advice and that the call to Fraser proves this.

The dismissal of Gough Whitlam and his government came after three years of political conflict and remains controversial more than 40 years on. It was a major crisis in Australian politics.

Source 4: Whitlam speaking to the press outside Parliament House after the dissolution of parliament

Learning ladder H9.2

Significant people, ideas and events

1. Identify the crisis that caused economic problems in Australia in 1973.
2. Describe the challenges that the Whitlam Government faced.
3. Explain how these challenges influenced views of Whitlam's government.
4. The three key people in the dismissal were John Kerr, Malcolm Fraser and Gough Whitlam. Explain the role of each.
5. Evaluate which factor was most significant in contributing to Whitlam's dismissal.

Causes and consequences

1. Identify one cause of the Whitlam Government's dismissal.
2. Describe the consequences of the Loans Affair.
3. Explain the consequences of high inflation rates.
4. Explain the consequences of the deadlock in the Senate.
5. Evaluate how the dismissal exposed weaknesses or uncertainties in Australia's Constitution and political conventions.

HOW TO

Causes and consequences, page xxx

What societal shifts and continuities emerged after Whitlam's dismissal?

Following the Whitlam dismissal, public trust shifted and constitutional awareness grew, sparking debates over the Governor-General's role and rising political polarisation. The crisis also led to a landslide victory for the Liberal–National Coalition, ushering in a more conservative era. More generally, however, parliamentary structures remained intact.

One of the changes in Australian society after the Whitlam government dismissal was a shift in public trust and an increase in awareness of the Constitution. Many Australians questioned the impartiality of key figures involved in the dismissal, particularly the office of the Governor-General. In addition, many felt that the Queen had interfered in Australian domestic affairs and that Kerr had undermined Australia's political independence. In fact, until Sir John's retirement two years later he was often met with hostility at public engagements.

At the same time, there was a greater understanding of the constitutional framework and the reserve powers held by the Governor-General, and political polarisation increased. For many Australian Labor Party supporters the dismissal was seen as an injustice, while Coalition supporters regarded it as a necessary constitutional act to break the political deadlock. This sparked wider debates on Australia's constitutional arrangements, including the role of the Governor-General, its reserve powers and the potential for Australia to become a republic.

Another change was the landslide victory for Malcolm Fraser's Liberal–National Coalition in the subsequent election. The Liberal Party won a majority in its own right by gaining 68 seats, while Labor managed only 36 seats – a loss of 30 seats in the House of Representatives. This marked the beginning of a more **conservative** era in Australian politics and the end of Whitlam's reformist government.

Despite the crisis, Australia's parliamentary democracy remained intact. The election resolved the situation through constitutional means rather than violence or extra-legal measures. The dismissal did not change Australia's status as a constitutional monarchy, nor did it alter the legal framework. The role of Governor-General as the Queen's representative continued, albeit with greater scrutiny of its reserve powers.

The two-party dominance of Australian politics persisted, with the Australian Labor Party and the Liberal–National Coalition remaining the primary political forces. The Coalition stayed in power until Labor returned under Bob Hawke, who led for a record four terms and remains the longest-serving Labor Prime Minister.

Source 1: Protestors outside the Hilton Hotel as Sir John and Lady Kerr arrive, 30 August 1976.

Source 2: Future Prime Minister Bob Hawke (at the time the President of the Australian Council of Trade Unions) addressing the crowd at a protest rally outside Parliament House, 12 November 1975.

Many key pieces of the Whitlam administration's legislation were upheld, and although some laws have been amended or watered down over time, they became part of everyday life for Australians. Meanwhile, the broader economic challenges of the 1970s – such as inflation and unemployment – continued to shape Australian society regardless of the political impact of the Whitlam dismissal.

Learning ladder H9.3

Significant people, ideas and events

1. Identify how Kerr was able to dismiss the Whitlam Government.
2. Describe the attitude of the Australian public towards Sir John Kerr following his dismissal.
3. Explain how there was continuity regarding Australian identify following the political crisis.
4. Explain why there was a conservative era following the Whitlam Government.

Change and continuity

1. Identify one change following the Whitlam dismissal.
2. Describe two ways in which there was continuity in Australian society after the political crisis.
3. Explain why there was a shift in public trust following the Whitlam dismissal.
4. Explain the continuities in the role of the Governor-General following the dismissal.

HOW TO
Change and continuity, page xxx

How have perspectives on Whitlam's dismissal changed over time?

The dismissal of Gough Whitlam in 1975 sparked intense debate (and remains controversial to this day). Perspectives varied and were based on political affiliations, interpretations of constitutional law and views on the events leading up to the dismissal.

Malcolm Fraser and his supporters argued that Whitlam's government had become dysfunctional and irresponsible, particularly in its handling of the economy and scandals like the Loans Affair. They justified the Senate's blocking of supply as a legitimate tactic to pressure the government into calling an election, believing it was in the nation's best interest. Fraser saw the dismissal as a necessary intervention to resolve a constitutional and political crisis. Chief Justice Sir Garfield Barwick's advice to Kerr (see Source 2, H9.2) supported the idea that Kerr had acted within his constitutional rights to use the reserve powers as a safeguard against government paralysis and that Kerr had the authority to dismiss Whitlam under the circumstances.

Concerns were raised at the time that Kerr had exceeded his powers. Discretionary reserve powers allow the Governor-General to act against (or without the advice of) the prime minister. These powers are not written into the Constitution and their scope is open to interpretation. Gordon Scholes, the then Speaker of the House of Representatives, expressed his concerns about Kerr's actions – not only for the dismissal but also for the appointment of Malcolm Fraser as caretaker prime minister. He requested that Whitlam be reinstated as prime minister by the Queen, as he still retained the support of the House of Representatives.

Whitlam and his supporters viewed the dismissal as an undemocratic **coup** orchestrated by Kerr and Fraser. They argued that the proper resolution to the supply crisis should have been a House of Representatives election, not the dismissal of the government. Labor supporters believed that Kerr's actions were a betrayal of democratic principles and a breach of the convention that the Governor-General acts on the advice of the prime minister.

The media was also divided on the dismissal. Conservative media outlets such as *The Australian* largely supported the dismissal, emphasising the need for stability and accountability in government, while progressive media voices such as the Sydney *Morning Herald* and *The Age* criticised Kerr's actions as undemocratic and questioned the legitimacy of Fraser's role as caretaker prime minister.

> The Australian people face a historic decision on December 13 … Let us all as Australians determine to restore prosperity, defeat inflation and provide jobs for all …
>
> This election results from the dishonesty and incompetence of the Whitlam Labor Government
>
> This election has been caused by the dismissal of two acting Prime Ministers for deceiving the Parliament. This election has been caused by a Prime Minister who refused to face the people, who tried to rule without Parliament, who defied a fundamental principle of our Constitution, and who finally forced the Governor-General to dismiss him; the man who took Australia the first significant step on the road to dictatorship.
>
> This election is about the way Labor has been destroying our way of life.

Source 1: Extract from a speech by Malcolm Fraser delivered at Melbourne, 27 November 1975

Despite my disagreement with Sir John's account of events and his decision not to warn the Prime Minister, I consider that Sir John was subjected to unjustified vilification for making the decision which he made. I consider and have always considered that Sir John acted consistently with his duty except in so far as he had a duty to warn the Prime Minister of his intended action and he did not do so.

Source 2: Sir Anthony Mason (High Court Justice in 1975), article published in Fairfax newspapers, 27 August 2012

The importance of this constitutional crisis is shown by the fact that it continued to reverberate with people years after the event. In 1991, a national survey asked voters whether the Governor-General was right or wrong to dismiss the Whitlam government. More than 75 per cent of respondents remembered the event and were prepared to offer an opinion on it. Forty-three per cent responded that they believed Kerr had been right, while 33.6 per cent felt he had been wrong.

One aspect of Whitlam's dismissal that also created debate was the role of the Queen in the event. In his memoirs, Kerr categorically stated that 'the decisions I took were without the Queen's prior knowledge'. However, this contradicts information from Kerr's own private papers, which show that Buckingham Palace was fully aware of his intentions. Kerr's concerns about his own job security – that if Whitlam became aware he was planning to dismiss the government, Whitlam could advise the Queen that the Governor-General should be recalled – led him to contact Buckingham Palace without Whitlam's knowledge or approval. This was a clear political choice of dubious morals.

Pressure was exerted on me to call a national strike in protest against the events of that infamous day, but I thought it would be stupidly counterproductive to succumb. My position was that the terrible trio [Fraser, Kerr and Berwick] had acted improperly and unconstitutionally, and that we should take the high ground and not resort to the street.

Source 3: Bob Hawke, quoted in Sybil Nolan (2015), *The Dismissal, Where were you on November 11, 1975?* Melbourne University Press, p. 67.

Edward Gough Whitlam truly became a legend in his own lifetime. But it was a different legend to different audiences. Most of the left saw him as a flawed genius and a political martyr well on the way to beautification. The right regarded him as a monstrous aberration, a devil figure they used to warn budding politicians of the awful fate that awaits those who succumb to hubris. All, however, acknowledged that he was the dominant figure of his times, a giant who bestrode the parliament in a way that few had done before him and none has approached since.

Source 4: Mungo McCallum (2014, 21 October), 'Gough Whitlam Dead: The Man Who Reached for the Sky', *Sydney Morning Herald*.

Learning ladder H9.4

Significant people, ideas and events

1. Identify the reasons Fraser's supporters gave for their support of the Whitlam dismissal.
2. Describe Garfield Barwick's role in the dismissal of the Whitlam Government.
3. Explain how the media reacted to the dismissal.
4. Explain why some people believed that Kerr had exceeded his powers.

Perspectives

1. Source 1: Identify Fraser's perspective on the dismissal.
2. Describe Sir Anthony Mason's perspective on Kerr's decision to dismiss Whitlam.
3. Source 3: Explain Hawke's perspective of the dismissal.
4. Sources 2 and 3: Compare the perspectives presented by Mason and Hawke. How are they similar/different?
5. Evaluate whether the dismissal of Whitlam can ever be seen as politically neutral.

HOW TO Perspectives, page xxx

How do the legacies of Whitlam's administration continue to influence Australia?

The Gough Whitlam–led Labor government became the first (and only) government in Australian history to be dismissed by the Governor-General, but it also introduced Australia's first federal legislation on human rights, the environment and heritage.

The Whitlam government was one of the most socially **progressive** and **reformist** governments in Australian political history. No prime minister changed Australia more than Gough Whitlam. The changes introduced by the Whitlam administration impacted many aspects of Australian society and daily life. At the time, these changes were seen as unnecessary, but many have endured and continue to have a profound impact.

> The extent of acceptance Whitlam's agenda has been obscured by the pyrotechnics surrounding his government's destruction.
>
> It is equally true that Whitlam's overarching failure in economic policy, in the management of his Government and in formulating political strategy for reform beyond 'a crash through or crash' fatalism became an anti-model for the Labor Party. Indeed, the successful Hawke-Keating era was premised upon profound conclusions about Whitlam's failure, the need to re-design Labor's economic thinking, internal processes and to govern for the long haul, not for a brief and chaotic Whitlamist reformist rush. Whitlam, therefore, has a hybrid legacy – as hero and villain. This is unlikely to change.

Source 1: Paul Kelly (2013), 'The Whitlam Legacy', in *The Whitlam Legacy*, edited by Troy Bramston, Federation Press, p. 385.

One major change that became a lasting legacy was the introduction of a universal health care system. Initially known as Medibank, the legislation provided for bulk billing at GP visits, free treatment at public hospitals and the development of community health services. Although this legislation was overturned under the Fraser administration, when Labor returned to power in 1983 under the leadership of Bob Hawke, universal health cover was reinstated under the name Medicare.

A second lasting and significant impact was the dismantling of the remnants of the White Australia policy with the introduction of the *Racial Discrimination Act (1975)*. As well as being the first human rights legislation passed by the federal government, it helped foster a positive attitude towards multiculturalism in Australia. Discriminatory immigration practices were also ended. Immigrants from the UK were no longer favoured over those from Asia, and people from all over the world could visit Australia as tourists. These changes to migration were supported by government funding for migrant education centres and multilingual welfare officers.

Another significant change was the *Family Law Act (1975)*, which established that the basis for divorce could be an irreconcilable breakdown of the relationship rather than the 14 different grounds for divorce that had existed previously. The Family Law Court was also established.

The Whitlam administration also sought to establish a clearer sense of Australian cultural identity with the creation of institutions such as the Australian Film Commission, the National Film and Television School, the Australian National Gallery, the National Parks and Wildlife Service and the Australian Heritage Commission.

In April 1974, 'Advance Australia Fair' replaced 'God Save the Queen' as Australia's national anthem following a national poll.

Education was also reformed, with massive changes in funding. In the 1950s, the federal government provided 2 per cent of funding. By 1975–1976, this had risen to almost 42 per cent. Following the 1973 Karmel report, this funding was based on need. There was increased funding for new school buildings, and spending on state government schools increased by 677 per cent under the Whitlam government. In addition, university fees were abolished and the *Student Assistance Act 1973* was passed, which provided means-tested financial assistance for tertiary students. This created unprecedented access to higher education for many.His achievements – the now legendary Program – were many and radical. Some, like Medicare (the son of Medibank), consumer protection laws, the Family Court and of course the sewering of the out suburbs have endured. Others, like free university degrees, Aboriginal land rights, the Australian Assistance Plan (a scheme of grants to kickstart overdue projects in disadvantaged electorates) and the promotion of the arts as a national objective have been axed, abandoned or watered down by his successors. But few would deny that the fallout from the great social explosion of the Whitlam years is still spreading; Whitlam remains one of our few leaders who can be truly said to have changed Australia – not just for the brief period of his administration but forever.

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Source 2: Mungo McCallum (2014), *The Whitlam Mob*, Black Inc, p. 8.

Source 3: Reforms during Whitlam's administration expanded access to tertiary education, creating the conditions for new institutions, such as Deakin University, to develop and grow. Here, Dr Roy Lang of *The Gordon* inspects progress at Deakin's Waurn Ponds campus, Geelong, in 1975.

Whitlam made a difference to Australia's future.

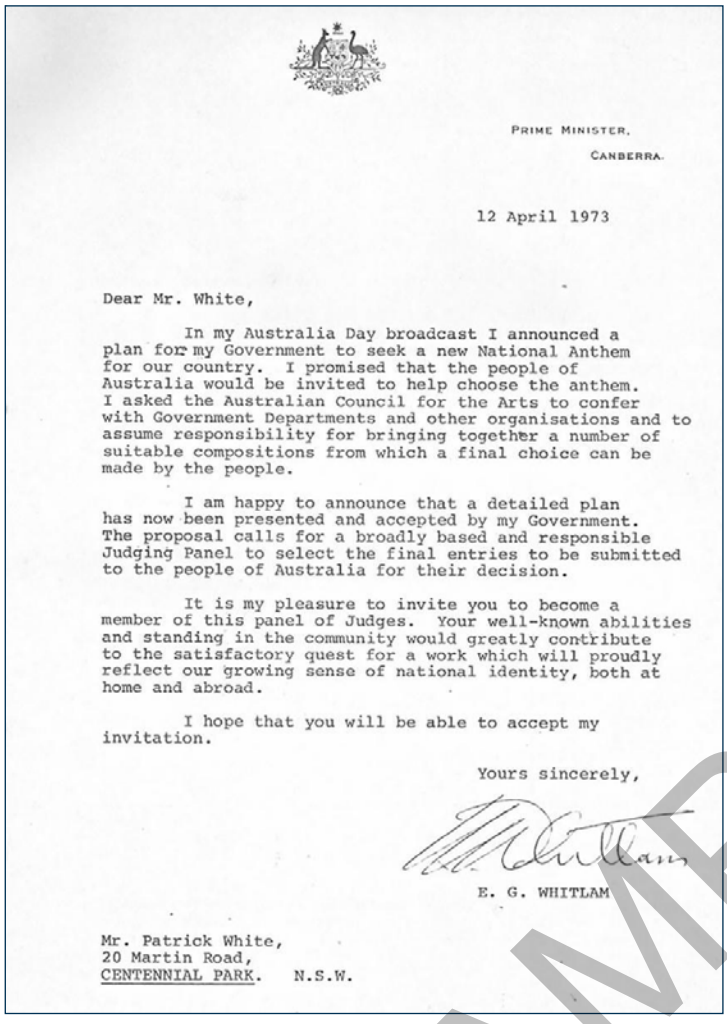
Firstly he attractively advocated Australia's place in the world context of a realist, yet principled, outlook. Second, he disputed and urged Australians to discard the dread and fear that Australia is trapped on the outside of an incomprehensible Asia. Third, he moved away from the quagmire of Vietnam and the military-dominant mindset of foreign policy. Fourth he decisively shifted Australian sensibilities to better relations with Asian nations, particularly Indonesia.

Source 4: Michael Esson (2022), 'Whitlam's Foreign Policy', in *The Whitlam Era*, edited by Scott Passer and David Clune, Connor Court Publishing, pp. 321–322.

One political legacy is the unresolved issue of the powers of the Governor-General. The accepted understanding of the role relies not on the written text of the Constitution but on unwritten rules or constitutional conventions. These conventions cannot be enforced legally, so any breach of them tends to have political rather than legal consequences, as was the case in Whitlam's dismissal. Yet no constitutional amendments have been made to codify or clarify the reserve powers of the Governor-General.

This issue is tied in with debates about Australia becoming a republic and the need to codify the power of a new head of state. In 1999, Australia rejected the idea of replacing the governor-general and the Queen with a president chosen by parliament. However, if the position of president was decided by a public election, then the powers of that position would need to be clearly stated to safeguard Australia's democratic values. As Malcolm Turnbull stated in 2005, 'If ... at some point in the future there was widespread support for having a president who was directly elected ... then the powers would have to be spelt out and in some fine detail.'

Source 5: Construction of the National Gallery of Australia began in 1973. The gallery officially opened in 1982.



PRIME MINISTER,
CANBERRA.

12 April 1973

Dear Mr. White,

In my Australia Day broadcast I announced a plan for my Government to seek a new National Anthem for our country. I promised that the people of Australia would be invited to help choose the anthem. I asked the Australian Council for the Arts to confer with Government Departments and other organisations and to assume responsibility for bringing together a number of suitable compositions from which a final choice can be made by the people.

I am happy to announce that a detailed plan has now been presented and accepted by my Government. The proposal calls for a broadly based and responsible Judging Panel to select the final entries to be submitted to the people of Australia for their decision.

It is my pleasure to invite you to become a member of this panel of Judges. Your well-known abilities and standing in the community would greatly contribute to the satisfactory quest for a work which will proudly reflect our growing sense of national identity, both at home and abroad.

I hope that you will be able to accept my invitation.

Yours sincerely,

E. G. WHITLAM

Mr. Patrick White,
20 Martin Road,
CENTENNIAL PARK. N.S.W.

Source 6: Letter from Gough Whitlam to Patrick White, asking for help choosing the new national anthem, April 1973. Similar letters were also sent to Oodgeroo Noonuccal, Manning Clark and David Williamson.

The Whitlam government also changed Australia's position on the world stage. Gough Whitlam believed that Australia should develop its own foreign policy, dictated by Australia's needs rather than by traditional ties with Great Britain or those developed with the United States after World War II. He believed that Australia's international relations should be 'directed to maintaining the nation's security and integrity' (Whitlam, 1975).

The Whitlam government began the withdrawal of Australian troops from Vietnam on its seventh day in power. Subsequent policies sought to distance Australia from US Vietnam policy. Under Whitlam's leadership, the People's Republic of China was officially recognised and Australia established an embassy in Beijing, and China established one in Canberra. Relationships improved greatly and trade and tourism between the two countries have endured to this day.

The Whitlam government, though brief, created momentous change in Australia and Gough Whitlam remains the prime minister who changed Australia the most. At the same time, Whitlam's dismissal by the Governor-General – due to the combination of the OPEC oil crisis, the Opposition-led Senate's continual refusal to pass bills and the eventual lack of supply – remains Australia's most significant political crisis.

Learning ladder H9.5

Impact and legacy

1. List some of the major reforms introduced by the Whitlam government.
2. Describe how reforms like Medibank, multicultural policies or free university education affected Australian society at the time.
3. Explain how key reforms introduced by the Whitlam government continue to influence Australia today.
4. Analyse how Whitlam's legacy has shaped debates about national identity, democracy or social policy in modern Australia.
5. Evaluate the overall impact of the Whitlam government, considering both its lasting achievements and major criticisms.

Interpretations

1. Identify an historical interpretation from the spread.
2. Describe Kelly's view of Gough Whitlam.
3. Explain why Michael Esson thinks Whitlam made a difference to Australia.
4. Compare the interpretations of Kelly and Esson of Gough Whitlam as an individual. How are they different? How are they similar?
5. To what extent do you agree with Mungo McCallum's interpretation of Whitlam's achievements?.

HOW TO

Interpretations, page xxxx

How do I conduct a good inquiry?

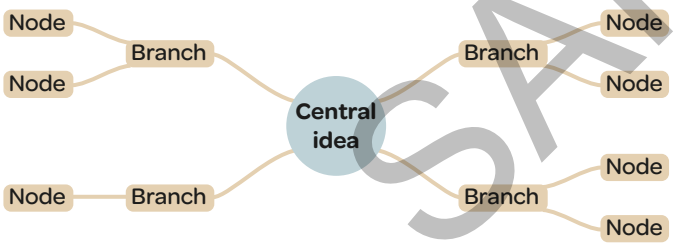
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to the Whitlam dismissal.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Whitlam era reforms, page xx
- Causes of the dismissal, page xx
- Constitutional powers debate, page xx
- Media and public reactions, page xx
- Long-term legacy, page xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

The Globalising World (1945–present)

H10

Regional and Global Conflict: The Iraq War

HOW DID SADDAM FALL? xxx

WHAT LED TO THE IRAQ WAR? xxx

HOW WAS AUSTRALIA INVOLVED? xxx

How can we understand regional and global conflict?

Regional and global conflicts arise from a mix of historical rivalries, security concerns and geopolitical ambitions. The Iraq War illustrates this, beginning with regional instability and global counterterrorism efforts by powers like the United States, United Kingdom and Australia. Its aftermath – marked by sectarian violence, humanitarian crises and political upheaval – shows how localised disputes can ripple into far-reaching instability, affecting global peace and security.

Learning ladder

The Learning ladder lists the knowledge and skills you will learn. Each has five levels of difficulty. Learning skills at the bottom of the ladder will help you to master the skills at the top of the ladder.

Steps in knowledge progression	Background and origins	Significant people, ideas and events	Impact and legacies	Continuity and change	Causes and consequences
5	I can evaluate the origins of a historical development or movement.	I can evaluate the influence of significant people and ideas.	I can evaluate the legacy of a historical development or movement.	I can evaluate patterns of continuity and/or change.	I can analyse causes and consequences.
4	I can explain why a historical development or movement emerged.	I can explain why ideas influenced people and events.	I can explain why a historical development or movement has a legacy.	I can explain patterns of continuity and/or change.	I can explain why something was caused or why it led to certain consequences.
3	I can explain how a historical development or movement emerged.	I can explain how ideas influenced people and events.	I can explain the impact of one historical development on another.	I can explain continuity and change.	I can explain how something was caused or its consequence.
2	I can describe the origins and context of a historical development or movement.	I can describe key people, ideas and events.	I can describe the legacy of a historical development or movement.	I can describe continuity and change.	I can describe causes and consequences.
1	I can identify the origins of a historical development or movement.	I can identify key people, ideas and events.	I can identify the legacy of a historical development or movement.	I can identify continuity and change.	I can identify a cause and a consequence.

Knowledge and understanding

Source 1: The Iraq War helped trigger regional instability that contributed to Europe's largest refugee influx since World War II. This image from 2015 shows some of the thousands of Iraqi, Afghan and Syrian refugees who crossed from Macedonia into Serbia each day – reception points such as Preševo in Serbia registered up to 9300 arrivals in a single day at the height of the crisis.

Historical concepts and skills

Steps in skills progression

Perspectives	Significance	Interpretations	Chronology	Sources	
I can evaluate historical perspectives.	I can evaluate historical significance.	I can evaluate the evidence supporting a historical interpretation.	I can explain change or causality from a timeline.	I can evaluate sources to determine their accuracy, usefulness and reliability.	5
I can compare perspectives.	I can explain why something is historically significant.	I can compare historical interpretations.	I can summarise the events on a timeline.	I can explain the historical context of a source.	4
I can explain a perspective.	I can explain something historically significant.	I can explain an interpretation of history.	I can follow timeline conventions.	I can apply historical knowledge to explain sources.	3
I can describe perspectives.	I can describe something historically significant.	I can describe an interpretation of history.	I can place events on a timeline chronologically.	I can describe a source.	2
I can identify the perspective of a person from the past.	I can identify something historically significant.	I can identify a historical debate.	I can read a timeline.	I can identify the origin of a source.	1

What was the Iraq War?

In March 2003, a US–led coalition invaded Iraq to topple Saddam Hussein and dismantle his weapons of mass destruction program. Baghdad was seized and his regime quickly fell, but the war had only just begun. Iraq soon descended into lawlessness and sectarian violence, with democratic elections failing to end the bloodshed. Australian troops left in 2009, and by 2011, Iraq was somewhat stable as US forces returned home. The war in Iraq, however, was far from over.

How did the Iraq War begin?

The causes of the Iraq War are many. From the US point of view, the psychological context was the horrifying 11 September 2001 terrorist attacks on New York and Washington, which drove its 'Global War on Terror' (GWT). Although not connected to these attacks (as some mistakenly believed or deceitfully implied), the brutal Iraqi dictator Saddam Hussein was thought willing and able to launch future attacks on the United States via his possession of chemical, biological or nuclear **weapons of mass destruction (WMDs)**. Saddam was certainly an enemy of the United States but without direct evidence that he possessed WMDs, the justifications for invading Iraq remain debated.

In February 2003, without the approval of the United Nations Security Council and despite global protests, the United States – supported by the United Kingdom, Australia and Poland – launched a 'shock and awe' bombing campaign on Iraq followed by a ground invasion. Baghdad was quickly captured and, with his Ba'athist regime deposed, Saddam fled.

Mission accomplished?

Although no WMDs could be located, the demise of Saddam led US President Bush to declare victory and 'mission accomplished' in May 2003. In truth, however, the war was only just beginning as post-invasion conflict escalated between ethnic groups and different political and religious factions. Many Iraqis saw the US-led forces not as liberators but as occupiers, so the invaders found themselves fighting on multiple fronts without a clear path to victory. The execution of Saddam in 2006 and multiparty elections held in 2005 did little to quell uprisings, particularly in Fallujah. Suicide bombings devastated Iraqi communities and Türkiye launched military strikes against Kurdish rebels. Shocking photographs emerged showing US troops torturing Iraqi prisoners in Abu Ghraib prison and later similar disclosures from Guantanamo Bay further damaged the US image and eroded public support for a war that had quickly become unwinnable.

Source 1: Key events of the Iraq conflict, including the lead up to war and its aftermath

2001 September – Al-Qaeda carries out terrorist attacks in the US, prompting the invocation of NATO's Article 5.

2001 October – The US launches Operation Enduring Freedom with coalition partners, including Australia.

2001 November – Australian troops arrive in Afghanistan and begin operations alongside US forces.

2002 October – The United States Congress authorises President George W Bush to use military force to remove Iraqi dictator Saddam Hussein over suspected WMDs.

2003 February–May – Despite lacking UN backing and facing global protests, the US-led coalition (UK, Australia, Poland) invades Iraq.

2003 December – Saddam is captured.

2004–2005 – The insurgency worsens, leading to heavy fighting in Fallujah. The US, UK and Australia defend the invasion, citing Iraq's first multiparty election. Jalal Talabani becomes Iraq's president. Scandal erupts over US troops torturing Iraqi prisoners at Abu Ghraib.

Key ideas timeline

Source 2: US President Bush declares 'mission accomplished', May 2003, as conflict continues to escalate.

2006–2007
Al-Qā'idah leader Abu Musab al-Zarqawi is killed in a US airstrike. Saddam is executed. Hundreds die in sectarian attacks, including suicide bombings targeting Yazidi Kurds.

2008–2009
Türkiye launches a military offensive against Kurdish PKK forces in northern Iraq. A US-Iraq accord sets a 2011 withdrawal deadline. President Obama announces the withdrawal of 12 000 US troops, with 50 000 remaining temporarily. Australian and UK combat operations end in 2009. US troops begin withdrawing from Iraqi cities.

2010–2011
High level bomb-maker 'Chemical Ali' is executed. Iraq struggles to form a government. The last US combat troops leave in August and all US forces depart by December. An arrest warrant for Sunni Vice President Tariq al-Hashimi triggers a political crisis.

2011 December
Official end of the Iraq War

2011–2012
'Arab Spring' ignites protests across north Africa and the Middle East, toppling dictatorial regimes but spiralling into severe unrest, insurgencies and civil wars in Tunisia, Libya, Egypt, Morocco, Algeria, Sudan, Lebanon, Jordan, Oman, Iraq and its neighbours Kuwait and Syria.

2014–present
Descent of the 'Arab Winter' of violent repression and continuing retaliation

2014–2023
Troops from the US, Australia and other allied nations return to Iraq, this time to fight ISIS.

Source 3: This 2004 photo of a hooded detainee being tortured in the US-administered Abu Ghraib prison triggered global outrage and spurred demands for accountability. To date, no redress had been provided to Abu Ghraib victims of US torture.

The end of the war?

In 2011, an agreement was finally reached for US troops to withdraw, signalling the official end of the Iraq War. But Iraq remained unstable. Political crises, violence and **sectarian** tensions continued, and a new menace emerged: ISIS or 'Islamic State', against which allied troops later returned to fight in Iraq (and Syria).

Between the 2003 invasion and the defeat of ISIS in 2019, hundreds of thousands of people were killed and many more injured. About 10 million Iraqis were **displaced**, destabilising neighbouring countries and, together with the millions of other civilians fleeing the GWT, causing what was known as the 2015 refugee crisis in Europe.

The effects of this huge population movement were most strongly felt in European countries, which could be reached by land. Apart from Germany, most European countries reacted by ignoring their international **humanitarian** obligations: closing borders, expelling people and refusing to direct Europe's ample resources to supporting these civilian victims of war. Throughout Europe, a surge in Islamophobia and anti-immigration politics helped propel the far right towards formal political power. The consequences of the Iraq War and the GWT continue to be felt today.

Counting the costs of the GWT

Since 2001, the United States has:

- launched seven wars (invasions, bombings, attacks, drone strikes of varying intensity) on Afghanistan, Iraq, Pakistan, Somalia, Yemen, Libya and Syria.
- directly killed (e.g. via bombings) and indirectly killed (through famine and disease) about 4–5 million people
- made refugees of about 20 million people
- internally displaced 26–40 million people. This is one of the largest human displacements in modern history and has created a refugee crisis in neighbouring countries and Europe.

The GWT has also:

- killed about 7–8 thousand Americans and injured tens of thousands more
- cost the United States greatly in lives lost, injuries and national debt
- cost the United States about $8–9 trillion, most of which was borrowed and most of which went to US weapons manufacturers
- delivered handsome profits to private security firms widely used in the GWT.

The Middle East and North Africa

Source: xxxxxx xxx xxxxxx xx xxxx xxxxxx xxx xxxxxx xx xxxx

Source 4: The Middle East and North Africa is a historically contested area, shaped by colonial borders, strategic oil reserves and religious and ethnic diversity.

Learning ladder H10.1

Significant people, ideas and events

1. List and briefly explain the key factors that led to the US-led invasion of Iraq.
2. Identify the world leaders who played pivotal roles in the Iraq War and explain how their decisions influenced its course.
3. Explain the assumptions behind US decision makers' belief that their troops would be welcomed as liberators rather than seen as foreign invaders.
4. Evaluate the broader international, political, and social context that shaped the Iraq War.

Chronology

1. Identify the start and end years of the Iraq War, and explain how these dates mark significant phases in the conflict.
2. Identify the period during which Australian troops were deployed in Iraq and describe one key event or consequence from that period.
3. Analyse the events surrounding the official withdrawal of US troops in 2011 and discuss whether this marked the end of the Iraq War.
4. Assess the impact of Saddam Hussein's execution on the trajectory of the Iraq War, supporting your answer with evidence from the timeline.
5. Use the timeline to identify three key moments of the Iraq War and explain why these are significant.

HOW TO

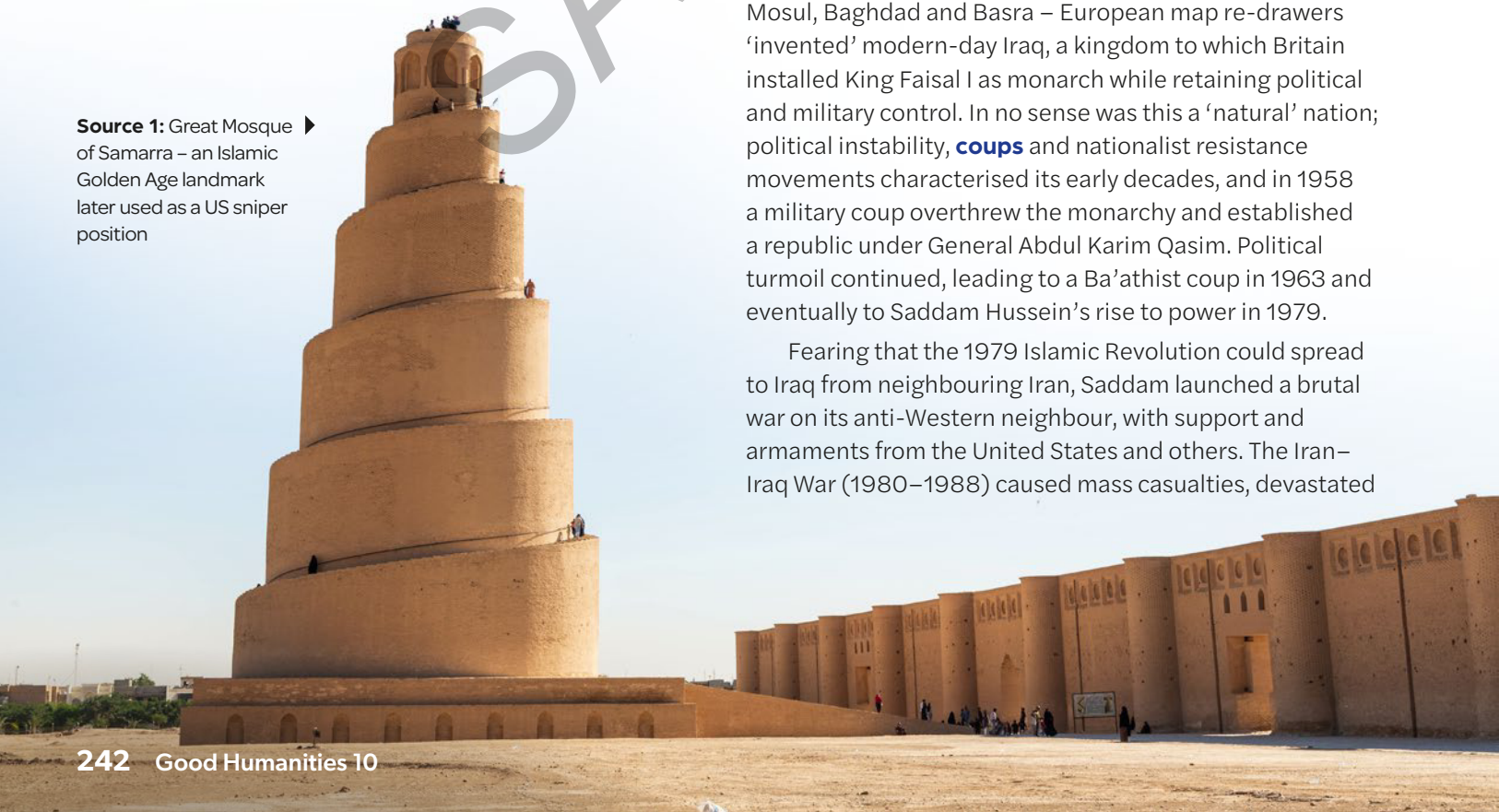
Chronology, page xxxx

How did geopolitics set the scene for the Iraq War?

The Iraq War has its geopolitical origins in the turbulent 20th century, from the fall of the Ottoman Empire, British colonial rule and decades of political upheaval. Under Saddam Hussein from 1979, Iraq's relations with its neighbours were characterised by territorial ambitions (Kuwait), ideological rivalries (Iran and Syria) and security concerns (Saudi Arabia, Gulf States and Türkiye), which sparked multiple conflicts, three regional wars and escalating US military intervention, culminating in the US invasion of Iraq in 2003.

Ancient Iraq

Modern-day Iraq, in the heart of the Fertile Crescent, has a long and storied history. The area between the Tigris and Euphrates rivers is known as a 'cradle of civilisation' because in ancient Mesopotamia the Sumerians developed agriculture and, around 3200 BCE, the world's first writing system known as cuneiform. The region gave rise to powerful empires, including the Akkadian, Babylonian and Assyrian empires, famed for advances in law, science and architecture. In 539 BCE it fell to the Persians and in 331 BCE to Alexander the Great. Islam arrived in the 7th century, transforming Iraq into a cultural hub with the founding of Baghdad in 762 (the circular City of Peace or *madinat al-salam*) as the capital and centre of learning. Under the Abbasid Caliphate, the region flourished from the 8th to the 13th century – this is known as the Islamic Golden Age. The sacking of Baghdad in 1258 by the Mongols, however, brought the region into the Mongol Empire and, from the 16th century, the Ottoman (aka Turkish) Empire.



Source 1: Great Mosque of Samarra – an Islamic Golden Age landmark later used as a US sniper position

Iraq in the 20th century

By the dawn of the 20th century, the Ottoman Empire was weakened. Drawn into World War I as one of the Central Powers, the defeat of the Ottoman Empire in 1918 and its occupation by Britain in 1921 led to its dissolution. By uniting three distinctly different Ottoman provinces – Mosul, Baghdad and Basra – European map re-drawers 'invented' modern-day Iraq, a kingdom to which Britain installed King Faisal I as monarch while retaining political and military control. In no sense was this a 'natural' nation; political instability, **coups** and nationalist resistance movements characterised its early decades, and in 1958 a military coup overthrew the monarchy and established a republic under General Abdul Karim Qasim. Political turmoil continued, leading to a Ba'athist coup in 1963 and eventually to Saddam Hussein's rise to power in 1979.

Fearing that the 1979 Islamic Revolution could spread to Iraq from neighbouring Iran, Saddam launched a brutal war on its anti-Western neighbour, with support and armaments from the United States and others. The Iran–Iraq War (1980–1988) caused mass casualties, devastated

Source 2: Kuwait oil fields burn after retreating Iraqi forces set them on fire during Operation Desert Storm, 1990

both economies and deepened sectarian divides. Chemical weapons were extensively used, particularly by Iraq. In 1990, Iraq invaded another neighbour, this time pro-Western Kuwait, threatening global oil supplies and unsettling the Arab world. Iraq was now declared a strategic enemy of the United States, which, with authorisation from the UN, launched the Persian Gulf War on Saddam's forces. The US-led victory was swift and decisive. To contain any further aggression, the United States imposed crippling **sanctions** on Iraq, backed by a strong military presence in the Gulf.

With the fall of the USSR in 1991, the United States emerged as the world's sole superpower. Propelled by its 'neoconservative' strategists, the United States seized its 'unipolar moment' to sidestep **multilateral** co-operation and international institutions such as the UN in favour of a more directly interventionist foreign policy. This shift was driven by a desire for US strategic dominance ('primacy'), with an expanded military presence to reshape regional politics, secure the state of Israel and energy resources – principally oil – all without the constraints of multilateral consensus. However, as demonstrated by its 2003 invasion of Iraq, the US unilateral approach led to long-term instability, strained alliances and damaged global perceptions of American foreign policy.

Learning ladder H10.2

Background and origins

1. How was modern-day Iraq 'invented' in the 20th century?
2. What role did Iraq's ancient history play in its geopolitical identity?
3. How did internal political instability shape Iraq's modern history?
4. How did Saddam Hussein's policies alter Iraq's regional standing?
5. How did changes in global power dynamics influence US intervention in Iraq?

Perspectives

1. From what perspective was Saddam Hussein initially seen as an ally, and why did that view change?
2. How might different international actors have viewed the 'creation' of modern Iraq?
3. What do the competing regional ambitions in the Middle East reveal about differing viewpoints on the causes of the Iraq War?
4. How is the US shift from multilateralism to unilateralism interpreted by different groups?
5. How might the legacy of ancient Mesopotamia influence contemporary Iraqi national identity?

HOW TO

Perspectives, page xxx

H10.3

What was the GWT?

The September 11 attacks in 2001 shocked the United States and reshaped global politics, triggering a decades-long series of wars dubbed the GWT. The US response began with military intervention in Afghanistan and later expanded to Iraq (and beyond). These wars – initially framed as efforts to dismantle terrorism and promote democracy – became prolonged conflicts marked by insurgency, regional instability and immense human and financial costs. The legacy of these wars remains deeply contested.

Origins of the GWT

On 11 September 2001, 19 al-Qāʻidah terrorists commandeered four passenger aircraft, deliberately crashing them into the Pentagon and the twin towers of the World Trade Center in New York City. A total of 2977 people were killed. Live television coverage of the twin towers' attacks magnified Americans' shock, which reverberated around the globe. Americans' faith in their national security was severely shaken and many were astonished that their country could be targeted by hostile foreign actors. They groped for explanations and vowed revenge. Some analysts wondered about the significance of US foreign policy in the Middle East, noting al-Qāʻidah's hostility to US sanctions on Iraq, its military bases in Saudi Arabia and its support for Israel. However, Republican President George W Bush told Congress 'They hate our freedoms' and declared a 'Global War on Terror' to punish the perpetrators and backers of the attacks. This, it was thought, would thwart future attempts to terrorise the United States or its allies and 'rid the world of evil'. Of the September 11 attackers, 15 were Saudi and none were Afghan. However, since Saudi Arabia was and is a close US ally, Afghanistan was chosen as the first target of this war. The second was Iraq.

Source 1: New York's Ground Zero after the 11 September 2001 attacks, which marked the start of the GWT

Source 2: President George W. Bush holds Port Authority officer George Howard's badge after his death at the World Trade Center on 11 September 2001. On 20 September 2001, Bush vowed in Congress to honour Howard's sacrifice. In this same speech, he declared that the United States was beginning a global war on terror.

Afghanistan and the GWT

From the 1970s, Afghanistan had been torn apart by war and conflict. A communist coup in 1978 was quickly followed by a Soviet invasion and a decade-long war between Soviet troops and mujahadeen rebels. The United States poured billions of dollars of weapons and aid into supporting the mujahadeen, operating at that time in common cause with Osama bin Laden. When the Soviets withdrew in 1989, Afghanistan descended into civil war, and in 1996, the (Sunni) Taliban ('students') seized control, imposing a **draconian** interpretation of Islamic rule.

The Taliban were known to harbour al-Qā'idah, an extremist group led and funded by Osama bin Laden, a wealthy Saudi. This group was identified by the United States as the source of the September 11 terrorist attacks (as well as an earlier attack on a US embassy). So, in October 2001, to capture bin Laden, destroy al-Qā'idah and oust the brutal Islamist Taliban regime, the United States launched Operation Enduring Freedom. With initial support from allies such as the United Kingdom and Australia, early US victories in Afghanistan toppled the Taliban. However, this was not followed by a decisive victory nor the establishment of a functional, democratic government, and in time the war in Afghanistan came to involve a much wider multinational coalition, trapped in a quagmire of **insurgency** and **guerilla warfare**.

Resistance was prolonged because the elusive enemy could retreat into neighbouring Pakistan. Conflicts bled into each other. Between 2003 and 2011 the wars in Iraq and Afghanistan ran in parallel and spread to Syria from 2014 to 2019, while US forces were still active in Afghanistan. Ultimately, in 2011, bin Laden was captured and executed and many terrorist networks were dismantled, but Afghanistan proved to be America's (and Australia's) longest war, dragging on until 2021 with a final chaotic withdrawal of US troops. The war created a long-term **humanitarian crisis** by displacing about 5 million Afghans, killing perhaps 250 000 people (including civilians) and costing the United States about $2.3 trillion. Ultimately, the Taliban returned to power.

Source 3: Osama bin Laden, the elusive al-Qā'idah leader whose actions triggered the global response.

Learning ladder H10.3

Significant people, ideas and events

1. Identify Osama bin Laden's role in the GWT.
2. Describe how terrorism is defined in the context of the GWT.
3. What is the Taliban? Explain their role in the conflict in Afghanistan.
4. Discuss how US foreign policy is portrayed as a factor in the GWT.
5. Can terrorism ever be 'state sponsored'?

Causes and consequences

1. Identify the primary objectives of the GWT.
2. Why were the September 11 attacks so consequential?
3. Explain how the live television coverage of the September 11 attacks influenced American public opinion and contributed to the declaration of the GWT
4. How did Iraq become a target for the GWT?
5. Assess the outcome of the GWT. Who, if anyone, can be said to have 'won' this war?

HOW TO Causes and consequences , page xxx

Who was Saddam Hussein?

Saddam Hussein's rise was shaped by Cold War politics. The United States saw him as a barrier against Soviet influence and Iran's Islamic Revolution. With help from the United States and allies, he fought a brutal war with Iran, but his invasion of Kuwait in 1990 made him an outcast. After losing the Gulf War, his cruel rule continued until he was overthrown in 2003, exposing that his alleged WMD program was inactive. His legacy remains controversial.

Saddam, the useful ally

In 1968, Iraq – an oil-rich and geopolitically important nation – was torn apart by the 17 July Revolution. The bloodless coup deposed the government of President Abdul Rahman Mohammed and brought the US/UK-backed Arab Socialist Ba'ath Party to power, which included as the new vice president a charismatic young enforcer named Saddam Hussein. Aware of Saddam's reputation as a merciless enforcer connected to mass killings of communists and suspected communists, US officials nonetheless viewed him as beneficial to curbing Soviet influence in the Middle East. Once in power, Saddam began consolidating his influence via executions, purges and mass arrests, actions that foreshadowed his later dictatorship.

▼ **Source 1:** Saddam Hussein waves to supporters in Baghdad, October 1995

Through the 1970s, Saddam was the 'power behind the throne'. He controlled internal security, intelligence and the military, using the secret police to crush dissent with torture, assassinations and surveillance. In 1979, he seized presidential power and conducted a televised purge, accusing more than 60 party officials of treason and having them executed. That same year in neighbouring Iran, the Islamic Revolution deposed the Shah – a key US ally – and installed the anti-American Ayatollah Ruhollah Khomeini. Disturbed by the possibility of revolution spreading to Iraq and attracted by the potential to become the dominant regional power, Saddam invaded Iran. On the principle that 'my enemy's enemy is my friend', the United States, Saudi Arabia and Kuwait backed Iraq with billions of dollars' worth of armaments. A grinding eight-year war followed in which 1–2 million people were killed, chemical weapons were deployed, civilians and prisoners of war were slaughtered and the economies of both combatant nations collapsed. Iran's anti-Westernism hardened and in 1990 Saddam invaded oil-rich Kuwait, to which Iraq was heavily indebted. In US eyes, Saddam had switched from useful ally to dangerous aggressor. The United States launched Operation Desert Shield, also known as the Persian Gulf War, and Saddam's forces were quickly defeated.

Saddam, the dangerous aggressor

After his defeat in the first Gulf War, Saddam remained in power, but Iraq faced international isolation and the sanctions imposed by the United States caused widespread poverty and food shortages, killing hundreds of thousands of Iraqis, especially children. Additionally, internal uprisings by Shia Muslims in the south and Kurds in the north were met with extreme repression. Despite Iraq's hardships, Saddam consolidated his grip on power by massacring and using chemical weapons against his own people. He played a cat-and-mouse

Source 2: (Left) US soldiers securing the ropes that would shortly afterwards be used to topple the statue of Saddam Hussein in Baghdad's al-Firdos square. Soon after this photograph was taken, the flag was removed from the face of the statue to avoid the appearance of the US forces as conquerors, rather than liberators. (Right) Care was also taken to show the disdain of Iraqis towards the statue.

game with UN weapons inspectors, who suspected him of possessing WMDs. Not until the United States and its allies invaded Iraq in 2003 did it become clear that the US sanctions had worked and that Saddam's WMD program had ended a decade earlier. With fatal consequences, Saddam had been bluffing both the world and the people of Iraq.

Saddam Hussein was a deeply polarising figure in Iraq. To many he was a ruthless dictator who ruled through fear and oppression; to others he was seen as a strong nationalist leader who brought stability, modernised Iraq and defied the West. Many Sunnis viewed him as a protector of Iraq and Arab nationalism, but most Shia saw him as a tyrant who persecuted their community. For minorities such as the Kurds, Saddam was a ruthless dictator who targeted their people for ethnic cleansing or forced assimilation. Kurds, who are ethnically distinct from Arabs and have their own language, culture and history, challenged Saddam's belief in an Arab Iraq. In the view of many Kurds, Saddam had committed **genocide** against them.

Learning ladder H10.4

Significant people, ideas and events

1. Identify the political party that Saddam Hussein represented.
2. Define what is meant by a dictatorship and explain how Saddam Hussein's rule fits this definition.
3. Explain how Saddam Hussein consolidated his power in Iraq.
4. Explain why the United States was initially supportive of Saddam during his war with Iran but later opposed his invasion of Kuwait.
5. Evaluate the factors that contributed to the deep tensions between Sunni and Shia communities under Saddam's regime.

Sources

1. Sources 1 and 2: Identify what these images tell us about the change in public feeling towards Saddam Hussein?
2. Source 1: What does this source tell us about Iraq in the 1990s?
3. Sources 1 and 2: Explain how these sources help historians understand the evolution of Saddam Hussein's public image and legacy.
4. Explain why it is important to consider the perspectives of Iraqi citizens when assessing Saddam Hussein's legacy.
5. Source 2: Evaluate the reliability of this source as evidence of Saddam Hussein's downfall.

HOW TO

Sources, page xxxx

How did people respond to the invasion globally?

In 2003, geopolitically isolated Iraq was invaded by a US-led coalition that claimed Saddam had WMDs, had broken UN rules and had links to al-Qā'idah. This happened despite strong opposition from the UN, many nations and the public. When Baghdad fell, old rivalries erupted, sparking chaos. While US media mostly backed the war, European and Middle Eastern outlets criticised its legality and motives, such as a desire for oil and regional control. As the war progressed, the reputations of many early supporters became damaged.

Saddam: Regional rogue or global aggressor?

At the commencement of the 21st century, Saddam was isolated and vulnerable. After the 1990 invasion of Kuwait, Iraq lost geopolitical support from the United States, Gulf States, Jordan, Egypt, France and Germany, and could count on support only from Russia and eastern bloc countries. Kurdish nationalists within Iraq were delighted to see Saddam deposed, as were neighbouring Syrians, Iranians and Israelis.

As it became clear that the United States was mobilising towards an invasion of Iraq, global leaders made their positions clear. Although Saddam was widely loathed, France, Germany, Russia, China, India, Canada, Mexico, Brazil, Belgium and Türkiye firmly opposed unilateral action to depose him, urging the United States to seek diplomatic solutions and multilateral co-operation via the United Nations. The United States and the United Kingdom sought the legitimacy of UN authorisation for military action, insisting that Iraq possessed WMDs and had violated UN resolutions in relation to weapons inspections. The UN disagreed – unconvinced that Iraq possessed WMDs – and refused to authorise the attack. Later, UN Secretary-General Kofi Annan deemed the invasion illegal under international law. However, the military, economic and geopolitical power of the United States meant it could and routinely did sidestep international law when it suited its interests. The Iraq invasion is an example of this.

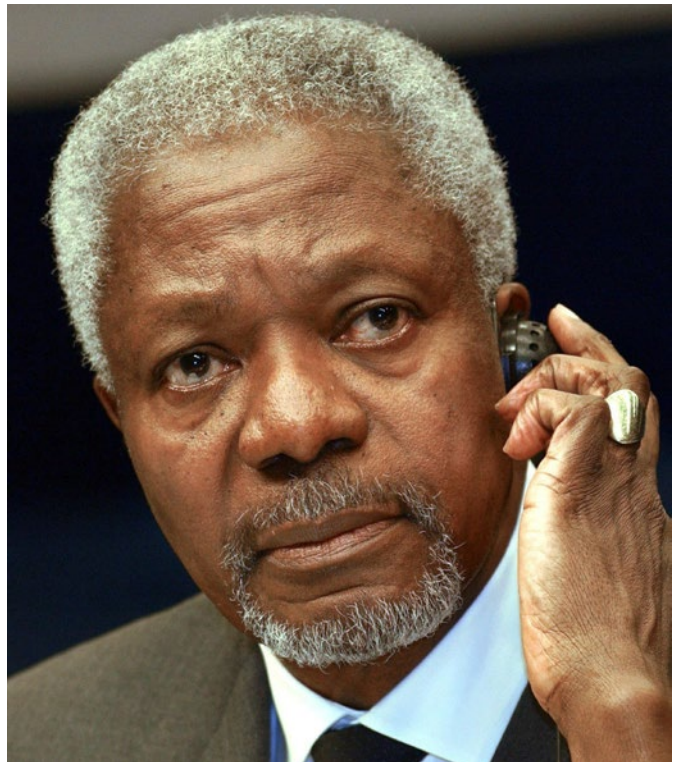
Source 1: UN weapons inspectors were in Iraq verifying Iraq's disarmament, when the invasion of Iraq cut their inspections short.

Source 2: Then Prime Minister John Howard farewelling Australian troops bound for Iraq

Public opinion

From the outset, the invasion of Iraq sharply divided global opinion. The people of Iraq and the wider Arab and Muslim worlds viewed Saddam Hussein as either a dangerous tyrant or a champion of pan-Arab nationalism and a crucial counterbalance to Iran. Saddam's secular, Sunni Arab minority Ba'athist government clashed ideologically with the Shi'a majority in Iraq and the neighbouring theocracy of Iran, as well as with radical Islamists such as al-Qāʿidah, rival Arab nationalist movements, communists, monarchists and ethnic separatists, including Kurds. Kept in check by Saddam's suppression, these rivalries exploded following the 2003 invasion.

In supporting the US-led invasion of Iraq, the United Kingdom, Australia and Poland – the 'coalition of the willing' – defied the UN, most of the EU, nearly all of NATO, the bulk of global opinion and large protests at home. Tony Blair (UK), John Howard (Australia), Leszek Miller and Aleksander Kwaśniewski (Poland) couched the prospective invasion in moral terms, although close bilateral relations with the United States were also a powerful, if undeclared, driver.



Source 3: Kofi Annan, UN Secretary-General, did not believe Iraq had any WMDs, and later declared the invasion illegal under international law.

Without UN backing, opposition was strongest in Australia (about 60–70 per cent), then in Poland (over 60 per cent) and the United Kingdom (over 50 per cent). As the war dragged on, support for the invasion fell further, and all 'coalition of the willing' leaders suffered substantial damage to their reputations – with the partial exception of John Howard, who was re-elected with an increased majority.

Global media was similarly polarised. The strongest opposition came from Middle Eastern and European outlets, whose anti-war arguments rested mainly on the absence of a UN resolution or evidence that Saddam possessed WMDs. There were also suspicions that maintaining US regional primacy, protecting Israel's security and ensuring the free flow of oil were America's real motivations. Mainstream US media strongly supported the invasion as justified and necessary for US security, often invoking ideals of freedom, democracy and a battle between good and evil. Some US media even attempted to link Saddam to the September 11 attacks, but the suggestion that the radical Islamist al-Qā'idah could be in cahoots with the secular dictator Saddam gained little traction. Once the invasion began, hundreds of US 'embedded journalists' (reporters attached to military units during armed conflicts) reported on the war in ways intended to garner support from the US public.

Source 4: Embedded reporters Jennifer Glasse of the BBC's *The World* (left) and Carol Rosenberg of the *The Miami Herald* work at a checkpoint 1 May 2004 on the edge of Fallujah, Iraq.

Source 5: Global pre-invasion protestsreflected widespread opposition to the US-led military action.

Learning ladder H10.5

Background and origins

1. Identify whether UN weapons inspectors believed Saddam possessed WMDs before 2003.
2. Explain how the 1990 invasion of Kuwait and its aftermath contributed to Iraq's vulnerability before the 2003 invasion.
3. To what extent did Iraq's oil resources influence US attitudes towards Saddam Hussein?
4. Explain how Saddam Hussein's relationships with neighbouring states, such as Iran, Syria, and Israel, shaped the regional context for the invasion.
5. Evaluate the extent to which the 2003 Iraq War was a continuation of unresolved conflicts from the Persian Gulf War and post–Cold War policies.

Interpretations

1. Identify the key reasons given for the US-led invasion of Iraq and evaluate the strength of the evidence presented in the text.
2. Explain how the assessments of Saddam Hussein's threat differed between the United Nations Security Council and the 'coalition of the willing'.
3. Describe what 'embedded journalists' are and the role they played in securing support for the war from the US public.
4. Suggest why Kofi Annan concluded that the Iraq invasion was illegal under international law.
5. Evaluate how media narratives shaped global public perception of the Iraq War.

HOW TO Interpretations, page xxx

How did Iraqis respond to the invasion?

Confident pre-invasion forecasts of a quick victory in Iraq were disappointed almost immediately. Baghdad fell, Saddam was deposed and his regime toppled, but the expectation that the Americans and their allies would be greeted as liberators proved unfounded. Instead, a bloody, protracted, multidimensional insurgency engulfed Iraq.

Reception of US troops

On the ground in Iraq, civilians reacted as they always do in a war zone – with fear, shock and anger as bombs rained down on their streets and towns. They had known the invasion was coming and on 20 March 2003 it did. US-led troops surged across the border from Kuwait, quickly overwhelming the Iraqi resistance before streaming on towards the capital, Baghdad. Elsewhere, coalition troops seized Iraq's oil fields and assets, fuelling global suspicions that oil had played a central role in the invasion's objectives. Within weeks, Baghdad was taken, Saddam's Ba'athist dictatorship was deposed and the president himself fled. The search for WMDs proved fruitless. President Bush declared 'major combat operations in Iraq have ended'; in other words, 'mission accomplished'. However, in reality, the mission was becoming dangerously complicated.

Source 1: For some Iraqis, the fall of Saddam Hussein's regime was to be celebrated.

Source 2: For other Iraqis, the 2003 invasion brought loss and despair.

Source 3: Many Iraqis fled the conflict, becoming refugees. Of these, some were lucky enough to find a new home, including in Australia. Here, the first Iraqi refugee to obtain permanent residency in Australia, Majed Orayer, poses with his new permanent visa.

Undoubtedly, Kurds, most Shiites and others who had been oppressed by Saddam's cruel regime were overjoyed to be finally liberated. Among other Iraqis, however, reactions were mixed – complex, varied and influenced by political, sectarian and ethnic divides. Having disbanded the entire Ba'athist regime, including its police force and military, the United States created a power vacuum that opposing forces rushed to fill. Evidently the United States had overestimated the warm welcome its troops would receive and had insufficiently planned for post-invasion security, let alone democratic reform and nation building, which were among its stated objectives. Instead of peace and democracy, chaos reigned. Civilian casualties mounted, infrastructure was destroyed and many Iraqis, already impoverished by years of US sanctions and thrown into unemployment by the invasion, resorted to looting. While Iraq's oil sites were closely guarded, its unsecured museums, hospitals and government buildings were devastated.

The long insurgency

As the occupation continued with no clear end in sight, resentment and resistance grew. Shia militants turned on both the Sunnis who had oppressed them and on coalition troops. Sectarian divisions between the formerly powerful Sunnis and the majority Shia exploded into violent conflict, and the coalition found itself fighting on multiple fronts as Iran-backed Shia jihadist militias battled Sunni regime loyalists, who in turn fought with Sunni jihadists such as al-Qā'idah in Iraq (AQI, which evolved into ISIS). All parties fought against the occupiers, the new government installed by the occupiers and each other. Within months, this runaway chain reaction critically destabilised Iraq and ultimately much of the region, causing huge numbers of casualties over the eight years of the war, an even greater number of refugees and displaced persons, and the conditions from which ISIS arose, all at a financial cost to the United States of trillions of dollars.

Learning ladder H10.6

Impacts and legacies

1. Identify what is meant by 'nation building' in Iraq.
2. Explain what a 'power vacuum' is in the context of post-invasion Iraq.
3. Explain how different groups of Iraqis sought to shape their future following the invasion.
4. Evaluate whether all Iraqis shared the same vision for their future after the invasion.
5. To what extent should the ensuing violence and civil war have been better anticipated and counteracted?

Continuity and change

1. Identify the immediate reactions of Iraqi civilians to the 2003 invasion.
2. Describe the impact that disbanding the Iraqi military and police forces had on security and civilian life.
3. Explain how the destruction of infrastructure and cultural heritage sites affected Iraqi perceptions of the invasion and occupation.
4. Explain how sectarian divisions influenced Iraqi responses to both the invasion and the subsequent occupation.
5. Evaluate how economic hardship contributed to the post-invasion chaos in Iraq

HOW TO

Continuity and change, page xxx

What was Australia's role in the Iraq War?

Australia's role in the GWT was profoundly tied to its alliance with the United States, cemented by the ANZUS treaty. From Afghanistan to Iraq, Australian involvement reflected both strategic commitments and shifting public opinion, culminating in a complex and controversial legacy.

ANZUS and the GWT

From an Australian perspective, the GWT was personal. Since World War II, Australians have felt an affinity with Americans due to a common language and the attractions of US soft power, such as films, TV and music. In parallel, Australia and the United States have long been allies. The ANZUS mutual defence treaty, signed in 1951, forms the basis of Australia's geopolitical security. In exchange for ANZUS security guarantees (in fact, just ambiguous promises), Australians have spent blood and treasure abroad each time the United States asked for our support in its wars – in Korea, Vietnam and elsewhere.

Source 1: Legion Street, Kuta, five days after the Bali Bombings

Source 2: A protest display at the Sydney Opera House reads 'No war' during public demonstrations against the Iraq invasion.

Australian Prime Minister John Howard was in the US when the September 11 attacks occurred and almost immediately invoked the ANZUS treaty. Australians' fears of a generalised Islamist terrorist threat against Westerners were compounded by the 2002 Bali bombings, which killed 202 people including 88 Australians. Australians may have been ready for a military response, but we could clearly see the difference between the dangers posed by Afghanistan and Iraq. While 60–70 per cent of Australians saw the war in Afghanistan as legitimate, only 30–40 per cent accepted the war in Iraq as legitimate – hence the widespread protests against the Iraq invasion, among the largest anti-war protests in Australian history. The lack of a UN resolution and questionable intelligence (or perhaps lies) about WMDs featured prominently in protestors' arguments.

Australians in Iraq

Nonetheless, about 2000 Australian troops were deployed to Iraq and with Saddam unseated, Bush and then Howard mistakenly declared the coalition's mission a success. By June 2004 it was clear that Iraq had descended into violent sectarian conflict, with coalition troops deeply involved. Public support for Australian participation fell further. At that point Australia officially ended combat operations and withdrew most troops, except for several hundred who remained in training roles. In October 2004, the Howard government was returned to power, mainly due to domestic issues and perhaps because the 'boutique' Australian combat force in Iraq had suffered no casualties. Ultimately only two Australians died in Iraq, both from mishandling their own firearms.

By 2005–2006 the worsening Iraq War had become a political liability for Howard. Labor leader Kevin Rudd promised to withdraw Australians if elected in 2007. To the frustration of US officials, Rudd was elected and in 2008 removed all but a skeleton crew of Australians from Iraq. Around this time public support for the Iraq War fell to an irrecoverable 20 per cent and the debacle began to fade from Australians' view.

The beginning of the end, or the end of the beginning?

In 2010 Wikileaks – a whistle-blower organisation founded by Australian hacktivist Julian Assange – released tens of thousands of classified documents about the Iraq War. The shocking revelations included evidence of war crimes by coalition forces continuing well beyond the Abu Ghraib scandal, deliberate concealment of the scale of civilian deaths, US spying on Australians and doubts and misgivings that Australian and US officials had about each other. These revelations, and many that followed, damaged Australian–US relations, ruined many reputations and led the United States to aggressively pursue Assange as a 'terrorist enemy of the state'. Canberra, for the most part, gave in to Washington's demands.

Source 3: Australian Prime Minister John Howard meets troops in Iraq in 2005.

Source 4: Julian Assange addressing the public in August 2012, from the balcony of the Ecuadorian Embassy in London where he was seeking political asylum. Assange remained in asylum for nearly seven years until his forced removal and arrest in April 2019. From 2019–2024 he was held in custody, until a plea deal allowed him to return to Australia a free man in June 2024.

In 2011, while controversy swirled and Iraq was far from peaceful, the ignominious war in Iraq officially ended. US troops left, leaving behind a fragile democracy, a traumatised population and many unanswered questions about Western interventions in the Middle East. In 2014, however, Australians and others were deployed once again, this time to battle the Sunni jihadist terror organisation ISIS, which had captured Baghdad, much of Iraq and most of Syria and declared it a 'caliphate'. ISIS was formed by insurgents held in US prisons in Iraq, notably Camp Bucca, and was officially defeated in 2019, with Australians completing their final deployment in 2020.

Learning ladder H10.7

Significant people, ideas and events

1. What is the ANZUS treaty?
2. Describe why Australian Prime Minister John Howard saw Saddam Hussein as a dangerous threat to Australia.
3. Explain the impact of the ANZUS treaty on Australia's involvement in the GWT.
4. Explain how domestic political factors and shifts in public opinion contributed to Australia's decision-making in the Iraq War.
5. Evaluate the Howard government's decision-making process in joining the Iraq invasion.

Significance

1. How many Australian troops fought and died in Iraq?
2. Describe how Australian public opinion differed regarding the invasions of Afghanistan and Iraq.
3. Explain which security alliance has been most important to Australia since World War II, and why it gained prominence.
4. Explain in what sense toppling Saddam Hussein could be seen as vital to Australian security.
5. Evaluate whether Australia's role in the Iraq War can be explained solely by its ANZUS alliance with the United States or whether other factors also played a significant role.

HOW TO

Significance, page xxx

How is the Iraq War remembered?

The Iraq War had a catastrophic impact on the people of Iraq, yet today the country has achieved stability despite major challenges. Elections occur but governance remains fragile because of corruption and sectarian divides. Security threats persist, infrastructure is poor and environmental crises loom. The war's legacy is debated, with scholars agreeing it was costly and unnecessary, while Bush, Blair and Howard largely escaped accountability. In the West, it has mostly faded from public memory.

Iraq today

The Iraq War inflicted immense death, destruction and trauma on the people of Iraq, yet in its aftermath lives and communities have been rebuilt. Today the country enjoys relative stability and prosperity, holding regular democratic, multiparty elections, but governance is weak, marred by widespread fraud, bribery and the influence of sectarian and ethnic rivalries. Women and minorities have limited rights. The Sunni Ba'ath party is banned and the majority Shia Arab population dominates the political landscape. The United States maintains a military presence in Iraq, facing ongoing attacks from roaming militias, including remnants of ISIS, which continue to threaten Iraq's security and instil fear in its people. Iraq struggles with failing infrastructure, the significant presence of multinational oil companies and economic dependence on volatile oil revenues. Environmental crises such as water scarcity and desertification further threaten its long-term stability.

Beyond Iraq's borders, regional precariousness further complicates its future. The collapse of Bashar al-Assad's regime in Syria created uncertainty, particularly regarding the potential repatriation of millions of displaced Syrians. At the same time, cross-border incursions from Iran persist. The calamitous conflict in the Occupied Palestinian Territories gravely undermines prospects for lasting regional peace.

Source 1: Saving Iraqi Culture Monument in front of Zawra Park, Baghdad, 18 August 2023

Source 2: Iraqi children celebrate Eid al Fitr in Baghdad, 22 April 2023, amid ongoing recovery.

Remembering the Iraq War

The memory of the Iraq War is very much shaped by perspective. For the Iraqi people its consequences remain a deeply personal, scarring and bloody chapter in a much longer history of struggle and resistance in their politically troubled land, variously coveted and forsworn by outsiders. Scholars, including historians and others analysing the records, continue to examine what happened in the Iraq War – where, how and why. The broad consensus is that this was a needless war, fought on inaccurate or deliberately falsified claims driven more by geopolitical considerations than by any terrorist threat from Saddam or humanitarian concerns about his vicious dictatorship. For most analysts, removing Saddam came at too high a price for the Iraqi people.

Bush, Blair and Howard

'Coalition of the willing' leaders George W Bush, Tony Blair and John Howard maintain a narrow memory of the war. All have expressed some regrets but have never apologised for the horrors inflicted on Iraq. Blair, the only progressive-leaning politician among them, suffered the most severe reputational damage and faced the strongest recriminations. He remains a toxic figure in UK Labour. Early support for the war enjoyed by Bush quickly collapsed as body bags returned and the conflict dragged on. Bush lost the confidence of Americans and was swept from office at the earliest opportunity. Many consider Bush one of the worst American presidents, although Donald Trump's election helped partially rehabilitate his image.

Source 3: Atma Refugee Camp on the Syria–Türkiye border, February 2020, housing nearly 1 million asylum seekers.

Source 4: : Australian war memorial in Forbes, NSW commemorates service in Afghanistan and Iraq.

Perhaps because of Australia's small and brief deployment, and the absence of Australian combat deaths, John Howard suffered the fewest repercussions. He has staunchly maintained that invading Iraq and removing Saddam was the right thing to do. He insists the evidence of WMDs was incorrect rather than false and downplays the significance of Australia trying to ingratiate itself with the Americans. Multiple inquiries and investigations into alleged war crimes committed by Australians in Iraq and Afghanistan have tarnished the reputation of the Australian Defence Force, but efforts to contain the damage have been largely successful and have not drawn Howard into further controversy. In fact, he is revered as an elder statesman in conservative political circles.

A huge expansion of the Australian War Memorial in Canberra now allows the Iraq War to be commemorated with exhibits including an original F/A-18 Hornet fighter jet and other military paraphernalia. No attention is given, however, to the fierce debates or the legal and ethical concerns that dogged Australia's deployment. Rather than critiquing Australia's decision to participate, allegations of war crimes or the war's impact on Iraqi civilians, the AWM's Iraq War display honours military service. This pattern is repeated at public commemorations in the United States and the United Kingdom, where the details of the war have largely faded from view. For the invaders, the Iraq War has become something of a 'forgotten war' – or perhaps a war to be forgotten?

Learning ladder H10.8

Impact and legacies

1. Identify three key ways in which the Iraq War has influenced regional stability in the Middle East.
2. Describe the ANZAC legend and suggest how its values influence historical narratives about the Iraq War.
3. Explain how allegations of war crimes by coalition forces have affected the reputations of Western militaries, particularly Australia's ADF.
4. Explain what lessons Australia has learned from its participation in the Iraq War.
5. Evaluate how the legacy of the Iraq War should be remembered, considering its costs and long-term consequences.

Significance

1. Identify three ways in which the Iraq War has shaped Iraq's current political, economic, and security situation.
2. Describe how the Iraq War is remembered differently in Iraq, the United States, the United Kingdom, and Australia.
3. Explain why wartime commemorations tend to emphasise the efforts of service personnel rather than the decisions that led to war.
4. Evaluate whether the 'coalition of the willing' leaders should have been held legally accountable for the Iraq War.
5. Evaluate the differing perspectives of Bush, Blair, and Howard regarding the Iraq War, and argue which view is most justified.

HOW TO
Significance, page xxx

How do I conduct a good inquiry?

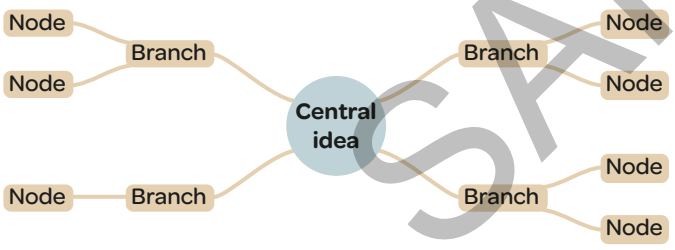
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to the Iraq War.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Global War on Terror, page xx
- Saddam Hussein's regime, page xx
- Australian experiences of Iraq War, page xx
- Political backlash, page xx
- Legacy of the war, page xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

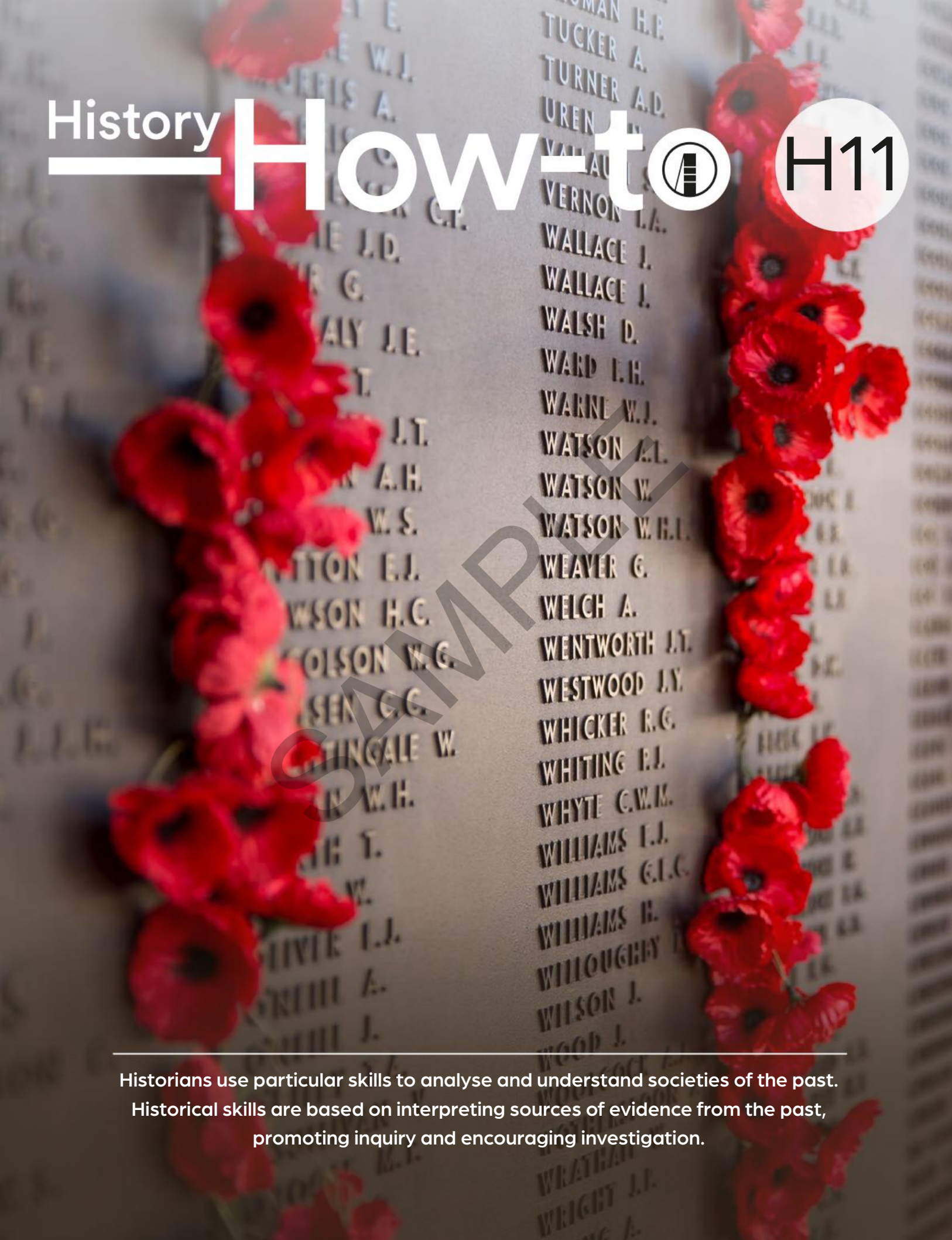
- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?



Historians use particular skills to analyse and understand societies of the past. Historical skills are based on interpreting sources of evidence from the past, promoting inquiry and encouraging investigation.

How to develop history skills

The skills described in this How-to are important skills that historians use to understand the past. There are five levels of difficulty for each skill. Each skill is described and a model provided that demonstrates how to master the skill at each level. Learning skills at the lowest level of difficulty will help you to master the skills at the highest level.

Chronology

Chronology is the arrangement of events into the order in which they happened. Historians put events in order, from the oldest or earliest event to the most recent event.

Here are some key terms relating to chronology:

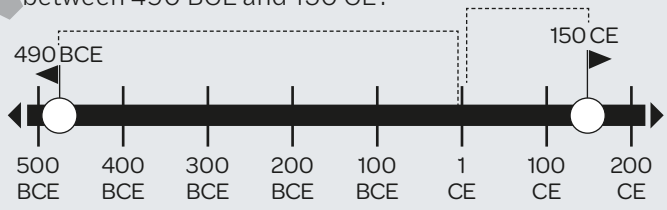
- **ancient:** relating to the time between c. 3000 BCE and c. 500 CE
- **Anno Domini (AD):** a Latin term meaning 'in the year of our Lord'; modern historians do not use this term but many other people do
- **Before Christ (BC):** the years before the birth of Jesus Christ; modern historians do not use this term but many other people do
- **BCE (Before Common Era):** the years before the common era (BC)
- **CE (Common Era):** the years after the common era (AD)
- **century:** 100 years
- **decade:** 10 years
- **era:** a distinct period with significant historical characteristics
- **medieval:** the 5th to 15th centuries CE
- **millennium:** 1000 years
- **modern:** the years from c. 1789 CE to the present
- **prehistoric:** the time before written records.

1 I can read a timeline

Timelines list key events and the years those events happened in the order they occurred. A one-off event is shown as a vertical line. A period of time is shown as a horizontal line, with the ends of the line showing the start and end of the period.

When answering questions about chronology, include part of the question in your answer. For example, if a question asks, 'When did India gain independence from Britain?' you should answer with, 'India gained independence from Britain in 1947', rather than just '1947'.

For example, how many years were there between 490 BCE and 150 CE?

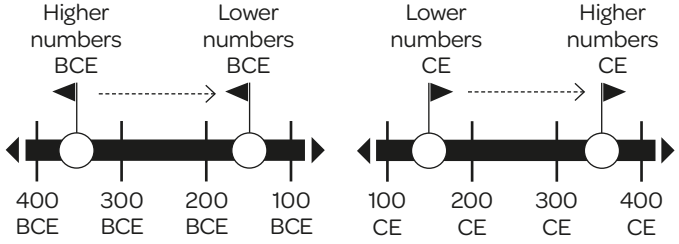


The difference in years between 490 BCE and 150 CE is:

490 + 150 = 640 years

2 I can place events on a timeline chronologically

Placing events on a timeline involves putting them in chronological order, from the earliest event to the most recent event. The order goes like this:



Source 1: The Taj Mahal was built as a mausoleum for the favourite wife of Mughal Emperor Shah Jahan.

Source 2: The spinning jenny greatly increased the amount of textiles that could be produced.

It is similar to positive and negative numbers used in mathematics. A period of time that lasts 10 years in BCE starts with a higher number and goes *down*. A period of time that lasted 10 years in CE starts with a lower number and goes *up*.

For example:

700–690 BCE: an event taking 10 years

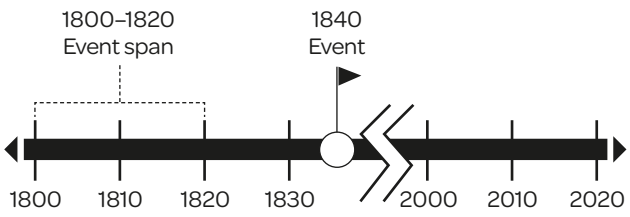
700–710 CE: an event taking 10 years

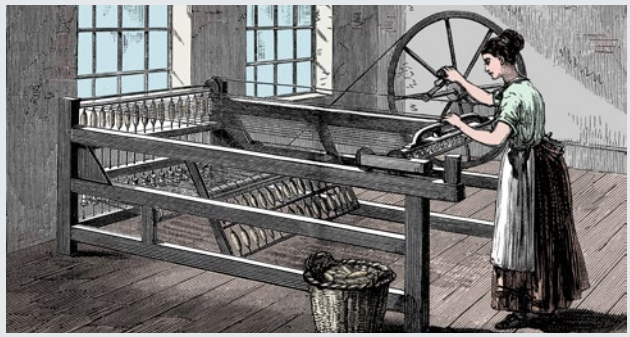
3 I can follow timeline conventions

Follow these steps to make a timeline:

1. Select events to include on your timeline.
2. Put the events in chronological order: from the earliest event to the latest event.
3. Work out the earliest and latest dates you want to include on your timeline.
4. Pick a span of years that your timeline will cover; this span should include the earliest and most recent dates.
5. Choose the unit of time you want to use: years, decades or centuries.
6. Work out how many segments your timeline needs.
7. Draw a straight line and divide it into segments. Figure out the size of each segment based on how much space you have on your sheet of paper.
8. Number the segments into the units you selected in Step 5.
9. Add the events to your timeline.

If an event goes over many years, add it as a span rather than a line. If there is a large gap between the events on your timeline, add a zigzag line to show there has been a jump in time. For example:



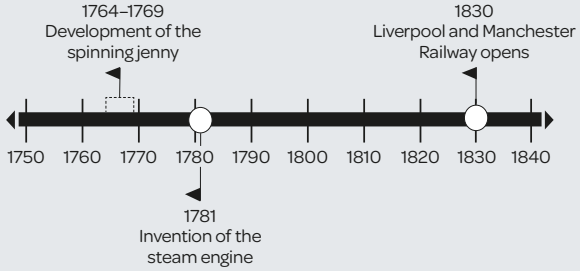


Example of creating a timeline

1. Select events to include on your timeline.
   Invention of the steam engine (1781); Liverpool and Manchester Railway opens (1830); Development of the spinning jenny (1764–1769)
2. Put the events in chronological order.
   Development of the spinning jenny (1764–1769); Invention of the steam engine (1781); Liverpool and Manchester Railway opens (1830)
3. Work out the earliest and latest dates you want to include on your timeline.
   1764 is the earliest date and 1830 is the latest
4. Pick a span of years that your timeline will cover; this span should include the earliest and most recent dates.
   1750–1840 (90 years)
5. Choose the unit of time you want to use: years, decades or centuries.
   Segments of 10 years
6. Work out how many segments your timeline needs.
   Nine blocks of 10 years. I am using an A4 exercise book. I have about 20 cm to draw in. Nine blocks at 2 cm per block gives me 18 cm.
7. Draw a straight line and divide it into segments. Figure out the size of each segment based on how much space you have on your sheet of paper.

   Nine blocks with 2 cm per block
8. Number the segments into the units you selected in Step 5.

9. Add the events to your timeline.



4 I can summarise the events on a timeline

Summarising information from a timeline involves condensing the key events into a brief, focused overview. This requires looking critically at the timeline to determine which points are most important and how they fit together. To summarise effectively, follow these steps:

- **Identify the most significant events:** Not all events on a timeline are of equal importance. Focus on the events that represent major turning points or milestones in history. These are often the moments that led to significant change or shaped future developments.
- **Look for patterns or connections:** Summarising is not just about listing events. Instead, try to understand how the events relate to one another. Are they part of a broader trend, such as the rise of empires? Grouping related events can help you to find patterns and connections between events.
- **Determine the overall theme or progression:** Timelines often illustrate change over time. In your summary, aim to describe this progression, whether it's a series of conflicts, the spread of ideas or periods of stability followed by upheaval. Think about what story the timeline is telling and convey this in your summary.

5 I can explain change or causality from a timeline

Explaining change or causality using a timeline means understanding how events are connected and how one event leads to another. To do this, follow these steps:

- **Find important events:** Look for key events on the timeline that caused big changes or had lasting effects. Focus on events that seemed to trigger shifts in areas such as politics, society or the economy.
- **Understand how events are connected:** To explain causality, think about how one event might lead to another. For example, a war could result in a change of government, or a new invention could change the way people live. Finding these connections helps you to understand why things changed.
- **Identify the type of change:** Consider how the change happened. Was it a sudden, major change or did it happen slowly over time? Changes in history can be quick, like revolutions, or gradual, like technological developments.
- **Look for multiple causes:** Changes in history often have more than one **cause**. For example, a revolution could be caused by a mix of economic problems, political issues and social unrest. Explaining change means thinking about all these reasons, not just one.
- **Compare with later times:** To better explain the change, you can compare the events on the timeline to a later period, such as today, to show how the changes continued to shape history.

Source 3: Eureka Stockade riot, Ballarat, 1854; painting by James Black Henderson

Sources

Detectives use clues to solve mysteries. Historians use sources to understand the past. Source analysis involves looking at **evidence** and asking, 'How do we know what we know about the past?' A good source analysis interprets and explains the meaning of the source.

First, you need to ask good questions of a source. These questions include:

- Who created it?
- When was it created?
- What was the author's or creator's purpose? Why was it made?
- What is the historical **context** of the source?

The more sources you use, the better your understanding of the past will be.

This is a poster, designed by Mary Lowndes in 1909, as part of the suffrage movement in Britain.

The image shows Justice, holding tilted scales, standing alongside a young woman – perhaps a suffragist. In the foreground are what appears to be a poor woman with a baby and a middle class or wealthy woman.

The theme of poor women and wealthy women alike standing to benefit from suffrage, and so working together, was a common one at this time. Similarly, Justice as on the side of women was a recurring theme.

▲ **Source 4:** How to describe a source

1 I can identify the origin of a source

Sometimes, if you're looking at a photo of a source in a text, there may be a caption that provides information about the origin of a source (see Source 3). This caption tells you who made the source, the name of the source and when it was made. Sometimes we don't know the creator of the source. In this case we state that the source was made by an 'unknown creator'.

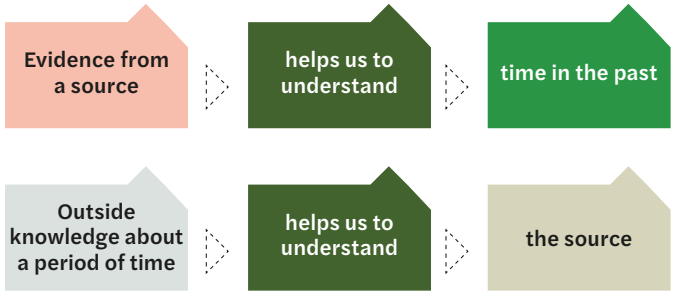
2 I can describe a source

Describing a source is when you describe its features. This involves more than listing facts about the source. Describing a visual source might involve relating what is in the image. Describing a written source might involve summarising the main things that the text states. For example:

Type of source	Source description
Visual source	This poster uses familiar themes, such as women's moral authority, civic virtue and judicial symbolism, to argue the case for women's right to vote.
Written source	Professor Michelle Arrow's book *Friday On Our Minds: Popular Culture in Australia since 1945* (2009) has a chapter on 'The rise of youth culture' which examines the role of music and draws on sources such as the magazine *Teens Today*.

3 I can apply historical knowledge to explain sources

Sources can tell us a lot about a period of time in history. You can also use your knowledge of a period to explain a source. These are two different skills. They both help us to understand, but they should not be confused.



The more you know about the past, the better you will be at explaining sources. So, having lots of knowledge about the past is important for this skill.

What is in a source?	Outside knowledge that might help to understand it
Painting	Knowing the dominant schools of art and key political and philosophical ideas
Brass medal	Knowing what wars were being fought at the time, and why medals were generally awarded
Family photograph	Knowing the country and cultural context in which the family lived
Photograph of strike action	Knowing how common union membership was at the time

4 I can explain the historical context of a source

Explaining the historical context of a source involves identifying and describing the important factors of the period in which a source was made. To help you think of important factors, use the acronym SHEEPT.

SHEEPT factor	Example from Australia	How this might influence a source from the time
Social: how people lived, traditions, customs …	The class system	A source could show **bias** against a class
Historical: past events that influenced what was happening in that period of time …	The British Empire	A source might show the impacts of imperialism
Economic: how the economy influenced people's lives …	Trade, both domestic and international	A source might show the impact of trade on standards of living
Environmental: the impact of weather, climate, natural disasters and resources such as water …	The importance of cycles of drought	A source might mention the influence of drought on an agricultural area
Political: how people were governed, who had power, what the laws were …	Development of trade unions	A source might reflect the political views of the time
Technological: the influence of tools and machines; for example, wheels and computers …	Introduction of new technologies	The technology may itself be a historical source

5 I can evaluate sources to determine their accuracy, usefulness and reliability

The more sources you evaluate, the better your understanding of the past will be. Evaluating **primary** and **secondary sources** helps you judge how accurate, useful and reliable they are for understanding history.

Here is an example of an evaluation of sources based on photographs and cartoons.

Category	Photographs	Cartoons
Accuracy	More accurate: reveal the appearance of specific places and periods	Less accurate: usually reflect one perspective
Usefulness	Useful for capturing a specific moment in time	Useful for highlighting key issues
Reliability	Generally reliable but can be manipulated by cropping and other techniques	Less reliable because they have a limited perspective

To evaluate **accuracy**, check whether the source provides specific, verifiable details, such as dates, names or events, and whether it aligns with other known historical facts.

For **usefulness**, a source should help you understand history and be easy to find. For high school students, useful sources should be easy to understand and directly related to class topics. They should be available in accessible places, such as textbooks or online resources.

When evaluating **reliability**, think about who created the source, their purpose and how objective or biased they might have been. Reliable sources are trustworthy and less likely to mix fact with myth or exaggeration.

Continuity and change

On our quest to understand history, we need to grasp both **continuity** and change. Continuity refers to things that have stayed the same over time. Change refers to things that have altered over time.

Continuity and change can exist at the same time: some things stay the same, while others change. Change can be fast or slow, happen gradually or in a burst.

No change at all (e.g. human DNA) | A bit different (e.g. food) | Quite different (e.g. attitudes to race, gender and sexuality) | Completely different (e.g. transportation technology)

1 I can identify continuity and change

Identifying continuity and change involves seeing what has remained the same and what has changed. The easiest kind of continuity or change to notice is from a historical period to the present, because we know a lot about the present. The table below shows examples of continuity and change from historical societies to the present.

To help you identify continuity and change, ask:

1. Did it exist in the past and did it remain throughout the period, or does it still exist now? If yes, that is continuity. You can say: 'This situation remained and shows continuity'.
2. Did it exist in the past but changed during the period, or does not exist now? If yes, that is change. You can say: 'This situation represents a change'.

Historical society	Continuity	Change
Australia	Sexism	Anti-discrimination legislation
Europe	Some countries still have a monarchy	Technology (true for most societies)
Japan	Language	Now a constitutional monarchy

Source 5: A.S. Broad (1886), *Aboriginal Life of Australia*. The illustrations clearly show the connection between the cause (on the left) and the effect (on the right) of colonisation on First Nations Peoples and settlers.

2 I can describe continuity and change

Describing continuity and change involves identifying in detail what has remained the same and what has changed, or both.

Society	Earlier time	Later time	Continuity between these times	Change between these times
Britain	1600: People walked or used horses for transport.	2020: People use cars for transport.	People travel.	People travel further and faster.
Australia	1850: Cattle weighed an average of 170 kg.	2020: Cattle weigh an average of 370 kg.	Cattle are used for hides and food.	Technology has changed cattle breeding.

3 I can explain continuity and change

When you explain *how*, you are saying what happened to make the change. or what happened to ensure something stayed the same. Let us consider how we could explain how political institutions changed in Australia and how they stayed the same:

Explaining how change occurred	Economic, ideological and other factors led to the creation of a federal government in Australia.
Explaining how continuity occurred	When the Australian colonies became states, they continued to have their own parliaments and elections.

Source 6: Federation tableau, 'Unity is strength', c. 1899 [State Library of NSW, FL8868364]

Source 7: Australia Jockey Club meeting at Randwick Racecourse, 19 June 1920. After Federation the federal government took over some of the states' taxing powers. The states continued to collect taxes but were forced to raise revenue from other sources, especially from taxing profits from gambling.

4 I can explain patterns of continuity and/or change

Explaining patterns of continuity and change requires you to find a trend or pattern of something that has stayed the same or has changed over time. Many patterns of continuity and change are similar across different societies and time periods.

Common examples of **patterns of continuity** include:

- close family bonds
- the importance of food
- the influence of religion
- trade.

Common examples of **patterns of change** include:

- the improvement in technology
- the increase in population
- the spread of new ideas
- the development of new political systems.

Here are some patterns of continuity and change from Australian history:

Aspect of society	Pattern of continuity	Pattern of change
Art and culture	Importance of sport	Artistic styles
Social structure	Class structure	Egalitarianism
Politics	Male dominated	Female politicians

Source 8: Pope Francis waves to large crowds at the Vatican in Rome in 2022. The Catholic Church is an example of continuity as it remains an important part in the lives of millions of people today.

5 I can evaluate patterns of continuity and/or change

To evaluate patterns of continuity and/or change in history, you need to make a judgement about whether the change or continuity was positive or negative using evidence and logical reasoning.

Follow these steps to evaluate patterns of change:

- **Identify the change:** What changed over time?
- **Examine the effects:** Were the impacts positive or negative?
- **Assess the advantages and disadvantages:** What improved? What challenges arose?
- **Consider the broader context:** How does this change fit within the larger historical picture?
- **Make a value judgement:** Based on the evidence, decide whether the change was overall positive or negative. Remember that value judgements are not always 'right' or 'wrong' but depend on how well the evidence supports your judgement.

Here's an example of evaluating the change to media use in the home after World War II:

Step	Example: The rise of television
Identify the change	By the end of the 1960s, half of Australian homes had a television
Examine the effects	Greater access to home entertainment, rising consumerism and a drop in cinema use
Assess the advantages and disadvantages	**Advantages:** Educational opportunities and a broader cultural outlook **Disadvantages:** Americanisation of culture and decreased physical activity
Consider the broader context	Similar changes were happening all over the world
Make a value judgement	Overall this change helped shape Australian culture and led to the growth of our own cultural industries

Causes and consequences

Cause and effect relationships are all around us. For instance, when you water plants, they grow taller and healthier. In this case, watering is the cause, and the effect is the plants' growth. Similarly, when you press a button, the television turns on. The cause is pressing the button, and the effect is the television turning on. Understanding cause and effect will help you to make sense of how actions lead to specific outcomes. It is essential to understanding many aspects of our world.

Source 9: A statue of Robert E. Lee, a general in the Confederate army that fought to retain slavery, unveiled in 1890 and the first memorial on Monument Avenue. In 2021 his memorial became a focus on the Black Lives Matter protests which erupted in many countries.

To understand cause and effect relationships, you need to identify which events are linked and understand why they are connected. When things are linked by cause and effect, they have a *causal link*. This means that one thing *caused* the other.

Most things that happen have multiple causes and effects, some of which are more important than others.

Two main types of causes are:

- **historical actors**: the individuals or groups involved – for example, Karl Marx, Adolph Hitler and Eleanor Roosevelt
- **historical conditions**: the social, political, economic, cultural and environmental factors – for example, mass unemployment, drought, economic downturn and war.

However, just because one event occurred after another does not always mean that the first event caused the second event; for example, when the rooster crows in the morning, we do not think it makes the sun rise.

You also need to be able to provide a logical reason about why something caused an effect. Events in history are not inevitable. When we study cause and effect, it can seem like things were always going to work out in a certain way. Yet, change a few conditions and things could have happened differently. If Karl Marx and Frederick Engels had not written about capitalism, would communism and socialism have developed differently across the world? It is easy, with hindsight, to think our cause-and-effect explanations are perfect, so we need to be cautious when making claims about cause and effect.

1 I can identify a cause and an effect

Recognising a cause and its effect means correctly choosing from a list of possibilities. Consider the outbreak of World War I (1914). Which of the following options is most likely to be an immediate cause of the war?

A Russia invades Germany.

B Franz Ferdinand and his wife Sophie are assassinated in Sarajevo, Bosnia.

C Austria-Hungry and Italy form the Triple Alliance.

D First dreadnought battleship is launched, revolutionising naval warfare.

The only option linked to the outbreak of World War I is B. Option A happened after the outbreak of war. Option C was not an immediate cause of the war. And option D was not a cause as such.

For events to be causally linked:

- one event must come before the other
- you must be able to provide a logical reason for why one event caused the other
- if possible, you should have evidence that one event caused the other.

2 I can describe causes and effects

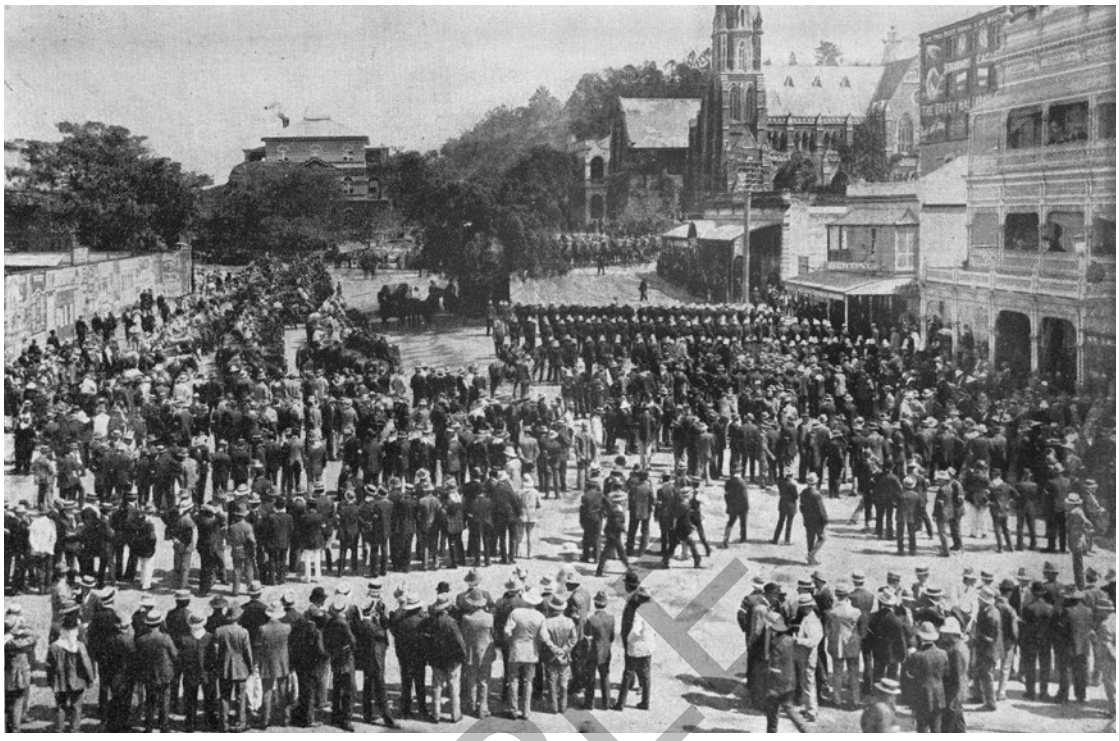
Describing a cause and its effects requires you to give detailed information. Describing involves more than identifying. For this step in the skill, you could describe the cause or the effect or both. For example:

Description of the cause	Description of the short-term effect	Description of the long-term effect
The Monument Avenue statue of Robert E. Lee was seen by many to be a symbol of racism.	The monument was covered with graffiti in protest.	The monument and others like it were removed, and these sorts of monuments were not erected again.

Source 10: Powerful new ships, such as the HMS *Dreadnought*, could easily outgun and outrun older vessels..

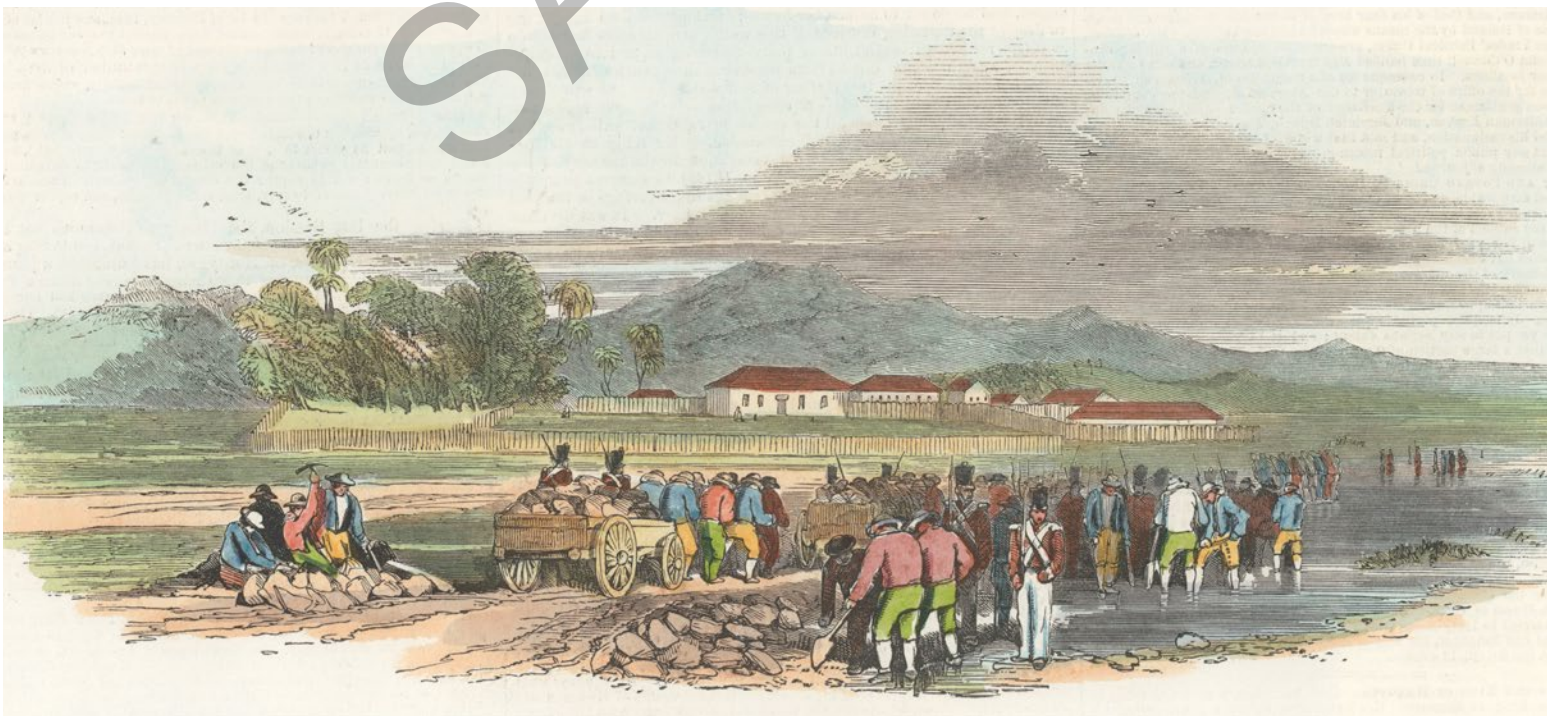
3 I can explain how something was caused or its effect

'Explaining how' involves writing about the process by which something was caused or its effect. This type of explanation is about the steps, the sequence or the process.



Source 11: The Brisbane Tramways Company's refusal to allow employees to form industrial unions and wear union badges (cause), led to the 1912 Brisbane general strike (effect) – a widespread strike for the right to unionise and organise for better conditions.

Cause	Effect	Explaining how the cause led to the effect
British prisons became overcrowded.	Convicts were transported to Australia.	Changing economic and social conditions led to a rise in crime. British prisons and prison hulks (ships) became overcrowded and by the 1770s over 50 000 convicts had been sent to the American colonies. New South Wales was chosen as a new destination for convicts. The first convicts arrived in Sydney in 1788.



▲ **Source 12:** A group of convicts pull a cart while others labour on the road under military guard on Norfolk Island in 1847. [National Library of Australia.]

4 I can explain why something was caused or why it led to certain effects

Explaining how focuses on the sequence of events – describing what happened and how one event led to another. Explaining *why* goes deeper by identifying the reasons an event occurred or identifying why it had a range of effects. You need to look at the intentions or circumstances that caused people or societies to act, or the circumstances that ensured a cause produced certain effects. Typical motivations for change in history include:

- **political power:** wanting to gain or maintain control
- **economic gain:** wanting wealth, trade opportunities or resources
- **social equality:** pursuing justice, human rights or societal reform
- **religious beliefs:** wanting to spread or reform a particular belief system
- **technological advancement:** needing to innovate to solve problems or gain advantages
- **military security:** needing to defend existing lands or conquer new lands for protection.

Cause (motivation)	Effect
Political power in Nazi Germany: Adolf Hitler sought to consolidate power.	In 1933, the Enabling Act started the process of turning the Weimar Republic into a single-party dictatorship driven by totalitarianism and Nazi ideology, with Hitler as its all-powerful leader.
Social equality: First wave feminists strove to obtain equal rights for women.	Campaigns run by women like Vida Goldstein saw women gain the right to vote in countries like Australia, New Zealand and Britain from the 1890s.

5 I can analyse cause and effect

'Analysing' means breaking down something into its separate parts. If you can identify the different parts, and explain how together they make up the whole, you are analysing. If you can explain the rules or theories that show how these parts are organised, you are analysing.

The first step is being able to break down something into its parts. For example, what led Britain to colonise what is now Australia? We can break down the cause into four parts:

Cause 1: Britain had superior military forces.

Cause 2: Britain wanted a new colony to send convicts to.

Cause 3: Britain saw potential economic advantages in colonising Australia.

Cause 4: Britain saw strategic advantages in colonising Australia.

Breaking down the cause is the first part of the analysis. Now we can explain how these combined causes led to Britain colonising Australia:

Britain needed a place to send its excess convict population. Because the British had superior weapons, it was able to colonise Aboriginal lands. Britain was also concerned that imperial rivals, like France, might colonise the country before them.

Here, we have linked Causes 1, 2 and 4 together. Next, you need to decide how strong the causal link is.

Less — **More**

Small causal link

Gradual, minor, almost no part, short-lived, partly, partial, to some extent, small extent

Large causal link

Radical, powerful, significant, important, to a great extent, considerable, main, crucial

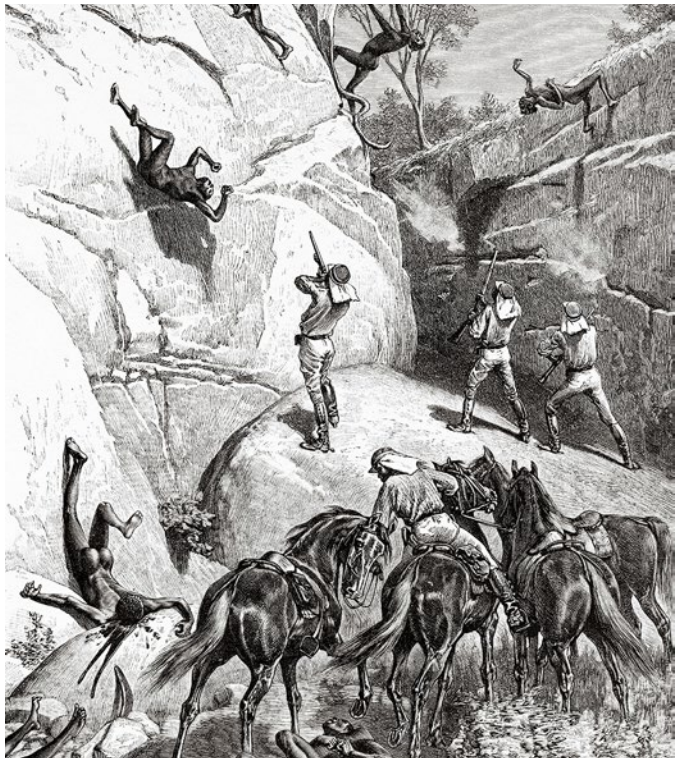
Once you have decided how strong the causal link is, here are some words you can use to describe it:

- If something had a minor effect, you could say:

  The lives of First Nations Peoples were only affected to a small extent by the introduction of rabbits.

- If something had a major effect, you could say:

  The lives of First Nations Peoples were significantly affected by European colonisation.



▲ **Source 13:** There was a large causal link between hardships faced by First Nations Peoples in Australia and the arrival of colonisers in 1788. This illustration from the 19th century shows policemen on horseback shooting First Nations Peoples. [This illustration by Carl Lumholtz appeared in *Le Tour du Monde* in 1889.]

Perspectives

Perspectives are different ways of looking at the world or different points of view. A person's **perspective** is influenced by their culture, social class, wealth, where they live and their gender. It is important for historians to understand the perspectives of people who lived in the past. This helps us to avoid 'presentism', which is when we mistakenly see the past from our own modern point of view, which can be very different from the perspectives of the people who lived at the time.

1 I can identify the perspective of a person from the past

To identify the perspective of a person who lived in a particular period in the past, imagine what that person might have thought. Try putting yourself in their shoes.

Here are some examples of the points of view of people from the past:

Example	Perspective they might have
Late 19th-century capitalist	Nothing should get in the way of progress.
Imperial nationalist	We are proudly part of the British Imperial family.
Nun	We must trust in God.

2 I can describe perspectives

'Describing' is when you explain something in detail. Describing a perspective from the past is when you learn about a person's views and then use key details to paint a vivid picture of life from their perspective. For example, you watch a documentary about the life of socialist William Lane who established a utopian settlement in Paraguay. You can then describe their perspective by writing, 'William Lane believed that his followers would have better lives if they lived in a commune under his care and guidance'.

3 I can explain a perspective

'Explaining a perspective' is when you say why a person from the past had a certain point of view. People in the past often held very different views to those held by people today. For example, in Australia around Federation, many people believed that Aboriginal and Torres Strait Islander Peoples were a 'dying race' and were not worthy of citizenship.

In addition, like today, there were different perspectives on the future of Australia:

- Some people believed in a 'White Australia', while others supported immigration from non-European countries.
- Trade unions wanted to protect workers' rights, but business owners often opposed new labour laws.

Source 14: Ned Kelly was a bushranger and convicted murderer who was hanged at Old Melbourne goal on 11 November 1880. Some people, however, saw him as a hero of the people who defied the authorities, the rich squatters and the banks and fought for independence.

Perspective	Historical context	Explanation
Queen Victoria	The Victorian era (1837–1901) saw the acceleration of movements for rights and freedoms. However, it was generally a conservative time and many people, especially elites, opposed liberalisation (i.e. making things more equal), including Queen Victoria.	Queen Victoria was the monarch in a patriarchal society and had come to the throne after a long line of male monarchs. The system of government was also patriarchal and hierarchical. She opposed what she called 'this dangerous … unchristian and unnatural cry and movement of women's rights'. She considered women 'a helpmate for a man'.
First wave feminist	The first women's rights movement from the mid-19th century focussed on legal rights. The women involved lobbied mainly for the right to vote. They were called suffragists.	The 19th century saw the rise of the modern middle classes. Articulate women who could read and write began to create networks and organise themselves into lobby groups usually linked to Christian and temperance movements. They began to gain political rights from the mid-1890s.

4 I can compare perspectives

'Comparing' is when you look at two things and identify what is the same and what is different. A good comparison makes an overall statement about how similar or different the two things are. Here are two examples:

Example	Similarities	Differences	Overall comparison statement
• Squatter • Selector	• Language • Male	• Squatters were wealthy. • Selectors were poor.	Squatters were the rural elite and they were mainly engaged in pastoralism. Life on selections was difficult and involved cropping. There were tensions between the two groups.
• Sydney Chinese worker • Waterside worker	• Male • Working class	• Religion • Race	White workers often had ill feelings towards Chinese migrant workers, who were seen as taking jobs from Australians.

5 I can evaluate historical perspectives

To evaluate historical perspectives, you need to understand the social and cultural settings that influenced people's beliefs and actions.

Evaluating historical perspectives involves thinking about why people made the choices they did. By looking at different viewpoints, you can gain a deeper understanding of historical events and actions.

Here are some steps you could follow to evaluate a perspective:

1 **Understand the historical context:** Identify the social and cultural settings that influenced people's beliefs and actions during the period you are studying.

2 **Examine evidence:** Use primary sources from the period, such as artefacts or written historical records, to gather information about people's perspectives.

3 **Consider multiple viewpoints:** Explore the differences between the perspectives held by different groups of people (e.g. from different social classes). Use your understanding of these differences to form a more complete understanding of the historical situation.

Here's an example from the history of socialism.

Perspective: Karl Marx's three-volume analysis of capitalism, titled *Capital* (vol 1, 1867), greatly influenced political leaders, unionists and intellectuals.

Millions of copies of his books were sold and read. Marxism became the dominant political ideology in countries including Russia and Cuba. Statues of Marx have been erected in many countries.

Many working-class people read Marx's work in the 19th century. But perhaps most were more concerned about their working conditions and families rather than Marxist political economy.

Significance

How do we decide which events or time periods in the past are important? Not all events, people or developments hold the same weight. By understanding historical significance, you can prioritise information and make sense of the huge amount of historical evidence.

1 I can identify something historically significant

'Significant' means important – something worth noting. So 'identifying something historically significant' means deciding whether an event, person or development is important.

To identify if something is significant, ask yourself: Was it important back then? Were people deeply affected? Did it affect a lot of people for a long time? Is it still relevant to modern times? If you answer 'yes' to these questions, the event, person or development is likely to be historically significant.

2 I can describe something historically significant

'Describing historical significance' involves writing in detail about the importance of an event, person or development. For example:

Event	Establishment of the United Nations in 1945, with 51 founding members including the United States and Australia.
Immediate impact	The UN *Universal Declaration of Human Rights* was published in December 1948.
Long-term impact	Several other conventions and declarations were adopted in later years to cover the rights of different groups of people. The UN currently has 193 sovereign states as members.
Description of historical significance	This has been perhaps the most influential document in the 20th and 21st centuries and will continue to shape the progression of civil rights into the future.

3 I can explain something historically significant

Explaining historical significance means describing how or why something is important.

To help you explain why something (such as an event) was historically significant, you can ask a series of questions, such as how many people were affected and how long were they affected? The answers will help you formulate your answer. The example below uses these questions to explain the historical significance of the 1967 referendum.

Question	**Example: The 1967 referendum**
How important was it to people at the time?	It was extremely important for First Nations people and civil rights activists, as well as to Australians concerned about civil rights.
How deeply were people affected?	First Nations people and their supporters were jubilant at the outcome.
How many people were affected?	Millions of Australians were affected by the outcome of the referendum.
For how long were they affected?	The outcome had an ongoing impact on Australians.
How does the event help us understand the modern world?	It helps us understand that change can take time to occur and that civil rights movements have been critical to shaping the modern world.
Did the event change people's ideas or beliefs?	It helped change some people's ideas about the historical treatment of First Nations people.
Does the event reveal any important themes or patterns in history?	The referendum highlighted the themes of social justice and the treatment of minorities historically.

4 I can explain why something is historically significant

You can use primary and secondary sources to help you explain why something is historically significant. The steps in this process include finding sources, identifying what those sources say about an event, then using that information to determine the significance of the event. For example:

Event	The establishment of the Tent Embassy in front of Old Parliament House, 26 January 1972
Relevant sources	• Primary sources, such as photographs, newspaper articles and oral histories • Secondary sources, such as history textbooks and scholarly articles about the tent embassy and First Nations land rights
What the sources say about the event	Four First Nations men put up a beach umbrella on the lawns of Parliament House calling it the Aboriginal Embassy. They were protesting the McMahon Liberal Government's attitude to land rights. The Embassy was moved until it finished up in its current site in 1992.
Determine the historical significance of the event from the sources	The Aboriginal Tent Embassy is historically significant as the first national and permanent symbol of First Nations people's struggle for land rights and self-determination.

Source 15: The Aboriginal Tent Embassy remains as a permanent protest site.

5 I can evaluate historical significance

Historical significance is not black and white; it can be shown on a scale, like this one:

Question	Example of low historical significance	Example of high historical significance
Event	The construction of a headstone for a drowned sailor	The construction of Old Parliament House
Importance at the time	Only important to family and fellow sailors	The building had national and international importance as the seat of Australia's Federal Government
Depth of impact	Limited to a small group of people directly involved	Old Parliament House was a national focal point at the time
Quantity affected	Affected a handful of local workers, family members and friends	Affected the entire nation in different ways
Duration of impact	The headstone's significance faded over time	Old Parliament House continues to be highly important but its significance has changed over time, especially since the construction of New Parliament House
Relevance to today	Little relevance today beyond local and family historical interest	The building remains highly significant and functions as the Museum of Australian Democracy
Extent of significance	The impact was minor and localised, with no lasting influence	Old Parliament House had a significant and enduring impact on the Australian nation due to its role in our democracy

Interpretations

History is not just a list of facts. What we think we know about the past changes all the time as we uncover more information and interpret things in different ways. Historical knowledge is always being contested, or questioned and challenged. This makes it necessary to determine the validity of different **interpretations**.

2 I can identify a historical debate

Historians do not always agree on exactly what happened in the past.Even though they are looking at the same evidence, they might interpret this evidence differently.

One historian might interpret the federation of the Australian colonies as mainly a product of economic circumstances. Another might emphasise the power of the White Australia policy. Both historians use the same facts but provide different interpretations of what caused the colonies to federate.

Source 17: Thomas Nast's celebration of the emancipation of Southern slaves with the end of the Civil War. Wood engraving, 1865.

Source 16: Memorial to William Wilberforce (1759–1833), champion of the abolition of slavery, situated in the gardens of William Wilberforce House, Hull, England.

2 I can describe an interpretation of history

Describing a historical interpretation involves outlining the main ideas and arguments of a historian's viewpoint on a particular event or period. It is a good idea to use evidence from the interpretation to support your description. For example:

Topic	Historical interpretation	Describing the historical interpretation
Why was slavery abolished in Britain?	One argument is that evangelical politicians brought about the abolition of slavery.	William Wilberforce (1759–1833) was an evangelical Anglican member of the British parliament and a leader of the abolitionist movement. He believed that God had called him to end the immoral practice.

Source 18: Living conditions were very poor in many parts of Sydney around Federation. This is the rear of 2 Walton Place in the city, in 1900. [SLNSW, FL1137668]

3 I can explain an interpretation of history

When explaining a historical interpretation you need to think about what evidence has led to this interpretation. Use primary and secondary sources to help you explain how an interpretation has been formed.

> ... [considering the] comprehensive documentary evidence available for the period [1860–1900], it become clear that by the century's close, Sydney's slum problem was acute ... for city workers needing to reside near to their work, living conditions were as bad as they could be. Here was a major section of Sydney society a victim of ... [slow] and largely disinterested government and living in sectors of the city where housing facilities, forgotten by absentee landlords, health authorities, city managers and parliament alike, were grim indeed.

Source 19: Max Kelly, *Picturesque and Pestilential: The Sydney Slum Observed 1860–1900*, Sydney University Press, 1978.

Topic	Historical interpretation	Explaining the interpretation using the source
Was Australia a workingman's paradise around Federation?	Economic and urban growth in cities like Sydney turned large parts of them into slums.	Around Federation, despite a reasonable average standard of living, most working-class people lived in poor conditions, without adequate sanitation or other services.

4 I can compare historical interpretations

When comparing historical interpretations, you need to explain the similarities and differences between historical interpretations. Are the interpretations completely different or are there some similarities?

Topic	Historical interpretation	Comparing the interpretations
Why was slavery abolished?	Humanitarian, moral and religious issues brought about the end of slavery.	Thomas Clarkson and William Wilberforce were the most prominent abolitionists in Britain. Both were brilliant publicists. In 1883 a strong campaign began in Britain to abolish the slave trade. Humanitarian, moral and religious argument found increasing support. Opinion was also changing in Europe.
	Economic factors were important to the abolition of slavery.	Economic factors were important in abolishing the slave trade. British merchants based in Liverpool were developing the palm oil trade with West Africa. Cuba and Brazil were major competitors to British West Indian sugar production and the merchants were concerned that their business would be harmed by illegal slaving.

5 I can evaluate the evidence supporting a historical interpretation

Evaluating the evidence supporting a historical interpretation is the final and most complex step. This involves assessing the quality, relevance and reliability of the evidence used to support a historical interpretation.

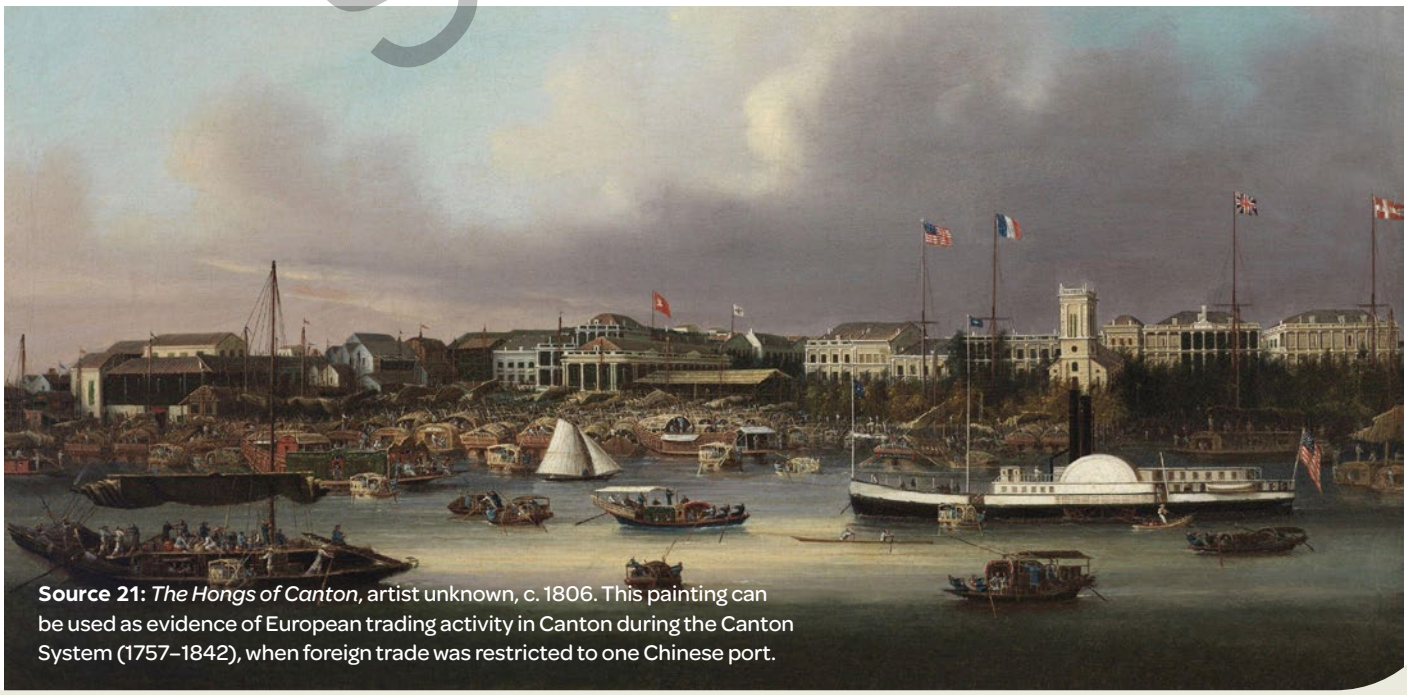
Source20: During 1900, Bubonic plague – the Black Death – broke out in all Australian capital cities except Hobart. In Sydney, areas around the city's commercial wharves like The Rocks and Millers Point were quarantined. Local residents were employed to catch rats, which spread the disease by carrying plague fleas. The NSW government had photographers take photographs of affected parts of the city. They clearly show Sydney's slums. The photographs have been placed in the State Library of NSW and professionally catalogued.

For example, let us evaluate photographic evidence depicting plague-cleansing operations in Sydney in 1900:

Quality of the evidence	Consider the reliability of the source. For example, are the photographs authentic? Have they been accurately interpreted. Evaluate the credibility and reliability of the historians studying and writing about them.
Relevance of the evidence	Does the evidence directly support the historical interpretation that Sydney was not a 'workingman's paradise'? Are there other explanations?
Reliability of the evidence	Has the evidence been corroborated by multiple independent studies?
Evaluation	Based on your evaluation of the quality, relevance and reliability of the evidence, form your own judgement about whether Sydney was a workingman's paradise.

An evaluation of the evidence supporting a historical interpretation also considers the pros and the cons and then makes an 'on balance' judgement, taking the pros and cons into account. For example:

Evidence	Pro	Con	Evaluation
Quality of the evidence	Clear, catalogued photographic evidence of Sydney slums in 1900.	Some navigation tools may be incomplete or damaged, which limits their interpretive value.	The evidence demonstrates the condition of Sydney's slums in 1900.
Relevance of the evidence	There is a direct link between the images and arguments about slum Sydney	Alternative explanations for some photographs might exist.	The evidence demonstrates the condition of Sydney's slums in 1900.
Reliability of the evidence	Independent studies confirm the reliability of the evidence, including J.H.L. Cumpston and F. McCallum, 1926, *The History of Plague in Australia 1900-1925*, Government Printer, Melbourne; and Max Kelly, 1981, *Plague Sydney 1900*, Doak Press, Sydney.	The limited availability of certain tools may affect validation. Variations in cultural practices might lead to some inconsistencies in the evidence.	The evidence is highly reliable, showing strong agreement among studies and corroborating sources.



Source 21: *The Hongs of Canton*, artist unknown, c. 1806. This painting can be used as evidence of European trading activity in Canton during the Canton System (1757–1842), when foreign trade was restricted to one Chinese port.

How to develop a historical inquiry

Historians develop their knowledge of history by posing questions, finding new sources, weighing up the evidence and then forming their own interpretation. This process is known as historical inquiry.

What is a historical inquiry?

A historical inquiry allows you to research an aspect of a topic that you have studied and want to know more about. You begin by examining a range of resources, including books, websites, documentaries and films, to explore ideas relating to your specific topic area. You then start to form 'small' questions to develop your focus, such as:

- 'Who played a key role?'
- 'What events occurred beforehand?'
- 'In what ways did society change?'

Once you have started to develop the small questions, you then conduct more detailed research. You can use this to help you form a 'big' question, such as 'What factors led to change?' or 'Why did the new ideology become popular?'

You need to have evidence from primary and secondary sources to support your view.

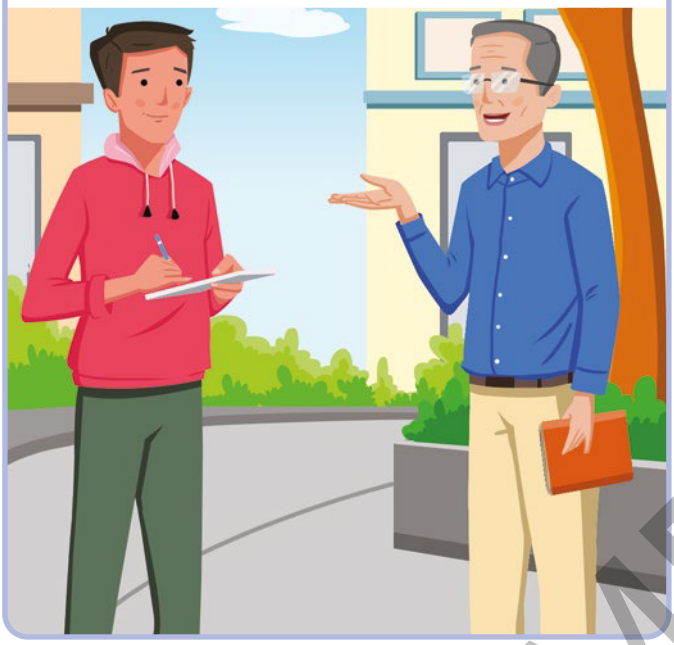
Conducting a historical inquiry is a bit like researching for an investigative podcast. Follow these steps to uncover your answers:

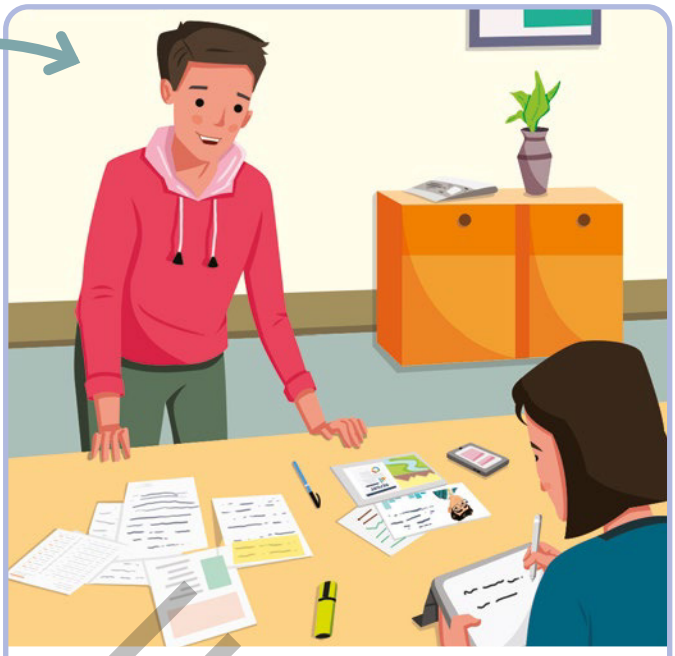
Step 1: Briefing

Start with a quick news briefing: list the key events, figures and issues you know about your topic. Brainstorm basic questions like 'What happened?', 'Who was involved?' and 'Why did it matter?' to pinpoint areas for further investigation.

Step 2: Field report

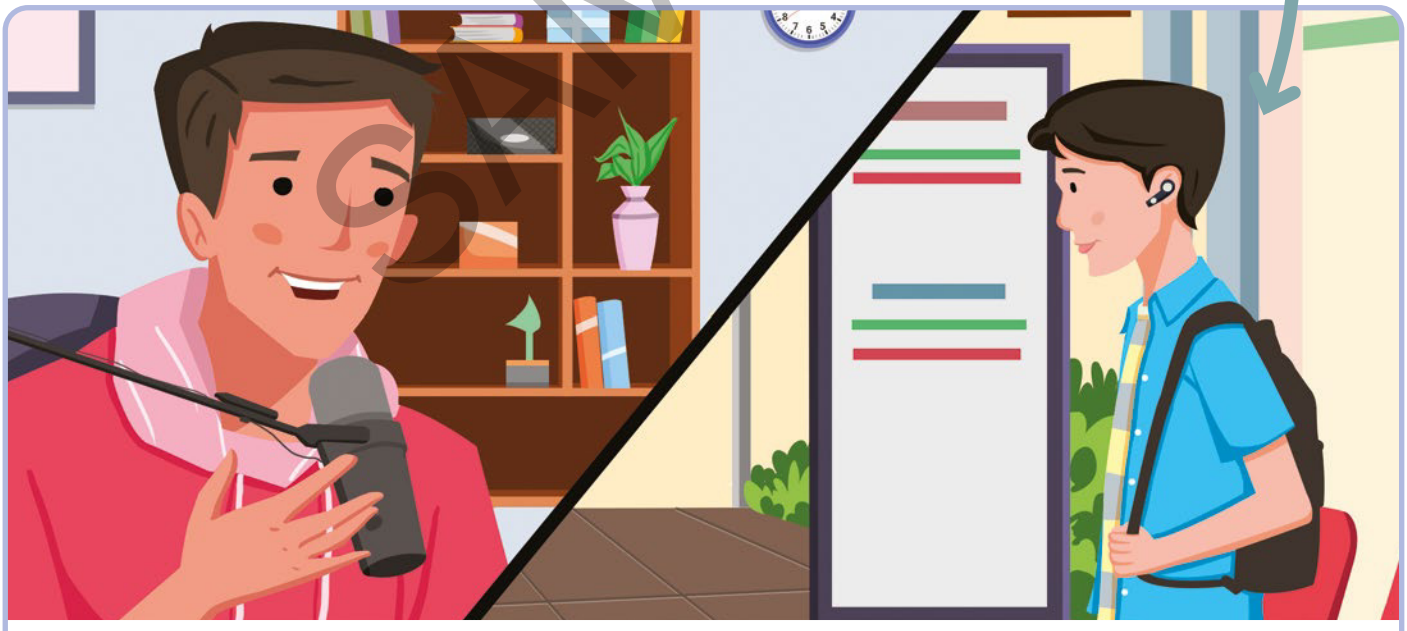
Step into an investigative reporter's role by exploring diverse primary and secondary sources. Jot down notes, record quotes and collect images or clips that add context, just as you would gather material for a podcast.





Step 3: Exclusive

Review your evidence to find the key insights – your 'exclusive scoop'. Identify the turning points or major trends and determine the big question your investigation reveals. This is the main story behind the headlines.



Step 4: Presenting

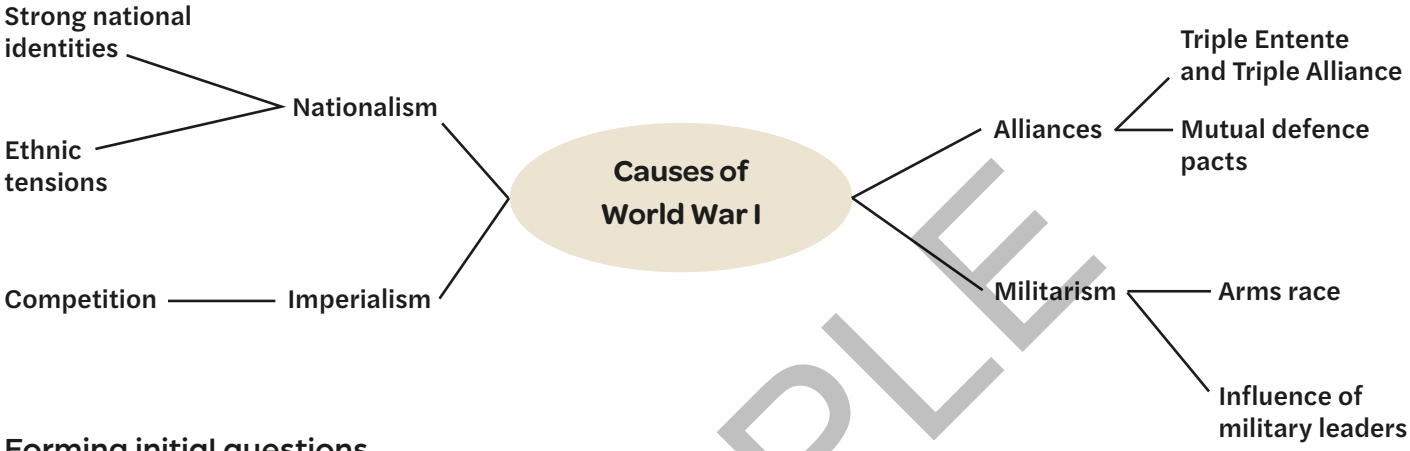
Finally, organise your findings into a clear and engaging narrative. Whether you record a podcast, produce a report or create a digital presentation, make sure you explain your evidence and show why your inquiry matters in modern history.

Step 1: Briefing

Rationale

To begin your inquiry, think about which aspects of modern history interest you the most – was it the politics of World War I, the technological innovations, the experiences of soldiers and civilians, or perhaps the social changes that followed? Why is it interesting to you and why is it important to learn about this topic?

Next, draw a simple mind map or compile a list of what you already know. Then highlight the areas you would like to know more about.



Forming initial questions

Now that you have summarised the knowledge you already know, you need to devise some questions to guide your next steps. These questions should start with the words *who*, *what*, *when*, *where*, *why* and *how*.

For example, suppose you are interested in mechanised warfare in WWI:

Who	What	When	Where	Why	How
Who pioneered mechanised warfare in WWI?	What are some examples of mechanised warfare in WWI?	When were these new technologies developed?	Where did mechanised warfare have the largest impact?	Why were these new technologies so important?	How did mechanised warfare change WWI battles?

Or in the rise of nationalist movements in Indonesia:

Who	What	When	Where	Why	How
Who were the leaders of Indonesia's nationalist movements?	What were the goals of these movements?	When did Indonesian nationalism first emerge?	Where were the movements located?	Why did Indonesians embrace nationalism?	How did Indonesians challenge colonial rule?

Step 2: Field Report

Conducting research to find your evidence

Once you have your initial questions, you need to gather more evidence. Go back to the relevant pages in the chapter and select the information that answers your small questions.

Then begin your research. Go to the research section of this chapter (page 498) to guide your selection of research sources. These can include primary sources (from the time) and secondary sources (made after the time).

It is also important to consider perspectives (which show what different people thought at the time) and modern interpretations (what different historians have said about that time).

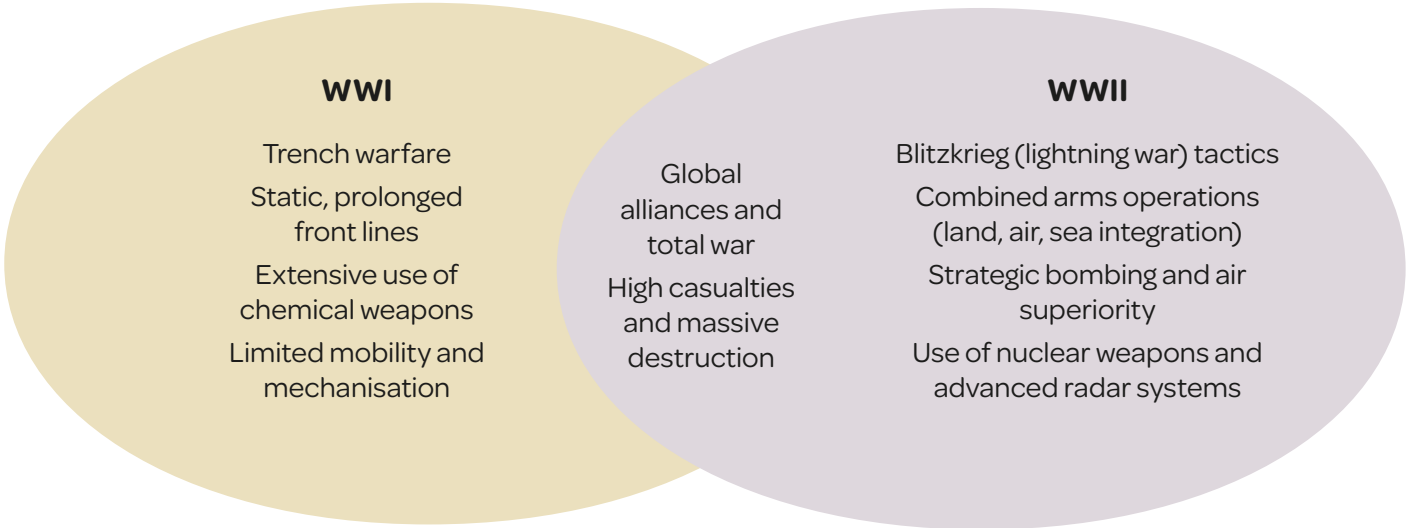
As you locate sources, organise them using the headings and/or table below. This can help determine whether the source is useful (gives you relevant information) and reliable (you can trust it).

Type of source? Primary or secondary?	Origin and purpose of source	Is this source reliable? Does it give you a perspective from the time or an interpretation of the time?	Which question(s) can it help to answer?
Example: Declaration of Independence (primary source) 	**Example:** 1776 Used to declare independence, assert inherent rights and justify separation from Britain.	**Example:** Reliable. Provides a genuine contemporary perspective, not a retrospective interpretation.	**Example:** • How does the document justify separation from Britain? • What Enlightenment ideas are evident in the language?

Sorting your evidence

Having collected the relevant information and source evidence, make notes to help you form your big question. Summarise or list the key points – this includes 'quotes' from written sources and descriptions of visual sources. You can use a graphic organiser such as a table, mind map, Venn diagram and/or colour coding to sort your evidence.

Here is an example of a Venn diagram comparing the nature of warfare in WWI compared to WWII.



Here is an example of an analysis table to evaluate the impact of former prime minister John Howard on Australian society.

What were John Howard's achievements?	Positive impacts	Negative impacts
 **Source 22:** John Howard, Australia's 25th prime minister (1996-2007)	• Boosted economic growth and improved fiscal stability • Strengthened Australia's ties with key allies, notably the United States • Provided a stable political climate during his term • Increased investment in infrastructure projects • Maintained strong electoral support at key points during his leadership	• Controversial asylum policies affecting refugees • Involvement in the Iraq War, which remains divisive • Economic reforms contributed to increased social inequality • Reduced funding for some social services • Criticised for policies perceived to erode civil liberties
• Modernised Australia's economy • Strengthened Australia's international alliances		

Step 3: Exclusive

Forming and answering your 'big' question

Once you have collected and analysed your evidence, you are ready to form and answer your big question.

This can be a 'what', 'how' or 'why' question. It could also be an evaluative question that requires you to make a judgement. Have a look at the Learning ladder below to find the type of question that is right for you. Can you challenge yourself to try the next level?

	Command term	Definition	Question type	Sample question
5	Evaluate	Make a judgement based on criteria	Evaluate	Evaluate the long-term impact of the Frontier Wars on First Nations communities.
4	Explain	Show the relationship between things (such as cause and effect)	Why	Why did colonial government policies escalate frontier conflicts?
3	Explain	Provide an explanation of how something happened	How	How did European settlement escalate conflict during the Frontier Wars?
2	Describe	Provide characteristics and features	What (describe)	What were the main characteristics of frontier warfare in Australia?
1	Identify	Recognise and name	What	What First Nations groups were involved in the Frontier Wars?

Discuss your ideas with a class member or your teacher. You may find there is more than one answer, or that your answer is different from others in your class.

This is fine, as long as you have the evidence to support your view.

Step 4: Present

Communicating your findings

It can be tempting to present every piece of evidence you have found; however, a historian has to consider what information is most useful in answering their question. You are presenting an explanation or an argument about history, so you need to make it engaging and relevant to your audience.

Use the presentation rubric below to select a suitable way to communicate your findings. Again, consider challenging yourself to try the next level.

Once you have selected an appropriate format and level, organise your findings into a clear narrative that explains your evidence, highlights your exclusive insights and shows why your inquiry matters. You can refer to the section 'How to write in history' in this chapter (pp. xxx-xxx) for guidance.

Presentation rubric

	Written response	Film	Podcast	Diorama	Museum display
5	I can write an extended response to evaluate the causes or effects of an event or the motivations of a key individual.	I can create a film that includes relevant images, footage, music and narration to evaluate the accuracy of a historical feature film.	I can create a 5-minute podcast that evaluates the causes or effects of an event or the motivations of a key individual.	I can create a diorama using primary sources and evaluate it for its representation of significance or perspectives.	I can evaluate my choice of artefacts for a museum display for how significance or perspectives is communicated.
4	I can write an extended response to explain why an event occurred or the motivations of a key individual.	I can create a film that includes relevant images, footage, music and narration to explain why an event occurred, or the motivations of a key individual.	I can create a 5-minute podcast that explains why an event occurred or the motivations of a key individual.	I can use primary sources to create a diorama of a key site or event and write a rationale to explain my decisions.	I can explain why I have chosen these artefacts to represent cause and effect.
3	I can write an extended response to explain how an event occurred or the role of a key individual.	I can create a film that includes relevant images, footage and narration to explain an event or key individual.	I can create a 3- to 4-minute podcast that explains an event or the role of a key individual.	I can use primary sources to create a diorama of a key site or event.	I can explain how these artefacts demonstrate significance or continuity and change.
2	I can write a paragraph to describe an event or key individual.	I can create a film that includes relevant images, footage and narration to describe an event or key individual.	I can create a 3-minute podcast that describes an event or key individual.	I can create a diorama of a key event using secondary source images and include descriptive labels.	I can label and describe artefacts for a virtual museum.
1	I can write descriptive sentences about an event or key individual.	I can create a film that includes relevant images and subtitles about an event or key individual.	I can create a 2-minute podcast about an event or key individual.	I can use secondary source images to create and label a diorama of a key event.	I can identify and label artefacts for a virtual museum.
	Presentation format				

How to develop research skills

I can define the research topic

When researching a historical topic, a good place to start is to write a list of keywords for the subject. To do this, think of different ways of saying the topic, or search 'synonyms of ...' and insert the topic. Refer also to the section 'Developing a historical inquiry'. Pay particular attention to the 'Briefing' section, which is when you form your initial questions to guide your next steps (page xx).

I know how to find the evidence and information I need

What type of evidence do you need?

Include these words in your search:

- facts, examples, definitions, quotes, artefacts, images, data, statistics
- primary sources, secondary sources
- databases, links, archives, collections, references, research, museums, journals, graphs, tables and letters.

Where is your evidence?

There are many different types of websites to look at: scholarly works, databases, archives, reference sources and information pages.

How do you decide if evidence is credible?

Ask yourself the following questions:

- Is the content relevant? Is it useful for my purpose? Does it contain links to other relevant sources? Is it at an appropriate reading level?
- Is the source believable? What type of source is it? (Published or official sources are better.) Who is the author? (Experts are better.) When was it published? (Newer is usually better.) Is the source biased?
- Is the source true? Is it backed up by other sources?
- Does the source state where its information comes from? This means it is more likely to be credible (able to be believed).

Online search strategies

Following are some search strategies:

- After you search a term, scan the first page of results. If they are not relevant, change your search term.
- Start with a wide search, then get more specific.
- Learn from your search. Change what you are searching for based on what you learn after you start searching.
- Be ready to stop a search if it is taking you in the wrong direction.

Source 23: The Australian War Memorial at https:// www.awm.gov.au has an amazing range of primary sources, along with virtual tours of the collections.

Tips for searching using Google

- Every word matters.
- The order of the words matters.
- Capitalisation does not matter.
- Punctuation does not matter.
- Specific search terms are better.
- Use these terms to narrow your search: AND, OR, NOT.
- A search with 'filetype:' will find specific files. For example, 'Vida Goldstein filetype:ppt' will find PowerPoint files about Vida Goldstein.
- A search with 'site:' will find things *within* a website. For example, 'boomerang site: nma.gov.au' will find boomerang-related material from the National Museum of Australia website.
- Use the tabs along the top for different types of results such as images, news, videos, maps and books.
- Use a hyphen to exclude words and narrow your search. For example, 'Great Wall-takeaways' will find information about the Great Wall of China, not a fast-food outlet.
- Search for a range of numbers using two full stops between speech marks: '..' For example:
  - '2021..2024' searches between 2021 and 2024
  - '..2024' searches before 2024
  - '2024..' searches after 2024.
- An asterisk acts as a wildcard. For example, 'teen*' will return results with any of the words *teen, teens, teenager* in them.
- Use exact phrase searching by putting speech marks around a search phrase to find exact text.

I can extract information

This stage involves the 'Field report' and 'Exclusive' steps in the 'Developing a historical inquiry' section (see pages xxx and xxx). You need to gather your evidence and then form and answer your 'big' question.

I can organise and present information

This is when you communicate your findings to your audience. Refer to the 'Present' section on page xxx for guidance.

I can evaluate my research

You can improve every time you conduct research by asking yourself these questions after you finish:

- What worked? What did not work?
- How could I work smarter next time?
- Can I apply what I have learned to other situations?
- How could I have improved:
  - the project?
  - the way I worked on my project?
  - the way I managed my time?

How to write in history

I can organise information to convey understanding

Before starting to write, take a moment to visualise the bigger picture and plan your structure. The type of question you are responding to will determine the structure you use. Consider:

- What is the command term (e.g. discuss, compare, evaluate, explain) asking me to do?
- What kinds of paragraphs will best address the question?
- Should I structure my body paragraphs to compare different perspectives, analyse cause and effect or evaluate evidence?

For example, imagine you want to communicate your findings on the topic:

> **'Discuss how significant the establishment of the Australian Federation was for national identity'.**

Source 24: In the wake of Federation, the Australian flag was chosen through a public contest. It was first flown, in its original form, on 3 September 1901. Its design was later modified slightly to account for the Territories, and it was officially adopted in that form as the Australian flag in 1954.

This is a 'discuss' type question, so you will need to present both supporting and opposing arguments, then make a judgement. The body paragraphs could be structured as follows:

1. Explain how Federation created a single government and national institutions (e.g. the Commonwealth Constitution, federal parliament) that fostered national identity, noting limitations (e.g. persistent regional loyalties).
2. Discuss how national symbols (e.g. the flag, anthem, Australia Day) emerged to promote a shared sense of belonging. Consider how these symbols did not fully represent regional diversity.
3. Evaluate Federation's influence on Australian identity, comparing its strengths with ongoing regional and cultural debates. Conclude with a balanced judgement reflecting both sides.

Other historical writing structures you might encounter include:

Analysing	Comparing and contrasting	Evaluating
Break down the causes and effects (e.g. analyse how early convict experiences contributed to later political developments).	Look at similarities and differences (e.g. compare the experiences of different colonies leading to Federation).	Weigh the evidence to judge significance (e.g. evaluate the long-term impact of Federation on national identity).

This step helps you structure your ideas in a way that directly matches the demands of your question, ensuring your final response is organised and focused.

I can write a draft

Begin by writing your paragraphs to get your ideas down. Don't worry about perfection at first; your draft is for organising your thoughts.

- Focus on answering the question directly.
- Don't stress over punctuation or grammar – you'll fix these later.
- If possible, type your draft so you can easily rearrange and edit your work.
- Write the body paragraphs first, then the introduction and conclusion.

I can synthesis and organise ideas

Your historical writing should have a clear structure, with an introduction, body paragraphs and a conclusion.

Introduction

The purpose of the introduction is to:

- show you understand the question
- state your overall response
- introduce your main points.

Model

In 1901, the Australian colonies united to form a Federation. This landmark event not only established a national government but also fostered a shared national identity through common symbols and ideals. However, regional differences mean that the impact of Federation remains debated.

Body paragraphs

A useful method to structure your body paragraphs is TEEL: **T**opic sentence, **E**vidence, **E**xplanation, **L**ink.

Topic sentence
Summarise the main idea of the paragraph.

Evidence
Provide specific examples (e.g. quotes from convicts' journals, details of the Eureka Stockade or Federation debates).

Model

Political unification through Federation was crucial for forging a national identity. For example, the adoption of a single Constitution and the formation of national institutions brought disparate colonies together under one legal framework. This unification enabled citizens to view themselves as part of one nation rather than separate colonies. Thus, the political structures established at Federation laid the groundwork for a collective Australian identity.

Explanation
Explain how the evidence supports your point.

Link
Connect the paragraph back to the main question.

Conclusion

- The purpose of the conclusion is to:
- summarise your main points
- restate your answer to the question.

Model

The establishment of the Australian Federation was highly significant for national identity. Through political unification and the creation of national symbols, Federation laid the foundation for modern Australia, even though regional differences persist.

I can cite my sources

Accurate referencing is essential in historical writing to show where your evidence comes from and to give credit to original sources. When you include quotes, data or ideas from a source, always cite it using the required format. This not only strengthens your argument but also helps avoid plagiarism.

Remember to include a bibliography at the end of your work and double-check that all references match your in-text citations. Accurate referencing ensures your work is reliable and academically honest.

Chicago Author–Date referencing style examples

Journal article

Author name/s | Title (part) | Volume(Issue number)

Ashton, Paul. 2021. 'Statue Wars'. *Public History Review* 28(1), 1–18.

Year | Title (whole) | Page range

Book

Author name/s | Year | Title | Edition

Anderson, Mark, Paul Ashton, and Annika Fawcett. 2025. *Good History: NSW Stage 5* (2nd ed.). Melbourne, Vic: Matilda Education.

Place of publication: Publisher

Book chapter

Author name/s | Year | Title (part) | Title (whole)

Fricker, Aleryk. 2024. 'Challenging the Great Australian Silence'. In *Decolonising Australian History Education: Fresh Perspectives from beyond the 'History Wars'*, edited by Rebecca Cairns, Aleryk Fricker and Sara Weuffen, pp. 53–68. London, UK: Routledge.

Editor name/s | Page range | Place of publication: Publisher

Webpage

Author name/s | Year* | Title(part) | Title (whole)† | Access date

Australian War Memorial. n.d. 'The Story of ANZAC'. Australian War Memorial. Accessed 25 April 2024. https://www.awm.gov.au/articles/anzac.

URL

* n.d. means no date is given. This is quite common for webpages that are updated frequently.

† Website titles are not italicised, unlike book and journal titles.

In-text citations

In the body of your text, give the author surname and date. You may also want to give a page number: (Ashton 2021, 11)

If you want to cite multiple sources, arrange them alphabetically: (Ashton, 2021; Australian War Memorial n.d.; Fricker 2024)

If you use the name in your writing, you just need to give the year and page number (if using one): According to Aleryk Fricker (2024, 35) ...

I can edit and proofread my work

The aim of writing is to communicate your ideas clearly. Editing and proofreading are essential to refine your work.

Editing checklist

- ☐ Check that your text answers the question and meets all task requirements (e.g. does it include a bibliography, are pictures labelled if required?)
- ☐ Delete any words, sentences or paragraphs that do not contribute to your argument.
- ☐ Compare your work against the task criteria or rubric.
- ☐ Ask yourself: Does this paragraph clearly support my main point?

Proofreading checklist

- ☐ Look for errors in grammar, spelling and punctuation.
- ☐ Read your work aloud or ask someone else to review it.
- ☐ Use strategies like reading sentences backwards to spot mistakes.
- ☐ Print your draft if possible to catch errors you might miss on screen.

Run-on sentence

Two independent ideas are jammed together without proper punctuation.

Edit: Split at however: ... trade. However, ...

Missing citation

Direct quotations need a citation.

Edit: Add (Brett 2016, 22) immediately after the quote (using the source's actual year + page).

Off-topic detail

The cricket fact predates 1901 and doesn't support the argument about Federation's impact.

Edit: Delete, or replace with a symbol that emerged because of Federation.

Model

The new Constitution in 1901 pulled the six colonies into one county so they could make laws about defence and trade however many people felt nervous about losing their own state rules. According to one historian, the first Commonwealth Parliament helped people 'think as Australians, not just as Victorians or Queenslanders'. It also gave men and women the same voting rules across the country.

New symbols backed up these legal changes. The brand-new flag was soon flying over schools and post offices, and the coat of arms turned up on coins by 1912. Australians still loved weekend cricket matches, which had been popular since the 1800s. A student in Melbourne commented, 'seeing the flag in class made me feel part of something bigger' (Smith 1903, 14). These shared symbols therefore reinforced the way Federation helped Australians see themselves as one people.

Spelling

Incorrect spelling that would likely be missed by a spell check program. Reading aloud helps to catch these.

Edit: Change to 'country'.

Missing link sentence

This paragraph ends without reconnecting to the essay question.

Edit: Add a final sentence, such as 'These changes laid the foundation for a shared Australian identity.'

Geo Overview

Geography has its own set of concepts and skills to help us study our world and its characteristics, patterns and changes over time. Understanding geographic concepts will help you think like a geographer. Learning the skills to use analyse and create maps, graphs and other sources of data will enable you to explore patterns and to answer important questions.

Why does Geography matter?

Geography is the study of our world and its characteristics, patterns and changes over time. In Geography, we focus on two main ideas: human activity and natural processes. We are interested in how humans influence the *space* in which they live and, in return, how the natural *environment* influences how we as humans live. Geographers are respectful of different people's perspectives, values and connections to place. Geographers use ethical practices to conduct fieldwork and analyse observations, maps, information, photographs and other data to understand patterns and answer questions. Geography is key to understanding the world around us, because without Geography, you are nowhere!

Thinking like a geographer

You have learnt how to interpret sources such as maps, images and graphs, how to explore spatial patterns and how to conduct fieldwork to answer research questions and find interconnections between phenomena. As you move towards VCE, you will now build on these skills and apply your knowledge from earlier years of study to understand new case studies, make predictions, analyse processes and further your connection with communities on various scales. You are the future of our world and Geography is your key to understanding it!

Source 1: Some people visit and take photos at cultural sites for Instagram likes.

Source 2: Geography is more than learning facts – it's about action. It helps you understand people, places and global challenges, while building respect for diverse perspectives and communities. Most importantly, it empowers you to be a change maker – to take informed action through volunteering, youth leadership or starting a movement in your school.

Four reasons why Geography matters

1 Exploring Geography will help you develop powerful skills

Throughout this year you will continue to work on developing your Geography skill set. These skills will remain with you and will help you in many aspects of your life. Some of these valuable skills are:

- asking questions
- planning inquiry investigations and fieldwork
- critical thinking and problem-solving
- reading maps, interpreting and creating and navigating
- analysing and evaluating data
- creating visual representations
- developing communication skills
- building respect for people, cultures and places.

2 Exploring Geography lets you see the world (sometimes without leaving your desk!)

Do you want to visit the Sahara Desert? Are you concerned about the impact of climate change on the canals of Venice? Do you daydream about purchasing a round-the-world plane ticket? The study of Geography allows you to access every corner of the world: either on a fieldtrip or at your desk using Geographic Information Systems (GIS), such as Esri or Google Earth. Through this process you will come to understand the interconnected nature of our world and the role we all play as custodians of our planet.

3 Exploring Geography makes us informed global citizens

Studying Geography helps us to understand ourselves and our planet. It helps us develop respect for social and cultural diversity and an understanding of environmental sustainability. You will explore:

- physical (natural) Geography
- human (built) Geography.

Physical Geography is the study of the Earth's landscapes, landforms and natural processes, some which have been occurring for hundreds of thousands of years. Human Geography is the study of how we interact with this natural world.

This year, you will investigate the Earth's environments and how humans alter and manage natural places, processes and interactions. You will also explore human wellbeing and how health, wealth, education and happiness are distributed, measured and managed on various scales. The study of Geography will empower you to be an active global citizen who makes informed decisions.

4 Future careers and pathways

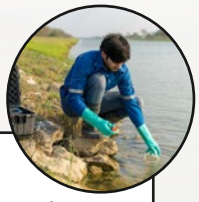
Studying Geography doesn't mean you have to become a cartographer (someone who draws maps). Geography opens doors to a huge range of potential study and career options from human rights lawyer to environmental manager.

Where can Geography take me?

Have you ever wondered when you will use the skills you learn in Geography after finishing school? Beyond developing a key understanding of the world around you and being able to engage in society as a knowledgeable, informed and empathetic global citizen, you will be able to use maps, apps and **geospatial technologies** more effectively in everyday life. You will be able to apply theoretical concepts to new situations and adapt your ideas to predict future outcomes. You will also be able to think critically, reflect, analyse processes and solve problems. You may not choose a career that is directly related to Geography, but the skills you are learning today are applicable to many things you will do in the future.

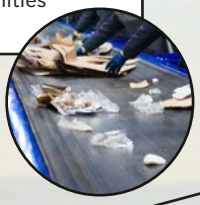
Source 1: Geography can lead to a large range of careers possibilities.

Land management officer:
Work on managing and preserving natural landscapes, including forests, wetlands and conservation areas, focusing on sustainable land use practices and habitat protection.

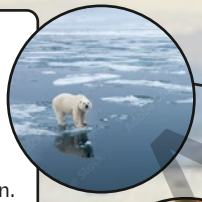


Environmental technician:
Support environmental monitoring and management efforts by collecting data on air, water and soil quality, and assisting with environmental assessments and compliance.

Waste management officer:
Manage waste collection, recycling and disposal systems, working to reduce landfill and promote environmental sustainability in local communities or industries.



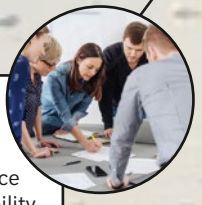
Environmental change and management



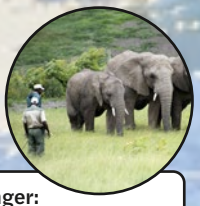
Climate change advisor:
Works with governments, organisations and businesses to formulate strategies for mitigating and adapting to climate change, focusing on both policy and practical action.

Chief sustainability officer:
Oversee a company's sustainability efforts, ensuring that environmental impact reduction and social responsibility goals are integrated into all business operations.

Renewable energy technician:
Install and maintain renewable energy systems, such as solar panels, wind turbines or geothermal systems, to support the shift towards sustainable energy solutions.

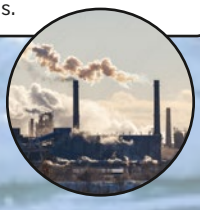


Environmental policy manager:
Lead the development of environmental policies and strategies for governments, NGOs or corporations, ensuring compliance with regulations and promoting sustainability.

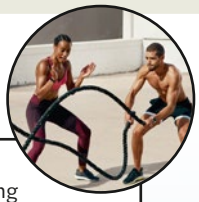


Wildlife ranger:
Protect wildlife and natural habitats, manage wildlife reserves and monitor animal populations to ensure sustainable management and conservation.

Environmental health officer:
Monitor and advise on public health issues related to the environment, such as air and water pollution, hazardous waste and environmental regulations.



Environmental educator:
Educate the public on environmental issues and sustainability, organising workshops, school programs and awareness campaigns to promote environmental responsibility.



Personal trainer/Fitness instructor:
Promote physical health and wellbeing through exercise programs, offering personalised fitness plans and guidance on healthy lifestyles.

Aged care worker:
Provide care and support to elderly individuals, ensuring their physical and emotional wellbeing in residential or community-based settings.

Community health worker:
Provide support and guidance to individuals and communities, helping them access healthcare services, manage chronic conditions, and improve overall health outcomes.

Mental health support worker:
Assist individuals facing mental health challenges, providing practical support and ensuring access to necessary services and treatments.

Geographical careers

Human wellbeing

Humanitarian program manager:
Lead projects that provide health services, food, shelter and emergency relief to communities affected by conflict or natural disasters, improving human wellbeing in crisis situations.

Health and safety officer:
Ensure workplaces or public spaces meet health and safety regulations, focusing on physical, mental and emotional wellbeing in the workplace.

International development health advisor:
Work with NGOs or international bodies to develop healthcare initiatives in developing regions, focusing on improving access to healthcare and combating health crises.

Childcare worker:
Provide early childhood education and care, ensuring the physical and emotional wellbeing of children in educational or care settings.

Global health program director:
Oversee large-scale public-health initiatives, focusing on improving health outcomes across various countries or regions, particularly in underdeveloped areas.

What are geographical concepts?

Over your Geography learning journey so far you have been using the concepts of space, place, interconnection, change, environment, scale and sustainability (referred to as SPICESS) to help structure your geographical thinking. SPICESS has provided a structure for you to ask questions, analyse patterns and explain changes in people, places and environments.

SPICESS concepts you have explored

Space

Space refers to where things are located and how they are arranged on the Earth's surface. Geographers study spatial patterns and use absolute and relative location to explain the organisation of people, places and environments.

Place

Place includes the physical characteristics of a location as well as the cultural, emotional or spiritual meanings people attach to it. Understanding place helps geographers explore identity, belonging and how people connect to their surroundings.

Interconnection

Interconnection is about the links and relationships between people, places and environments. These connections can be physical or human, and help geographers explain how actions or changes in one place can influence others.

Change

Change refers to how natural and human processes alter places and environments over time. Geographers study the causes and impacts of change to understand how places evolve and how communities can adapt.

Environment

The environment includes both natural systems and human-made surroundings that support life. Geographers examine how environments function, the risks they face, and how they can be managed sustainably.

Scale

Scale refers to the level at which a geographical issue is studied, from local to global. Geographers also consider temporal scale, analysing how quickly or slowly changes occur and how distance and time affect outcomes.

Sustainability

Sustainability is about using resources in ways that maintain environmental, economic and social wellbeing for future generations. Geographers study how to balance these three pillars to ensure long-term human and planetary health.

Year 10 is your time of transition away from SPICESS terms and towards KGCs. As you enter the senior years of Geography, you'll begin using the Key Geographical Concepts (KGCs) to deepen your understanding of the subject. These more complex concepts allow you to engage with more detailed case studies and geographical theories, preparing you for advanced analysis and extended written responses in VCE and beyond.

There is significant overlap between the SPICESS and Key Geographical Concepts (KGCs). You will already recognise and understand many of them. Others may seem new at first, but chances are you've been using these ideas in your thinking without even realising it.

Source 2: KGCs allow geographers to develop deeper, more abstract perspectives on the world. Instead of simply viewing a town as an urban space, we can see it as a dynamic region with its own processes, movement of people and goods, and a unique distribution of characteristics.

What are Key Geographical Concepts?

Key Geographical Concepts are your key to thinking like a geographer. They help you unlock big ideas, connect places and patterns, and explain how the world works. Use them to sharpen your thinking, strengthen your writing, and take action on real-world issues.

Place

A location becomes a place when people attach meaning or emotion to it. People have unique experiences and connections to different places, which can be natural (shaped by the environment) or built (created by humans). For example, the agricultural land in Luwu Timur, South Sulawesi, Indonesia can be more than just farmland. It is a place deeply connected to livelihoods and identity for local farming communities. Relationship to the land reflects a strong sense of place shaped by both environment and tradition.

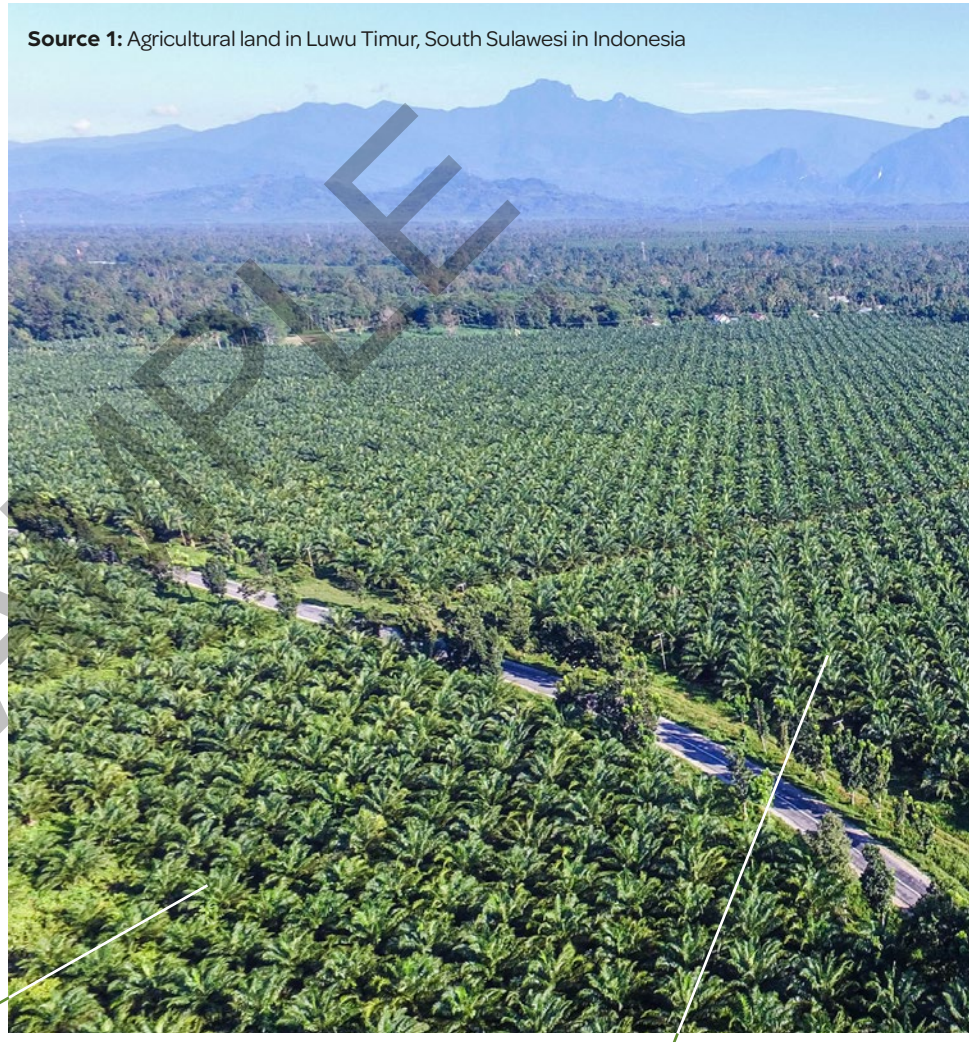
Scale

Spatial scale refers to the physical size or extent of a phenomenon or process, or the size of the area being investigated, whether local, regional, national or global. Temporal scale refers to the measurement of time. These two scales are closely connected. For instance, over the past 50 years (temporal scale), palm oil farming in Luwu Timur, South Sulawesi, has expanded rapidly, increasing the amount of land cleared for plantations (spatial scale).

Distance

Absolute *distance* refers to the amount of space or time between two places. Temporal distance refers to the time it takes to get from point A to point B. For example, a farmer may take 30 minutes to travel to their fields from their village. Spatial distance refers to the physical distance between points A and B. For example, it may be 2 metres between each palm oil tree. Distance can also be conceptual. Have you ever driven to a new location and thought, 'This feels so far away!' But then on the drive home the trip feels quite quick? This conceptual idea of distance is known as psychological distance.

Source 1: Agricultural land in Luwu Timur, South Sulawesi in Indonesia



Distribution

Spatial *distribution* refers to the way phenomena are spread across a space. For example, the palm oil trees could be described as being in a uniform or linear distribution, while vegetation in the forests may have a clustered or random distribution.

Movement

Movement describes a change in location due to a particular process. For example, the natural vegetation in this forest may be logged and transported to other regions for pulp or timber.

Region

Region refers to an area or group of countries that have similarities. A region may be based on climate, such as a tropical rainforest or desert region, or based on location, such as Southeast Asia.

Change

Change refers to how a place is altered by shifts in the environment or to meet the needs of humans. Change can be positive or negative and can occur over short or long time periods. This place has seen significant change over time, mostly due to human interaction and the removal of natural land cover.

Process

A *process* is a series of events or steps. Processes can be both natural and human, and form a range of interconnections that impact people and place. For example, we could explore the processes that have led to the dramatic changes in this place.

Spatial association

Spatial association describes how two phenomena occur in the same place, at the same time, for a particular reason. It is a way of describing how one phenomenon is interconnected with another. We can describe spatial associations using terms such as 'strong' or 'weak'. For example, there is a strong spatial association between mountainous topography and low population density.

Sustainability

Sustainability is the concept of maintaining and preserving resources, environments, societies and economies for future generations. Sustainability means balancing environmental and economic needs. It is not as simple as asking palm oil farmers to stop, as communities rely on these crops for their income. Our job as geographers is to collaborate with other specialists such as economists and scientists to create sustainable solutions for society and the natural world.

Interconnection

Interconnection is the idea that two things or phenomena are related, interact or are linked in some way. For example, there is an interconnection between the success of a region's harvest and annual income for farming communities.

Environment

When we think about the *environment*, we often picture a natural space. However, with increasing populations and urbanisation, it is also crucial to consider human environments. An environment is made up of all the living and non-living factors within a space.

How do Key Geographical Concepts differ?

Key Geographical Concepts (KGCs) allow geographers to develop deeper, more abstract perspectives on the world. Instead of simply viewing a town as an urban space, we can see it as a dynamic region with its own processes, movement of people and goods, and a unique distribution of characteristics.

By using the KGCs, you can begin to interpret patterns such as movement through road networks and public transport, the distribution of apartment buildings, or the distance between green spaces and housing clusters. These concepts help you make sense of how and why places are organised the way they are.

Distribution

Distribution examines how things (such as population, infrastructure, or natural resources) are arranged across space. Rather than just mapping where something occurs, geographers ask why the pattern exists and what it means. For example, the uneven distribution of clean drinking water in rural Cambodia highlights how physical geography and investment priorities affect access to essential services. In environmental studies, mapping the distribution of coral bleaching events helps identify vulnerable marine ecosystems. Understanding distribution enables targeted policy responses, especially in addressing inequality or prioritising conservation areas.

Distance

Distance is more than how far apart things are. It influences how connected or isolated people and places feel. Geographers analyse not just physical distance, but also time, cost and perceived effort. In remote Australian communities, long distances to healthcare or education services directly affect wellbeing. Meanwhile, digital connectivity has reduced the practical distance between some places, but not all communities benefit equally. Recognising how distance is experienced helps geographers make informed decisions about service delivery and infrastructure planning.

Region

Regions are areas defined by shared characteristics, but the way regions are defined depends on the purpose of the study. A region can be natural (such as a desert), economic (such as a trade zone), or social (such as a health district). For example, the Pacific Islands are often grouped as a region based on geographic proximity, shared climate threats and cultural ties. Yet each island also faces unique challenges. Analysing regions helps geographers compare trends, share strategies, and plan for both environmental management and wellbeing outcomes that span borders.

Movement

Movement involves the transfer of people, materials, information or natural elements across space. It reveals how dynamic the world is and how changes in one place can affect another. For instance, labour migration in West Africa affects both rural village economies and urban housing pressure. Similarly, ocean currents move marine pollution across entire regions, impacting ecosystems far from the original source. By tracking movement, geographers can assess impacts, forecast future challenges and develop responses that reflect real-world complexity.

Process

Processes are sequences of actions or steps, either natural or human, that drive change. While a concept like deforestation describes a pattern, the process includes logging, clearing, burning, land conversion and regulation (or lack of it). In urban settings, the process of gentrification might include infrastructure upgrades, rising rents and the displacement of long-term residents. Studying processes allows geographers to examine how causes and consequences are interconnected over time, and to identify the points at which human intervention might change the outcome.

Spatial association

Spatial association is about how closely features or phenomena occur in the same area. For geographers, it is not just about identifying overlap but also considering whether a meaningful relationship exists. For example, areas with poor sanitation infrastructure often spatially align with high rates of waterborne disease, but further investigation is needed to understand the causal link. In environmental studies, a spatial association between illegal fishing zones and declining fish stocks may support the development of new monitoring or policy actions. This concept encourages critical thinking about cause, effect and coincidence.

Source 1: While SPICESS encourages broad exploration, KGCs offer a more detailed framework for critical thinking and writing. For example, where SPICESS describes 'space', KGCs allow you to measure and compare distribution and distance (both physical and psychological). This deeper thinking is essential in senior geography, where you are expected to identify causes, evaluate impacts and propose evidence-based responses to complex challenges.

SPICESS	KCGs
Space	Distribution
	Distance
Place	Place
Interconnection	Interconnection
Change	Change
Environment	Environment
Scale	Scale
	Region
Sustainability	Sustainability
	Movement
	Process
	Spatial association

Source 2: What do you see happening here?

Sustainable management of change

G1

WHY IS ENVIRONMENTAL MANAGEMENT IMPORTANT? xx

HOW DO ENVIRONMENTS CHANGE NATURALLY OVER TIME? xx

HOW IS HUMAN-INDUCED CLIMATE CHANGE ALTERING ENVIRONMENTS? xx

How can I understand sustainable management of change?

Our world is constantly changing. While natural factors are responsible for relatively predictable changes, human activities have resulted in a range of devastating impacts on fragile ecosystems. Now, more than ever, we must understand the world around us and how we can change it for the better.

Learning ladder

The Learning Ladder lists the knowledge and skills you will develop throughout the year, with five levels of increasing difficulty. By mastering foundational knowledge and skills at the lower levels, you will build a solid understanding that prepares you to tackle more advanced concepts and skills as you progress towards the top.

Steps in knowledge progression	Environmental change	Environmental management	Perspectives	Planning and collecting	Representing information
5	I can analyse relationships between human actions and natural processes.	I can evaluate the sustainability of management practices.	I can evaluate how perspectives influence environmental management.	I can use geospatial technology to record data.	I can follow ethical practices when working with data.
4	I can predict environmental impacts.	I can predict the impact of management practices.	I can analyse environmental worldviews.	I can gather primary data.	I can use geospatial technologies to create maps.
3	I can explain the impacts of environmental change.	I can compare management practices.	I can compare environmental perspectives.	I can gather information from secondary sources.	I can use geographical conventions to construct maps.
2	I can describe how humans affect the environment.	I can explain management practices.	I can explain environmental perspectives.	I can plan an inquiry.	I can represent data and information.
1	I can identify environmental change.	I can describe management practices.	I can identify environmental perspectives.	I can ask open-ended questions.	I can select data relevant to a question.
	Sustainable management of change			Geographical inquiry	

Source 1: Ecotourism based around biodiversity is a key industry in Costa Rica. The country was one of the earliest adopters of connecting environmental conservation with responsible travel.

Interpreting information	Making conclusions	Strategies	Presenting ideas	Steps in knowledge progression
I can use geographical concepts to structure data analysis.	I can evaluate ethical considerations.	I can consider perspectives to evaluate strategies.	I can analyse the implications of phenomena.	5
I can predict change to patterns.	I can assess the reliability of data.	I can design strategies.	I can explain interconnections with data.	4
I can explain distributions and patterns.	I can write evidence-based conclusions.	I can predict the impact of a strategy.	I can support explanations with data.	3
I can describe distributions and patterns.	I can describe the impact of geographical phenomena.	I can explain a strategy.	I can explain the relevance of information.	2
I can read graphs and maps.	I can answer geography questions.	I can describe a strategy.	I can describe phenomena using geographical terms.	1
	Concluding and decision-making		Communicating	

G1.1

How do environments change naturally over time?

Natural changes tend to occur over relatively predictable or long time periods and are interconnected to help sustain environments and **biodiversity**. These changes, such as seasonal cycles or river flows, support stable ecosystems and human wellbeing.

Seasonal change

Natural environments are constantly changing, and many of these changes follow regular yearly patterns. Annual or seasonal changes bring about shifts to temperature, rainfall, vegetation density and snow pack. For example, in autumn, as **deciduous** trees lose their leaves, the fallen leaf litter acts as compost, improving soil quality. In the spring, snow melts and rainfall increases to form rivers and streams, moving fresh water and nutrients to new areas. Animal species rely on these environmental changes for food and to time important events such as migrations or mating seasons (Source 1).

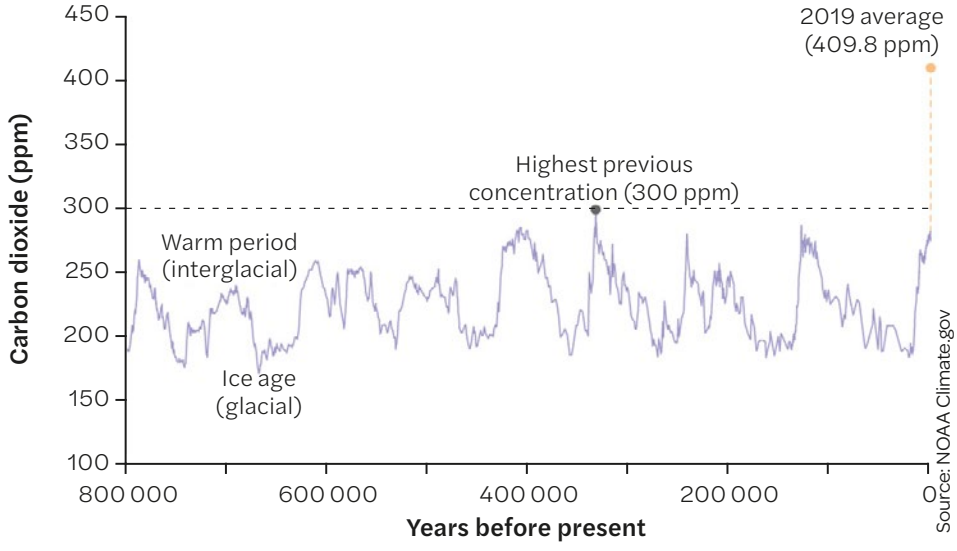
Source 1: A 20-year study published by the CSIRO found that sea surface temperature and ocean currents help little penguins in Western Australia time their breeding season so they can have the most successful fledgling rate. Further, a long-term study at Phillip Island (Ramírez et al., 2021) found that older little penguins use their experience to detect seasonal peaks in marine productivity, prompting additional breeding attempts in autumn. These ageing birds adjust their behaviour to maximise reproductive success as their future breeding opportunities decline.

Long-term climate changes

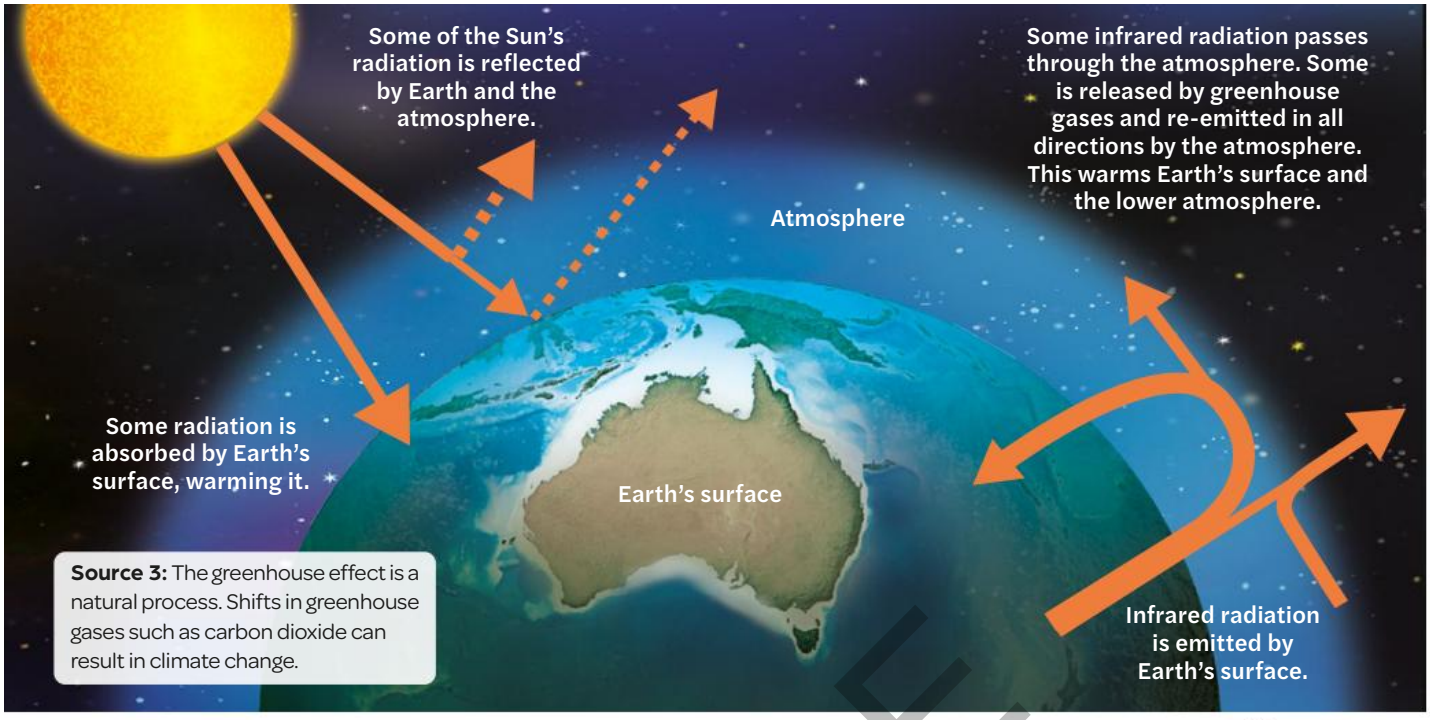
Long-term natural changes such as those we see in the global climate also show relatively consistent patterns and cycles. Natural **climate change** has been occurring for hundreds of thousands of years and is responsible for the **ice ages** and warm periods (Source 2).

Natural climate change is strongly interconnected with another natural process known as the **greenhouse effect**. The Earth's atmosphere contains various greenhouse gases such as carbon dioxide. As the Sun's energy radiates downward, some of the Sun's heat is absorbed by Earth's surface, while the rest is reflected back into the atmosphere. Greenhouse gases act as a

Carbon dioxide levels over 800 000 years



Source 2: Carbon dioxide levels in the atmosphere have been changing naturally over time and have resulted in ice ages and warm periods (interglacial periods).



Source 3: The greenhouse effect is a natural process. Shifts in greenhouse gases such as carbon dioxide can result in climate change.

blanket capturing some reflected heat so the Earth stays at a habitable temperature (Source 3). The greenhouse effect is a natural process that makes Earth habitable. When there is more carbon dioxide in the atmosphere, the global climate warms. As a result, carbon dioxide levels are often used to show natural fluctuations in climate and therefore environmental changes over long periods.

Geological shifts

Geological changes naturally change the environment. Volcanic eruptions can cause short-term global cooling by releasing particles that block sunlight, these effects last around two years. Volcanic eruptions release carbon dioxide and other gases into the atmosphere. However, their impact on the carbon cycle is minor compared to human activities, which produce over 100 times more carbon than all the world's volcanoes combined. While eruptions can cause wide-scale damage to vegetation and animal habitats, once broken down and weathered, volcanic soils are among the most fertile on Earth. Volcanic soils cover 1 per cent of the Earth's surface but grow food for over 10 per cent of the world's population.

Natural **erosion** from water, wind and ice wears down rocks and soil, reshaping coastlines, river valleys and mountain ranges. While erosion can degrade habitats, it also creates new **ecosystems**, such as river **deltas**. Glaciers can also change the environment through erosion or the removal of rock and **sediment**. When glaciers retreat, they leave behind lakes and nutrient-rich soil, which encourages new plant growth and supports biodiversity.

Learning Ladder G1.1

Environmental change

1. Suggest one natural factor that may lead to changes in an environment.
2. Outline how humans may impact natural processes.
3. Source 1: How do natural changes impact animal behaviour.
4. Source 2: Predict the pattern of atmospheric carbon dioxide 20 years into the future.

Interpreting information

1. Source 3: Outline the greenhouse effect.
2. Source 2: Describe the pattern of atmospheric carbon dioxide levels over time.
3. Suggest why global warming sceptics may see our human-induced warming as part of a natural pattern.
4. Complete a sketch of a local area that highlights key natural environmental changes that have occurred in your lifetime.

Using the key

Source 1: Predict how little penguin's breeding behaviour may *change* in the future.

HOW TO

Interpreting information, page xx,
KGCs, page xx

What functions does the environment serve?

Environments provide people with the resources needed to support life and wellbeing, and play an important role in natural processes, such as producing oxygen and food, and keeping the climate stable, the water clean and the soil productive. These benefits are often called ecosystem services. We value environments for the economic, social and natural benefits they provide. By recognising these values, people can understand the importance of using environments sustainably.

Ecosystem services

Provisioning services are material goods that people get from the biomes such as water, food (fruits, vegetables, seeds and wildlife), timber and medicines. For example, antibiotics derived from fungi and bacteria, and drugs such as quinine to treat malaria, come from plants.

The world crops and domesticated livestock have their origins in nature, and future foods and medicines may not have been discovered yet.

Regulating services are the processes that operate in nature to maintain air quality, regulate water supplies and purify water, control runoff and flooding, and decompose waste. For example, pollinators such as bees fertilise plants that produce seeds and fruit. Mangrove forests and seagrass ecosystems protect coasts from erosion (Source 2).

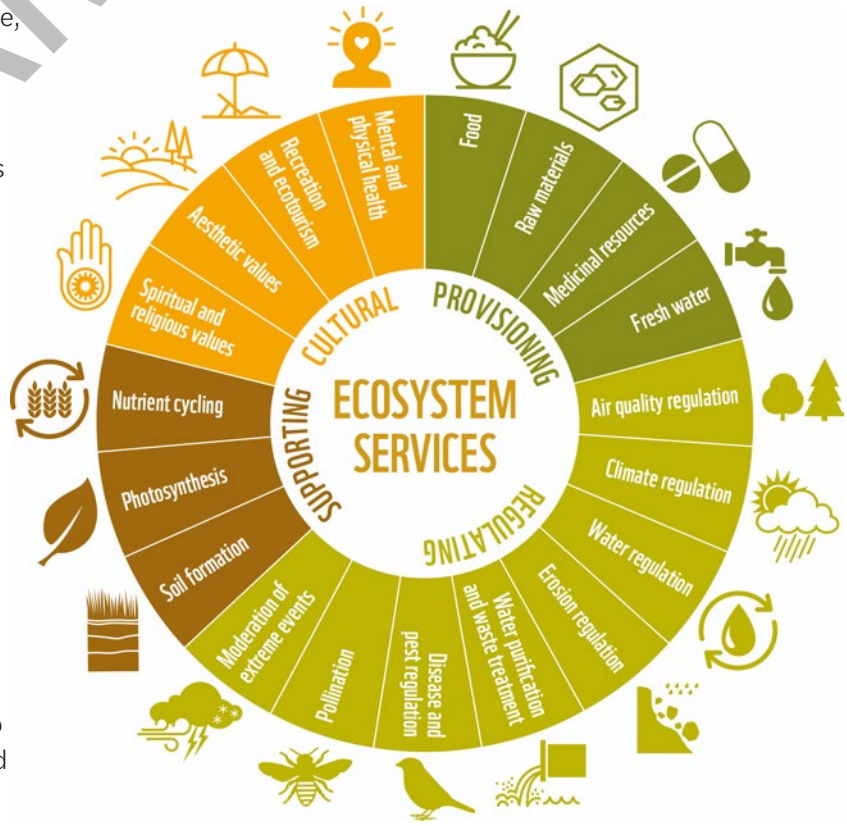
Supporting services help to maintain the natural processes that life depends on, such as plants providing oxygen through photosynthesis, the water cycle recycling water through plants, and decaying vegetation contributing to the formation of soils. For example, forests are like water pumps returning water to the atmosphere where it is available return to the forest; this cycle keeps the forest alive. Forests and aquatic biomes such as kelp forests sequester carbon from the atmosphere and help to maintain the climate.

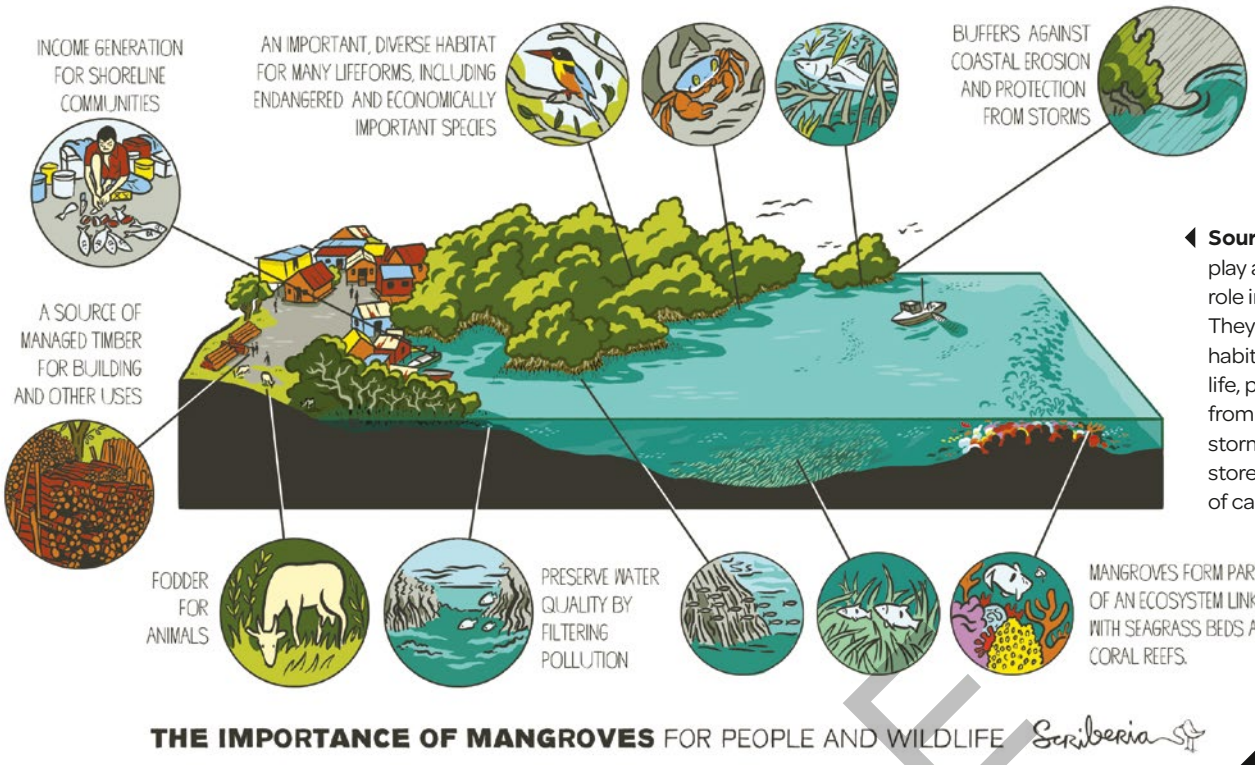
Cultural services are intangible benefits for people that include the enjoyment of nature, recreation, beauty and inspiration, and the spiritual and religious values people have for their natural environment. First Nations Peoples have strong cultural relationships with nature, such as the totem animals of Aboriginal and Torres Strait Islander peoples in Australia.

Economic, social and environmental values

The services provided by nature have economic, social and environmental value. When products from nature are sold or traded, they have an economic value; when biomes are changed to create a dam or to grow a crop, the new land use has an economic value.

Source 1: Provisioning services are the products obtained from ecosystems, regulating services are the benefits obtained from the regulation of ecosystem processes, cultural services are the non-material benefits people obtain from ecosystems, and supporting services are services that are necessary for the production of all other ecosystem services.





Source 2: Mangroves play an important role in ecosystems. They provide vital habitats for marine life, protect coastlines from erosion and storm damage, and store large amounts of carbon.

The jobs created when natural places are used have an economic value for workers. The economic value of environments helps modern societies to function, this also gives them a social value. Social values also come from the ways people use environments for non-economic purposes such as relaxation and recreation, as an escape from the city or to enjoy its beauty (aesthetic value). Some businesses gain economic value by providing services such a tourism that help people enjoy nature. The regulating and supporting services of ecosystems make them valuable for the environment.

Perspectives on the value of environments

For some people, the protection of environments and ecosystems is important for the future of the planet and human wellbeing, particularly those concerned about the global loss of biodiversity and the increasing impact of global warming. Other people, however, see environments as a resource to be exploited – timber to be harvested, wildlife to be hunted and fished, or forests to be replaced by an economically valuable crop such as palm oil or beef cattle. Over hundreds of years this perspective has resulted in the global loss of ecosystems and biodiversity. There are very few places in the world today untouched by human activities. In more recent years, the focus has been on sustainable development that balances the need to conserve the natural processes on Earth while meeting the needs of the human population.

Learning Ladder G1.2

Environmental change

1. Source 1: Identify four types of ecosystem services.
2. How do ecosystem services help sustain people and the Earth?
3. Explain the importance of provisioning and cultural services for human wellbeing.
4. Examine the link between people's perspectives and the sustainability of environments.

Presenting ideas

1. Define 'ecosystem services'.
2. Identify three perspectives people may have about the value of environments.
3. Using evidence and examples, explain the importance of maintaining ecosystem services for future sustainability.
4. Source 2: Explain the interconnection between the social, economic and cultural values of mangrove forests.

Using the key

Describe a local *environment* and what functions it provides the community.

HOW TO

Presenting ideas, page xx, KGCs, page xx

How do humans change terrestrial environments?

Terrestrial environments are ecosystems located on land such as deserts,grasslands, forests and mountains. Human activities such as urbanisation, agriculture and deforestation can have negative and long-term impacts on these environments.

Humans have many uses for terrestrial environments. These uses may change over time due to growing populations and improving technologies. As we change land cover to suit our uses, we alter natural ecosystems and processes. Humans currently use more than 70 per cent of the Earth's land that is not covered in ice.

Urbanisation and infrastructure

The global population is now over eight billion and economies have shifted to relying on manufacturing and commercial agriculture. The demand for more land to expand urban areas is resulting in the loss of arable farmland and natural habitats. Urbanisation leads to the loss of biodiversity as forest and grassland environments are cleared to support urban growth. It is estimated that urban growth accounts for more than 7 million hectares of arable land per year.

The water cycle functions differently in urban places where hard surfaces such as buildings and infrastructure cover the soil and vegetation is removed. Rivers and creeks are often channelised and concreted, and drains deliver **urban runoff** – including the soil, nutrients and chemicals collected on its journey – into waterways and oceans. This has led to polluted waterways, lowered **water tables**, lack of natural spaces, loss of aquatic and terrestrial biodiversity and water scarcity.

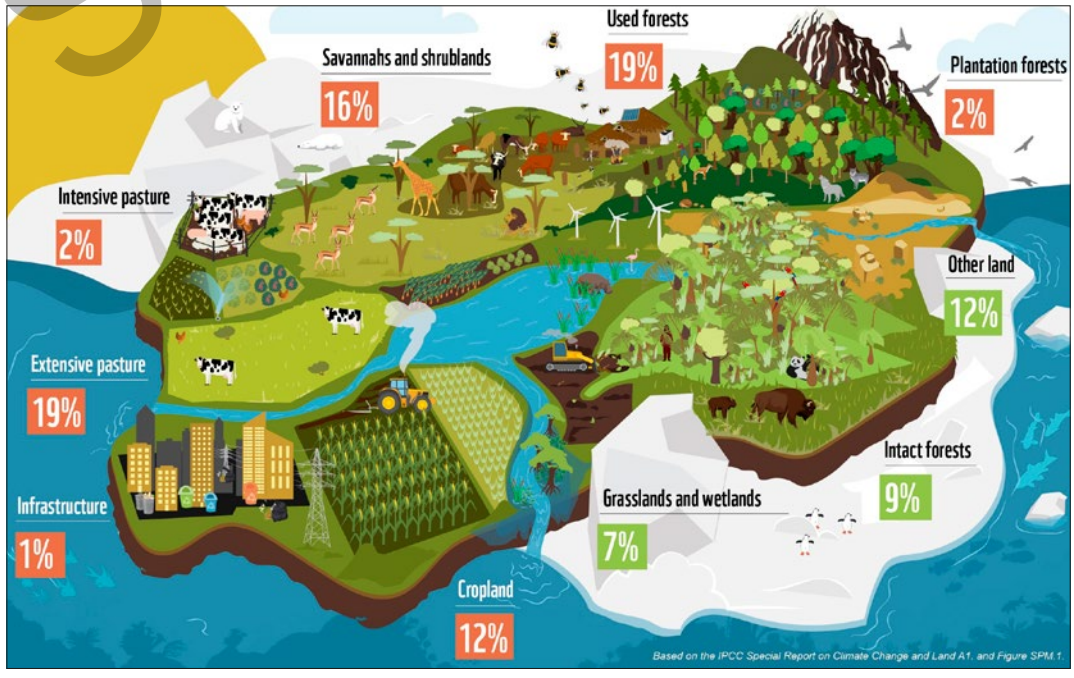
Land degradation

Land degradation is the declining quality of the Earth's land surface, reducing its productivity and capacity to support natural vegetation, crops and pastures. Globally, around 24 per cent of farming land is classed as degraded and in Australia an estimated 66 per cent of land is degraded. Natural processes, including hazards such as droughts, floods and bushfires, contribute to land degradation, if vegetation is destroyed and land is exposed to wind and water erosion. Human activities, including deforestation, construction of infrastructure, overgrazing, irrigation, **monoculture** and climate change, are responsible for most land degradation.

Deforestation

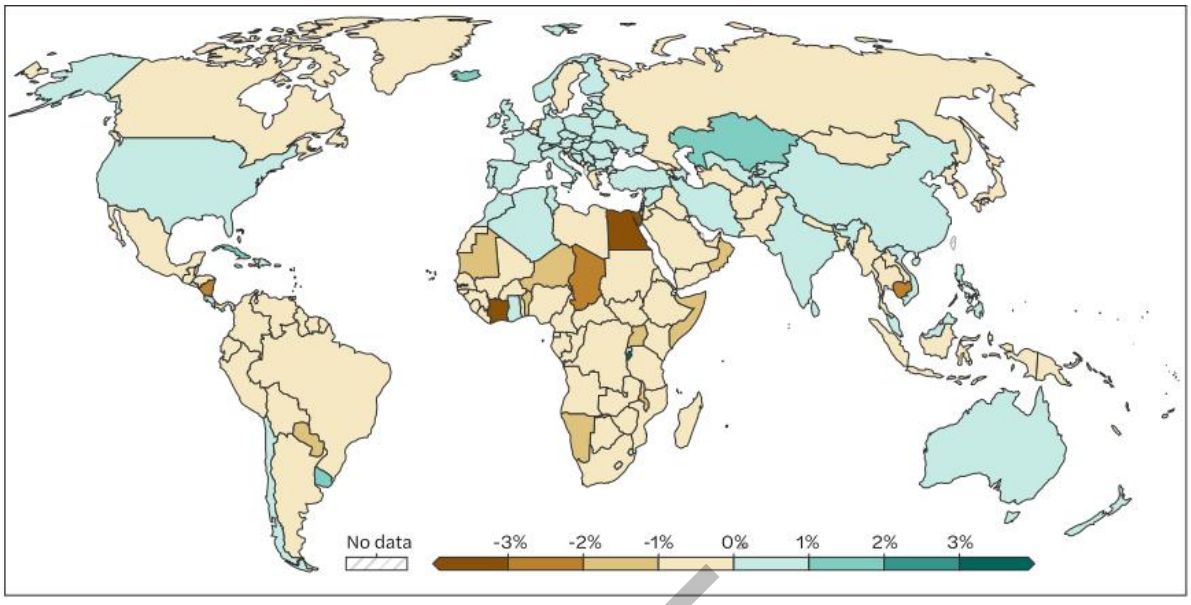
Deforestation is a permanent removal of forests for another land use, such as for commodity agriculture, mining and urbanisation. Most deforestation today occurs in low- to middle-income countries who are reliant on selling natural resources to wealthier countries,

Humans use a lot of land



Source 1: Humans occupy and use most of the available, ice-free land. Human activities have a range of impacts on natural environments.

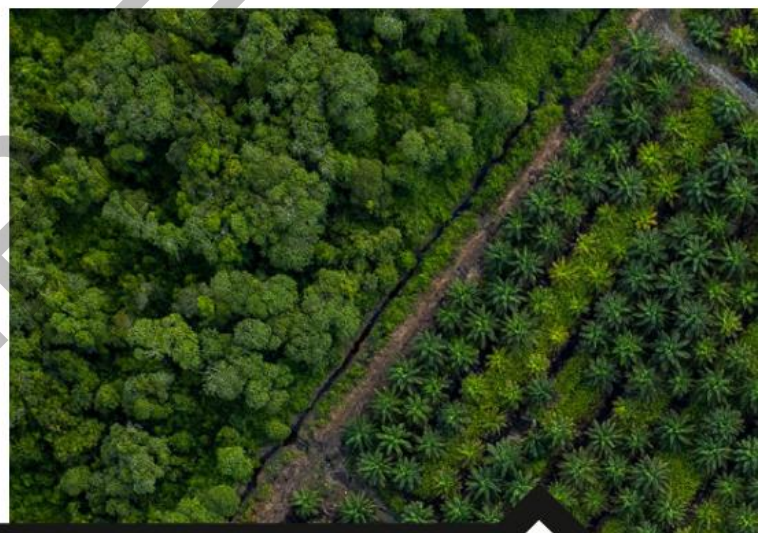
Annual change in forest area, 2020



Source: Our World in Data

Source 2: It is estimated that one-third of the Earth's forests have disappeared in the last 10 000 years, and currently about 10 million hectares of forests are removed every year. The world has lost as much forest in the last 100 years as it did in the previous 9000.

with 59 per cent of global deforestation occurring in Latin America and 28 per cent in South Asia. Over half of this is driven by the beef, soybean and palm oil industries, as forests are cleared to establish agricultural land uses to feed national populations and supply the world with resources through trade.



Source 3: Biodiversity is the total of all living things on Earth that make up the biosphere, including plants, animals, fungi and small, often invisible, microorganisms that help support life. Scientists have identified about 1.75 million species on Earth, with millions yet to be discovered. Where plant productivity is high, a larger number of animal species can be supported. Warm tropical climates such as rainforests have the most biodiversity. Human activities often reduce the biodiversity of places through urbanisation, agriculture or climate change.

Learning Ladder G1.3

Environmental change

1. How do humans change terrestrial environments?
2. Describe how human activities like agriculture and urbanisation contribute to the degradation of natural ecosystems.
3. Explain how land use changes, such as clearing land for farming or urban development, alter local and global ecosystems.
4. Given that 24 per cent of farming land is degraded globally, what future challenges might arise in terms of food production and land productivity?
5. Analyse the relationship between infrastructure development and the alteration of local water systems.

HOW TO Making conclusions, page xx, KGCs, page xx

Making conclusions

1. Source 3: What is meant by 'biodiversity'?
2. Describe the impact of deforestation on various scales.
3. Explain why globally around 24 per cent of farming land is classed as degraded, but in Australia an estimated 66 per cent of land is degraded. What evidence does this provide of our land management?
4. How can biodiversity be measured? Is changes in biodiversity a reliable indicator of human impacts on terrestrial environments?

Using the key

Describe the *distribution* of crops in this aerial photograph.

How do humans change aquatic environments?

While humans inhabit the terrestrial environment, our activities also impact aquatic ecosystems. Aquatic environments are those that are found in bodies of water such as freshwater lakes and rivers, or salty marine estuaries, oceans and coral reefs.

Source 1: Over-fishing can impact marine food chains by reducing species populations and biodiversity. Species are sometimes hunted to extinction. The Eastern Pacific gray whale was almost extinct in mid-1800s and again in the early 1900s due to over-hunting to produce lamp oil.

Pollution and acidification

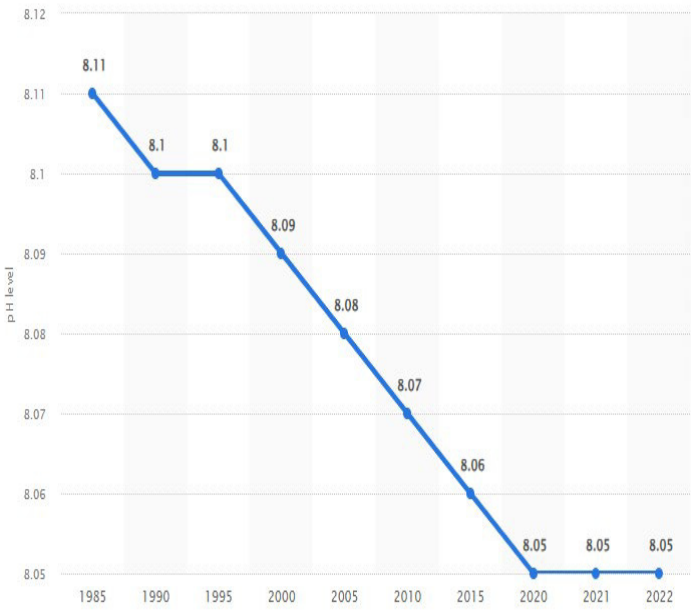
Emissions from land-based activities such as urbanisation and industrial works release pollutants into the atmosphere. Increased carbon-dioxide emissions are absorbed by oceans, causing the water to become more acidic. Many marine species such as corals, molluscs and some plankton rely on the chemical compound calcium carbonate to build shells and outer skeletons. The acidification of the ocean results in less calcium carbonate available and so species are not able to grow. Australia's oceans are now acidifying 10 times faster than at any time in the past 300 million years.

Increasing human populations is putting pressure on freshwater supplies for both domestic, industrial and agricultural use. Excessive water extraction from rivers and lakes is reducing water levels, impacting aquatic ecosystems, water tables and natural processes. Humans use over 70 per cent of available freshwater for agriculture. Overextraction can lead to land degradation, water scarcity and food insecurity.

Invasive species

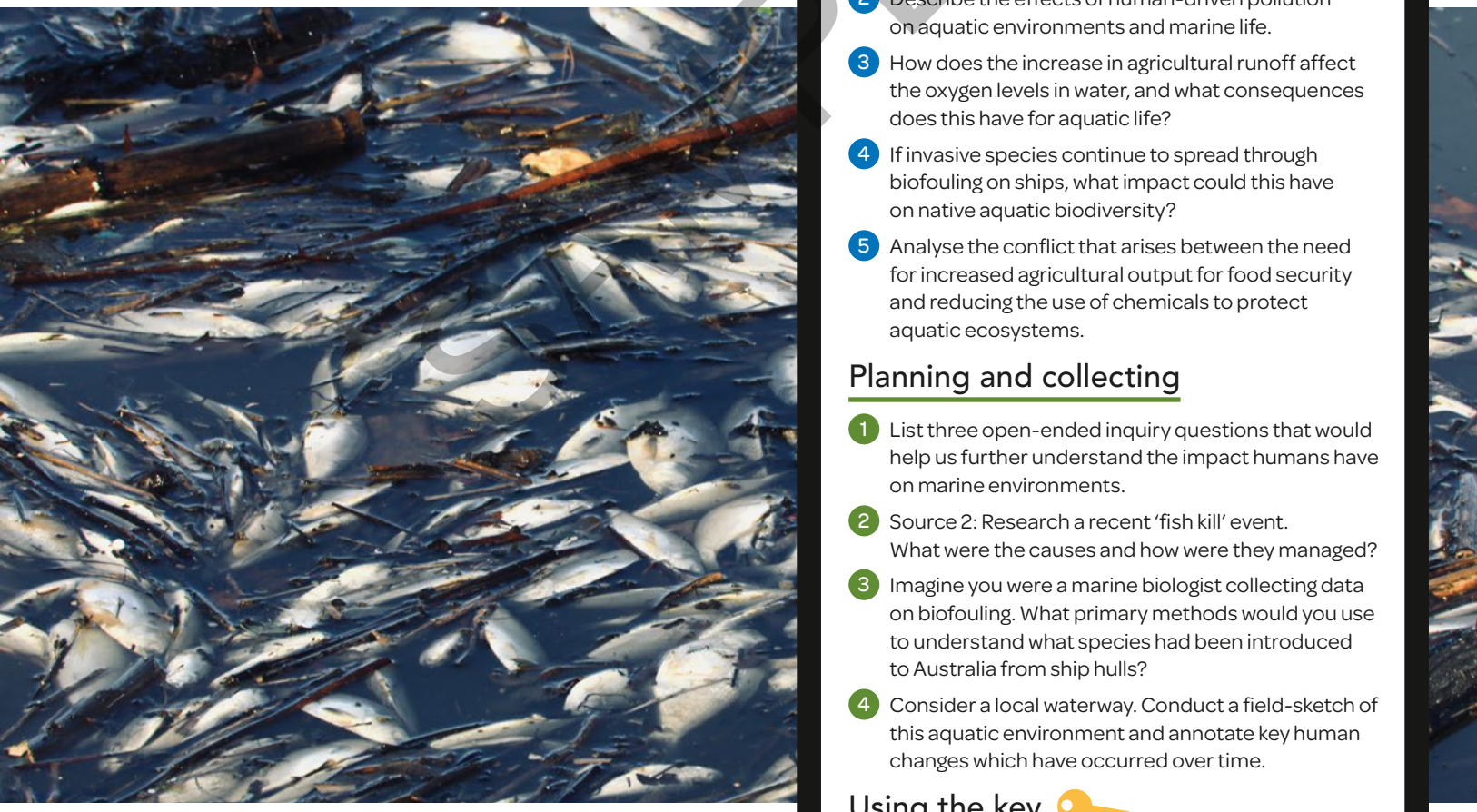
Human activities such as shipping and agriculture can introduce non-native species to environments. These non-native species are referred to as 'invasive' and can outcompete indigenous plants and animals, disrupting ecosystems and the biodiversity of places. In some cases, there can be deliberate introductions of invasive species to the marine environment, usually for **aquaculture** or 'live bait' fishing activities. In 1947, the Pacific oyster was introduced in Tasmania. While the initial introduction was unsuccessful, the oyster has now established in other Australian regions, outcompeting native species.

Global average ocean pH level, 1985–2022



Source: XXX

Source 3: Oceans are becoming more acidic largely due to increased carbon dioxide in the atmosphere from human activities.



Source 2: Runoff from agriculture and urban spaces can directly pollute aquatic environments. Chemicals, plastics, oil and rubbish enter aquatic environments and can harm wildlife and make water toxic. Fertilisers and pesticides can cause mass algae blooms, which remove oxygen from the water and create 'dead zones'or mass fish kills.

Invasive species can move via ships by attaching themselves the lower hulls of vessels. **Biofouling** describes the build-up of organisms and algae on the hulls (submerged parts) of a ship. As the ship moves around the world these organisms are transported to new locations. In Australia, over 250 invasive marine species have been introduced over time, with an estimated 75 per cent of these linked to biofouling.

Learning Ladder G1.4

Environmental change

1. How do humans change aquatic environments?
2. Describe the effects of human-driven pollution on aquatic environments and marine life.
3. How does the increase in agricultural runoff affect the oxygen levels in water, and what consequences does this have for aquatic life?
4. If invasive species continue to spread through biofouling on ships, what impact could this have on native aquatic biodiversity?
5. Analyse the conflict that arises between the need for increased agricultural output for food security and reducing the use of chemicals to protect aquatic ecosystems.

Planning and collecting

1. List three open-ended inquiry questions that would help us further understand the impact humans have on marine environments.
2. Source 2: Research a recent 'fish kill' event. What were the causes and how were they managed?
3. Imagine you were a marine biologist collecting data on biofouling. What primary methods would you use to understand what species had been introduced to Australia from ship hulls?
4. Consider a local waterway. Conduct a field-sketch of this aquatic environment and annotate key human changes which have occurred over time.

Using the key

Describe the *interconnection* between human impacts on aquatic and terrestrial *environments*.

HOW TO

Planning and collecting, page xx, KGCs, page xx

G1.5

Why is pollution a global issue?

In 1800, the global population reached one billion for the first time; by 1920, it had doubled to two billion. Today the population is estimated to be over eight billion. Those people all require water, food, land, infrastructure and amenities.

Before the **Industrial Revolution** in 1750, the carbon-dioxide levels were estimated to be around 275 parts per million (ppm). Today, this concentration of carbon dioxide is 415 ppm and increases at a rate of around 3 ppm per year.

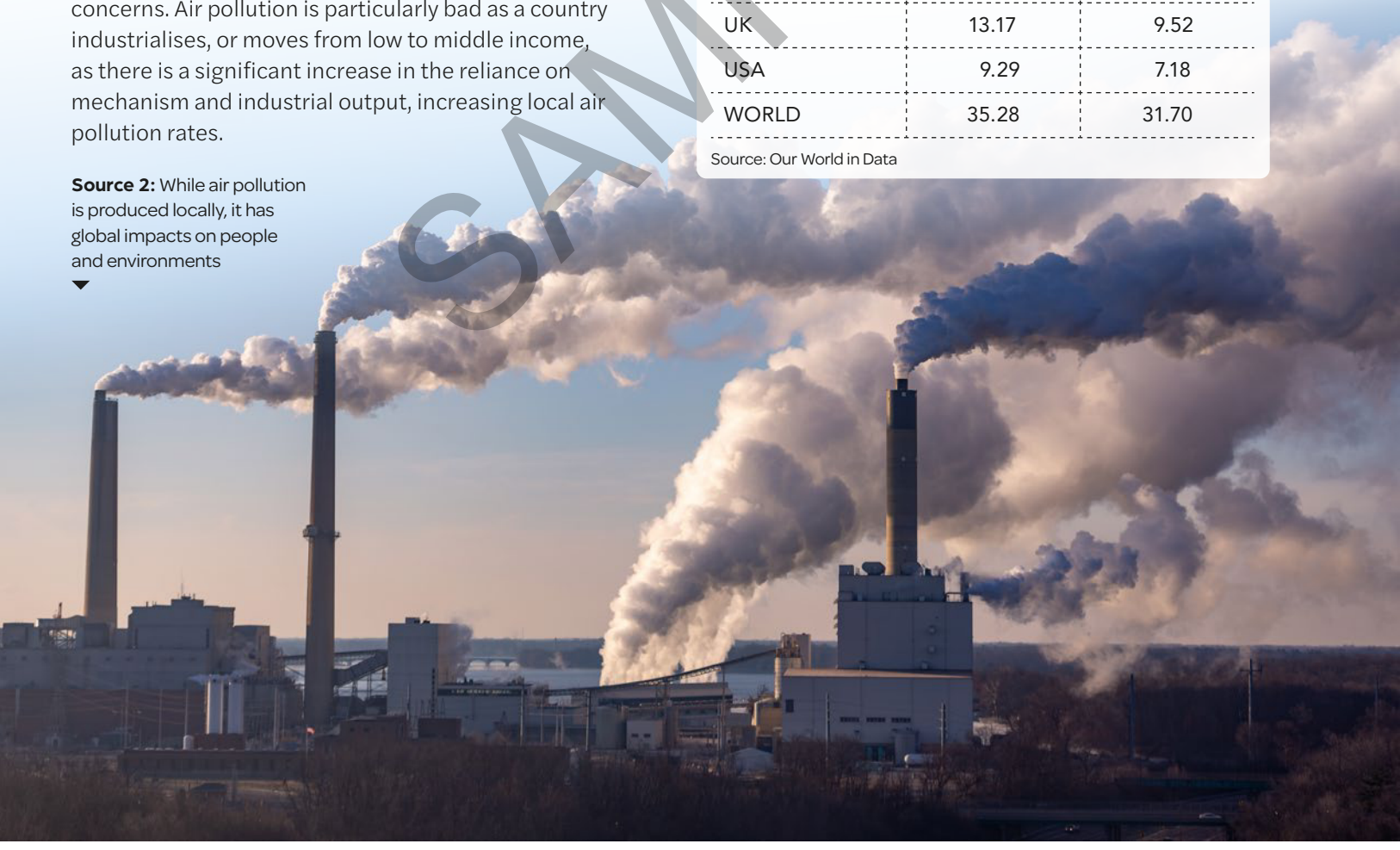
Much of this carbon dioxide is linked with our increased reliance on burning fossil fuels for energy. Fossil fuels are a **non–renewable** energy source that create greenhouse gases when burnt. **Emissions** from one nation increase pollution in the Earth's atmosphere, impacting everyone. Outdoor air pollution is now one of the world's biggest health and environmental concerns. Air pollution is particularly bad as a country industrialises, or moves from low to middle income, as there is a significant increase in the reliance on mechanism and industrial output, increasing local air pollution rates.

Source 1: Air pollution particles are smaller than 2.5 microns and the level of exposure is measured in micrograms of PM2.5 per cubic metre of air (μg/m^3).

Country/Region	Pollution in μg/m³ (2010)	Pollution in μg/m³ (2019)
Australia	9.03	8.93
Brazil	14.60	10.94
China	47.18	38.15
India	55.17	50.17
Kenya	12.38	12.52
UK	13.17	9.52
USA	9.29	7.18
WORLD	35.28	31.70

Source: Our World in Data

Source 2: While air pollution is produced locally, it has global impacts on people and environments



Air quality in µg/m³, 2022

Source: XXX

Source 3: Air quality varies between places, depending on human activities.

Large cities drive air pollution through emissions from vehicles and commercial activities. The World Health Organization (WHO) has set the safe air target of 0–10 microns per cubic metre of air, with measurements above 55 considered unhealthy. In September 2023, New Delhi, India, recorded a level above 900, an extreme and very unsafe condition. WHO states that 'almost all of the global population, around 99 percent, breathe air that exceeds the guideline limits and contains high levels of pollutants'. Around 6.7 million premature deaths annually are attributed to poor air quality, particularly in low to middle-income countries.

Pollution not only directly impacts humans but also natural environments and processes. In marine environments, ocean acidification (see G1.4) is impacting the growth and development of animal species. In terrestrial environments, ecosystem services such as pollination are being threatened. Pollinators are animals such as bees, which help move pollen from the male part of a flower to the female part, aiding in plant reproduction. Studies have found that not only does air pollution reduce the number of pollinators but also threatens interactions with plants.

Plants use colour and other visual displays, as well as chemical cues to communicate with pollinators. Air pollution has been shown to impact both the strength and quality of these signals, as well as pollinators' ability to detect them. As a result, plants become less attractive to pollinators, leading to changes in pollination rates. This may have huge implications for ecosystem health and food security in humans.

Learning Ladder G1.5

Environmental change

1. Identify the ways humans contribute to greenhouse gases in the atmosphere.
2. Describe how air pollution contributes to poor health conditions in humans.
3. Explain how local emissions lead to global issues.
4. What might happen to the population of pollinators, like bees, if air pollution continues to increase?

Representing information

1. Why is understanding the timing of the Industrial Revolution important when discussing air pollution rates?
2. Create an infographic that explains the impact air pollution has on people and place.
3. Source 1: Construct a map to visualise exposure to air pollution in 2019 for the countries listed.
4. Access IQ Air, Earth and Map. Locate the cities with the best and worst air qualities. Analyse why that might be the case.

Using the key

Analyse the *interconnection* between industrialisation and air pollution.

HOW TO

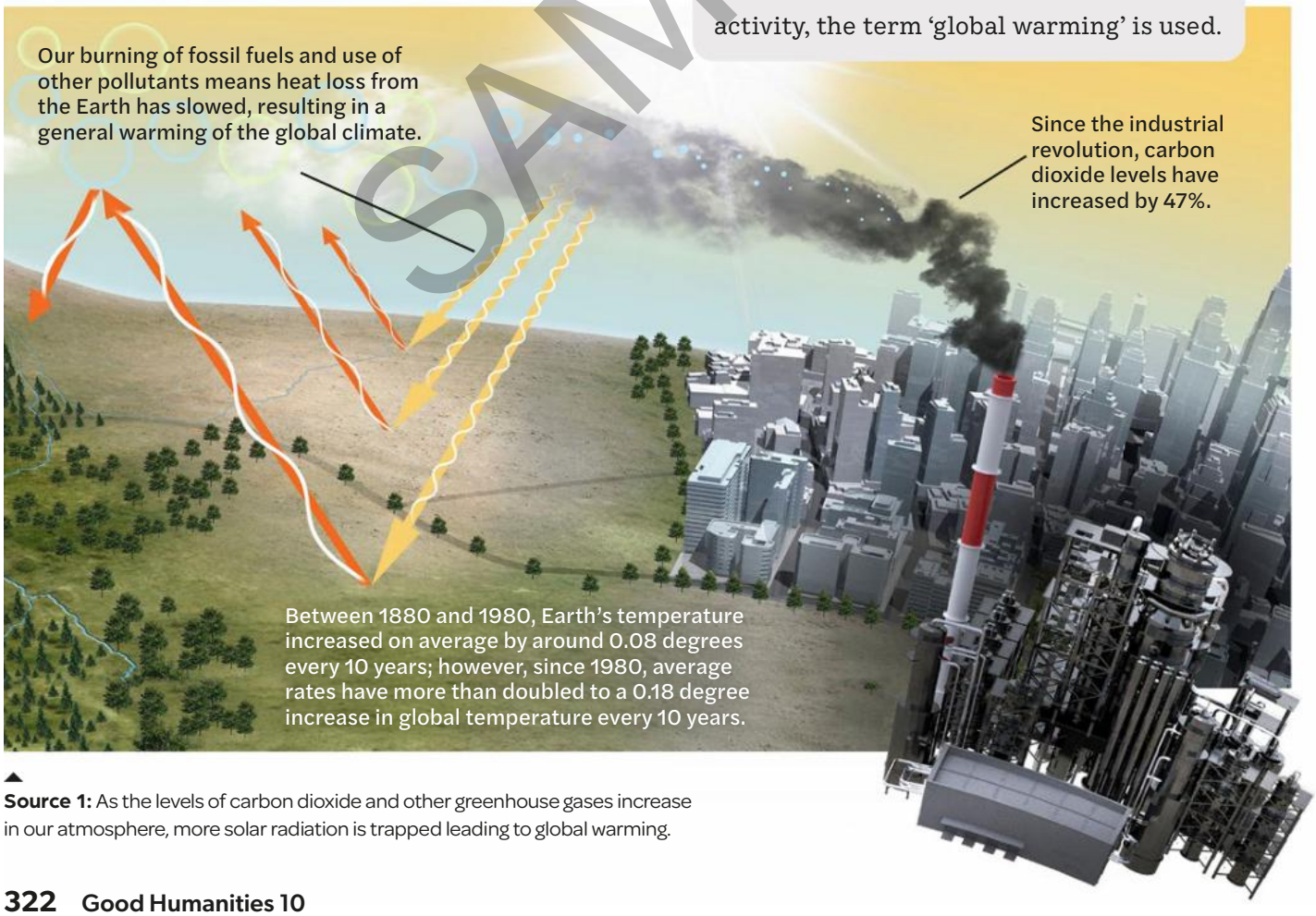
Representing information, page xx,
KGCs, page xx

How is human–induced climate change altering environments?

Environmental change brought about by humans generally occurs over a much shorter timescale and is more extensive than naturally occurring changes. Human activity not only alters environments directly through processes such as deforestation, but indirectly through influencing longerterm cycles such as climate.

Unlike naturally occurring climate change, global warming describes the humaninduced process where humans have dramatically increased the amount of carbon dioxide in the atmosphere. This has led to an **enhanced greenhouse effect** and the unnatural, **exponential** warming of the globe. Recent studies have revealed that carbon dioxide in the atmosphere is the highest it has been in the past 400 000 years, leading to an average global temperature increase of 0.8°C since 1880.

'Climate change' and 'global warming' are often used interchangeably. When we refer to the change in climate because of human actions *and* the outcomes that are attributed to these shifts, leaders usually refer to 'climate change'. When leaders are *just* referring to the warming of the Earth's climate as a result of human activity, the term 'global warming' is used.



Source 1: As the levels of carbon dioxide and other greenhouse gases increase in our atmosphere, more solar radiation is trapped leading to global warming.

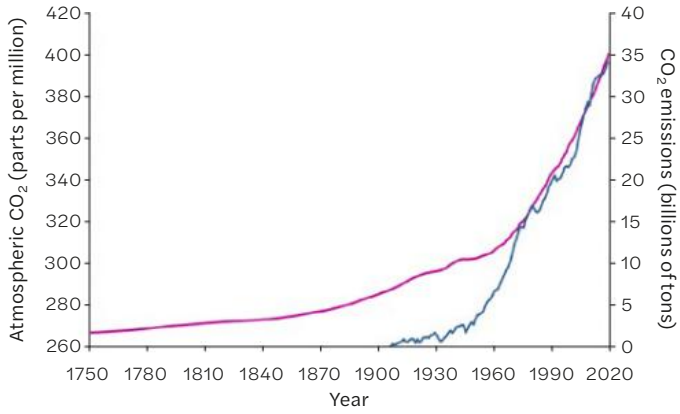
These increased global temperatures are responsible for melting glaciers and sea ice, and increasing the occurrence of extreme weather events, reducing predictability of growing seasons for crops and loss of biodiversity on a global scale.

Melting snow and ice

As the Earth's climate continues to warm, we will observe more extreme environmental changes on a variety of scales. One impact that is widely discussed is the melting of glaciers and ice sheets. Ice and snow have a high **albedo**, meaning that up to 90 per cent of the sun's energy is reflected, keeping the region and global climate cooler. As this ice melts, less of the sun's energy is reflected. Meltwater causes global sea levels to rise, and wider expanses of dark ocean result in more atmospheric heat being absorbed, furthering global warming. The National Oceanic and Atmospheric Administration (NOAA) recently reported that sea levels have more than doubled and, in 2023, 'global mean sea level was 101.4 millimetres above 1993 levels, making it the highest annual average in the satellite record'.

Many of our world's largest and most populated cities are located in coastal regions. Around 85 per cent of Australians live within 50 kilometres of the coast.

CO_2 in the atmosphere and annual emissions, 1750–2019

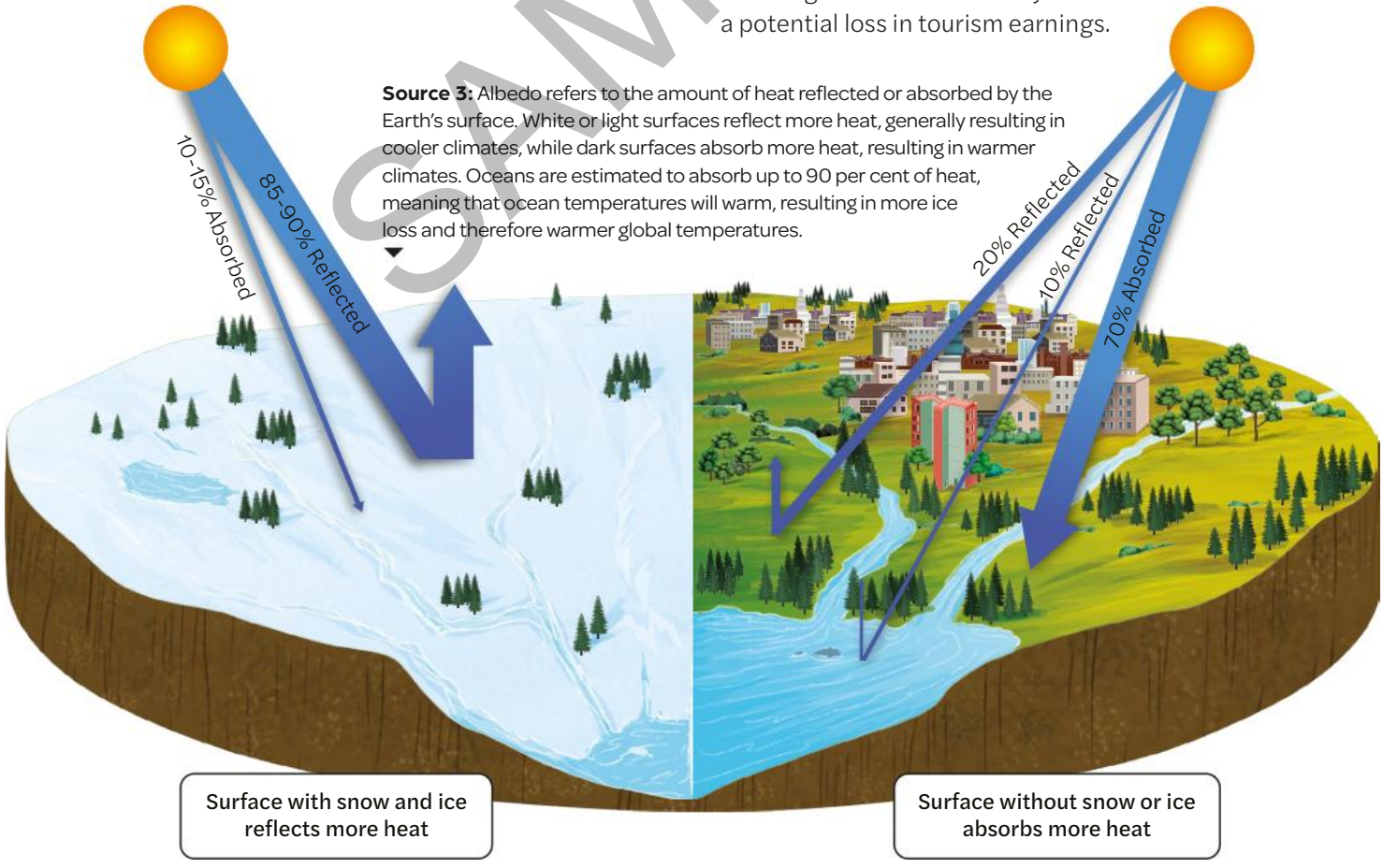


Source: NOAA Climate.govData: NOAA, ETHZ,Our World in Data

Source 2: There is a clear correlation between our emission output (the blue line) and the level of carbon dioxide present in the atmosphere (the pink line). Atmospheric greenhouse gas levels have increased exponentially since the Industrial Revolution and are not consistent with natural patterns.

As sea levels rise, these places will be vulnerable to stronger storm surges and increased flooding, which threatens infrastructure, trade routes and economic stability. Floods can also inundate waste-removal areas, which could then pollute local waterways. Australia may lose its iconic beaches, coral reefs and wetlands meaning a loss in biodiversity as well as a potential loss in tourism earnings.

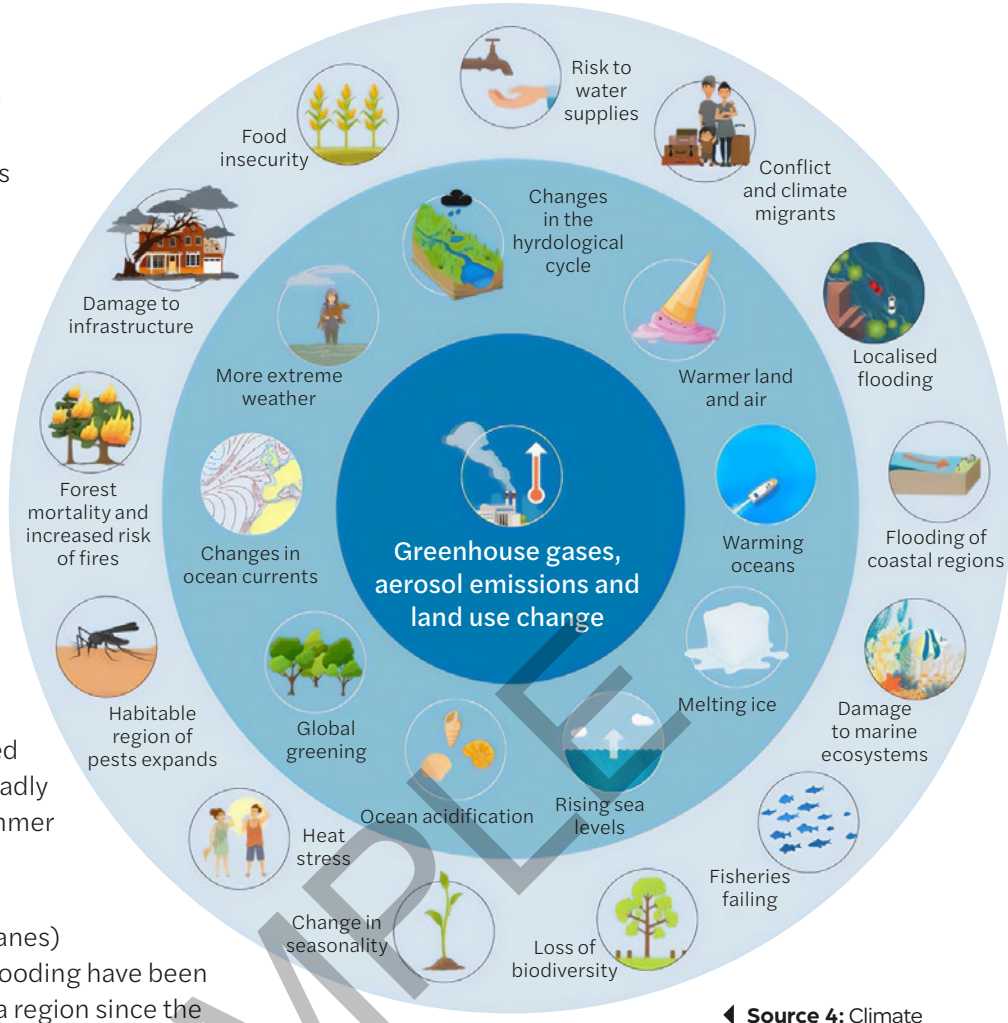
Source 3: Albedo refers to the amount of heat reflected or absorbed by the Earth's surface. White or light surfaces reflect more heat, generally resulting in cooler climates, while dark surfaces absorb more heat, resulting in warmer climates. Oceans are estimated to absorb up to 90 per cent of heat, meaning that ocean temperatures will warm, resulting in more ice loss and therefore warmer global temperatures.



Extreme weather events

Greater climate variability, increasing extreme weather events such as droughts, storms and heat waves, changed precipitation patterns, melting of the **cryosphere** (frozen regions), rising sea levels, and ocean warming and acidification are consequences of climate change. The impact of intensifying and more frequent extreme weather events is being felt in countries least prepared to deal them, such as the flood caused by Storm Daniel in Libya. The Mediterranean Sea region is a climate-change hotspot having already experienced record-breaking temperatures, deadly wildfires and heatwaves in the summer of 2023.

Tropical-like storms, known as Medicanes (Mediterranean hurricanes) bringing torrential rain and flash flooding have been recorded in the Mediterranean Sea region since the 1980s. Storm Daniel was different. Fuelled by a very hot summer and sea surface temperatures 2–3°C warmer than usual, extraordinary evaporation led to intense rainfall that caused catastrophic flooding across Turkey, Greece and Bulgaria before Storm Daniel crossed the sea to Libya. Two dams burst when 400 millimetres of rain fell in just 24 hours, delivering a wall of water along the river to the Libyan port town of Derna. The flooding destroyed entire communities, killed over 11 000 people, erased river ecosystems and dumped millions of tonnes of sediment into the Mediterranean Sea. Political conflict and lack of dam maintenance were contributing factors, but scientists agree that climate change was responsible for 50 per cent of the rain that day.



Source 4: Climate change is a global issue that has many impacts on the national and local scales, shown in the circles of this infographic. To manage it requires nations from across the world to collaborate.

Source 5: The distribution of an increasing number of plants and animals is shifting due to warming temperatures. All species have a range of temperatures, rainfall and other climatic conditions they require to live. When the climate changes, they need to adapt or migrate to survive. On land, birds and animals can migrate more easily than plants. Plants may take many years to redistribute and establish in new locations.

Source 6: Libya's climate-change-fuelled flood disaster in September 2023 sent a wall of water from two burst dams through the port of Derna, undermining buildings in its path and killing 11 000 people. Derna has two dams located upstream. The dam furthest upsteam could not handle the pressure of water from the downpour gathered behind it. When it broke, the dam downsteam had no hope of containing the storm water and the water from the collapsed dam.

Source 7: Climate change is interconnected with warming oceans. Warm water not only leads to coral bleaching but also the shift of currents and the migration of tropical species to more temperate environments. The loss of 95 per cent of Tasmania's giant kelp forests is a result of a stronger and warmer East Australia Current bringing with it sea urchins from NSW. Purple sea urchins have also eaten 95 per cent of the underwater kelp forests along California's Mendocino Coast, where scientists have found urchins in numbers 60 times greater than normal.

Learning Ladder G1.6

Environmental change

1. Identify two ways global warming impacts the environment.
2. Describe how humans have caused global warming.
3. Explain the link between global warming and climate change.
4. Predict how global warming will alter environments in the future if our actions do not change.

Presenting ideas

1. Use an example to explain what is meant by 'albedo'.
2. Why is understanding climate change relevant when studying environmental change and management?
3. Explain how plant and animal species can respond to climate change.
4. Source 6: Analyse the environmental, economic and social impacts of the Libyan flood.

Using the key

How can human-induced climate change lead to local, regional and global-scale *change*?

HOW TO

Presenting ideas, page xx, KGCs, page xx

How sustainable are the world's polar regions?

The Arctic and Antarctica make up the world's polar regions. These are the coldest places on Earth and the functioning of their environments is threatened by human activities, global warming and the impacts of climate change.

Antarctica

Antarctica, a land mass surrounded by the Southern Ocean, is the Earth's coldest, windiest and driest continent and covered by the Earth's largest **ice sheet** and the **glaciers** that flow from it. Antarctic ecosystems are mainly aquatic, and its species such as penguins, walruses and seals have adapted to surviving in the extreme cold.

Human activities are restricted to scientific research and tourism, there is no permanent human occupation or land ownership. Under the Antarctic Treaty that came into force in 1961 and the Protocol on Environmental Protection since 1991, Antarctica is designated as a place for peace and scientific research.

One of the threats to Antarctic environmental sustainability is pollution caused by discarded equipment and the waste associated with everyday living on scientific bases and tourist ships. Although sewage and food waste can be discarded at sea, most research stations have biological treatment plants, and harmful waste such as metals, oil and plastics must be removed by ships and returned to countries for proper disposal.

Source 1: Waste at Antarctica's Wilkes and Casey Stations includes hazardous materials like rusted drums, asbestos and toxic metals. Pollution has exceeded international guidelines for nearly 20 years, impacting the environment with contaminants like lead and arsenic. Efforts to clean up abandoned sites and discarded items continue across the continent.

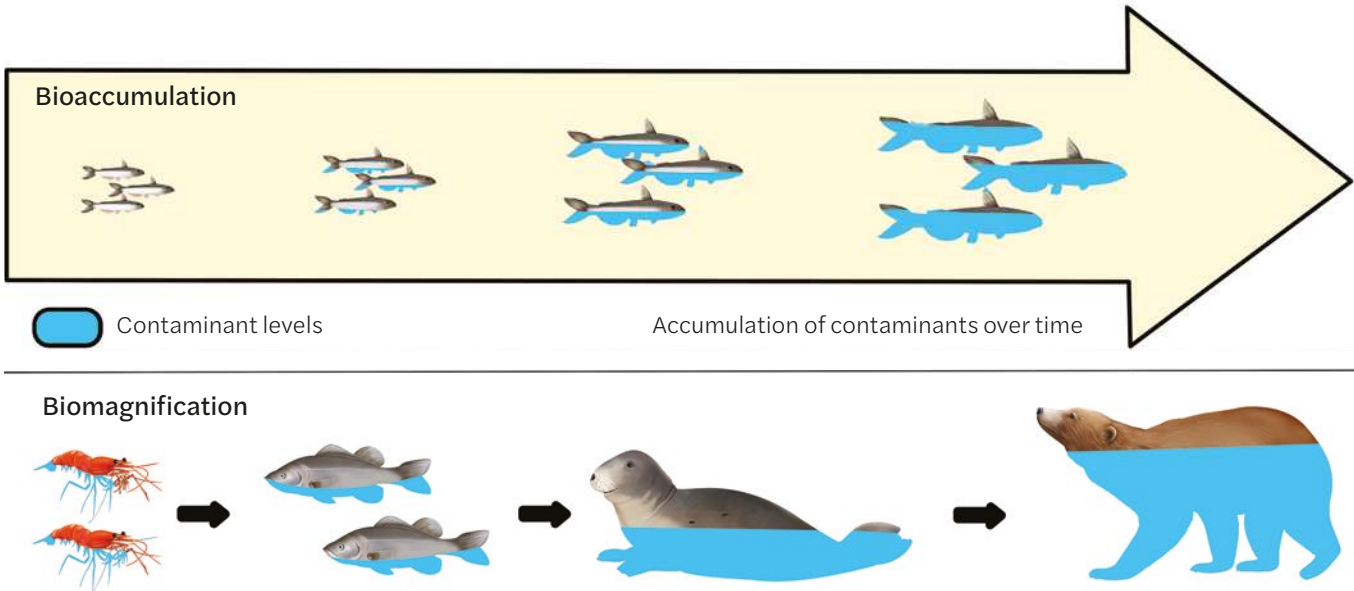
The Arctic

An ocean surrounded by the lands of eight nations lying within the Arctic Circle makes up the region known as the Arctic. Ocean occupies 60 per cent of the area and is mostly covered in year-round **sea ice** (frozen sea water) that fluctuates in size with the seasons. Much of the land is underlain by **permafrost**, permanently frozen soil, and covered by ice such as Greenland's ice sheet, ice caps in mountainous areas and glaciers that flow from these.

Terrestrial ecosystems comprise boreal forests, tundra and cold deserts with large land-based wildlife such as Arctic wolves, Arctic foxes, Arctic hares, polar bears and caribou, and aquatic ecosystems that are highly dependent on sea ice. Seasonal changes in ice and snow influence the life cycles of plants and wildlife, including polar bears and reindeer. The region has been occupied by 40 different Indigenous groups such as the Sami, Inuit and Nenets for 20 000 years.

Despite a low population density, humans have had a cumulative impact on the Arctic environment. The Arctic region is a 'sink' for pollutants from within and outside the region. Contaminants such as heavy metals like mercury and lead from industrial, mining and military activities, and persistent organic pollutants (POPs) such as PCBs and dioxins, impact Arctic ecosystems through processes such as **bioaccumulation** and **biomagnification**.

Tourism is a growing industry requiring management due to increased risk of site trampling, disturbances to wildlife and sensitive ecosystems, including the impact of noise, accidental wildlife kills and other impacts of big ships. Management for sustainability includes restricting ship sizes and access to sites, marine protected areas and national parks with controlled access and regulations for the disposal of waste.



Source 2: Animals accumulate toxins over their lifetime based on the food they consume. For example, fish consume smaller fish and over time the levels of toxins in their bodies get higher. This is bioaccumulation. As contaminants move through the food chain, animals higher up accumulate the toxins from all levels in the food chain below them. This is biomagnification.

Climate change and sustainability

The impacts of rising temperatures are beginning to be felt in polar ecosystems:

- Glaciers and ice sheets are melting resulting in sea-level rise.
- Increasing wildfires are burning the Arctic tundra.
- Food supplies of wildlife such as reindeer are reduced by increased droughts and the loss of lichens and mosses that form a vital food source.
- Polar bears are affected by reduced sea ice, their platform for hunting seals. It has been estimated that polar bears now use four times more energy in their hunt for food.
- Coastal erosion is increasing across Arctic coastlines in Russia, Canada and Alaska from a combination of rising sea levels, reduced sea ice, increased storms and the wake from ships.

Reduced sea ice will open new ice-free sea routes in the Arctic Ocean that could result in increased shipping and access to marine resources such as fish, oil and gas. More shipping will increase noise, waste and the potential for oil spills. Tourism will grow because of a longer 'warm' season and an increase in ice-free sites to visit. New ports will be built, and others will be expanded.

Learning Ladder G1.7

Environmental change

1. Identify the main differences between Arctic and Antarctic polar lands.
2. Source 1: How do local and global actions impact polar regions?
3. How does melting polar ice have positive and negative social and economic impacts?
4. Predict what the Arctic or Antarctica may look like in the future.

Making conclusions

1. Why are Arctic ecosystems mainly aquatic while Antarctica has aquatic and terrestrial ecosystems?
2. Source 2: Describe how pollutants in the Arctic Ocean threaten wildlife through bioaccumulation and biomagnification.
3. Write a conclusion for the inquiry question, 'How sustainable are the world's polar regions?'
4. Explain why it may be difficult to gain reliable data on the impact of growing tourism and trade within polar regions.

Using the key

What economic, social and environmental factors need to be considered for a *sustainable* polar future?

HOW TO
Making conclusions, page xx, KGCs, page xx

Why is environmental management important?

Environmental management involves implementing plans to support the functioning of environments or to enable them to overcome change. Many different strategies can be used to manage environments, and they often work best when many are used together.

Management strategies can be proactive or reactive. **Proactive strategies** plan to prevent degradation or challenges from affecting environments into the future. An example is green building, which is designing and constructing buildings that use sustainable materials, reduce energy consumption and minimise waste to prevent their environmental impact into the future. **Reactive strategies** aim to repair an environmental change or challenge that has already occurred in an environment; for example, the Planting Together initiative in Brazil, which aims to replant 12 million hectares of deforested land by 2030. There are many different proactive and reactive management strategies, and they can be categorised with the acronym LEAP: Legislation, Education, Action and Preservation.

Source 1: The municipal corporation in Chennai, India, is creating infrastructure to increase the number of pedestrians and cyclists by 40 per cent. This will help reduce motor transport and its pollution. The city has also partnered with SmartBike to provide electric bicycles and shaft transmission (no chain) NextGen bicycles.

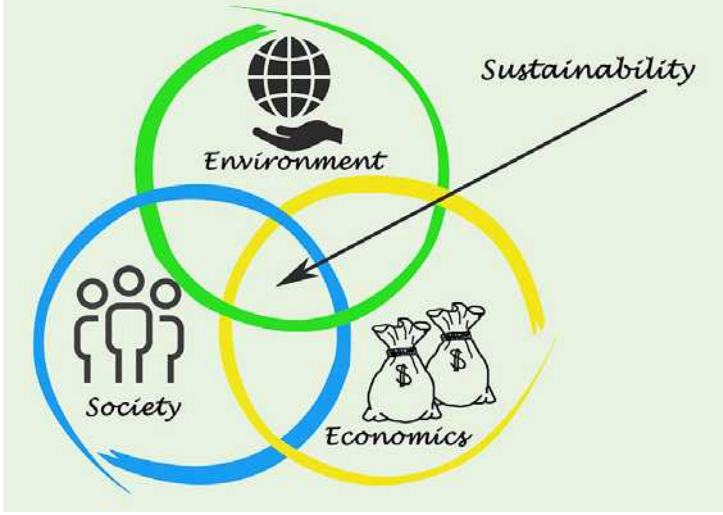
Technological innovations

Improvements in technology have allowed us to explore renewable energies, new trade opportunities and more sustainable farming practices. High-income countries, on average, use the most energy per capita. For example, US citizens use an average of 11 267 kilowatt hours per person per year, while those from Niger only used 53 kilowatt hours per person. In 2015 the USA only invested 0.2 per cent of its GDP towards renewable energy alternatives. By 2022 the government investment more than doubled, from $7.4 billion to $15.6 billion.

Sustainable management

While **sustainability** is usually associated with environmental longevity, as geographers, we also need to consider economic and societal sustainability; that is, maintaining a viable economy and creating an equal and fair society for future generations. Often there is a conflict between what is best for economic sustainability and what is best for environmental sustainability.

Source 2: Sustainability is about more than just the environment. We need to ensure that we are also sustainable in our economy and society to ensure a peaceful and safe place for future generations.



Forests are vital for many of the Earth's key processes. Trees absorb carbon dioxide and release oxygen, providing one of the most successful natural ways to reverse the impacts of global warming. Large forests are also linked to atmospheric circulation, and global precipitation levels and are home to over 80 per cent of our terrestrial plant and animal species. The timber industry, however, employs over 54.2 million people worldwide and contributes over $600 billion annually to the global economy. Further, land clearing for logging makes more land available for largescale agriculture. Many people, especially those in low-income countries, rely on such industries for their livelihood. **Environmentalists** who push for a reduction in deforestation and other environmental changes can come into conflict with those who focus on the potential monetary loss for communities and countries. As geographers, we need to see both sides of the issue and suggest solutions that have benefits for all stakeholders.

Source 3: Google Street View cars have been measuring and mapping air quality since 2015, allowing governments, scientists and policymakers to monitor smog, nitrogen oxides, carbon dioxide and methane in the atmosphere and plan or respond in targeted ways.

Source 4: Investment in energy transition has increased over time.

Source: XXX

Learning Ladder G1.8

Environmental change

1. Describe the different approaches to environmental management
2. Explain how technology plays a role in contemporary environmental management.
3. Source 4: Compare countries for their energy transition investment.
4. If economic sustainability is prioritised, predict the positive and negative impacts for people and environments.

HOW TO

Strategies, page xx, KGCs, page xx

Strategies

1. Describe a proactive strategy.
2. Using examples, explain why sustainable management is complex.
3. Predict how technology will continue to alter the way we use and manage environments in the future.
4. Design a strategy to mitigate against environmental change in your local region.

Using the key

Describe one *sustainability* policy aimed to improve the *environment* in your *region*.

How effective are management strategies?

Evaluating environmental management involves determining whether an environmental management strategy is effective at improving the quality of the environment in a way that sustainably supports local communities and economies. When making an informed evaluation, it is important to consider multiple perspectives, discuss strengths and weaknesses, and make reference to important criteria.

What criteria can be used in environmental management?

Establishing criteria in an evaluation is integral, as it ensures that the judgements are consistent and measure the elements that matter. There are many criteria that can be used in environmental management. The acronym BLESS summarises some common criteria:

- **Biodiversity:** How does the strategy impact the variety of life in the ecosystem positively or negatively? This includes the diversity within species and interactions between them.
- **Longevity:** Is the strategy able to be implemented sustainably over time? This includes assessing whether it requires long-term funding, whether it is able to be enforced and whether it has negative effects that could cause harm in the future.
- **Equity:** Does the strategy provide fair access to the environment and resources for all communities and local economic activities? Or do some groups benefit more than others?
- **Sustainability:** Does the strategy support the long-term health and productivity of the ecosystem? Is it protecting the environment and resources for future generations?
- **Scalability:** Can the strategy be implemented effectively at a larger scale or adapted to other ecosystems? Or is the strategy only effective on a smaller scale?

How do I form the evaluation?

Once the management strategy is researched and criteria is determined, a judgement can be made on how effective the strategy is. A way to visualise this is to use a thermometer, like one shown in Source 2.

Source 1: Reforestation project in Malaysia. When evaluated using the BLESS criteria, this strategy can be considered moderately effective.

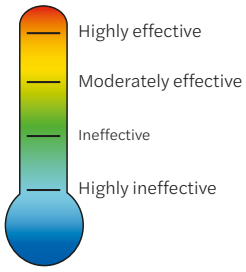
Assess the management strategy against three of the criteria and determine if the management strategy is good at each one or not. For each criteria that the environmental strategy is good at, increase the 'temperature' on the thermometer and for each criteria that the environmental strategy is limited, decrease the 'temperature'. If your management strategy is good at two of the criteria, but limited at another, it would sit at 'moderately effective'.

An example evaluation

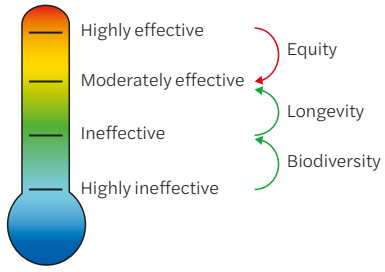
There is a reforestation project in Malaysia, where they are regrowing trees to increase their forest cover. The BLESS criteria could be used the following way to evaluate this strategy:

- **Biodiversity:** The strategy is achieving this criteria well, as it has increased habitats for various species and enabled their populations to increase. It has also restored ecosystems that were affected by deforestation.
- **Longevity:** The strategy is achieving this criteria well, as once trees are initially planted, they can naturally grow by themselves. This reduces the amount of time, funding and effort required to maintain this strategy in the long-term.
- **Equity:** The strategy is not achieving this criteria well. Many of the reforested spaces are on land that was once used by local communities, and has impacted their livelihoods and displaced them. This has affected them socially and economically.

Looking at these three criteria, this strategy could be considered moderately effective as shown in Source 3.



Source 2: A thermometer is an effective visual way to form an evaluation. The thermometer allows you to measure performance of criteria and assess the overall 'temperature' of the management strategy.



Source 3: Example of an evaluation of a reforestation program in Malaysia, using BLESS criteria.

Learning Ladder G1.9

Environmental management

1. Rephrase the BLESS criteria in your own words.
2. Explain what an evaluation is and how a thermometer can be used to help visualise it.
3. Source 1: Explain the reforestation project in Malaysia and outline how successful it has been. Compare it to a local planting initiative in your community.
4. Suggest how 'equlity' and 'longevity' of strategies may be impacted by funding in regions.

Planning and collecting

1. How can the BLESS criteria be used to form inquiry questions?
2. Should criteria like BLESS be used before or after the implementation of a strategy? Explain your response.
3. Research one of the following management strategies and evaluate its effectiveness using the BLESS criteria:
   - waste management in Sweden
   - solar energy in Germany
   - public transportation in Singapore
   - wind energy in Denmark
   - Coral Vita commercial coral in Grand Bahama.
4. Collect data on a local initiative for environmental management in your region. Evaluate its sustainability using BLESS.

Using the key

Why are criteria important for assessing *processes* and policies?

HOW TO Planning and collecting, page xx, KGCs, page xx

G1.10

What are different environmental worldviews?

Every person has an environmental worldview that they have formed over time as a result of influences in their life. The value people place on nature, and a perspective about how the environment is used to meet human needs, are key characteristics of an environmental worldview. There is also an ethical consideration about what a person feels is right or wrong.

Worldview

A **worldview** is a collection of beliefs about the world around us held by an individual or group. It is the lens through which the world is viewed and the perspective from which the world is interpreted. Friends and family, culture and society, lifestyles and livelihoods as well as life experience are factors that influence a person's worldview.

An **environmental worldview** is focused on how the Earth's environments, including its species and resources, are managed. Often, we do not know our worldview until confronted with an environmental issue that needs to be resolved or managed. In some societies human survival may depend on exploiting limited natural resources. People may hold different views on a range of environmental issues; however, their core values will usually remain the same. Differences in worldviews can bring individuals, groups and societies into conflict.

Three environmental worldviews

- **Earth-centred worldview:** This is a belief that nature exists for all species and that people are equal, not superior, to all other species. This view is based on the idea that life in all of its forms has a value unrelated to its use, or potential use, by humans. People with this worldview feel an ethical responsibility to look after Earth and the nature it supports for future generations. At the extremity of this view would be the total protection of natural places where human use is limited, such as nature reserves. A moderate stance would be ecologically sustainable development in which nature has a higher priority than economic growth and profit.
- **Stewardship:** This is a worldview held by Indigenous people based on the strong spiritual connection with nature embedded into every aspect of life – including daily practices, legal systems and customs. Caring for nature, the sustainable use of living species and non-living natural assets, such as land and rivers, and a responsibility to manage these across intergenerational time scales are characteristics of stewardship.
- **Human-centred worldview:** This is a belief that human intelligence sets people apart from other species and allows them to control nature for their own benefit. Nature comes second to the goal of economic growth that nations have pursued since the domestication of wildlife, the growth of agriculture and industrialisation. Over time, technological change has transformed much of the natural world into a constructed world that serves human needs and wants. At the extreme end would be the total exploitation of nature such as clear-felling forests and draining wetlands. A moderate stance would see more consideration of nature but not at the expense of economic productivity and profit.

Changing worldviews

The environmental issues facing the Earth as a result of the exploitation of and disregard for nature, such as biodiversity loss and climate change, are changing the worldviews of many people.

Examples of change include:

- sustainability and stewardship being given a higher priority in the environmental management practices of many individuals, societies and governments
- the acceptability of environmental consequences being debated publicly, often galvanising activist groups and societies into protests or civil disobedience in the hope of changing the decisions made by organisations and governments
- environmental decisions being made based on new scientific knowledge about nature and how it functions
- traditional Indigenous knowledge slowly being integrated into modern management practices.

Environmental activism

Our worldview will influence our responses to the environmental challenges facing the Earth. Individuals, groups and non-government organisations with a strong Earth-centred worldview use actions such as protests and education campaigns to promote social awareness and solutions to community and global concerns about the environment. Action can range from local grassroots strategies to national or international campaigns.

As individuals, our worldview will be influenced by the groups we join. For example, a person might feel strongly about the need to protect natural koala habitat and become a member of an environmental group advocating for the end of land clearing to save that habitat. Others might seek to balance the need for development by clearing some koala habitat, with the need to protect enough of its habitat to ensure koalas continue to survive and thrive in the region.

Source 1: Most people's worldview will fit somewhere along a continuum between two extremes – a human-centred view based on total exploitation of nature's resources at one end and locking up nature to protect it at the other.

Source 2: These local activists have an Earth-centred worldview.

Learning Ladder G1.10

Perspectives

1. Identify the three main environmental worldviews.
2. Describe the different influences on an individual's worldview.
3. Explain how stewardship vary from an Earth-centred worldview.
4. Provide evidence that society's worldviews are slowly changing.

Interpreting information

1. Identify an example of environmental management at the global, regional, national and local scales.
2. Source 1: Describe how environmental change in one place can affect another.
3. Source 2: Explain how a national conservation management strategy can also have effects at the local scale.
4. Predict the effectiveness of local strategies compared to global strategies.

Using the key

Explain how *changing* worldviews are interconnected with *environmental change* and management.

HOW TO
Interpreting information, page xx

How do different groups view sustainability?

Sustainability is increasingly a delicate balance between **anthropocentric** (human-centred) and **ecocentric** (environment-centred) views. The concept of sustainability in an ecocentric sense has gained increasing prominence and urgency over the past few decades, driven largely by the efforts of global bodies like the United Nations. Yet beyond the headlines, sustainability is viewed by different stakeholders in a variety of ways, resulting in complex relationships that can both support and undermine global momentum for change.

Businesses and corporations

In the world of business, sustainability has long taken a back seat to profit and growth, but increasing numbers of companies are now looking to embed it within their business models. An example of this is Qantas, which has committed to achieving net zero carbon emissions by 2050. To do so, it has switched to using **sustainable aviation fuel**, modernised its fleet of planes, and invested in carbon markets in northern Australia, Papua New Guinea and rural Ethiopia. Consumers are encouraged to purchase **carbon offsets** when booking flights to further support these initiatives. With sustainability increasingly at the forefront of consumer thinking and spending, many customers are drawn to opportunities to support environmentally-friendly initiatives.

Governments

For national economies, sustainable development and economic growth are becoming increasingly intertwined, particularly as governments push to meet the targets of their nationally determined contributions (NDCs) to reduce carbon emissions. In Australia, the Federal Government launched the Australian Carbon Credit Unit (ACCU) Scheme to support businesses with projects that reduce or avoid greenhouse emissions or remove and store carbon from the atmosphere; under the scheme, participants can sell their carbon credits on the secondary market or to the Australian Government by entering a carbon abatement contract.

Source 1: Support for traditional land management models continues to grow as awareness around sustainability and economic growth changes. The Melbourne Climate Strike in 2019 drew a crowd of more than 40 000 people.

Source 2: The Haida people of Alaska and Canada play an active role in the sustainable usage of resources in their traditional lands.

On the secondary market, other businesses and corporations purchase ACCUs to voluntarily offset their emissions or meet compliance requirements. This allows the government to approach sustainability in a way that balances economic growth and environmental responsibility.

Indigenous groups

According to Amnesty International, there are more than 476 million indigenous peoples in the world, representing more than 5000 unique cultures across 90 countries. As such, there is no single indigenous perspective in terms of sustainability. Common themes do emerge in terms of:

- *A holistic connection to the land:* agriculture and resource consumption maintain harmony with the natural world, such as the use of dry farming and crop rotation among the Pueblo people of the south-western United States, or forest revitalisation with the Kayapó people in the Brazilian Amazon.
- *Environmental stewardship:* many indigenous peoples see themselves as custodians of the Earth and its resources. In New Zealand, the Māori people use the term *kaitiakitanga* (guardianship) to refer to the responsibility of ensuring that future generations can access and use natural resources sustainably. *Kaitiakitanga* also has a special place in New Zealand law. The Iroquois people of North America refer to the seven generations principle: each individual needs to ensure that they use resources in a way that will mean they will still be available seven generations later.
- *Traditional land management*: the use of traditional methods of land management helps to create a more sustainable environment. In Australia, First Nations peoples such as the Anangu have used fire to cleanse the land and stimulate new growth. In Alaska and Canada, the Haida Nation uses traditional knowledge to inform marine conservation and sustainable practices.

Learning Ladder G1.11

Perspectives

1. What is the seven generations principle?
2. Why are corporations like Qantas embedding sustainable practices?
3. How do different Indigenous peoples view sustainability?
4. How do programs like the Australian Carbon Credit Unit Scheme balance diverse views on sustainability?

HOW TO Representing information, page xx, KGCs, page xx

Representing information

1. Approximately how many indigenous people are there in the world today?
2. Summarise the diverse perspectives on sustainability for businesses, governments and First Nations peoples.
3. Annotate a world map to include the diverse indigenous peoples referenced in this spread.
4. Access climatewatchdata.org and compare how different governments approach sustainability.

Using the key

How does the concept of *distance* help describe why some corporations are less inclined to act sustainably?

How are environments important to First Nations Peoples?

First Nations Peoples worked together, sharing food and knowledge, and living in harmony with their environment – never taking more that was required and living sustainably from Country.

Connection to Country

Connection to **Country** is also about a connection to a place. It is these places that connect First Nations Peoples to all living and non-living things. The three spheres of knowing Aboriginal land – the human world, the physical world and the sacred world – help us to also examine environmental change and the impacts these have to Australian First Nations communities.

First Nations communities hold many values to help connect to Country, spirituality, stories, and community. These factors also shape an individual person's identity and how they relate to their environments. First Nations Peoples have a **totem** or number of totems that represent their spiritual link to the land. A totem might be a natural object, animal or plants that act as guides individually and collectively but more importantly set out the stories of how to care for unique parts of Country. Clan groups have special caretaking responsibilities for their totems.

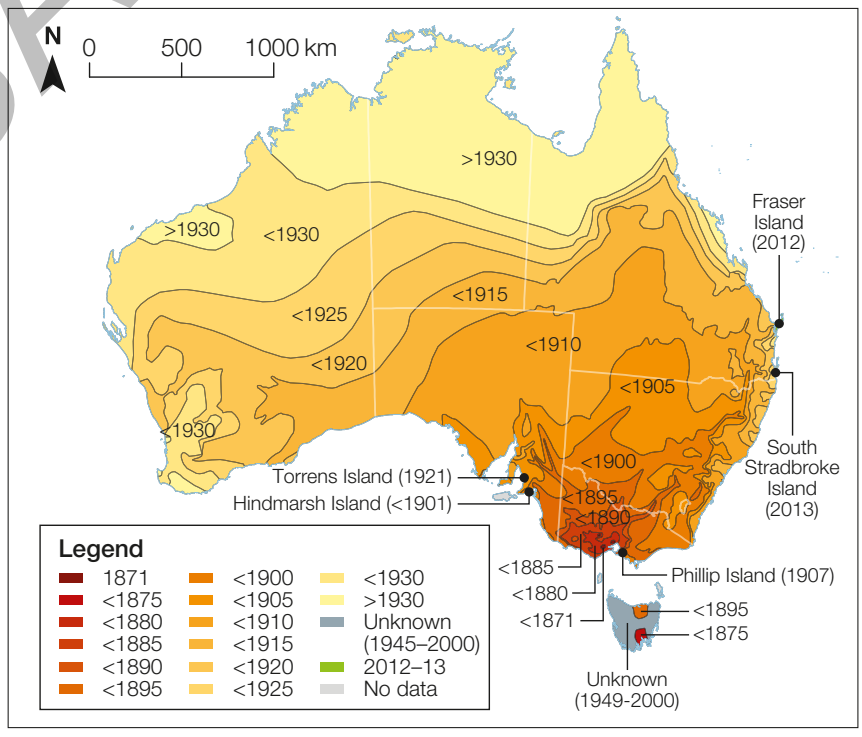
Being connected through the three spheres of 'being' First Nations are part of lore and part of the spiritual connections a group has to their environment. In more recent times these spheres have been disrupted by colonisation and subsequently these interactions with Country have changed the environment over time and also the stories shared with future generations.

The connections and disruptions have caused and contributed to environmental changes over time and this requires First Nations Peoples to share and adjust knowledge of Country to reconnect the people and reinvigorate the places.

Storytelling

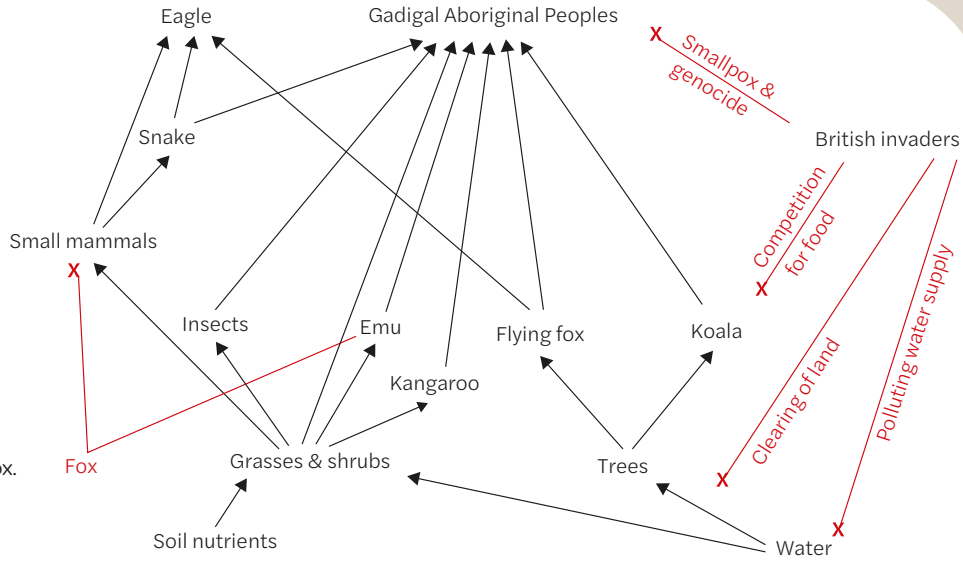
Aboriginal people mostly lived a lifestyle, guided by **Elders** who knew the Dreaming stories, abided by customs, traditions and lore, which was all interconnected to caring for environment.

Spread of the introduced red fox across Australia



Source: Russell J. Fairfax

▲ **Source 1:** Spread of the introduced red fox across Australia



Source 2: How the Gadigal ecosystem was interrupted by British invaders, including introduced species such as the fox.

The protection of native ecosystems is shared by everyone in a First Nations community through storytelling and sharing responsibilities, which are taught from birth. Newer stories about foxes and rabbits are also influencing our understanding of how introduced species make First Nations Peoples' roles and responsibilities change over time. The stories that outline the roles and responsibilities connect people to an animal through totem relationship. These totemic responsibilities not only connect a person to that animal but to seasonal calendars, breeding cycles, hunting rules, plant lifecycles, and waterway management as well as any additional environmental care factors that nourish and sustain that life such as fire and fire farming.

Ecosystems and taking only what's needed from the environment is a very important factor in the health of any First Nations understanding of an ecosystem. The destruction of some Australian ecosystems occurred very quickly after colonisation, and the destruction has occurred as a result of introduced species, land clearing and the dispossession and prevention of First Nations Peoples accessing and caring for Country. This environmental degradation has created some of the factors that are linked to climate change. The ongoing destruction of the environment continues to impact on past fragile ecosystems and those more recent but equally fragile ecosystems that have emerged.

Foxes

The fox was introduced to Australia for recreational hunting near Melbourne about 1855 and by 1870 had become a pest. Foxes were recorded to be populating almost 75 per cent of the Australian continent in just one century. This newly introduced species interrupted and destroyed many of the native animal populations as the fox ate both lower and higher animal species on a range of ecosystems that are unique to many Aboriginal lands.

Other introduced species like rabbits, hard-hoofed animals like sheep and cattle, camels and cane toads and crops like cotton and wheat, barley and rice all brought challenges to the fragile ecosystems.

Learning Ladder G1.12

Environmental management

1. What is connection to Country?
2. How do First Nations Peoples live sustainably from Country?
3. Source 2: How did British invaders interrupt the ecosystem of the Gadigal people?
4. What are totemic relationships and how do they help help build understanding of environments?

Strategies

1. What are the three spheres of Aboriginal land?
2. What impact did the introduction of foxes to Australia have on a range of ecosystems?
3. How do First Nations understanding of ecosystems differ from those responsible for the colonisation of Australia? What has been the impact of colonisation on ecosystems?
4. Design a strategy to reduce the impact of introduced species on fragile ecosystems.

Using the key

How is animal *movement interconnected* with environmental change?

HOW TO

Strategies, page xx, KGCs, page xx

What is the concept of Custodial Responsibility?

Custodial Responsibility is an obligation that First Nations Peoples have to care for Country, including the land, animals, plants, family and understandings of its foods, medicines and the sacred places where ancestors and spirits live.

First Nations understandings of Country

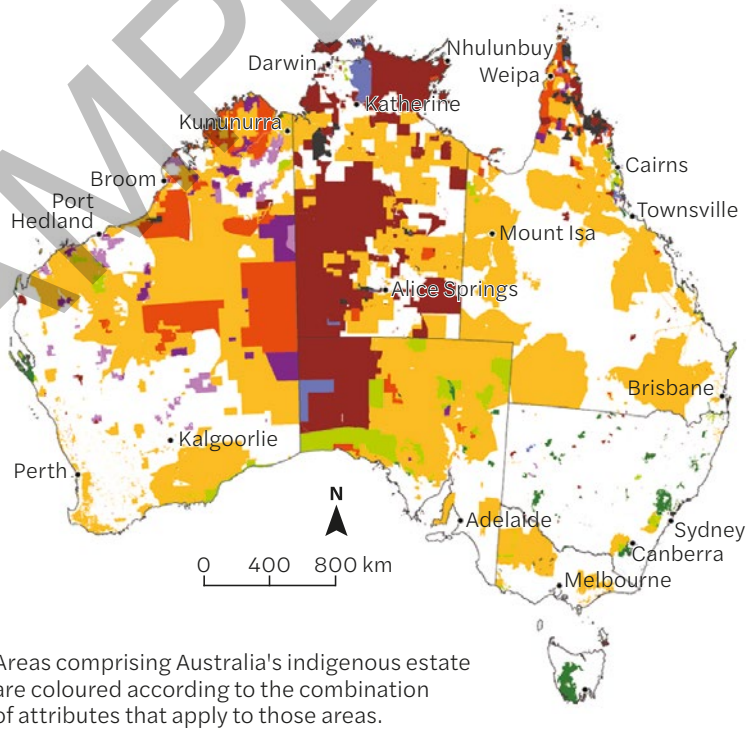
The way that Country is conceptualised by First Nations Peoples is complex and varied. For some, Country is part of an extended kinship network; that is, Country is family. For others, Country is an extension of self. In all cases, what is clear is that there is a different relationship with Country. From a non-Indigenous perspective, the relationship with Country is one-way. That is, Country is there to be owned, developed, bought and sold, and exploited for profit. For First Nations Peoples, the relationship with Country is two-way. In this case, the people own Country as much as Country owns the people – Country and people are almost indivisible.

For First Nations Peoples, Country is more than just land. It is food, medicine, a classroom, lore, law and a responsibility, where stories,languages, dances, songs, communities and ceremonies are held. Country is culture, sacred places, where the ancestors and spirits reside, the past, present and future, and many other things. As such, the First Nations' way that Country is conceptualised is far more complex than non-Indigenous conceptions of land, place or nation-state.

The differences between First Nations and non-Indigenous conceptions of Country, in part, can be described through the continuum of anthropocentrism to ecocentrism. These two terms relate to a focus on humanity or the environment as the most important entity in the world.

Most non-Indigenous people could be considered to be part of the first category because colonisation and capitalism, both introduced to the Australian

Australia's Indigenous estate



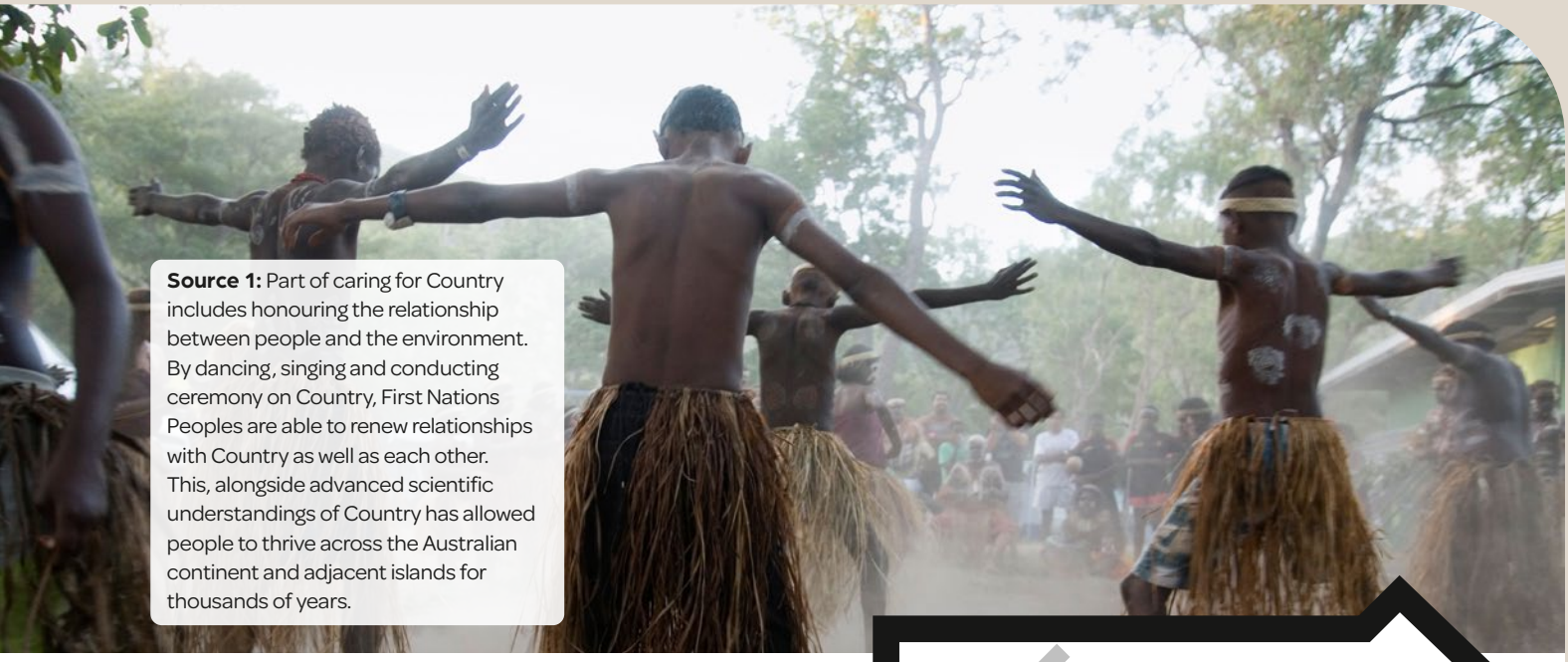
Areas comprising Australia's indigenous estate are coloured according to the combination of attributes that apply to those areas.

Attribute									
Indigenous owned	✓	✓	✓	✓					
Indigenous managed	✓	✓			✓	✓			
Indigenous co-managed			✓	✓			✓	✓	
Other special rights	✓		✓		✓			✓	✓

Note: All indigenous-owned land is either indigenous-managed or indigenous co-managed.

Source: Department of Agriculture, Water and the Environment

▲ **Source 1:** Australia's Indigenous estate showing the attributes of ownership, management and other special rights



Source 1: Part of caring for Country includes honouring the relationship between people and the environment. By dancing, singing and conducting ceremony on Country, First Nations Peoples are able to renew relationships with Country as well as each other. This, alongside advanced scientific understandings of Country has allowed people to thrive across the Australian continent and adjacent islands for thousands of years.

continent and adjacent islands, are anthropocentric and at their heart unsustainable. Most First Nations people could be considered to be part of the second category of ecocentrism because the knowledges, responsibilities and practices caring for Country ensure that it is respected and sustainable for future generations.

Different worldview impacts on Country

One of the major outcomes of these different worldviews between First Nations and non-Indigenous people is how the concept of sustainability is understood. For a non-Indigenous person, sustainability has traditionally been taught and conceptualised as a goal in and of itself. For First Nations Peoples, sustainability has never been explicitly taught as a standalone concept; rather, it has been embedded across all the knowledge required to care for Country. That means that rather than being an aim, sustainability is an outcome of caring for Country.

Another impact of worldview on Country and how it is conceptualised is the relationship and relationality that First Nations Peoples have with Country. What this means is that many First Nations people view Country as a living entity that people have custodial responsibilities for. The relationality aspect means that many First Nations people recognise that Country is not lesser, but an equal that should be respected just like any other person. An outcome of this is that in addition to the scientific understandings of Country, there are also complex spiritual connections to Country, and this is often marked and celebrated through ceremonial events throughout the year. These renew connections to Country as well as share important scientific information about Country to younger generations. This also honours the Elders and ancestors by continuing important cultural traditions that they also helped to perpetuate.

Learning Ladder G1.13

Perspectives

1. What is ecocentrism?
2. Explain the importance of relationality in caring for Country.
3. First Nations Peoples have a special connection to Country, but this does not mean that non-Indigenous people don't. Where is your special place and why is it special to you?
4. Analyse why Country is much more than land to First Nations Peoples.

Planning and collecting

1. Brainstorm three open-ended questions that would help frame research around perspectives of Custodial Responsibility.
2. Design a survey that helps collect qualitative data on people's connection to place.
3. Research how First Nations Peoples live sustainably from Country. Compare Australian Indigneous perspectives with other Indigenous groups from around the world.
4. Research your local area. Who are the Traditional Owners of your area? Are there any sacred sites or special places? What is it about them that makes these places sacred?

Using the key

Source 1: Describe the *distribution* of Indigenous owned and managed, and special rights land in Australia.

HOW TO Planning and collecting, page xx, KGCs, page xx

How do First Nations Peoples manage Country?

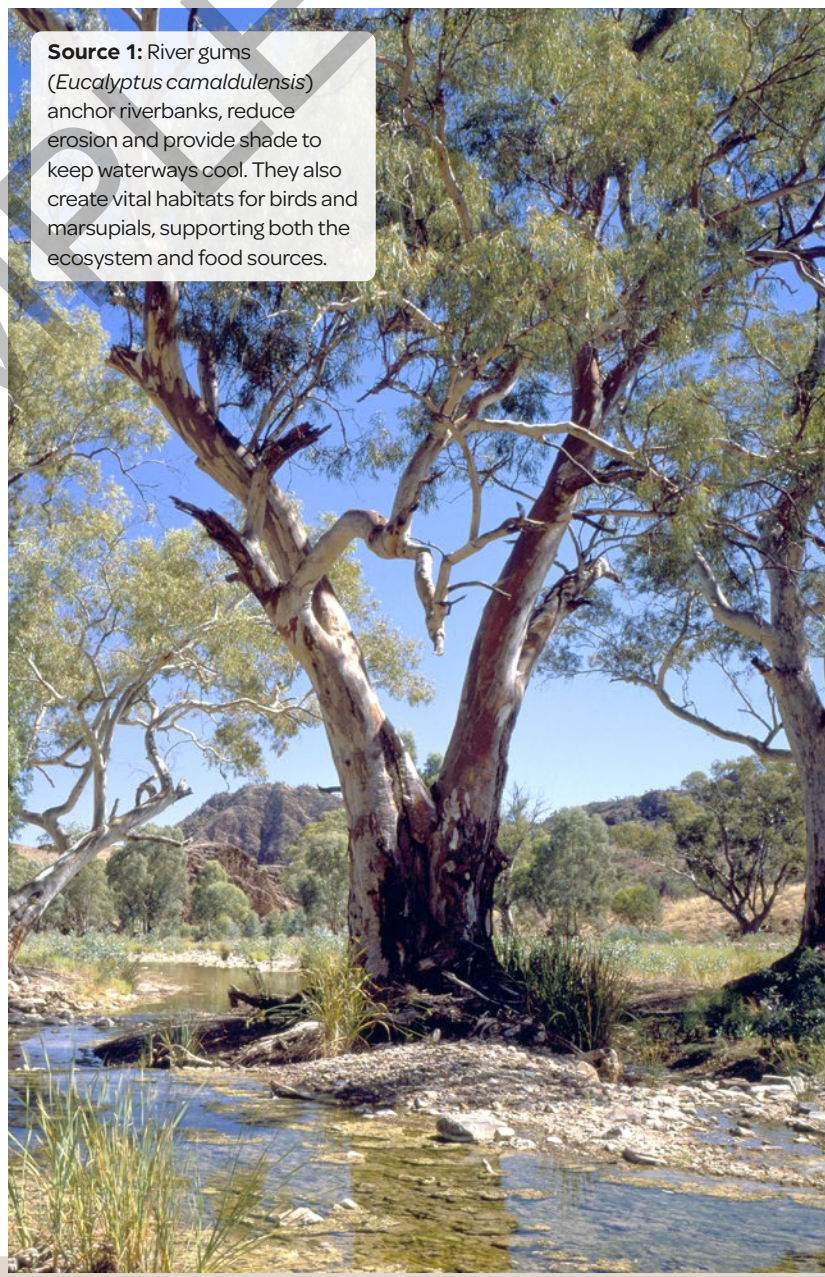
The connection to Country that First Nations Peoples have had for tens of thousands of years has provided important insights as to why Country should be cared for. This is often thought of as part of an extended kinship network or, in some cases, an extension of self. Important scientific information is held within many different stories, songs, dances and ceremonies, and these have taught important information about how to care for Country.

First Nations agriculture managing water in the landscape

Part of caring for Country is ensuring that all the flora and fauna have enough water to be sustained. In Victoria, there are several important riverine systems that, in partnership with the temperate climate and adequate rainfall, have supported the ecosystems across many parts of Victoria.

One of the ways that the First Nations Peoples managed water in the landscape was to build earthen weirs through vast lengths of the rivers. These weirs would be built out from the riverbanks and would be secured by promoting the growth of river gums (*Eucalyptus camaldulensis*) to secure the soil in place as well as to attract birds and marsupials, which were also important food sources. The effect would be that the water flow would be forced into a much more pronounced 'zigzag' pattern and would be slowed. By slowing the water, it would have more time to infiltrate into the riverbank soil, and this would ensure that more water stayed in the system instead of flowing away. The water staying longer in the system would allow more of the surrounding environment to be sustained, especially during the hot summer period when rain was infrequent.

Most of these weirs were destroyed to make way for the river trading ships in the colonial period.



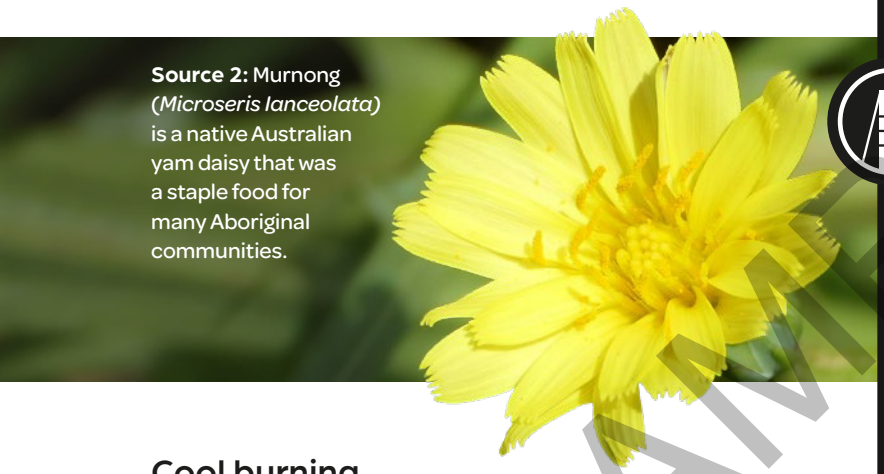
Source 1: River gums (*Eucalyptus camaldulensis*) anchor riverbanks, reduce erosion and provide shade to keep waterways cool. They also create vital habitats for birds and marsupials, supporting both the ecosystem and food sources.

Sustainable harvesting

In contemporary agriculture, the plants grown are often destroyed as part of the harvesting process, especially grains, sugar and root vegetables.

This requires farmers to preserve seed for the following year's crop and increases risks associated with rainfall and soil degradation when the plants are growing as seedlings. The result is that crops can fail due to poor rainfall, and the soil requires a large amount of fertiliser to replenish the nutrients.

One way that First Nations Peoples reduced these risks was the way that the murnong (*Microseris lanceolata*) was harvested. The plant would usually form with multiple tubers under the ground, and when harvesting, the plant would be gently lifted from the earth and only one tuber would be removed. The plant would then be replanted to continue to grow. This would ensure that the plant and soil health would be maintained and the cycle would be able to continue with greatly reduced risk for the next harvesting season.



Source 2: Murnong (*Microseris lanceolata*) is a native Australian yam daisy that was a staple food for many Aboriginal communities.

Cool burning

Another way that Country has been cared for is through the use of cool burning, and fire as an important tool. Fires would be lit across small sections of Country at certain times of the year when the weather would allow the fire to burn, but not get out of control. This would enable the fire to move across the landscape without growing large enough to burn the crowns of the trees and risk killing them. These are described as cool burns because as they burn the undergrowth, they have a lower intensity and move across Country with some speed. This means that, with the exception of the topmost layer, the soil remains relatively cool, which protects the insects in the soil and the wider soil biome.

Regularly burning Country reduced the instances of major bushfires and the resulting destruction, as well as supporting pyrophytic plants, which require heat to germinate their seeds. Furthermore, the cool burns stimulate new growth in many plants, and this would create fertile grasslands and savannas that would also support various marsupials, which are an important source of protein.

Source 3: Yam daisies thrived in managed grasslands, providing a reliable food source for thousands of years. However, the introduction of sheep after British colonisation had devastating impacts on the murnong fields, leading to food shortages and the loss of Aboriginal agriculture. Today, understanding these practices is essential to be able to care for Country.

Learning Ladder G1.14

Perspectives

1. Describe one way that water was kept for longer in the river systems.
2. Explain how the murnong can be harvested sustainably.
3. How are the harvesting practices different between European crops and the murnong?
4. Explain the advantages of retaining water in the environment for longer.

Presenting ideas

1. Using terms like 'erosion', 'water infiltration' and 'sustainable agriculture', describe how First Nations Peoples managed land and water.
2. Why is it important to learn about traditional Indigenous farming methods today? Give two reasons using information from the text.
3. Research images or descriptions of Victoria's landscape before and after British sheep farming. Explain how this information shows the impact of colonisation on Indigenous agriculture.
4. Using data, explain the relationship between river gums, earthen weirs, and water flow in helping maintain the environment.

Using the key

Explain how *environments* can be managed *sustainably*.

HOW TO
Presenting ideas, page xx, KGCs, page xx

How do I conduct a good inquiry?

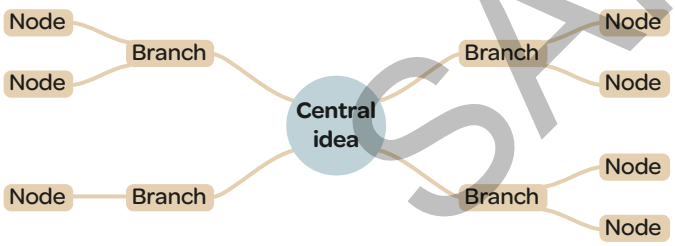
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to xxxxxxxx xxxxxx xxxxx.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Descriptive question: What human activities contribute most to climate change?
- Procedural question: How are greenhouse gas emissions measured and tracked over time?
- Comparative question: How do the causes and impacts of climate change differ between industrialised and low-income countries?
- Evaluative question: How effective are current international agreements in addressing human-induced climate change?

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

G2

Place studies of change and management

WILL FIJI DISAPPEAR AS SEA LEVELS RISE? xx

How do I understand change and management using place studies?

It is difficult to understand the impact of environmental change without investigating places. In Geography, we use case studies of particular places to deepen our knowledge. Environmental change is a result of seasonal and long-term climate activity, interactions with animal and plant species, and human activity. The impacts we have on a local scale can have global consequences.

Learning ladder

The Learning Ladder lists the knowledge and skills you will develop throughout the year, with five levels of increasing difficulty. By mastering foundational knowledge and skills at the lower levels, you will build a solid understanding that prepares you to tackle more advanced concepts and skills as you progress toward the top.

Steps in knowledge progression	Environmental change	Environmental management	Perspectives	Planning and collecting	Representing information
5	I can analyse relationships between human actions and natural processes.	I can evaluate the sustainability of management practices.	I can evaluate how perspectives influence environmental management.	I can use geospatial technology to record data.	I can follow ethical practices when working with data.
4	I can predict environmental impacts.	I can predict the impact of management practices.	I can analyse environmental worldviews.	I can gather primary data.	I can use geospatial technologies to create maps.
3	I can explain the impacts of environmental change.	I can compare management practices.	I can compare environmental perspectives.	I can gather information from secondary sources.	I can use geographical conventions to construct maps.
2	I can describe how humans affect the environment.	I can explain management practices.	I can explain environmental perspectives.	I can plan an inquiry.	I can represent data and information.
1	I can identify environmental change.	I can describe management practices.	I can identify environmental perspectives.	I can ask open-ended questions.	I can select data relevant to a question.
	Productive biomes			Geographical inquiry	

Source 1: Seasonal variation, long-term changes to climate and human activities all lead to environmental change.

Interpreting information	Making conclusions	Strategies	Presenting ideas	Steps in knowledge progression
I can use geographical concepts to structure data analysis.	I can evaluate ethical considerations.	I can consider perspectives to evaluate strategies.	I can analyse the implications of phenomena.	5
I can predict change to patterns.	I can assess the reliability of data.	I can design strategies.	I can explain interconnections with data.	4
I can explain distributions and patterns.	I can write evidence-based conclusions.	I can predict the impact of a strategy.	I can support explanations with data.	3
I can describe distributions and patterns.	I can describe the impact of geographical phenomena.	I can explain a strategy.	I can explain the relevance of information.	2
I can read graphs and maps.	I can answer geography questions.	I can describe a strategy.	I can describe phenomena using geographical terms.	1
	Concluding and decision-making		Communicating	

How is urbanisation in Lagos having environmental impacts?

Lagos is a low-lying, coastal state of Nigeria, Africa. While it only accounts for 0.4 per cent of Nigeria's total land area, it is one of the fastest growing places on Earth. In 1950, Lagos was home to just over 300 000 people, but in 2024 its population was over 16.5 million people. Rapid urbanisation of the region has put huge pressure on the environment.

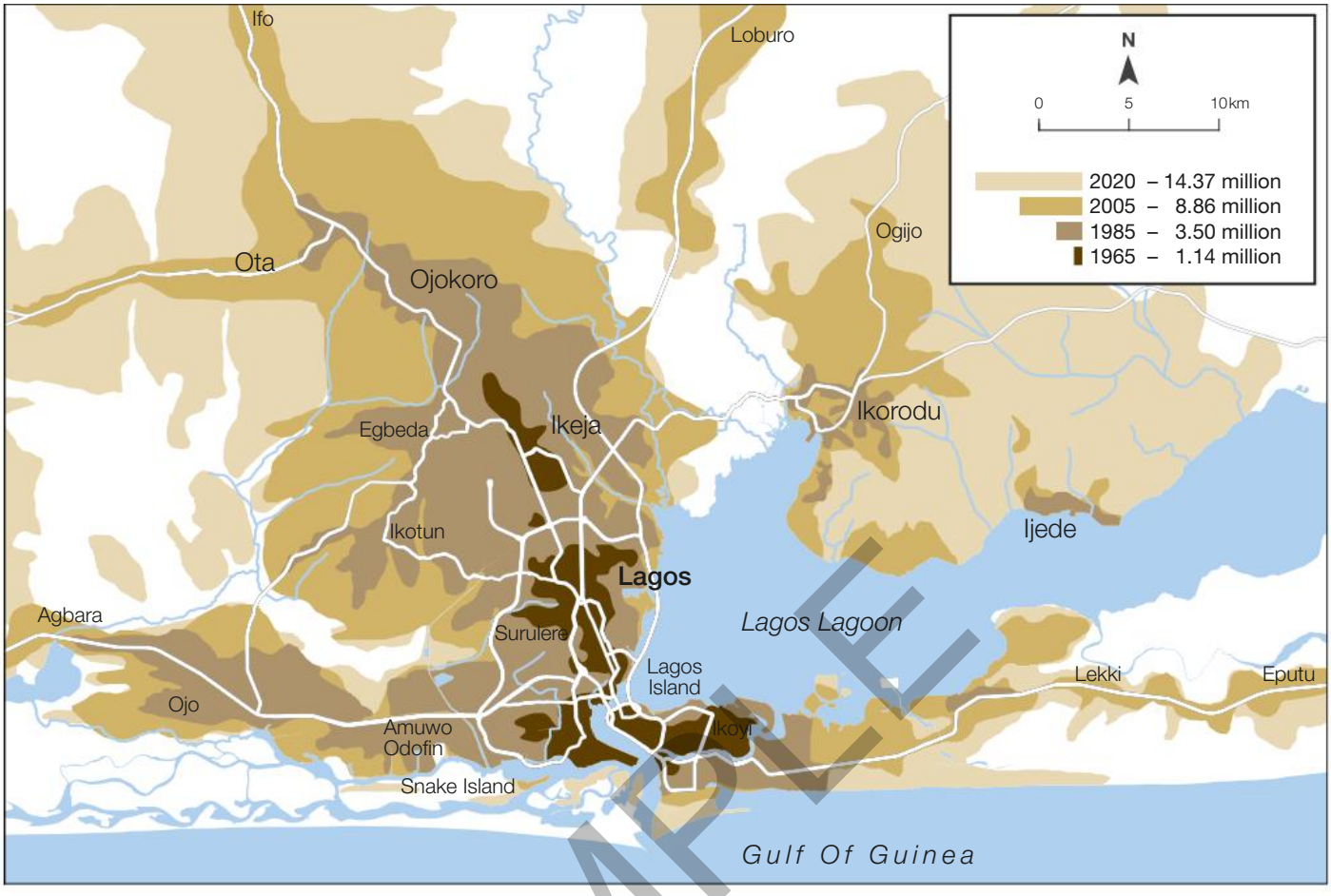
Lagos is characterised by its lagoons, swamps and floodplains. More than one-fifth of people living in Lagos are at risk of or are living in **poverty** and so are forced into high-density slums built on stilts to avoid flood waters. Currently, Lagos produces over 15 000 metric tonnes of waste per day. Mismanagement of waste means people in slums are exposed to diseases such as Lassa fever.

▼ **Source 1:** Lagos, Nigeria

Nigeria Source: Alamy.com

Source 2: A political map of Nigeria

Lagos growth from 1965 to 2020



▲ **Source 4:** Lagos growth map

The volume of waste has a major effect on the natural environment. Research shows that waste pollutants affect the ability for animals to grow and reproduce and humans may be at risk of consuming harmful chemicals by eating fish from local waters.

Rapid urbanisation puts pressure on environmental resources. It is estimated that Lagos requires over 2044 megalitres of water per day, but only 794 megalitres of clean water can be produced. Much of the water collected is from groundwater contaminated by industry and high-density living. Researchers predict that more than $2 billion would be needed to suitably upgrade water supply networks in Lagos to meet demand.

Lagos generates over 20 per cent of Nigeria's GDP and has one of the highest densities of industry in the country. But while transportation is important for trade, it is estimated that over 2.5 million cars travel around Lagos daily, with an average commute taking around 4 hours.

Source 3: Lagos produces more than 15 000 metric tonnes of waste per day, the most of any Nigerian city.

This means a large amount of pollution (atmospheric particulate matter (PM)) is released. The safe annual mean PM concentration level recommended by the World Health Organization (WHO) is 10 µg/m³; however, Lagos has recorded levels of over 68 µg/m³, almost seven times the safe amount. The economic cost of pollutant exposure is over US$300–600 million, or US$400–600 per resident. These pollutants have been also linked to more than 23 900 premature deaths in 2019. Predictions suggest that Nigeria will emit over 900 million tonnes of carbon per year by 2030 if it continues on its current **trajectory**.

Management of environmental change

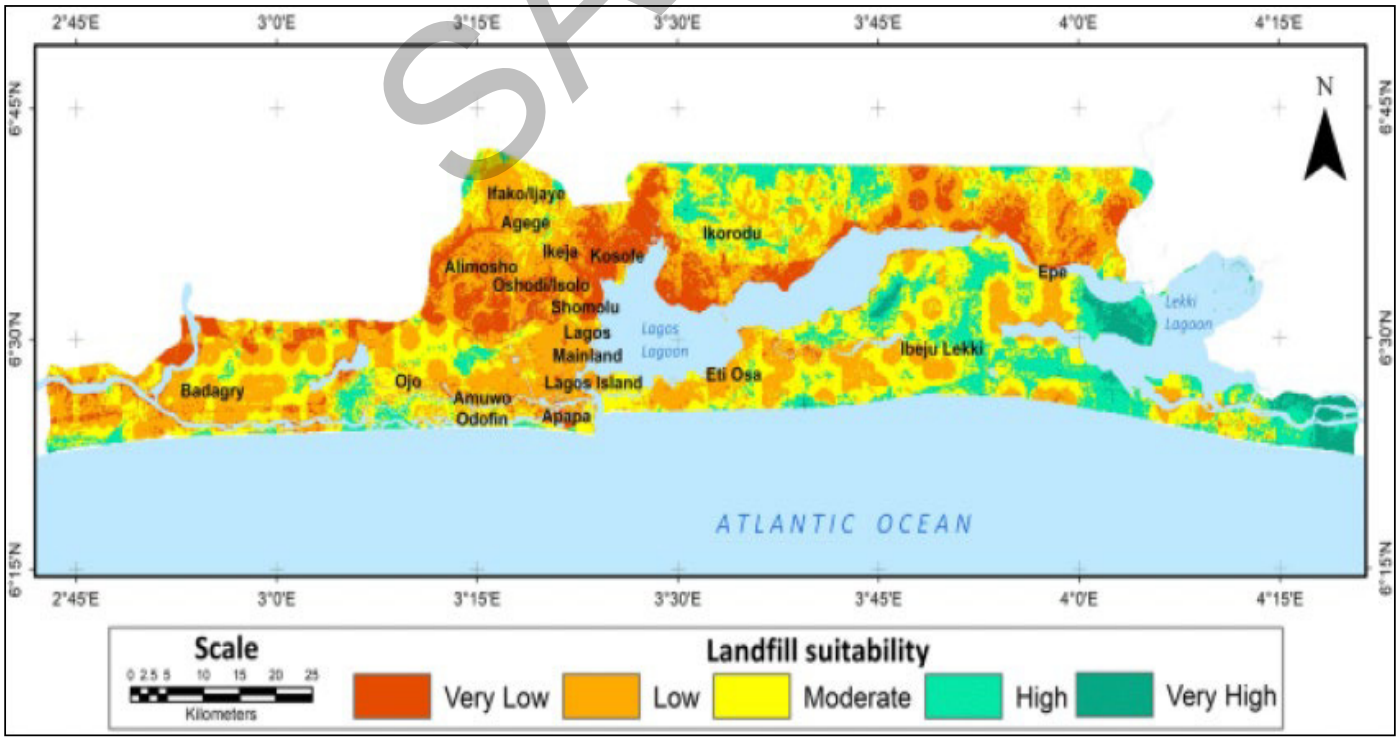
To help manage local air-quality issues and provide governments with data needed to create policy, the World Bank installed an Air Quality Monitoring Station in Ikorodu, a sub-urban area in the Lagos State.

Lagos is also trying to improve its transportation and waste management systems. The Lagos Rail Mass Transit (LRMT), launched in 2023, aims to reduce traffic and air pollution, enhancing mobility, while reducing reliance on cars. The Lagos State Waste Management Authority (LAWMA) has deployed street sweepers, introduced waste-collection trucks, and launched the Lagos Recycle initiative. Private company WeCyclers is promoting a circular economy by paying locals to collect and recycle waste, turning single-use plastics into a resource. However, waste management remains a challenge due to irregular waste collections, low public awareness of waste sorting (e.g. rubbish from recycling) and high costs of bins for residents.

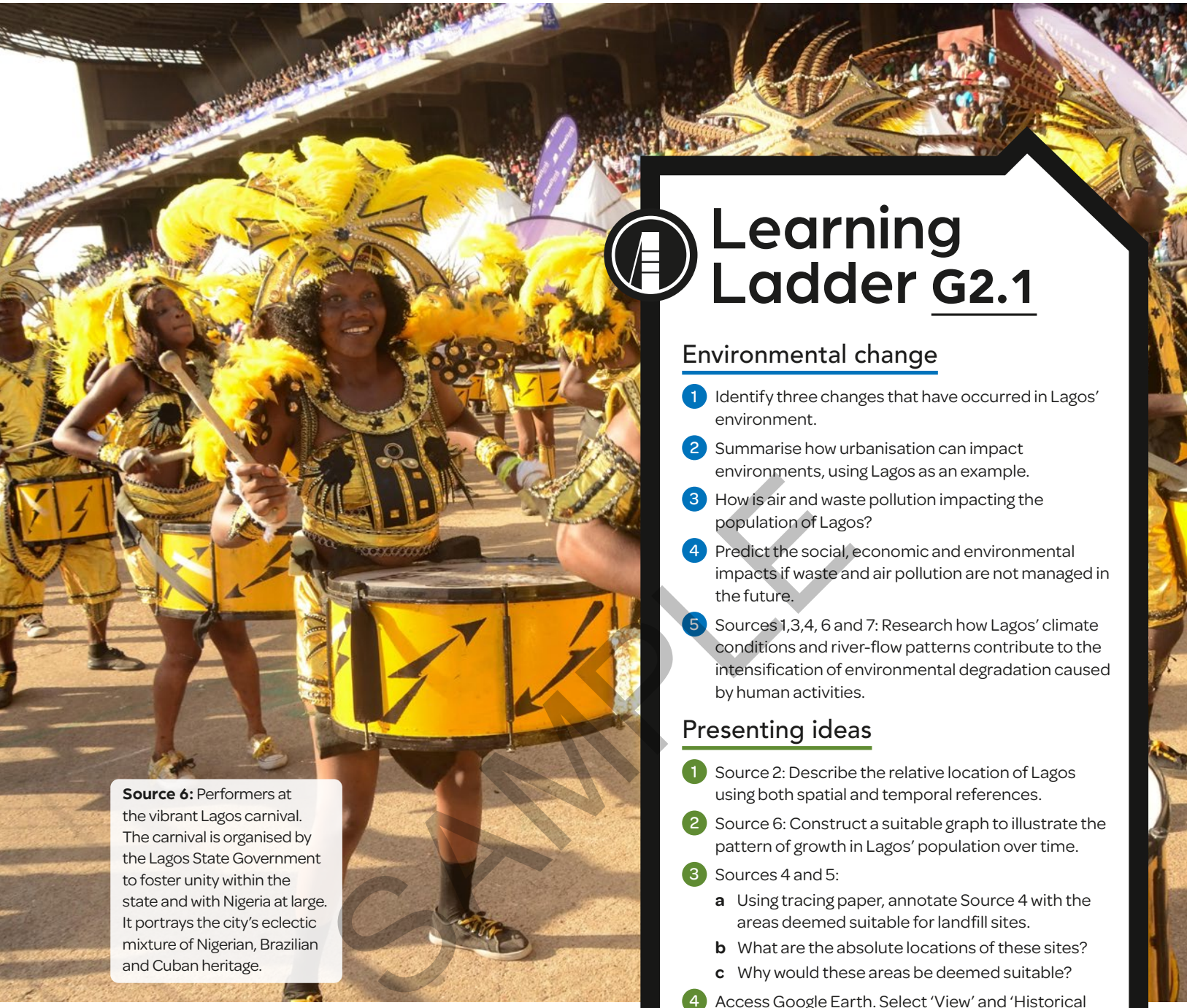
For improvements to be sustainable, recommendations include introducing segregated waste collection based on income, a 'pay-as-you-throw' system, upgrading dump sites to landfills, and better public education on waste sorting. If these measures can be implemented successfully in Ikorodu, the area could serve as a potential model for other Nigerian regions.

The World Bank reports, 'An integrated approach to pollution management, targeting global warming, air pollution, solid waste, and wastewater management is increasingly important in order to manage the interrelated and complex pollution issues and maximize the benefits of environmental regulation.'

Landfill suitability

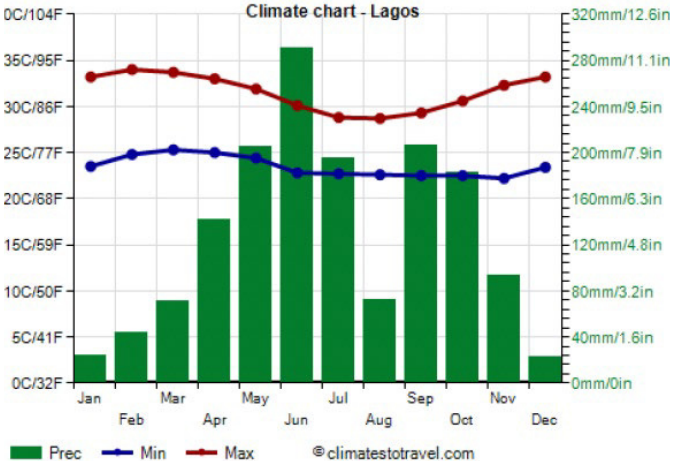


▲ **Source 5:** Assessed landfill site suitability based on proximity to roads, towns, waterways, elevation, geology, slope and soil type.



Source 6: Performers at the vibrant Lagos carnival. The carnival is organised by the Lagos State Government to foster unity within the state and with Nigeria at large. It portrays the city's eclectic mixture of Nigerian, Brazilian and Cuban heritage.

Climate graph for Lagos, Nigeria



▲ **Source 7:** Annual climate patterns in Lagos, Nigeria

Learning Ladder G2.1

Environmental change

1. Identify three changes that have occurred in Lagos' environment.
2. Summarise how urbanisation can impact environments, using Lagos as an example.
3. How is air and waste pollution impacting the population of Lagos?
4. Predict the social, economic and environmental impacts if waste and air pollution are not managed in the future.
5. Sources 1,3,4, 6 and 7: Research how Lagos' climate conditions and river-flow patterns contribute to the intensification of environmental degradation caused by human activities.

Presenting ideas

1. Source 2: Describe the relative location of Lagos using both spatial and temporal references.
2. Source 6: Construct a suitable graph to illustrate the pattern of growth in Lagos' population over time.
3. Sources 4 and 5:
   - **a** Using tracing paper, annotate Source 4 with the areas deemed suitable for landfill sites.
   - **b** What are the absolute locations of these sites?
   - **c** Why would these areas be deemed suitable?
4. Access Google Earth. Select 'View' and 'Historical Imagery'. Explore how Lagos has changed over time. Using the tools available, quantify one of the changes you observe.
5. Access Google Earth. Explore the various imagery used to depict Lagos.
   - **a** Why are people's faces burred in Google Earth images?
   - **b** Do a general image search on Lagos. Do you think the images selected for Google Earth accurately depict Lagos? Justify your response.

Using the key

Explain the *spatial association* between population growth and landfill location suitability.

HOW TO

Representing information, page xx,
KGCs, page xxx

G2.2

What are green deserts?

As the global demand for food increases, so does the demand for arable farmland and successful crop species. Rice, wheat and corn dominate the world's diet, providing around 60 per cent of the global food energy intake. As a result, there has been a rapid increase in monoculture farming.

Monoculture farming

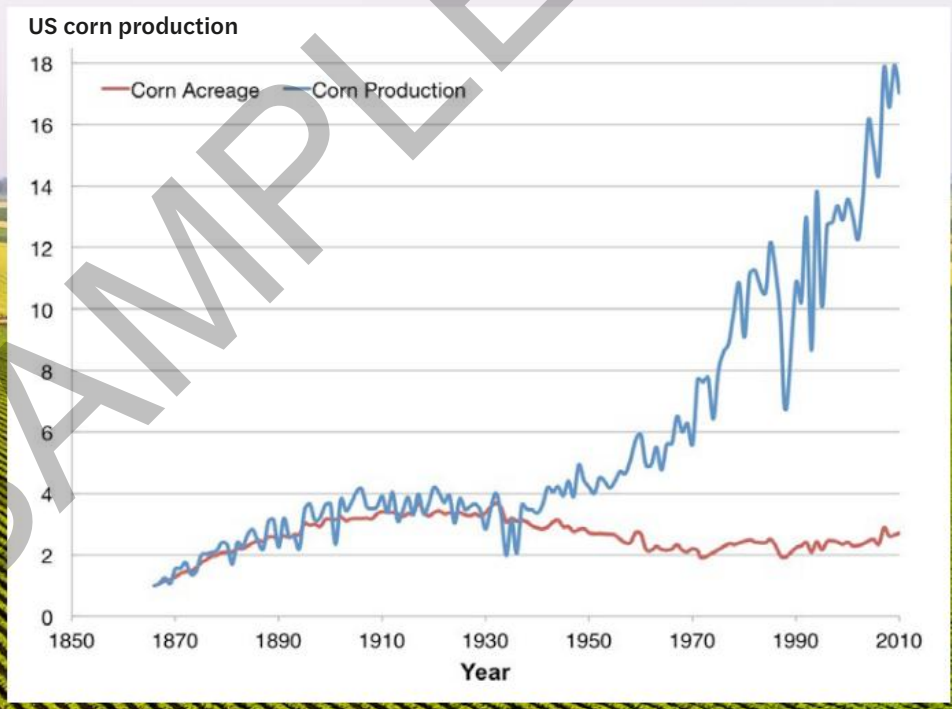
Monoculture farming involves the cultivation of a single crop in one place, and **monocropping** involves the planting of the same crop year after year. While monoculture and monocropping may offer short-term economic gains, the approach poses significant challenges to social, economic and environmental sustainability. By reducing biodiversity (variety of species within a space), monoculture farming weakens the resilience of ecosystems, making them more vulnerable to climate extremes, pest infestations and disease outbreaks. These large, single-crop fields are often referred to as **green deserts**, where, despite their visually lush

Source 1: Soybean monoculture crops in Serbia.

appearance, the lack of variety in plant life depletes soil nutrients over time. As a result, farmers are forced to rely heavily on chemical fertilisers and **pesticides**, which can degrade soil quality, pollute water sources and harm surrounding wildlife.

In Brazil, farmers who have been monocropping soybeans are encountering significant challenges as pests and diseases, such as the Asian rust fungus, develop resistance to chemicals. Since only soybeans are cultivated on these farms, the lack of **genetic diversity** (meaning all the plants are very similar, so if one gets sick, they all can) makes the crop highly susceptible to pest infestations. To combat this, farmers are forced to use increasingly stronger pesticides, which worsens soil degradation and accelerates pest resistance. Over time, these practices undermine the sustainability of monoculture farming, weakening soil health and reducing its ability to meet the growing global food demand.

Methods such as **agroforestry** – planting trees alongside crops – can improve soil quality, prevent erosion and support wildlife. Crop rotation or **polycropping** (having more than one species in a field) are also effective in maintaining soil health while reducing the need for chemical fertilisers and pesticides. Researchers and organisations are also increasingly relying on resources such as the **Agrobiodiversity Index**, which helps farmers and policymakers understand the importance of biodiversity across nutrition, agriculture and genetic resources. By measuring and promoting biodiversity in agriculture, we can create farming systems that are more sustainable and better for the environment.



Source 2: While crop demand and production are increasing, the land use is remaining largely the same.

Urban oases

Many green spaces in cities, such as parks and lawns, are also limited to a few species, reducing their capacity to cope with environmental changes or provide sufficient habitat for displaced species. These urban oases often resemble green deserts, and lack the biodiversity seen in natural forests or fields. As these green spaces have been found to have significant positive outcomes on people's mental and physical health, cities are beginning to take action to increase local biodiversity. In London, the Forest of Thanks, planted in 2019, uses the **Miyawaki method** to create Europe's largest native forest in Parsloes Park.

The Miyawaki method is a reforestation technique that involves planting native species densely, with the aim to create mult-layered, biodiverse forests that grow quickly and are self-sustaining. By planting 30–50 species per 1000 square metres, the method can restore small-scale ecosystems and improve local air quality. One of the main issues surrounding urban oases is the lack of management and follow up once funding for planting has finished. The Miyawaki method aims to reduce the need for ongoing maintenance by allowing the diverse species to naturally balance each other, with higher genetic variation making the forest more resilient to pests, diseases and environmental stress. In London, in 1 hectare, 30 000 trees were planted, creating a habitat for birds, insects and other wildlife.

Source 3: Consider how your own backyard could be more biodiverse and support a wider variety of animal and plant species. Making simple changes by including locally indigenous plants or changing invasive lawn species for native grasses can make a huge impact in your local environment.

Source 4: Eucalyptus plantations in Brazil's Cerrado be associated with intensifying drought and fire risks, with each tree consuming up to an estimated 60 litres of water per day.

Tree plantations

Tree plantations are often monocultures of fast-growing species like eucalyptus, acacia or pine. Unlike natural ecosystems, monoculture plantations lack structural variety and are dominated by one species. This results in lower quality habitats for birds, insects, mammals and reduced density of understorey plants<glossary term>. A global review found that plantations are generally less biodiverse than natural forests, even after 30 years of growth. This is especially true in tropical areas, where plantations are about 20 per cent less similar to natural forests compared to plantations in other regions.

Water use in plantations is another environmental concern. Eucalyptus plantations have been shown to consume significantly more water than native forests, leading to lowered water tables and drying out of wetlands. In regions with scarce rainfall, this creates conflict with agricultural and community water needs.

However, plantations do offer a range of benefits. By supplying renewable wood products, they can help reduce logging pressure on remaining natural forests. Well-managed plantations can also store carbon and offer jobs. New strategies aim to increase their ecological value, such as planting multiple tree species, preserving native vegetation corridors and integrating agroforestry practices.

Why is biodiversity important?

Biodiversity is the total of all living things on Earth that make up the biosphere, including plants, animals, fungi and small, often invisible, microorganisms that help support life. Scientists have identified about 1.75 million species on Earth. Each ecosystem supports a unique variety of plant and animal species. Ecosystems in warm tropical climates such as the Amazon Rainforest and the Great Barrier Reef have the most biodiversity. Genes contain the biological information that makes each species unique. Greater genetic diversity within a species enhances its ability to adapt to environmental changes and challenges. In ecosystems with a higher number of species, overall genetic diversity is also increased. This genetic variation is crucial for survival, as it means some individuals may be more resilient to extreme events or pest outbreaks, helping prevent the collapse of the entire population during such crises.

Learning Ladder G2.2

Environmental management

1. Describe the practice of monoculture farming and how it affects biodiversity over time.
2. How does the Miyawaki method work to restore biodiversity in urban forests, and what are its main goals?
3. How do the impacts of monoculture farming in agricultural settings compare to the biodiversity challenges in urban green spaces?
4. What might happen to crop yields if farmers continue to rely on monocropping in the face of increasing pest resistance?

Presenting ideas

1. Describe how biodiversity can be increased on a local scale.
2. Research the Agrobiodiversity Index. What is it and what are its main goals?
3. How would the implementation of the Miyawaki method in urban parks affect local air quality and biodiversity over time?
4. How could a strategy be designed to increase biodiversity in urban parks using the Miyawaki method while also ensuring low maintenance costs?
5. What are the contrasting perspectives on the use of pesticides in monocropping from both an economic and an ecological standpoint?

Using the key

In what ways does crop rotation or polycropping improve the *sustainability* of farming compared to continuous monoculture?

HOW TO Strategies, page xx, KGCs, page xxx

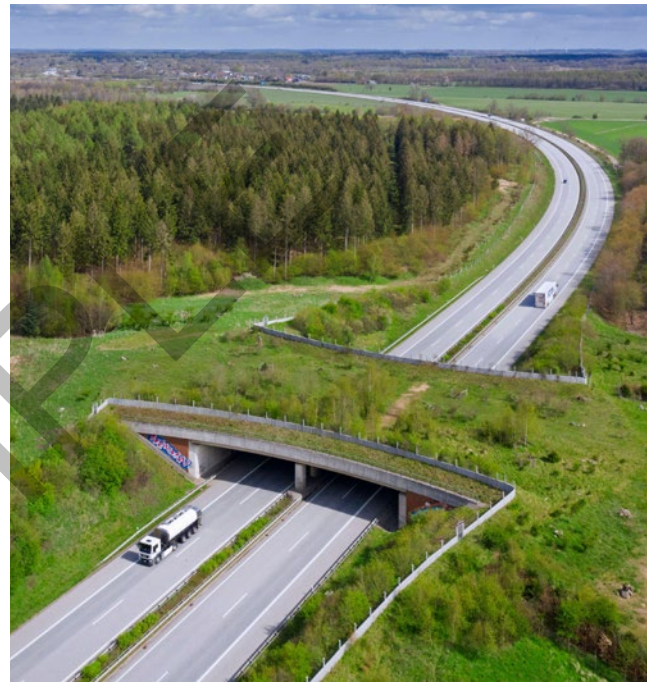
What is the impact of deforestation on wildlife?

It is estimated that one-third of the Earth's forests have disappeared in the last 10 000 years, and currently about 10 million hectares of forests are removed every year. The world has lost as much forest in the last 100 years as it did in the previous 9000, indicating that forest loss is increasing rapidly.

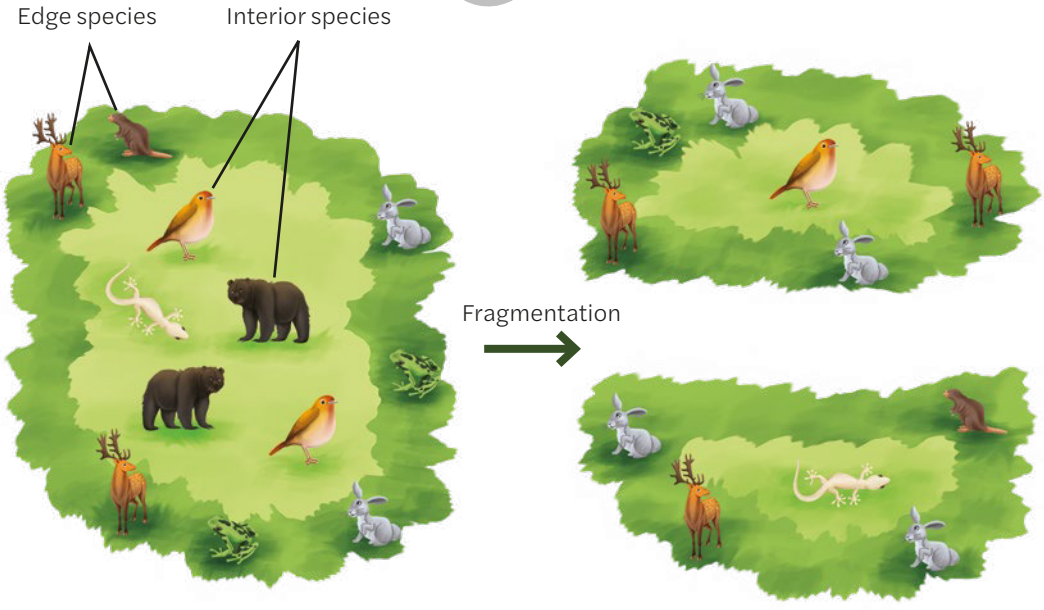
Deforestation is a permanent removal of forests for another land use, such as for commodity agriculture, mining and urbanisation. It causes habitat loss and fragmentation, the leading reason for declining biodiversity and increasing number of endangered species. Between 2007 and 2022, the number of animals under threat doubled as human land use altered their habitats.

Habitat fragmentation

Fragmentation due to land clearing creates smaller areas of disconnected habitat that exposes wildlife to threatening edge effects such as hunting, poaching, invasive species, fires and illegal clearing. While birds can fly between patches of habitat it is not easy for large land animals to follow natural migration routes due to barriers such as roads and railways, farms, homes and fencing. Larger animals often travel hundreds of kilometres in the wild in search of food and to find a mate. Less natural habitat forces wildlife to seek food from urban areas and farms and to make dangerous road crossings.



▲ **Source 1:** Wildlife bridge connecting fragmented habitat



Interior habitat and species decrease with fragmentation.

Edge habitat and species increase with fragmentation.

◀ **Source 2:** Fragmented habitats have fewer species in the core area away from the impacts of humans and more species exposed to edge effects such as direct sun, wind, rain, snow. Larger species are usually the first to 'disappear' because there is insufficient habitat to meet their needs.

Solutions to fragmentation in the past include wildlife corridors, tunnels and bridges to reconnect habitat, reduce the need for wildlife to seek food elsewhere, and prevent loss of life from collisions with vehicles. Reforestation to increase the size of forest habitat, creating protected areas and legislation to prevent further land clearing are also common strategies.

Forest elephants

Elephants, Earth's largest land mammals, occupy ecosystems across Africa and Asia where they follow natural migration routes in their search for food, water and mates. The 'home range' of an elephant herd in India, the country with the most Asian elephants, can vary from 250 to 3500 square kilometres. Across Asia it is estimated that 70 per cent of elephant habitat has been lost since 1700 due to landuse change, such as palm oil plantations and rice fields, leaving insufficient habitat to guarantee survival of the species. The African forest elephant is listed as critically endangered on the UN Red List having lost almost 90 per cent of their population in one generation compared to the more well-known, endangered savanna elephant.

Elephants provide important environmental services in forests, where they are often referred to as 'gardeners' because they distribute the seeds of plants, fertilise the forest with their dung, create new habitats as they tunnel through the trees and trample vegetation, and they store large amounts of carbon. To others however elephants are a threat to their livelihood or a source of income from ivory, with poaching made easier by habitat fragmentation.

Loss of Asian Elephant habitat, 1700–2015

Source 3: Change in the area suitable as elephant impact in Asian countries between 1700 and 2015.

Source: De Silva et al, *Multi-Century Loss of Elephant Ecosystems*, Nature, 2023

Source 4: Why did the elephant cross the road? Because we built one across the elephant's traditional migratory path, that's why. An Asian Elephant mother and calf crossing a road that fragments their habitat in Khao Yai National Park, Thailand.

Human–elephant conflict

The 500-kilometre journey of 17 elephants across China in 2020 drew a global audience and commentary from experts trying to explain the elephant behaviour. Many scientists believed the elephants were seeking new places to live because of human encroachment into their habitat in southern China. Others thought that the social behaviour of elephants was a key factor. The incident exemplified the issue of human wildlife contact as they smashed homes and raided crops and shops looking for food and water on their year long journey.

There were 1713 human and 373 elephant deaths in India between 2015 and 2018 due to human – elephant conflict and another 186 elephant deaths from collisions with trains. Elephants damage about 1 million hectares of agricultural crops worth millions of rupees each year. People in distress retaliate against elephants for the loss of lives, property and income traumatising often disorientated elephants by herding, trapping, and shooting.

Strategies for coexistence

Population growth across Africa and India has countries seeking strategies that focus on coexistence and reducing further loss of elephant populations. To be effective the welfare of elephants, the protection of forest habitats and the need for communities to safely earn livelihoods is essential. There are many strategies achieving coexistence with nature-based solutions a high priority.

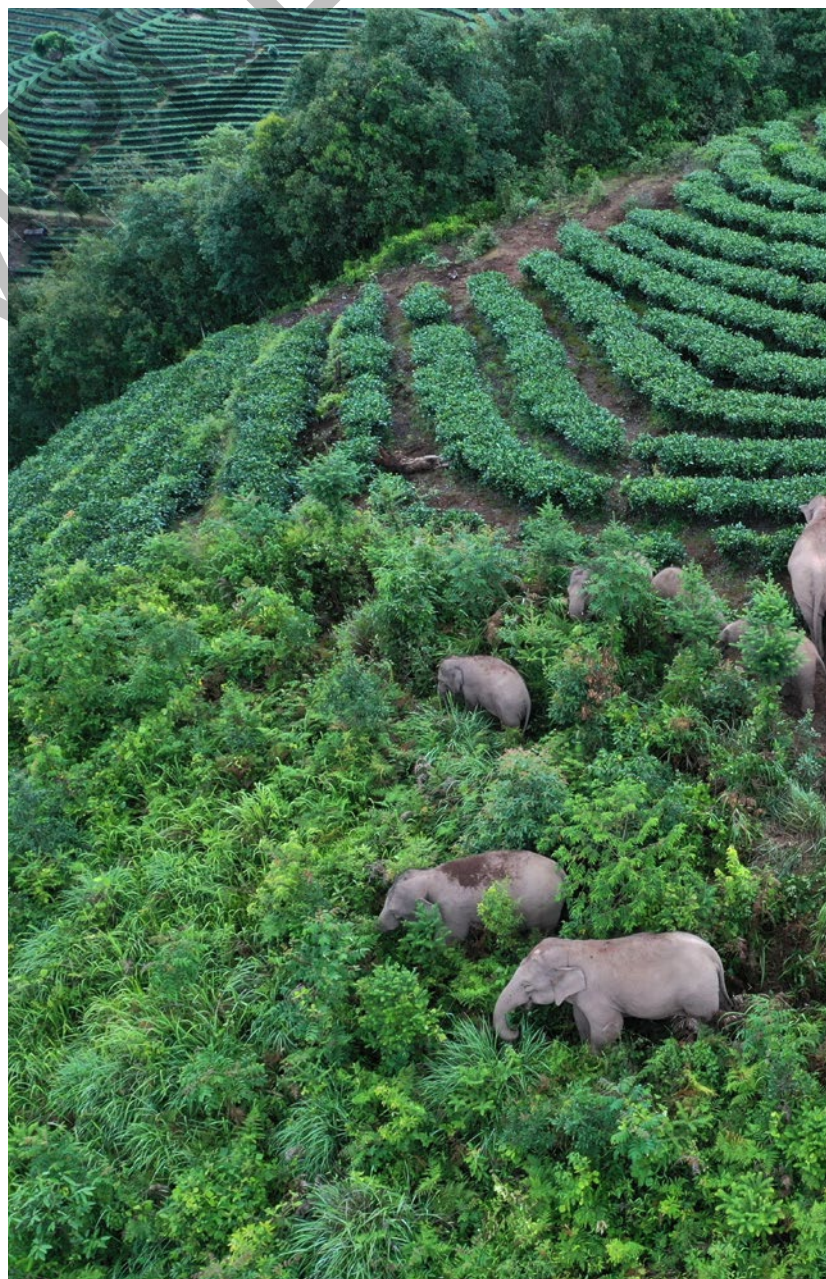
Deterrents: In Thailand lemongrass, kaffir lime and chilli, plants that elephants do not like to eat, are planted around traditional crops. Bee fences in Kenya and chilli ropes in India play a similar role. These bio-barriers have successfully deterred elephants, with an 80% success rate for the bee fences, provided communities with alternative income sources and improved human tolerance towards elephants. Bees also pollinated crops and improved yields.

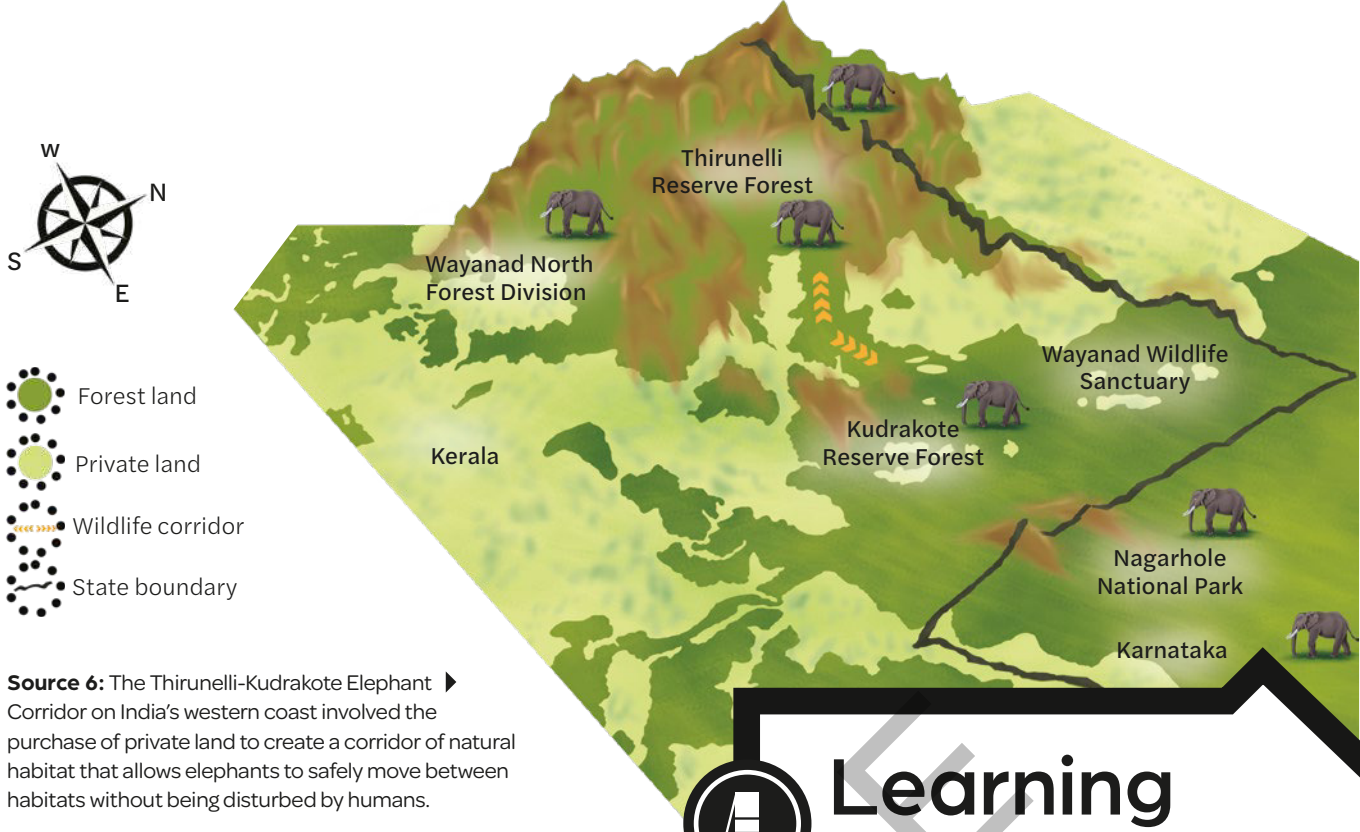
Source 5: Bee hives suspended from wires protect farms in Kenya. If an elephant walks into the wire, the hives shake causing the bees to swarm. The terrified elephant will leave the area.

Wildlife corridors and protected areas: The Wildlife Trust of India is restoring India's natural elephant corridors to ensure elephants rights to safe passage. The Thirunelli-Kudrakote Elephant Corridor involved the purchase of private land from 37 families in a village and their resettlement. The wildlife corridor provides safe connectivity between wildlife sanctuaries and reduces human-elephant conflict.

Eco tourism: Developing eco-tourism ventures in protected areas as alternative or additional sources of employment and income can benefit both the communities and elephants.

Technology: Flashing LED lights and electric fences have had some success in stopping elephant movement. Early warning systems, including SMS elephants alerts, public transport announcements, and mobile-operated red beacons, are used to alert communities that elephants are nearby.





Source 6: The Thirunelli-Kudrakote Elephant Corridor on India's western coast involved the purchase of private land to create a corridor of natural habitat that allows elephants to safely move between habitats without being disturbed by humans.

Source 7: An aerial view of a herd of wild Asian elephants strolling through a tea plantation in Yunnan Province in south-western China in 2021.

Learning Ladder G2.3

Perspectives

1. Identify two human perspectives on the value of elephants.
2. Source 4: Describe the competing land uses shown.
3. Compare the views of conservationists and farmers in strategies for co-existence.
4. Source 6: The first Wildlife Trust of India elephant corridor project was labelled a win–win. Analyse what this means.
5. Source 5: Assess the effectiveness of nature-based solutions in addressing human–elephant conflict. How do people's perceptions influence the effectiveness or sustainability of this solution?

Presenting ideas

1. Source 4: Why did the elephant cross the road?
2. Source 2: Why is a large area of habitat better than several fragmented sections?
3. Source 1: Using data or examples, explain the purpose of a wildlife bridge.
4. Source 7: What elephant–human conflict is shown here? Why is it an increasingly serious issue?

Using the key

Source 6: What are the implications for the elephants following the creation of the wildlife corridor? Sketch a location for a further wildlife corridor in this *region* and justify your selection.

HOW TO

Presenting ideas, page xx, KGCs, page xxx

How do invasive species degrade the land?

Invasive species are non-native species that disturb the ecosystems in which they are introduced. Invasive plants, animals and bacteria can harm native plants and animals, the quality of soil and water in an environment and agricultural productivity.

Ecological imbalance

Invasive species compete with native species for essential resources; such as water, food and nutrients and habitats. If the invasive species reproduce at a fast rate or do not have any natural predators in the environment, they can dominate local habitats and reduce food availability for native species.

This is seen with invasive weeds like blackberry plants that grow quickly and create a dense canopy that shades other plants, preventing them from growing. Invasive weeds also disrupt pollination processes, by attracting pollinators away from their flowers. This disrupts native seed dispersal processes, impacting the ability for native plants to distribute in an area.

With increased competition for shelter, invasive species often displace native fauna and leave them more vulnerable to predators. Food chains become disrupted as native populations of flora and fauna decline. This leads to a decrease in biodiversity, which makes ecosystems less productive and more vulnerable to threats.

Source 1: The Indian myna is an introduced species from Asia. This very aggressive bird pushes native birds like parrots and kookaburras from their nests and destroys their eggs. Indian mynas take over the roosting areas of native birds and scare away any birds entering their territory. The bullying tactics of Indian mynas exclude most bird species from territories they occupy.

Foxes in Australia

Introduced to Australia in 1855 for hunting purposes, the European red fox rapidly spread throughout southern Australia to become one of the most damaging invasive species. With few predators other than eagles in Australia, foxes have become **apex predators**, preying on ground-nesting birds, small mammals such as the greater bilby and numbat, and reptiles. Foxes also prey on newborn lambs, kid goats and poultry The fox has played a major role in the decline of ground-nesting birds, small to medium sized mammals such as the greater bilby, and reptiles. Foxes also cause economic losses to farmers by preying on newborn lambs, poultry and other livestock.

Source 2: The spread of foxes in Australia has had a dramatic impact on native fauna.

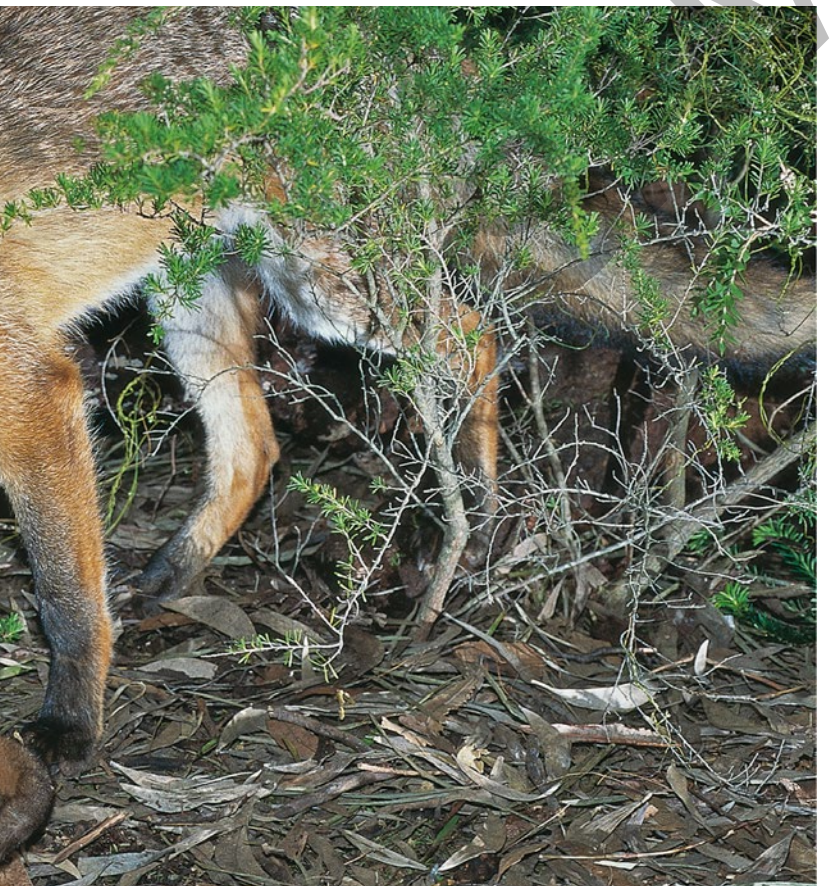
Impact on the environment

Invasive species also impact on the quality of the environments they invade. Through trampling, grazing and burrowing, invasive species destroy vegetation and degrade and erode the soil. Wild horses in New South Wales' Kosciuszko National Park are responsible for excessively grazing on vegetation, trampling grasslands and creating paths in their runs. This leads to increased runoff of topsoils into local waterways, resulting in lower quality turbid water sources. The introduction of feral pigs in north-eastern Queensland lead to decline of native bird and reptile populations, and impacted impact, sugarcane, fruit, grain and vegetable crops. Feral pigs consume, uproot and trample vegetation, wallow in mud and foul dams and waterholes.

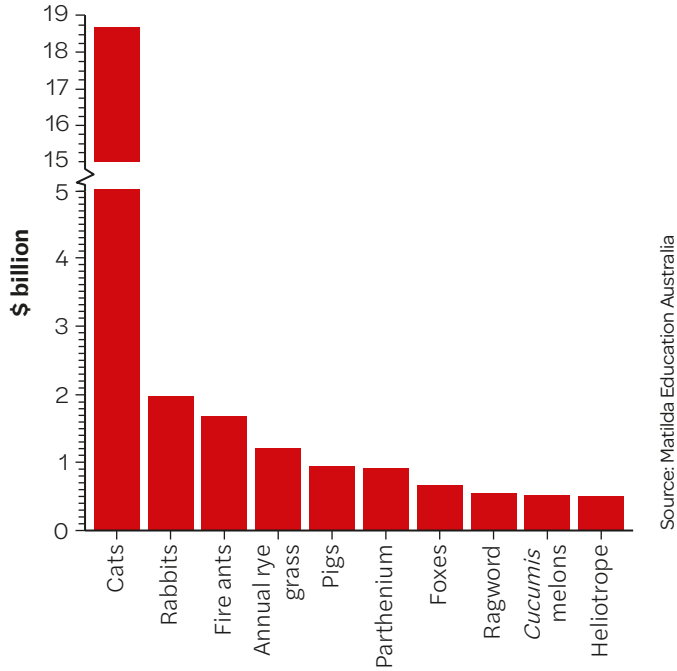
Source 3: Management of invasive species tends to be focused on eradication or control.

STAGES OF INVASION PROCESS	INTRODUCTION	ESTABLISHMENT	INVASION - PROLIFERATION	INVASION - IMPACT
	Deliberate or accidental release into the natural environment.	Naturalised, but with limited spread.	Increasing abundance and dispersal.	Threatening conservation values.
MANAGEMENT OPTIONS	Prevent introduction/ escape, eradicate if escaped.	Eradicate if feasible, otherwise control and contain; prevent further introductions.	Eradicate if feasible, otherwise control and contain.	Eradicate if feasible, otherwise control to protect biodiversity.
INTERVENTION EFFECTIVENESS & COST-EFFECTIVENESS	EFFECTIVENESS ↑			COST ↑

Abundance ↑



The cost of invasive species in Australia



Source: Matilda Education Australia

Source 4: The cost of invasive species to Australia totals to more than $390 billion in the past 60 years. This cost is seen in the loss of crops, livestock and in attempts to manage invasive plants and animals. Feral cats are the most costly individual species, with control measures costing over $18 billion.

How do rabbits cause erosion?

When European rabbits were introduced to Australia in the 1800s, the lack of natural predators, abundant food resources and favourable climatic conditions led to them reproducing at a rapid rate. Australia now has an estimated 200 million invasive rabbits. Rabbits cause significant damage to Australian environments. Their overgrazing of Australian vegetation and native plants has decreased plant diversity, reduced habitats for native animals and removed protective vegetation that stabilises soils. They also trample vegetation and dig burrows and warrens, which are a network of underground tunnels, that further weaken soils.

Tunnel erosion occurs when surface water runoff flows through the burrows and warrens, enlarging the tunnel until the roof collapses, resulting in potholes and gullies on the surface of the land. The erosion of soils reduces soil fertility as topsoil is degraded and lost, making it less productive for agriculture or for new vegetation to grow.

The impact of rabbit erosion

The erosion caused by rabbits currently affects approximately 322 endangered plant and animal species. Through overgrazing native vegetation, they have reduced the diversity of plant species and promoted the spread of weeds. This also reduces food sources for native herbivore species, impacting their populations. As rabbits graze plants down to ground level, they limit seed establishment, and prevent new growth. It takes less than one rabbit per hectare to prevent the successful regeneration of native shrubs.

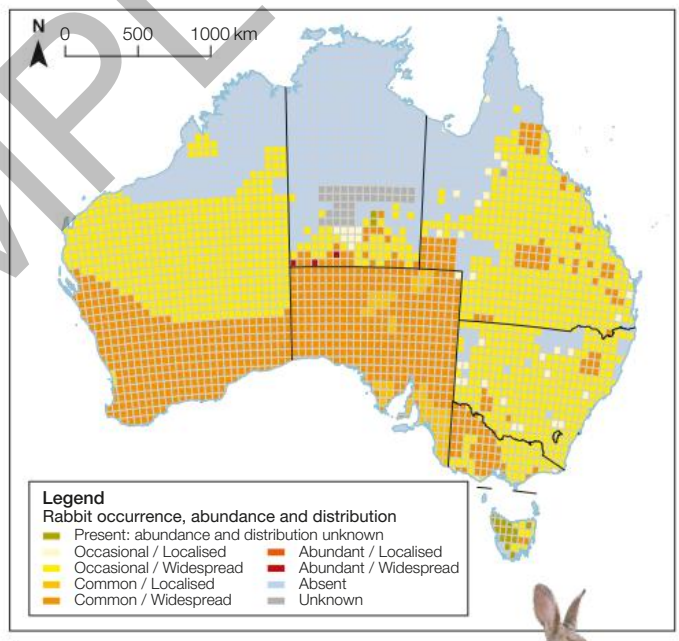
The agricultural industry is also impacted by approximately $200 million a year, as rabbits consume about $80 million of crops and reduce the feed for livestock; with research showing that sheep who roam in rabbit dense paddocks produce 21 per cent less wool a year. In addition to this, the government spend approximately $20 million a year in management strategies to reduce rabbit populations, including building rabbit proof fences and introducing diseases to rabbits populations.

Some researchers argue that rabbits have provided some benefits to Australian environments. Their warrens and burrows have provided refuge for native species, such as echidnas, and they also transport native plant seeds in their faeces. However, their contribution to increased erosion in Australian environments has many ecological and economic impacts.

Management of invasive species

Managing invasive species requires prevention, early **eradication** and ongoing control. The most cost-effective approach is to prevent the introduction and spread of invasive species before the populations **naturalise** or become established. Early eradication programs aim to completely remove the invasive species and are most successful when focused on invaders with significant environmental or economic impacts, such as foxes in Tasmania. Early intervention offers a high benefit-to-cost ratio.

Distribution of rabbits



Source: Matilda Education Australia

▲ **Source 7:** The occurrence, abundance and distribution of rabbits in Australia.

Source 5: Cross-section of a rabbit warren. ▶ Rabbit burrows and warrens lead to tunnel erosion.

	Plants	Vertebrates (not fish)	Fish (freshwater)	Invertebrates (terrestrial & freshwater)	Marine organisms	Micro-organisms & fungi
Introduced: exotic species	>30 000	~650 (including in captivity)	~1200	Thousands	Thousands	Thousands
Introduced: native species	>12 000	Unknown	>50	Unknown	Unknown	Unknown
Major pathways of introduction	Mostly deliberate: horticulture & agriculture	Mostly deliberate: agriculture, hunting, pets, acclimatisation	Mostly deliberate: aquarium trade, fishing, ballast	Mostly accidental: with traded products, on wind, water & other organisms	Mostly accidental: hull fouling, ballast water, aquaculture	Mostly accidental: with traded products or with introduced organisms
Naturalised	>3000	~60	34	Thousands	130–>300	Unknown
Invasive with environmental impacts	>,000	~30	~10	Unknown	Unknown	Unknown
Costs (mostly agricultural)	>$4 billion	>$1 billion	Unknown	Unknown	Unknown	Unknown

▲ **Source 6:** Numbers, pathways and costs of Invasive species in Australia. Some introductions are deliberate, like releasing fish for fishing or dumping aquarium species. Others happen by accident, such as when plants or animals hitch a ride on traded goods, in ship ballast water or on ship hulls. Wind, water and other animals can also accidentally carry species to new places. Understanding these pathways helps to prevent future invasions.

Once species become well-established, targeted control is used. National strategies, such as the Australian Weeds Strategy 2017–2027 and the Australian Pest Animal Strategy 2017–2027, provide frameworks to manage invasive species. These strategies prioritise high-risk species, promote cost-sharing among governments, and aim to balance environmental protection with agricultural sustainability.

For well-established invasive species, ongoing control efforts focus on reducing their spread and minimising ecological harm. This may involve physical removal or chemical treatments. As we face significant climate change, management strategies need to be adaptable to account for changing species' behaviour and habitats.

Learning Ladder G2.4

Environmental change

1. Using examples, outline what invasive species are.
2. Source 4: Describe the economic impact of invasive species in Australia.
3. Explain the effects of invasive weeds on native vegetation.
4. Predict the consequences of invasive species on food chains.
5. Source 7: Undertake research and evaluate the increased vulnerability of one local ecosystem due to invasive rabbit species. How do rabbits alter natural processes?

Making conclusions

1. Identify an environment that has been impacted by invasive species.
2. Describe the environmental impact of foxes in Australia.
3. Source 1, 2 5: Using an example, explain how invasive species impact on predation and competition in environments.
4. Source 3: How reliable is data on the economic impact of invasive species? How would this data be calculated?
5. Sources 3 and 6: Eradication is often the best early intervention strategy for managing invasive species. However, eradication often involves fencing, trapping, poisoning and shooting.
   - **a** How might people's perspectives impact this strategy?
   - **b** What ethical considerations need to be made when eradicating a species?
   - **c** If you were to undertake an inquiry on this strategy, how might your own perspectives influence your research?

Using the key

Source 7: Describe the widespread *distribution* of rabbits in Australia.

Making conclusions, page xx, KGCs, page xxx

HOW TO

What is the importance of the Belo Monte Hydroelectric Dam?

Brazil has long been considered a sleeping economic giant – a populous country with vast natural resources. In recent decades, increasing rural–urban migration has placed pressure on Brazilian cities, causing rising demand for energy to promote economic growth. The development of the Belo Monte Hydroelectric Dam has the ability to solve this issue, but is the environmental cost worth it?

Located in the northern Brazilian state of Pará, in the Amazon Basin, the Belo Monte Hydroelectric Dam was a polarising project. On the one hand, it offered significant potential for economic growth and could supply power to up to 23 million homes; on the other hand, it was a potentially devastating threat to biodiversity and Indigenous lands.

Completed in November 2019, the dam can produce up to 11 200 megawatts of power, but it has generated significant controversy since it was first proposed in the 1970s. At the 1989 Altamira Gathering, a First Nations Kayapó woman, Tuíra, famously threatened the chief engineer with a machete, an image that inspired global outrage at the dam's construction. Opposition to the project grew, forcing the World Bank to cancel a proposed $500 million loan to Brazil. Nevertheless, in time the project again gathered momentum and, despite continued public opposition and legal challenges, was successful.

‘We do not need electricity. Electricity is not going to give us our food. We need our rivers to flow freely: our future depends on it. We need our jungles for hunting and gathering. We do not need your dam.’

▲ **Source 1:** In Kayapó, her native tongue, Tuíra delivered a message for the chief engineer.

Source 2: Indigenous peoples across Brazil widely protested the construction of the dam. ▼

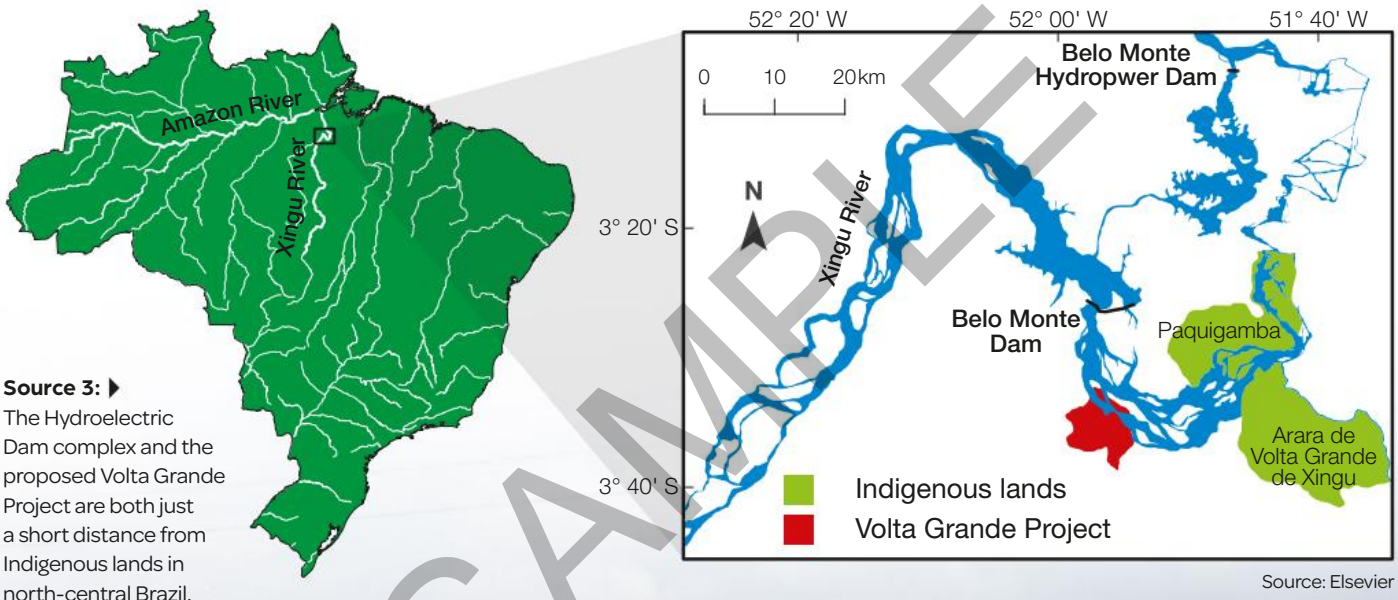
Impacts of the dam

- At least 400 km^2 of the Amazon Rainforest flooded by the dam.
- Disruption to traditional water flows, frequencies and volume, as well as to tributaries up to 130 kilometres downstream.
- Loss of habitats and biodiversity; the region contains more than 600 endemic species of fish and other rare flora and fauna, such as the Xingu Poison Dart Frog (*Allobates crombiei*).
- Significant amounts of greenhouse gases emitted, as foliage decays and releases methane.
- More than 20 000 people displaced, especially traditional owners.
- Population growth significant during construction; from 2011–2014, the population of the Altamira region doubled from 75 000 to 150 000.
- Creation of almost 20 000 direct jobs and 25 000 indirect jobs.
- A rise in social issues in the Altamira region, which now has the highest homicide rate in Brazil.
- Over the next 50 years alone, energy produced by the dam will be the equivalent of more than 1.1 billion barrels of oil.

Canadian mining company Belo Sun also plans to open the Volta Grande Project, Brazil's largest gold mine; this will create thousands of jobs in one of the poorest regions of the country. Forecast to produce around $200 million worth of gold over two decades, the project has met with firm opposition from Indigenous groups and environmentalists, who are concerned about the impact of the mining on the traditional lands of the Juruna and Arara peoples. There is also concern about the use of dangerous chemicals, such as cyanide, and the proper disposal of **tailings** and other waste. In many parts of the world, such as in Papua New Guinea, the leaching of these materials into the local ecosystems has caused significant environmental damage. Such damage has raised significant concerns about the long-term sustainability of the dam and its ongoing management, as decision-making consistently favours economic outcomes rather than people and the environment.

Opposition continues to grow from groups like the Guardians of the Xingu, who met in 2024 to highlight the negative effects of the dam on the local people and to investigate the ongoing lack of transparency in key decision-making at a political level.

In 2024, the Federal Court of Brazil ruled in favour of the Traditional Owners, voiding Belo Sun's contract, but ongoing disputes ensure that uncertainty remains.



Source: Elsevier

Source 3: The Hydroelectric Dam complex and the proposed Volta Grande Project are both just a short distance from Indigenous lands in north-central Brazil.

Source 4: The Monte Belo Hydroelectric Dam took decades to gain final approval and years to build.

Source 5: Raoni Metuktire is a leader of Kayapó people of the Amazon Basin and has been an ardent campaigner against the construction of the Belo Monte dam.

Learning Ladder G2.5

Environmental management

1. Who opposed the construction of the Belo Monte Dam?
2. Sources 1 and 2: Explain why indigenous Brazilians are protesting the dam.
3. Compare the management of the Belo Monte Dam with the Volta Grande Project. What similarities do they share?
4. Predict the likely impacts if the Volta Grande Project does go ahead.
5. Consider the impacts of the Belo Monte Dam. Using the criterion of sustainability, which are the most important impacts in the long term?

HOW TO Strategy, page xx, KGCs, page xxx

Strategy

1. Describe why the Belo Monte Dam was built.
2. Explain the positive impacts the Belo Monte Dam and the Volta Grande Project bring.
3. Using interconnection, describe how these projects might contribute to positive economic, social and political change.
4. With a partner, design a series of strategies to minimise the negative impacts of these projects.
5. Compare the perspectives of Traditional Owners, low-income locals, environmentalists and local business owners and evaluate the impacts of these projects.

Using the key

Explain why the Monte Belo Dam is an example of the challenge in managing the social, cultural, *environmental* and economical *sustainability* of a region.

How does human management impact aquatic environments?

The impacts of human activities on natural landscapes are profound and act as agents of significant change. Historically, environmental management has often been poorly understood and short-term economic gains have taken priority, particularly in the contexts of growing populations and economic development. The consequences of mismanagement can have devastating environmental and social impacts on aquatic environments, including rivers, coasts and lakes. Both the Aral Sea of Central Asia and Australia's Murray-Darling Basin serve as stark examples of the impacts of ineffective engineering solutions, rather than environmental approaches. The Pacific Garbage Patch is a further example of how aquatic environments are changing due to human activity.

The Aral Sea

Across the borders of Kazakhstan and Uzbekistan, the Aral Sea was once the fourth-largest lake in the world at 68 000 km^2. Fed by the inflows of two of the largest rivers in Central Asia, the Syr Darya and Amu Darya, it was a valuable source of fresh water, fishing and transport in a relatively arid region.

Source 1: ▶ An abandoned ship in the Aral Sea.

During Soviet times, the government began to divert water away from the rivers to feed irrigation projects, primarily to produce cotton in the fertile Ferghana Valley. This formed part of a broader campaign to transform the geography of the nation (Source 3). Poor irrigation infrastructure meant that, in some cases, up to 70 per cent of the diverted water was lost through evaporation, infiltration and leakage.

Reduced flow into the Aral Sea has had a devastating effect. By 1997, the lake covered just 10 per cent of its original size. The smaller concentration has led to alarmingly high levels of salinity, with the water now 10 times saltier than sea water. Biodiversity has been diminished as migratory birds no longer return and local species dwindle. Pesticides, chemicals and salt that remain in the dried-out areas are now carried by wind beyond the immediate area and into the broader region, causing increases in cancers, tuberculosis, anaemia and other illnesses, along with a rise in infant and maternal mortality rates, particularly among the Karakalpak people of northern Uzbekistan. Toxins from the pesticides have been found in the breast milk and blood of mothers. Birth abnormalities in the region are five times higher than average.

The Aral Sea showing original distribution and current-day extent.

▲ **Source 2:** The North Aral Sea and South Aral Sea are all that remain of the original Aral Sea itself.

Source: shutterstock.com

Limited evaporation has also affected the water cycle in the area, triggering droughts, which only further exacerbates issues with dust storms and wind erosion. The fishing industry, which once supplied one-sixth of the Soviet Union's total fish catch, is now abandoned and unemployment and economic hardship are widespread; the fishing towns that dotted the historical shoreline in Uzbekistan are now more than 150 kms away from the water.

◀ **Source 3:** A 1949 Soviet poster for the Great Plan for the Transformation of Nature campaign. The text on the poster means, 'And defeat drought!'.

The Murray–Darling Basin

The Murray–Darling Basin is a water catchment area in south-east Australia, encompassing both the Murray and Darling rivers and their tributaries. The area is home to more than 2.2 million people, 9200 irrigated agriculture businesses and dozens of endemic species of flora and fauna. On average, 24 000 gigalitres of water flows through the basin per year, although generally less than half this amount – and considerably less during dry periods – reaches the sea at South Australia. This makes the basin one of the world's lowest in terms of volume flow.

The semi-arid conditions of much of the region, combined with variability of climate, play a significant role in this lack of volume, as evaporation levels are high and limited rainfall keeps the flow quite slow for most of the year. The basin itself also contains more than 30 000 wetlands, including many of international significance, which rely on the ebb and flow of the river for their ongoing health. For tens of thousands of years, the Aboriginal Peoples of the region have lived in harmony with the land, adapting to its natural rhythms and variations.

The arrival of Europeans into the region in the 19th century had a dramatic effect on the basin. Using agricultural techniques suited to temperate lands, British farmers set about diverting water for irrigation projects and introduced foreign species of flora and fauna. As the population grew, the pressure on the delicate ecosystem increased and natural variability of precipitation pushed water supplies to the brink. At the other extreme, flooding caused significant challenges, so authorities set about establishing locks, dams, coastal barrages and weirs as mechanisms to control the flow of water. These changes have had a tremendous effect on the system, as 11 500 gigalitres of water is diverted away from the basin for agriculture, industry and domestic use.

The Murray–Darling Basin

Source 4: The Murray–Darling Basin extends from Queensland in the north, via NSW and Victoria to South Australia.

Source: Murray–Darling Basin Authority

Source 5: The percentage of Australia's crops and dairy produced in the basin.

Crop	Percentage
Irrigated produce (e.g. nuts, canola)	50%
Rice	100%
Cotton	96%
Grapes	74%
Fruit	46%
Dairy	30%

Source 6: Low water levels in the Murray River.

▲ **Source 6:** Plastic waste finds its way into our oceans, where currents carry it away.

The construction of the Snowy River Hydroelectric Project, completed in 1974, which diverted water from outside the basin into it via an elaborate system of tunnels and turbines has ensured an extra 2500 gigalitres of water have been added into the system. This has provided both precious natural flow and water for irrigation, supporting the billions of dollars of direct and indirect economic benefits it provides.

The health of the Murray–Darling Basin is in the best interest of all Australians, but the finite water resources are increasingly under pressure from the competing needs of users and the environment. Careful environmental management is crucial for the future health of the system, particularly as the impacts of global warming continue to add uncertainty to the region.

Pacific Garbage Patch

Beyond rivers and inland seas, human activity has also had a drastic impact on aquatic environments further afield. The Pacific Garbage Patch is a vast area in the North Pacific Ocean, mainly located between Hawaii and California, where plastic debris accumulates due to ocean currents. It is part of the North Pacific Gyre and spans an estimated 1.6 million to 4.15 million square kilometres – larger than the size of Western Australia. The patch contains millions of tons of plastic waste, from large items like fishing nets to microplastics (Source 4). About 8 million metric tons of plastic enter the ocean annually. Efforts like the Ocean Cleanup Project aim to address this, but reducing plastic use and improving waste management are essential for long-term solutions.

Learning Ladder G2.6

Environmental change

1. How did the Aral Sea change?
2. Describe how garbage patches form in oceans.
3. Explain the impacts of environmental change on the Murray–Darling Basin.
4. Based on the past century, what does the future likely hold for the Aral Sea and the Murray–Darling Basin?
5. To what extent do human activities impact aquatic environments? Discuss, using examples.

Making conclusions

1. Identify a negative impact of human activity on the Murray–Darling Basin.
2. How has population growth contributed to changes to our aquatic environments?
3. Prepare a letter to the editor outlining three reasons why the Aral Sea needs to be saved.
4. Assess the reliability of data available on the Pacific Garbage Patch. How can we accurately measure it?
5. Evaluate how human activity might be adapted to support the sustainability of aquatic environments.

Using the key

Source 7: Describe the *process* of how a huge garbage patch could form in the Pacific Ocean.

HOW TO

Making conclusions, page xx, KGCs, page xxx

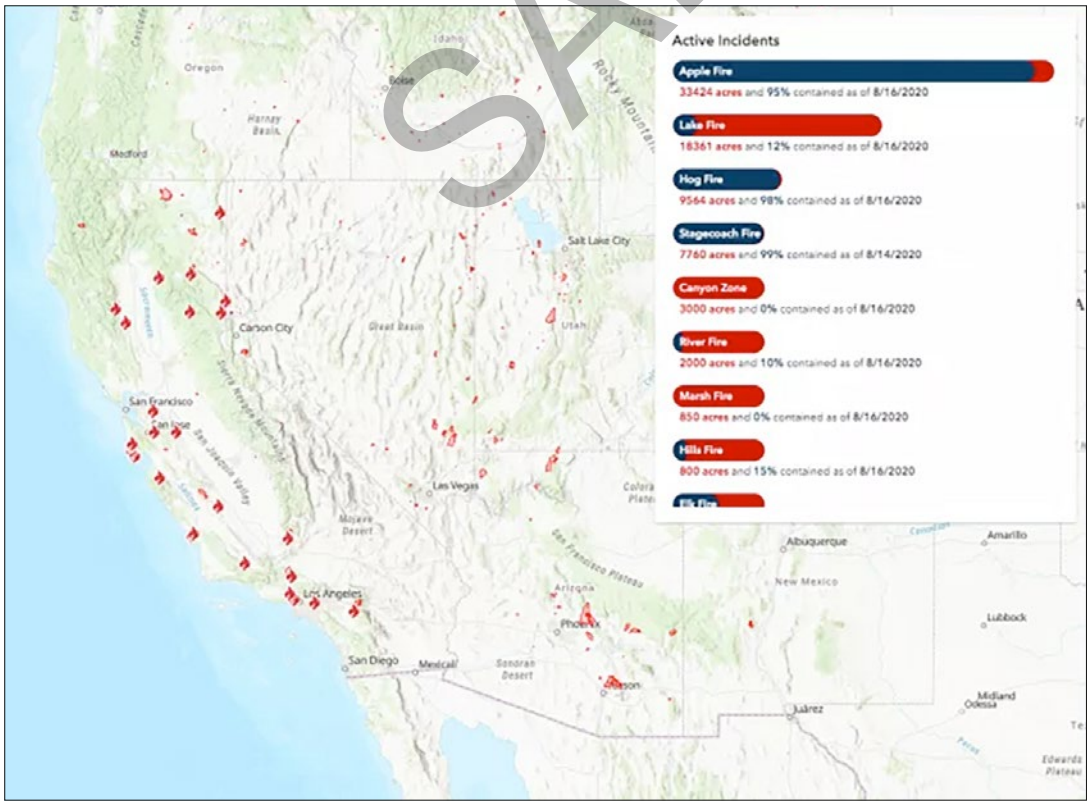
How do extreme weather events cause environmental change?

Experts predict that climate change will increase the frequency and intensity of extreme weather events. Australia has already felt some of these impacts through decades of drought, out-of-season flooding and severe bushfires. These disasters bring about huge changes to the human and natural environment. While change is not always negative, such as the **regeneration** and **germination** of Australian tree species after fire, ongoing and unpredictable climate fluctuations may mean that environments are not able to adapt over time, resulting in mass **extinctions**.

Fires in California

Wildfires have always been a part of California's natural landscape. However, increased frequency of drought, heatwaves during spring and summer and reduced winter snowfalls means that the region is hotter, drier and more vulnerable to extreme fires. Global warming has led to longer and more unpredictable fire seasons, with more severe out-of-control fires three times more likely in future years than in 1970.

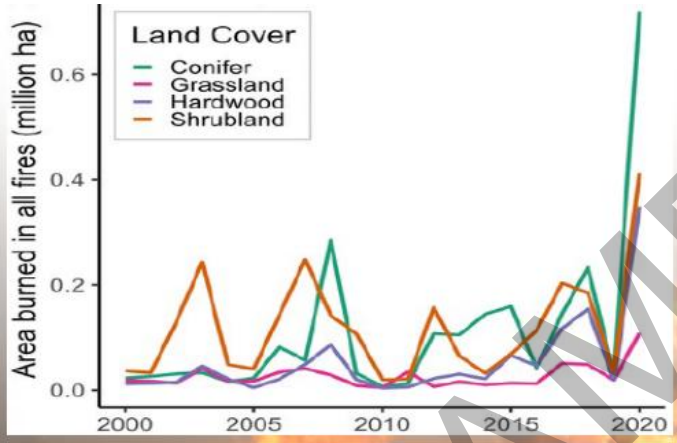
In August 2020, the fires in California, which had been burning for more than 50 days, earned a new classification as a **gigafire**, meaning it had spread over a million acres (404 700 hectares). In 2020 alone, California recorded five out of seven of the largest fires in its history. More than 490 000 emergency responses were made to 8648 wildfire incidents over more than 1.7 million hectares. The extreme fire events lead to 33 deaths and over 11 000 structures destroyed.



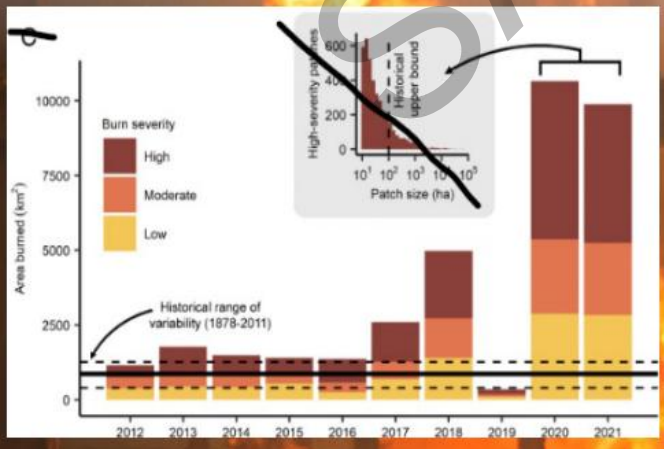
Source: Newsweek

Source 1: Screenshot highlighting the use of GIS for providing community members, decision makers and emergency services teams with up-to-date information about fire progress and predictions.

In 2021, teams of scientists and veterinarians were still rescuing and treating animals from burn sites. The wildfires significantly affected the native endangered pygmy rabbit, with conservationists estimating that the fires wiped out at least half the population. The small rabbit's habitat was largely destroyed, along with nesting grounds for bird species such as the sage and sharp-tailed grouse. Plant populations such as the Coulter pine, which is **endemic** to the California region, are also under threat because of the fires. Devastatingly, infrastructure reflecting 10 years of work to restore habitats and endangered populations was also destroyed in the fires. With the fire impacting more than 10 times the historical average, it is estimated that over 50 vertebrate species were affected.



Source 2: CAPTION TO COME



Source 3: CAPTION TO COME

Fire management over time

Scientists believe that before urbanisation and development, California experienced frequent, intense wildfires. The suppression of natural fire events in recent years has led to a buildup of fuel, and climate change has resulted in drier and hotter conditions, raising the risk of uncontrollable wildfires. As the population of California increases, especially in high-risk areas, scientists suggest that more frequent controlled burns are needed to reduce fire danger.

In January 2025, Los Angeles faced catastrophic wildfire conditions due to a combination of drought, lower than average winter rainfall and powerful winds. Between 2022 and early 2024, higher than average rainfall in the wet season brought about increased vegetation growth, which dried out during recent droughts creating large amounts of fuel for fires. Despite being winter, by January 10, over 29 053 acres had burned, more than 180 000 people were displaced, including A-list celebrities and over 2000 buildings were destroyed. There was estimated to be $52 billion in damages at the time, highlighting the growing risks of climate change and drought.

Source 4: Smoke from the 2025 Los Angeles wildfires turned skies orange and caused severe air pollution, triggering health warnings across the city. Hospitals reported a spike in breathing problems as fine particles from the smoke spread far beyond the burn zones.

Drought and flood cycles in the Horn of Africa

As a result of climate change , the Horn of Africa, including the countries of Somalia, Kenya, Ethiopia, Sudan and South Sudan, is experiencing unpredictable and severe fluctuations between flood events and intense drought conditions, threatening the lives of both people and animals. Worsened by ongoing conflict, the COVID-19 pandemic and rising food prices, partly driven by the war in Ukraine, many families have to travel long distances to access basic resources. This movement has lead to widespread displacement, poor access to sanitation and increased risk of disease outbreaks as people move between communities. Reduced access to healthcare have forced some to choose between food and medical care, leaving people, especially the young and elderly, vulnerable to disease and malnutrition.

Changing climates

In recent years, rain has become less predictable and the wet season has shortened, meaning it is more difficult to grow food, provide for animals and maintain the environment. The conditions have been worsening over time. Between 1979 and 2000, rainfall measurements were several hundred millimetres lower than historical averages and by 2006–09 it was reported that vegetation conditions were 50 to 100 per cent below average conditions. By 2011, the long-term lack of rainfall and vegetation resulted in a humanitarian crisis where more than 100 000 people died as a result of severe famine. However, in 2019–20, the region experienced extreme rains, which caused large-scale, devastating floods leading to landslides, further loss of infrastructure and farmland, and further deaths and displacement.

Then in 2020–22 a strong La Niña event saw least four consecutive failed rainfall seasons, leading to severe drought again from 2020 to 2023. This prolonged drought was followed by more intense and devastating floods in 2023–24.

Animals and plants native to the region have been affected by the drought, and livestock and domestic animals are not adapted to prolonged hot conditions.

Food insecurity

In 2016, the Food and Agriculture Organization of the United Nations (FAO) predicted that tens of thousands of livestock had died or become sick as a result of the drought. In 2017, many countries in the Horn of Africa were again identified by FAO as places of significant concern and a 'pre-famine alert' was issued. In 2024, it was reported that approximately 25 per cent of the population in the Horn of Africa was experiencing high levels of acute food insecurity due, in part, to the intense cycling of extreme weather events and the conflict in Sudan. Drought and high average annual temperatures mean that water security is also low. People may need to walk more than 6 kilometres every day to fetch water.

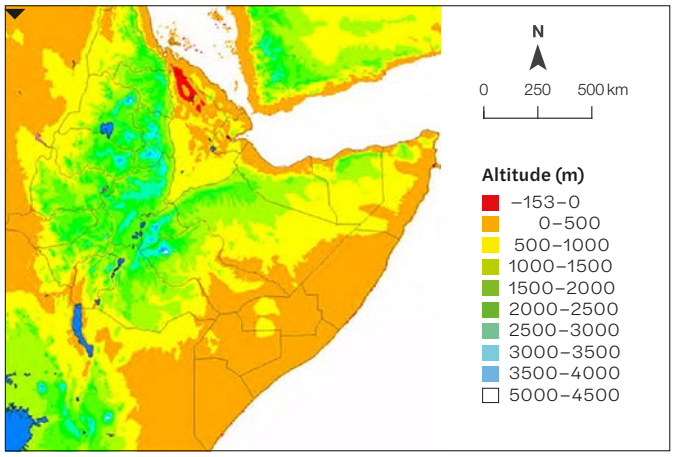
Vulnerability and management

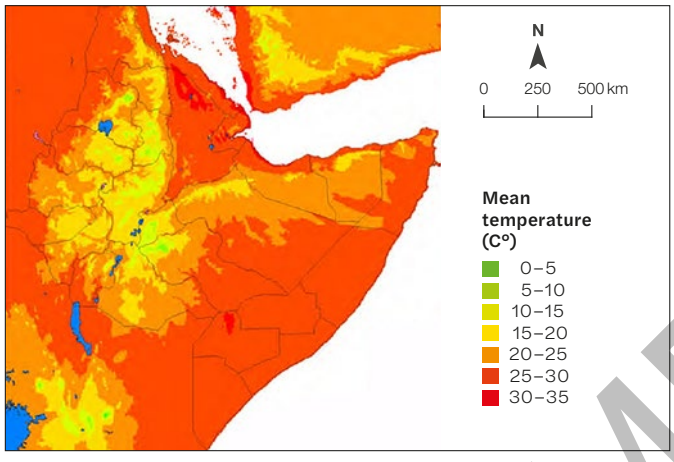
Many rural communities are reliant on climate-sensitive agricultural systems. Since 2021, humanitarian organisations have requested urgent funds of at least $2.4 billion to support more than 8.8 million people impacted by drought in the Horn of Africa.

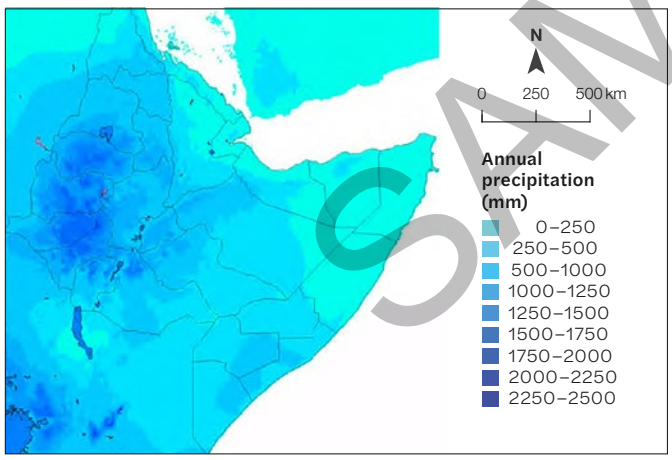
Some countries are investing in forecasting systems to help predict potential impacts; however, gaps still remain between forecasting, policy, long-term planning and public awareness.

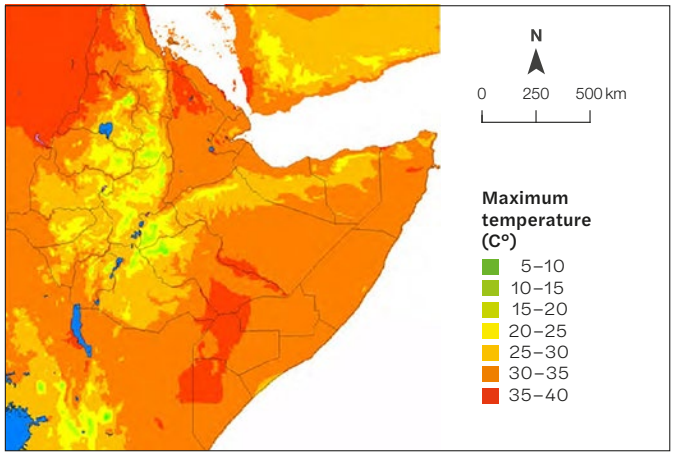
Source 5: The Great Green Wall Initiative has helped restore over 150 000 hectares of land and educate over 62 000 local people on sustainable food growth. This African-led project aims to grow a mosaic of green and productive landscapes across the Sahel region, tackling desertification, improving food security, creating jobs and supporting climate resilience in some of the most vulnerable communities

Source 6: Climate (precipitation and temperature) in the Horn of Africa.









Learning Ladder G2.6

Environmental change

1. Compare the terms 'wildfire' and 'bushfire'.
2. Use a mind map or a diagram to illustrate how extreme weather events such as fire or drought can lead to environmental change.
3. Explain how different maps can be used to manage and assess the environmental impact of natural disasters.
4. Predict the future of climate shifts in the Horn of Africa. Can anything be done to reduce the impacts on people and place?
5. Analyse this statement, 'Humans are the underlying cause of intense weather events and are also the ones who are most impacted.'

Interpreting information

1. Source 1: What is being shown on this map and how is it being used?
2. Source 7: Describe the spatial association between climate and food security.
3. Source 2: Explain what is meant by 'land cover'. Which land cover is most impacted by wildfires? Conduct some research to find out why this is the case.
4. Source 3: Predict the intensity of future fires in California. Justify your prediction with data.

Using the key

Using the data presented, discuss the following statement: 'Not all extreme weather and climatic events are unmanageable, and *changes* in human behaviours and *processes* can reduce the overall impact of these events.'

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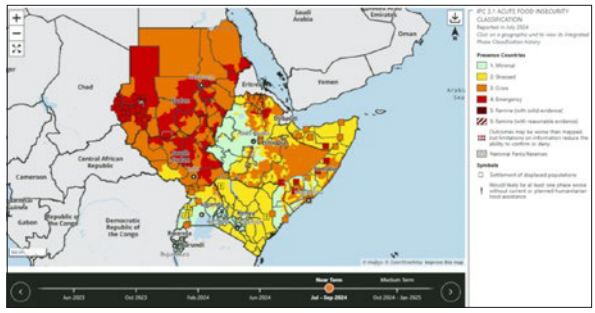


G2.8

Will Fiji disappear as sea levels rise?

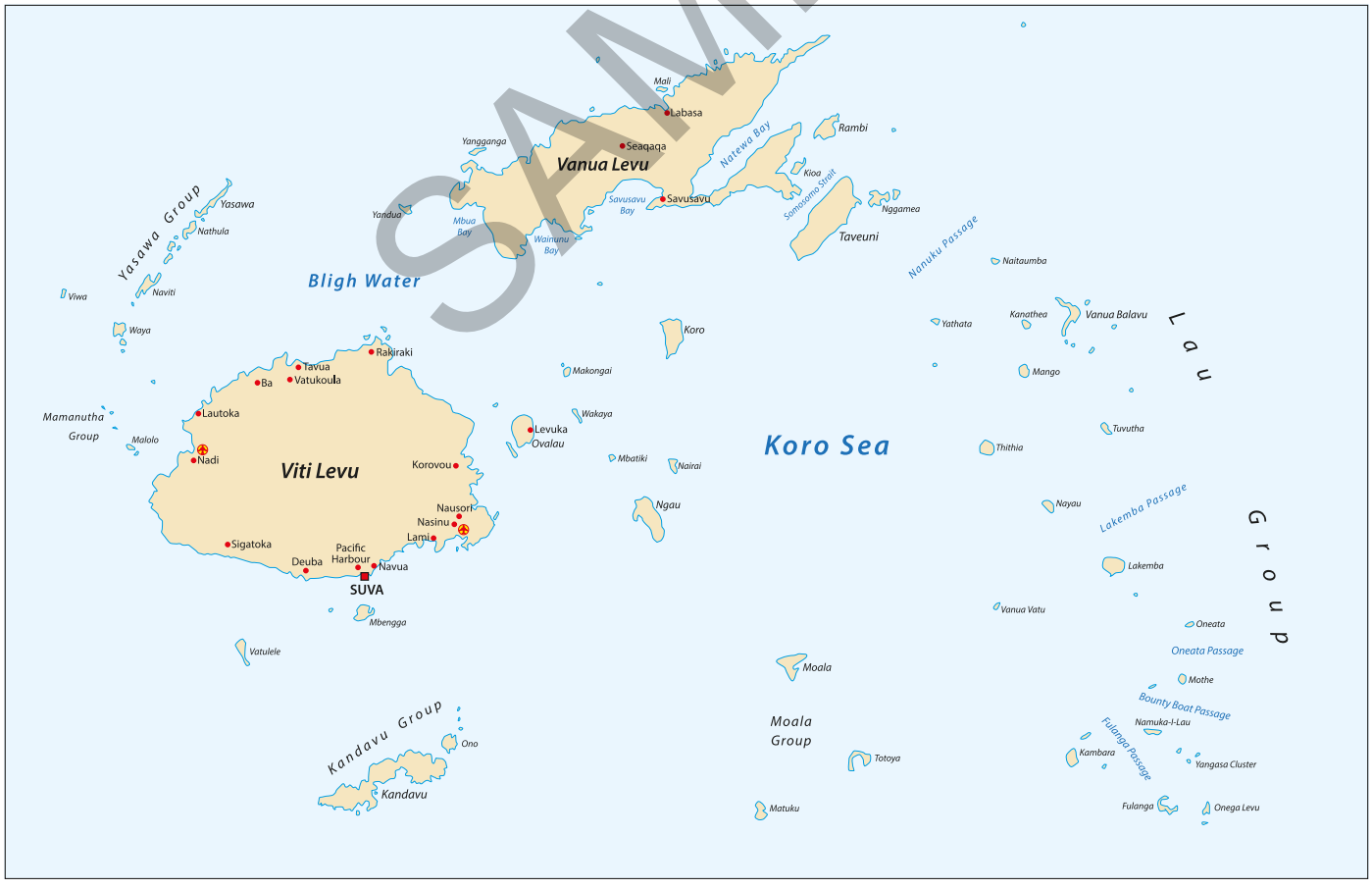
Depending on how we manage our emissions, researchers estimate that up to one billion people could be **displaced** as a result of global warming by 2050. One of the main concerns in the South Pacific is sea-level rise, which threatens to 'sink' low-lying islands.

The country of Fiji comprises 332 islands and in 2023 it was home to more than 936 375 people. Fiji is characterised by its 1129 kilometres of coastline, coral reefs and small traditional villages. Fiji is particularly susceptible to sea level rise because of its connection with and reliance on coastal regions for traditions, housing and income. The National Oceanic and Atmospheric Administration recently reported that the global sea levels have risen by 16–21 centimetres between 1900 and 2016, and research has estimated that 4.5 per cent of Fiji's buildings will be flooded by a further 22-centimetre sea-level rise.

Despite governments trying a range of measures such as building **sea walls**, years of flooding, coastal erosion and dangerous storms meant that, in February 2014, the village of Vunidogoloa moved 2 kilometres inland. While Vunidogoloa was the first to relocate, another three villages have since moved as a result of the changes caused by global warming.

Fiji

Source: Alamy.com/Custom Mapping Services



▲ **Source 1:** Fiji is located in the South Pacific and consists of 332 islands.

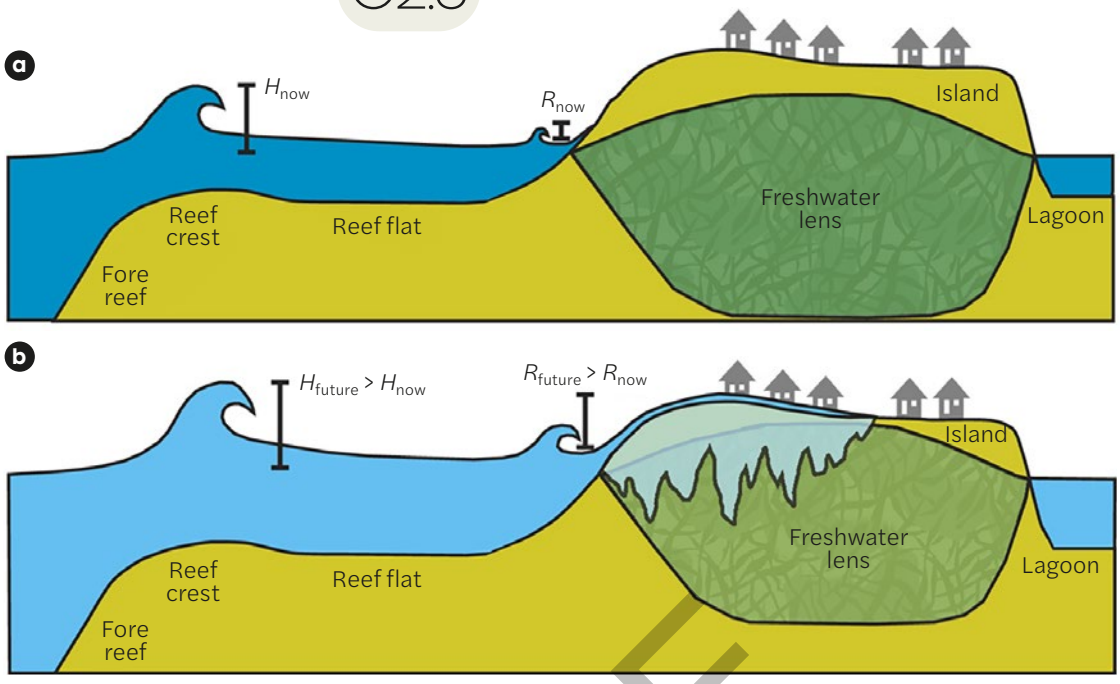
While relocation meant that villagers gained access to solar power, rainwater tanks and better facilities, residents complained that because houses were built quickly, they leak in the high-rainfall months. Studies have found that the move has also had a significant impact on the community's **sense of place**. People have been disconnected from their traditional and sacred lands and have restricted access to fishing sites, one of the dominant local food sources. Further, it is estimated that Fiji will lose up to 5 per cent of its GDP each year as a result of the changing environment, with extreme weather events such as tropical cyclone Winston in 2016 only making things worse. After the relocation of Vunidogoloa, the Fijian government established relocation guidelines and identified over 830 communities that will be vulnerable to the impacts of global warming, with 45 of these being earmarked for future relocation.

Since the Industrial Revolution, global temperatures have increased by at least 1°C. Global warming is not something that will occur in the future; it is a process that is causing environmental change now. Fiji only emits around 1 per cent of the world's carbon output, yet it currently faces some of the largest consequences of climate change. In order to combat enhanced climate change and reduce local impacts, we need to change global behaviours.

Source 2: Front cover of a magazine warning of the dangers to environments as a result of sea-level rise.

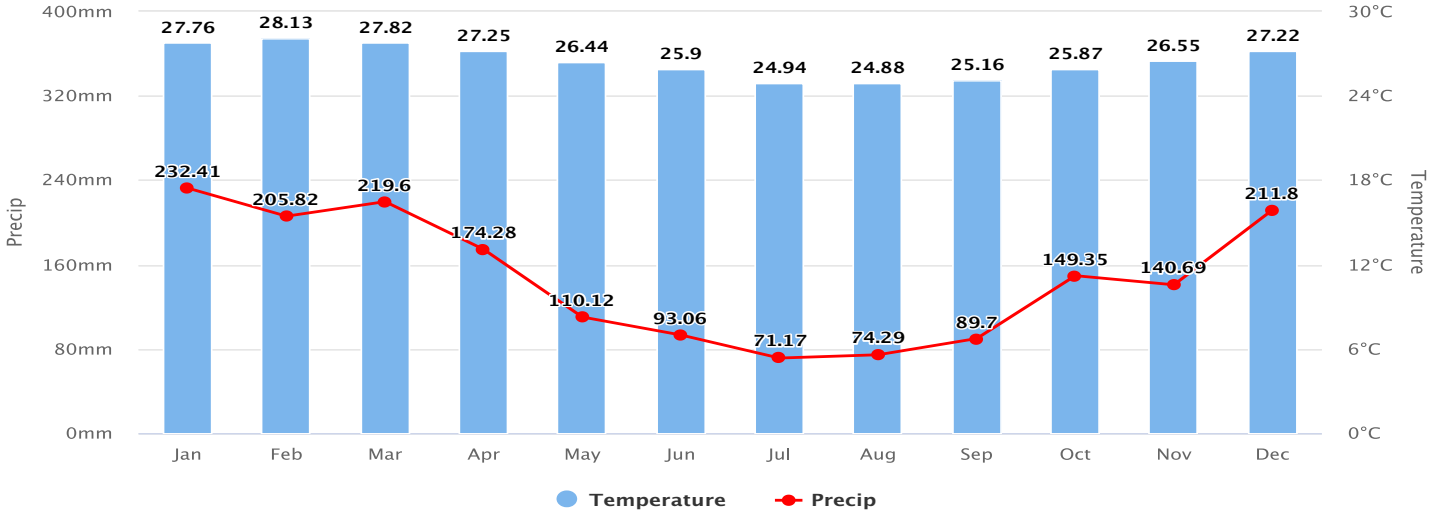
Source 3: Sea level is predicted to rise by over 30 centimetres by 2050, putting many cities and coastal low-lying regions at risk of flooding and inundation.

Source 4: Sea-level rise is predicted to have larger impacts than just coastal town flooding. It impacts local freshwater sources, reduces land size for residents and affects coral reef systems.

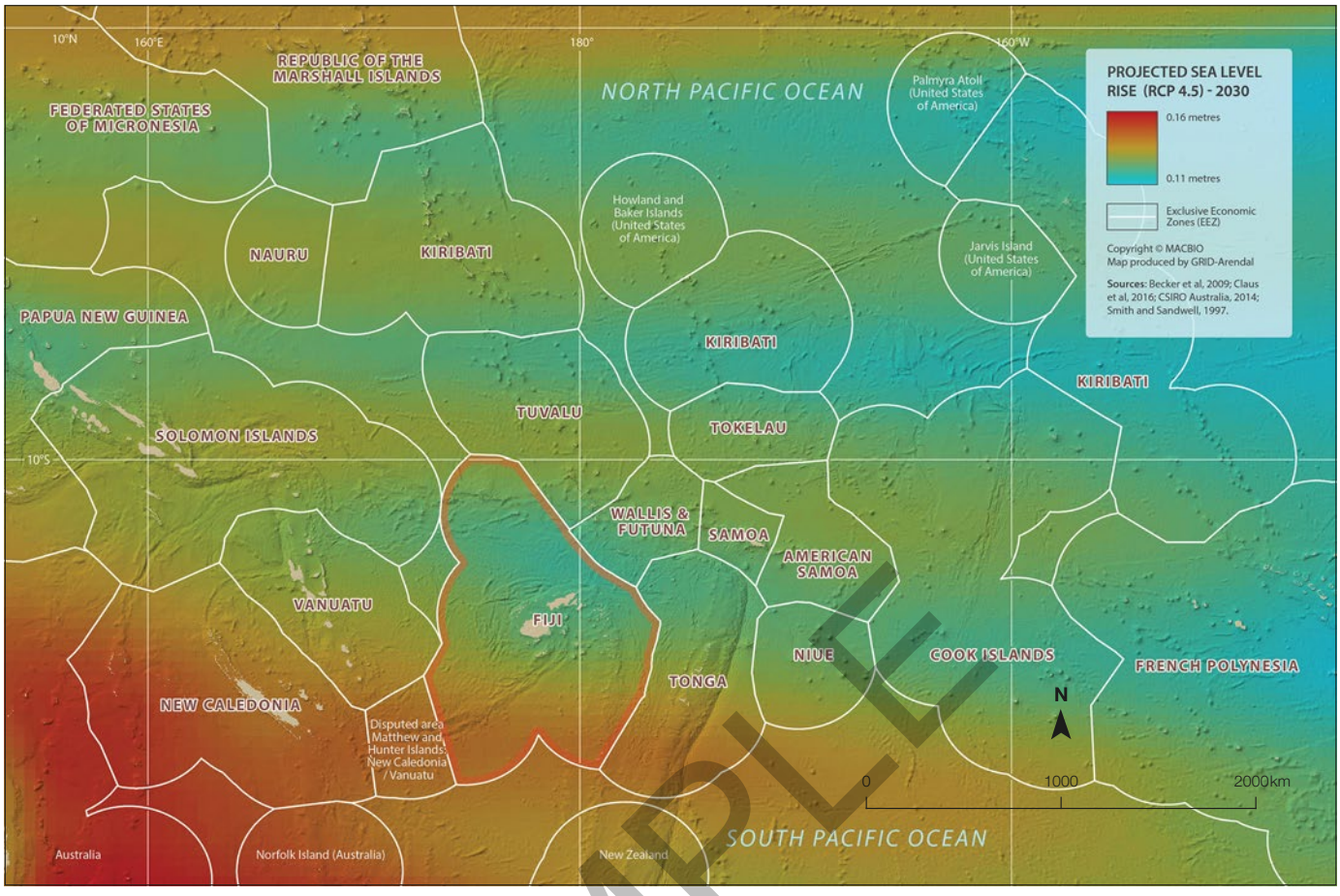


Source 5: The village of Vunidogoloa moved 2 kilometres inland as a result of its vulnerability to rising sea levels.

Source 6: Fiji's climate



Predicted sea level rise by 2030 in the Pacific region



▲ **Source 7:** This 2019 map shows projected sea level rise by 2030 in the Pacific region. Countries' Exclusive Economic Zones (EEZ) are shown in white. Fiji's EEZ is shown in red.

Source: Levi Westerveld

Learning Ladder G2.8

Environmental management

1. Outline what is meant by the term 'sinking' when referring to islands and sea-level rise.
2. Relocation was a last resort for the village of Vunidogoloa. Explain key characteristics that the relocation site would need to ensure the safety of the villagers.
3. Source 1: Suggest why rising sea levels may not impact all land masses equally. For example, why is Fiji more susceptible to the impacts of sea-level rise than the USA?
4. Predict the social, economic and environmental impacts of Fiji's current approach to rising sea levels.
5. Evaluate the effectiveness of Fiji's response to rising sea levels in Vunidogoloa.

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Interpreting information

1. Fiji is a nation of 332 islands. Describe the relative location of Fiji.
2. Source 6: Describe the change in Fiji's sea levels by 2030.
3. Sources 1, 4 and 6: Explain why Fiji is vulnerable to flooding events.
4. Using data or examples, predict the future of island nations such as Fiji. Create a mind map to illustrate the likely outcomes for global trade, tourism and displacement or movement of people.
5. Using the SPICESS concepts to structure your thinking, write a letter to the Australian Prime Minister outlining the current environmental changes Fiji faces and how Australia could act to support the Pacific nation.

Using the key

Using the KGCs or SPICESS to structure your thinking, write a letter to the Australian Prime Minister outlining the current *environmental* changes Fiji faces and how Australia could act to support the Pacific nation.

Case study

How is cultural knowledge applied to contemporary environmental programs?

With the colonisation of Australia, and the ensuing genocide, many thousands of years' worth of knowledge that had been successfully passed through thousands of generations was severely disrupted. In some cases, the resilience of the ancestors meant that much knowledge continued to be passed onto the younger generations even when it was illegal to do so. Sadly, in many cases, there was knowledge that was not passed on due to the violence, massacres and fatal diseases that were released by Europeans knowing they would cause great harm.

Despite these impacts of colonisation, there are many First Nations People and organisations working hard to maintain, revive and create new and important knowledges about caring for Country in a rapidly heating climate.

Djandak

The ancestral lands of the Dja Dja Wurrung or Djaara People of the Kulin Nation sit in what is known today as the Central Goldfields Region of Victoria. In recent times the community has established several community organisations specifically designed to support the health and wellbeing outcomes of the Djaara People and Dja Dja Wurrung Country.

Djandak is the name of the community-controlled enterprise that is actively working to build knowledge of caring for Country and heal the landscape. As part of this strategy there is a focus on water, natural resource management, forest gardening and fire, as well as several others. These plans have been established in response to the impact of the initial colonisation of Djaara Country, as well as the severe impact of the goldrush after the 1850s.

The Water Plan

The way that water moves across Djaara Country has been severely disrupted by mining and agricultural use of the land. As such, the water does not flow through the landscape like it used to and this has significantly impacted the biome, especially in times of drought.

Part of the strategy to address this is the Water Plan. This plan holds the Victorian Government to account for ensuring that Djaara stakeholders are effectively consulted and their opinions and knowledges are respected when making decisions about how to manage the water.

Some initial successes include the Upper Coliban Aboriginal Waterways Assessment and the Tullaroop Integrated Catchment Plan. In both of these projects, the state government water authorities worked closely with the Djaara stakeholders to ensure that the water plans were supportive of the significant sites along the waterways. They also ensured that important Djaara scientific knowledge was being implemented alongside the Western water management science to ensure a healthy and sustainable source of clean drinking water was maintained, and that this water would also be available to access in the landscape to support the overall health of Country.

Source 1: The Victorian state government water authorities worked closely with Djaara stakeholders to develop water plans in Djaara Country.

The Forest Gardening Plan

Like the management of water within Country, the management of the forests and other landscapes on Djaara Country has been continuous for tens of thousands of years. This was where Djaara ancestors would spend time in the forested areas to care for Country by planting, clearing, burning, propagating and fertilising the landscape. These practices ensured abundant year-round harvesting of various foods as well as the support of the wider biome to ensure that all organisms within the food web had enough to eat and balance was maintained.

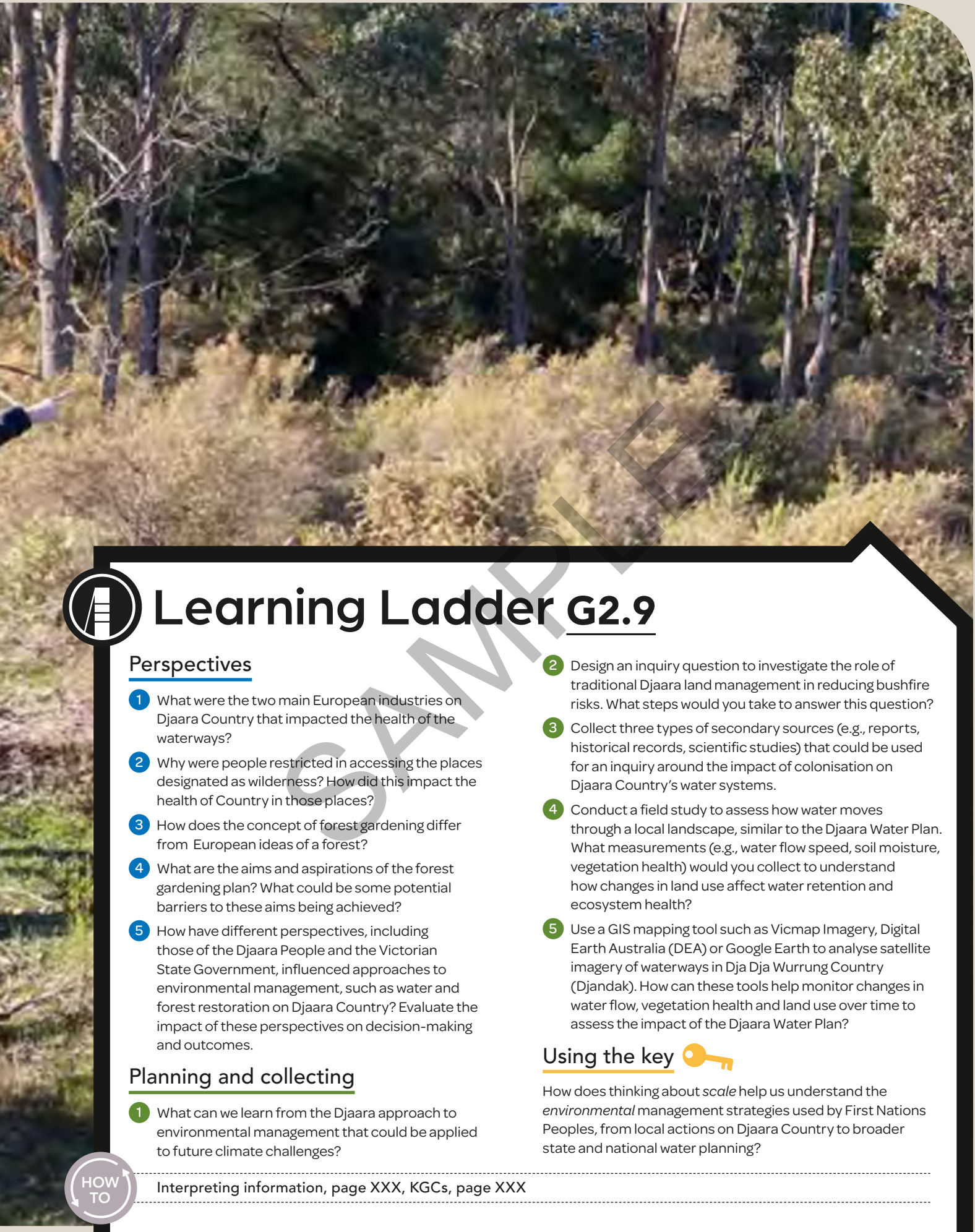
With the invasion of the European people, the Djaara people were removed from the forests and placed in missions and reserves, where they could no longer tend to the forest gardens. Many of the forests were felled to produce wood and land for grazing, and what was left was often designated as wilderness, with strict controls on who could access the remaining forests. They quickly became overgrown and were no longer balanced within the biome and this, combined with a heating atmosphere, means that destructive bushfires have become far more common.

The Forest Gardening Plan outlines a way to bring Djaara People back to the forests to begin to tend to them again. This involves not only having Djaara People as key stakeholders with decision-making authority over the remaining forests, but also having local Djaara People apply the important Djaara scientific knowledge of Country to the forests to ensure that they are adequately cared for to improve outcomes for the whole biome.

The Forest Gardening Plan has several aims and aspirations. The first and most important is to work with the state and local authorities to gain access to the forests without undue barriers to access. The next step is to create a specific strategy to guide how the forests will be rehabilitated by focusing on remediation and restoration. Another focus is to work with the people and organisations who have harmed Country and teach them how to better care for Country to limit and reverse the harm. A final aspiration is to create a model to triage and prioritise the most urgent actions to heal Country through forest gardening.

The plans and policies in the Djaara examples are relatively new and have been actively prevented from being implemented by previous neo-colonial state and federal authorities. It seems that the political context has begun to change and First Nations People and organisations are beginning to be heard; however, time will tell if there is to be any lasting change.

Source 2: The Forest Gardening Plan aims to have Djaara People as key stakeholders applying their scientific knowledge of Country to improve outcomes for the forest biome.



Learning Ladder G2.9

Perspectives

1. What were the two main European industries on Djaara Country that impacted the health of the waterways?
2. Why were people restricted in accessing the places designated as wilderness? How did this impact the health of Country in those places?
3. How does the concept of forest gardening differ from European ideas of a forest?
4. What are the aims and aspirations of the forest gardening plan? What could be some potential barriers to these aims being achieved?
5. How have different perspectives, including those of the Djaara People and the Victorian State Government, influenced approaches to environmental management, such as water and forest restoration on Djaara Country? Evaluate the impact of these perspectives on decision-making and outcomes.

Planning and collecting

1. What can we learn from the Djaara approach to environmental management that could be applied to future climate challenges?
2. Design an inquiry question to investigate the role of traditional Djaara land management in reducing bushfire risks. What steps would you take to answer this question?
3. Collect three types of secondary sources (e.g., reports, historical records, scientific studies) that could be used for an inquiry around the impact of colonisation on Djaara Country's water systems.
4. Conduct a field study to assess how water moves through a local landscape, similar to the Djaara Water Plan. What measurements (e.g., water flow speed, soil moisture, vegetation health) would you collect to understand how changes in land use affect water retention and ecosystem health?
5. Use a GIS mapping tool such as Vicmap Imagery, Digital Earth Australia (DEA) or Google Earth to analyse satellite imagery of waterways in Dja Dja Wurrung Country (Djandak). How can these tools help monitor changes in water flow, vegetation health and land use over time to assess the impact of the Djaara Water Plan?

Using the key

How does thinking about *scale* help us understand the *environmental* management strategies used by First Nations Peoples, from local actions on Djaara Country to broader state and national water planning?

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G2.10

Can mining be sustainable?

The mining industry can be worth billions of dollars in export revenue and can create employment and support infrastructure development. However, mining can also cause damage to the environment and threaten the lands and cultural heritage of Indigenous peoples.

Balancing the social, economic and environmental elements of mining is the key to sustainable development. We can study the difficulties of this balance by looking at the Ok Tedi and Carmichael mines.

Ok Tedi

Located near the headwaters of the Ok Tedi River, close to Papua New Guinea's (PNG) western border, the Ok Tedi mine is a large open-cut copper and gold mine. The mine has been a boon to the national economy, responsible for more than a quarter of the country's entire export earnings, producing almost 10 million tonnes of copper and almost 50 tonnes of gold bullion.

The mine has created jobs and helped fund nearby infrastructure. The town of Tabubil was built to support employees and includes a school and medical facilities, along with the Kiunga-Tabubil Highway. Kiunga, a port town of almost 10 000 people, also benefits by providing haulage, shipping and transport of mined materials and other resources.

However, the mine has also left a legacy of environmental destruction. Up until 2006, the mine operators discharged more than 80 million tonnes of waste into the local river system. This toxic waste poisoned the local fish population, and the added silt raised riverbeds, increasing flooding. When flooding subsided, cultivated fields adjacent to the rivers downstream were covered with toxic mud. More than 50 000 people living downstream of the mine faced food shortages and dangerously high concentrations of copper and other elements in their water supply. Sites of traditional significance were lost and coral reefs at the mouth of the river were damaged.

Papua New Guinea

▲ **Source 1:** The Ok Tedi mine

Source: Getty Image/Lonely Planet

Carmichael

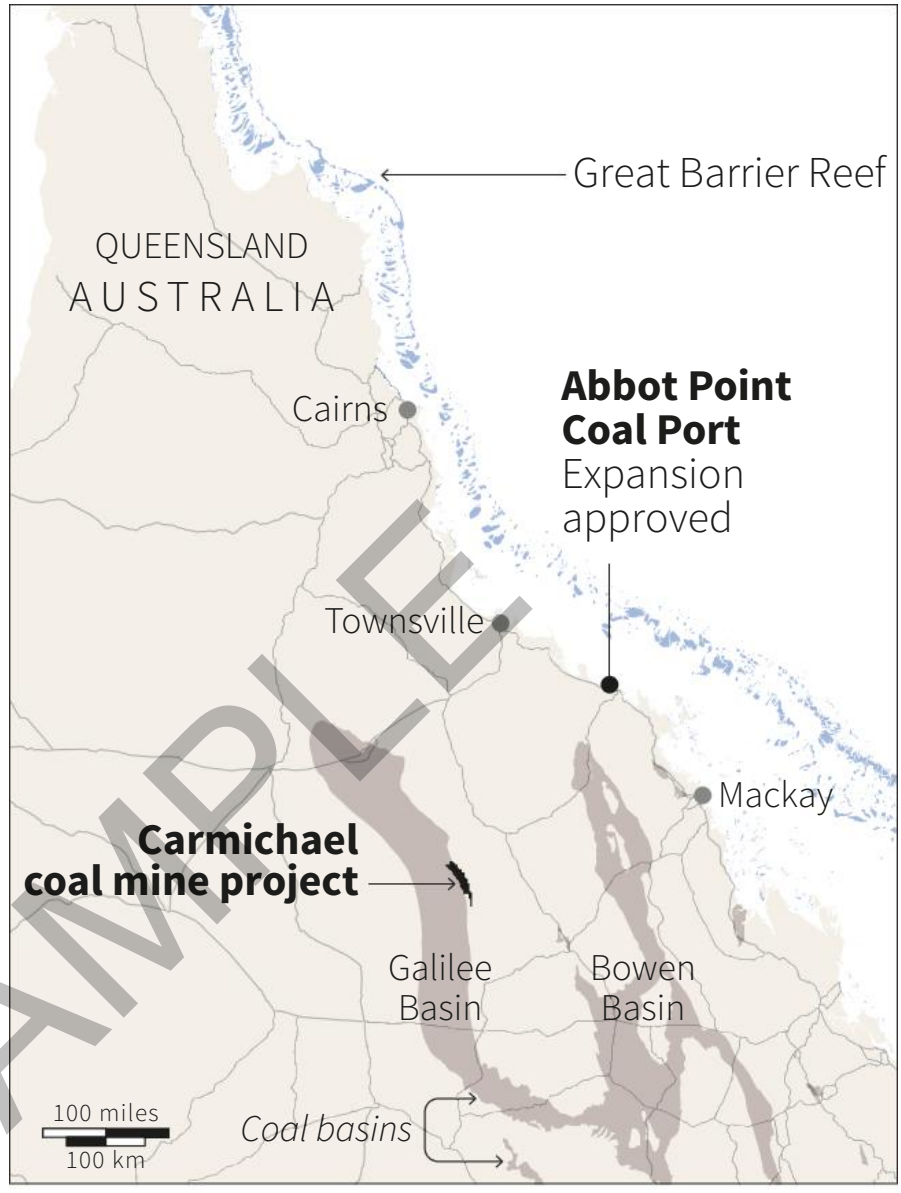
The Carmichael coal mine, located in the Galilee Basin in central Queensland, remains a controversial issue in Australia. Owned by the Adani Group, people have protested against it, amid concerns about its effect on the environment. The protests have even led to the Adani group changing its name to 'Bravus' to avoid negative publicity.

Government support for the mine has centred around economic benefits: the mine is forecast to generate almost $3 billion annually for Queensland with the potential to create around 1500 direct jobs, plus around 6750 indirect jobs. The high-quality coal is to be transported to Abbott Point coal port and will require the construction of rail infrastructure and new shipping terminals, as well as dredging of the port itself. Given the forecasted economic benefits, the mine has support from both the federal and Queensland governments. However, government subsidies to support its development have also been controversial.

The mine has become a lightning rod for protests about climate change and the need for the nation to reduce carbon emissions. The potential amount of carbon dioxide emissions coal from the mine will produce is around 200 million tonnes over its 60-year life.

The mine will use groundwater and water from the Belyando River, diverting precious water resources in a drought-prone region. The proposed site is also home to a number of endangered species. The final major concern has been the impact on the traditional owners of the land, the Wangan and Jagalingou peoples, with whom there has been little consultation and whose Native Title challenges have not been successful.

Queensland's coal basins Source: Reuters



▲ **Source 2:** The Carmichael mine

The Grand Canyon

Located in the US state of Arizona, the Grand Canyon is among the most easily-recognised natural wonders of North America (Source 3). Despite the tremendous distance between Arizona and Papua New Guinea, the two share a common concern in mining. Uranium mining near the Grand Canyon has been a source of significant wealth in recent times, with more than 900 000 kilograms of uranium being extracted since mining began decades ago; as diverse fuel sources are sought, the value and demand for the mineral continue to rise. Other minerals, including copper and gold, have also attracted interest, contributing to an industry that creates jobs and opportunities benefitting many.

However, historical attempts at mining in the region have left a legacy of issues from abandoned mines and tailings, leaching toxic chemicals into the Colorado River (Source 4) and pockmarking the land with dangerous shafts. Those in favour of the mines argue that uranium residue occurs naturally in the waters as a result of erosion, not from mining itself. Native American tribes, including the Havasupai, Hualapai and Hopi, have strongly opposed mining near the Grand Canyon because it poses a threat to their cultural heritage, sacred lands and water resources. The Grand Canyon is an important spiritual site for these tribes, and they argue that the long-term consequences of mining could be disastrous for future generations.

The Navajo Nation, one of the most prominent Native American groups across this part of the United States, has fought mining on its lands for decades, although the jobs that mining creates are needed: poverty rates among the Navajo are more than triple the national average, with one in five Navajo people living in extreme poverty.

In response to these concerns, the US government has placed moratoriums on new uranium mining claims near the Grand Canyon. In 2012, the Obama administration implemented a 20-year ban on new mining claims on about 1 million acres of federal land surrounding the Grand Canyon. This move was supported by many environmental groups, tribal nations and local communities, although some mining companies and advocates for resource development have opposed such measures, citing the need for mining to support domestic energy production.

Source 3: The Grand Canyon is a world-renowned national park in the United States.

Learning Ladder G2.10

Perspectives

1. What are the main arguments in favour of mining?
2. Explain why mining is perceived as being bad for the environment.
3. Compare the impacts of mining in Ok Tedi, Carmichael and the Grand Canyon. What similarities exist?
4. How might cultural differences influence indigenous and non-indigenous perspectives on environmental management?
5. Prepare a case for or against mining in one of the case studies. Use a specific perspective (e.g. a local politician or environmentalist) to inform your argument.

Making conclusions

1. Describe the locations of Ok Tedi, Carmichael and the Grand Canyon.
2. Use interconnection to describe how mining changes communities.
3. Using evidence, demonstrate how mining has contributed to improved wellbeing in some locations.
4. To what extent does federal government decision-making around mining fail to consider all perspectives?
5. Conduct some research and compare the impacts of mining around the world. What role might a lack of ethics and/or corruption play in the process?

Using the key

Source 2: What is the distance between the Carmichael Coal Mine and Townsville (as the crow flies)?

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G2.11

Is environmental change always negative?

The study of environmental change often highlights the negative impacts of human activity on the natural world. While significant improvements are still needed in how we manage the environment, there are also many examples of positive changes that humans have made, resulting in environmental restoration and protection.

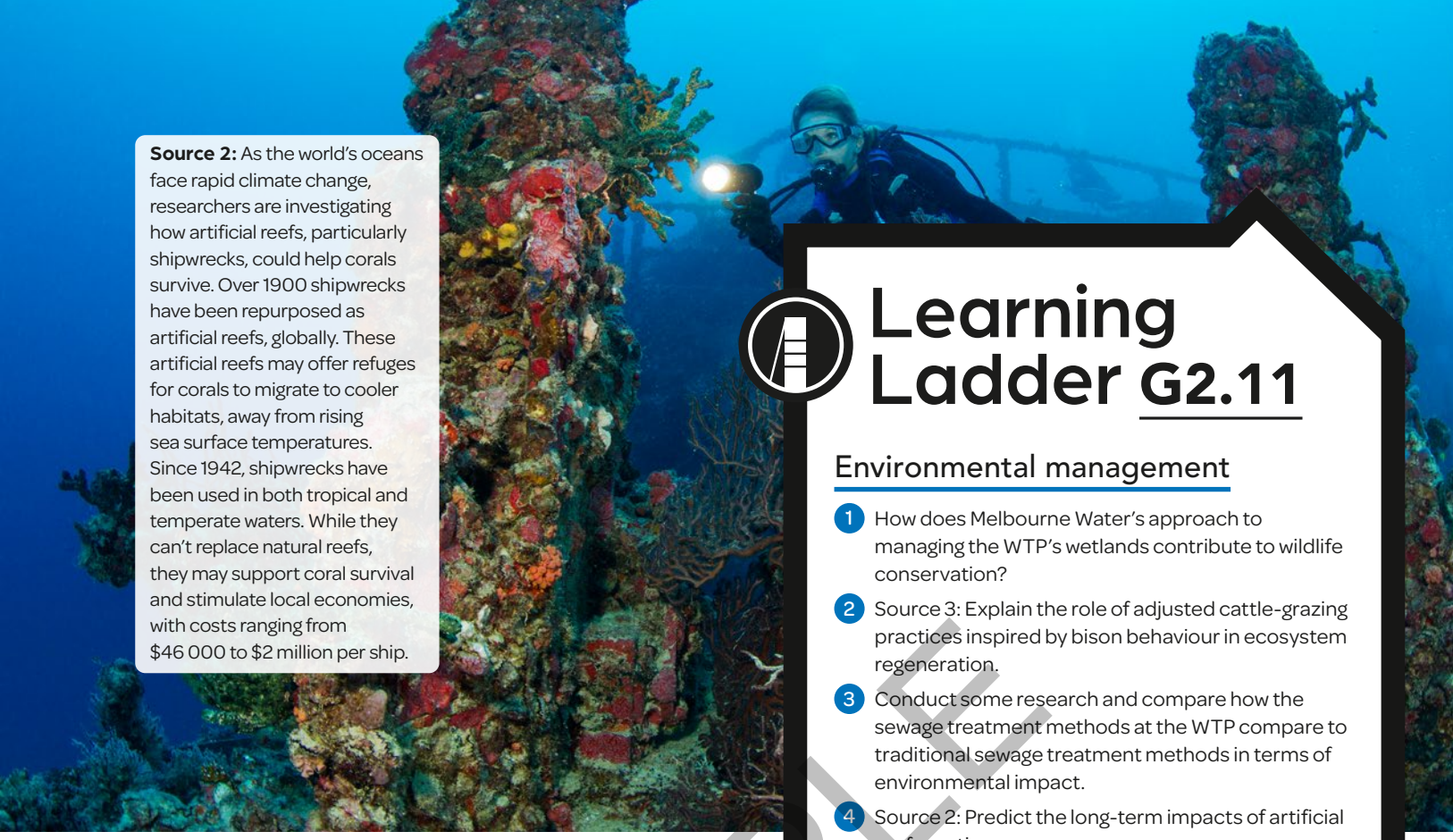
Managing our waste

The Western Treatment Plant (WTP) in Werribee, Melbourne, plays an important role in managing the city's sewage, processing about half of Melbourne's wastewater – around 200 million litres annually. The plant's sewage treatment process has adapted over time to account for Melbourne's growing population, using a low-energy, low-cost method to treat sewage. It's a key component of Melbourne's circular economy, turning waste into valuable resources: biogas (methane) that generates renewable energy, recycled water used for irrigation of farmland and wetlands, and nutrient-rich biosolids.

In the 1990s, studies indicated that one-third of the nitrogen entering Port Phillip Bay came from the WTP. Based on this, Melbourne Water invested in treatment upgrades to reduce nitrogen levels and produce high-quality recycled water for use in agriculture and irrigation. Recycled water now irrigates farmland, providing pasture and livestock fodder, while also acting as a 'green break' between urban sprawl and areas of biodiversity significance. The plant operator, Melbourne Water, aims to improve its environmental performance in the future, researching energy-efficient treatment processes and renewable energy options like solar and mini-hydro, to achieve net-zero emissions by 2030.

The research also highlighted the conflict between sewage treatment and conservation of the regional environment, especially in balancing the needs of wildlife habitats with water treatment methods. Monitoring bird populations and water-nutrient levels became crucial to managing this balance. Since then, careful management and design has meant that the WTP has developed a rich biodiversity and provides habitat for over 300 bird species, including the endangered orange-bellied parrot and brolga. The plant's lagoons and wetlands, improved by treated sewage, provide a nutrient-rich habitat that supports large populations of waterbirds, even during droughts, when up to 70 per cent of Victoria's waterbirds can be found there. In recognition of its importance, the site was designated a Ramsar Wetland of International Importance in 1983. It has become a sanctuary for migratory birds, attracting species from as far as Siberia and the Arctic, and serves as one of Australia's most popular birdwatching destinations. It was also added to the Victorian Heritage Register in 2021, recognising its historical, archaeological and technical significance.

Source 1: The Western Treatment Plant is one example of how human infrastructure can positively coexist with natural ecosystems.



Source 2: As the world's oceans face rapid climate change, researchers are investigating how artificial reefs, particularly shipwrecks, could help corals survive. Over 1900 shipwrecks have been repurposed as artificial reefs, globally. These artificial reefs may offer refuges for corals to migrate to cooler habitats, away from rising sea surface temperatures. Since 1942, shipwrecks have been used in both tropical and temperate waters. While they can't replace natural reefs, they may support coral survival and stimulate local economies, with costs ranging from $46 000 to $2 million per ship.

As Melbourne faces the challenges of climate change, including rising sea levels, the WTP is adapting to protect its wetlands. Over the past 50 years, the shoreline of Port Phillip Bay has receded, and by 2100, it's estimated that 10–15 per cent of the WTP could be submerged. To mitigate this, as part of a broader foreshore management plan, Melbourne Water has begun allowing the intertidal zone to migrate into the plant by removing sections of roads that previously separated lagoons from the bay, converting some effluent ponds into salt marsh.

Source 3: Scientists are working to reimagine the way cattle graze by mimicking the natural movement of bison across North America's Great Plains. Historically, bison grazed in large herds, eating half the grass, trampling the rest to protect the soil, and fertilising it with their waste. This relationship helped sustain the ecosystem where plants absorbed carbon, fed microbes and enriched the soil. Scientists aim to replicate this by rotating cattle through smaller paddocks, mimicking the bison's grazing patterns. The cattle's hooves stimulate growth, and their manure nourishes the soil, enhancing plant and microbial health.

Learning Ladder G2.11

Environmental management

1. How does Melbourne Water's approach to managing the WTP's wetlands contribute to wildlife conservation?
2. Source 3: Explain the role of adjusted cattle-grazing practices inspired by bison behaviour in ecosystem regeneration.
3. Conduct some research and compare how the sewage treatment methods at the WTP compare to traditional sewage treatment methods in terms of environmental impact.
4. Source 2: Predict the long-term impacts of artificial reef creation.
5. Evaluate the following statement, 'Humans can have positive impacts on the environment through sustainable management of place.'

Planning and collecting

1. Source 3: Write a potential research question to help the scientists explore further impacts of cattle grazing on local ecosystems.
2. Design a study that uses at least two primary methods to assess the biodiversity of the WTP's wetlands and lagoons.
3. What secondary sources could be used to analyse the environmental impact of sewage treatment practices at the WTP?
4. How might data be collected from on-site monitoring systems to track energy use and renewable-energy generation at the WTP?
5. How can geospatial mapping be applied to track the progress of Melbourne Water's foreshore management plan? What data would need to be collected over time to accurately understand impact?

Using the key

How does the *movement* of waste, water, and wildlife at the Western Treatment Plant demonstrate the importance of managing *environmental* flows for both human needs and ecological health?

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Planning and collecting, page xx,
KGCs, page xxx

How do I conduct a good inquiry?

As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to xxxxxxxx xxxxxx xxxxx.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Xxxxxx xxxxxx xxx xxxxxx, page xx
- Xxxxxx xxxxxx xxx xxxxxx, page xx
- Xxxxxx xxxxxx xxx xxxxxx, page xx
- Xxxxxx xxxxxx xxx xxxxxx, page xx
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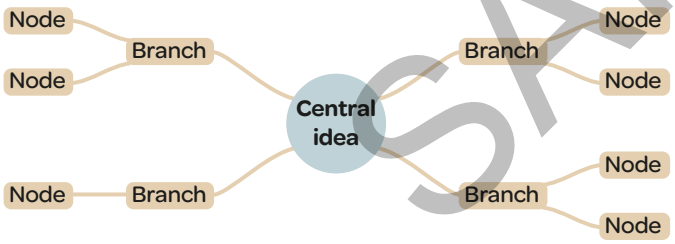
2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

Human wellbeing

Displacement and disparity

G3

HOW IS WELLBEING MEASURED? xx

HOW IS THE ENVIRONMENT INTERCONNECTED WITH WELLBEING? xx

HOW CAN WE ADDRESS INEQUALITY ON A LOCAL SCALE? xx

G3.0

How can I understand displacement and disparity?

Human wellbeing is an expression of health, wealth, education, safety, happiness and other measures that vary between people and places. However, human wellbeing has no globally recognised definition, as it is a complex concept. It involves many aspects of our lives including social, historical, economic, environmental and political factors.

Learning ladder

The Learning Ladder lists the knowledge and skills you will develop throughout the year, with five levels of increasing difficulty. By mastering foundational knowledge and skills at the lower levels, you will build a solid understanding that prepares you to tackle more advanced concepts and skills as you progress towards the top.

Steps in knowledge progression	Measuring wellbeing	Distribution of wellbeing	Improving wellbeing	Planning and collecting	Representing information
5	I can evaluate the usefulness of wellbeing measures.	I can analyse the consequences of changes to the distribution of wellbeing.	I can evaluate progress toward achieving wellbeing goals.	I can use geospatial technology to record data.	I can follow ethical practices when working with data.
4	I can compare wellbeing indicators.	I can predict how the distribution of wellbeing could change.	I can analyse the role of organisations in improving wellbeing.	I can gather primary data.	I can use geospatial technologies to create maps.
3	I can explain how indicators measure wellbeing.	I can compare wellbeing at different scales.	I can compare ways to improve wellbeing.	I can gather information from secondary sources.	I can use geographical conventions to construct maps.
2	I can describe wellbeing indicators.	I can explain the distribution of wellbeing.	I can explain how community programs improve wellbeing.	I can plan an inquiry.	I can represent data and information.
1	I can identify how to measure wellbeing.	I can describe the distribution of wellbeing.	I can describe how to improve wellbeing.	I can ask open-ended questions.	I can select data relevant to a question.
	Displacement and disparity			Geographical inquiry	

Source 1: Access to education is interconnected with wellbeing. Education is key for reducing rates of poverty and crime in a region.

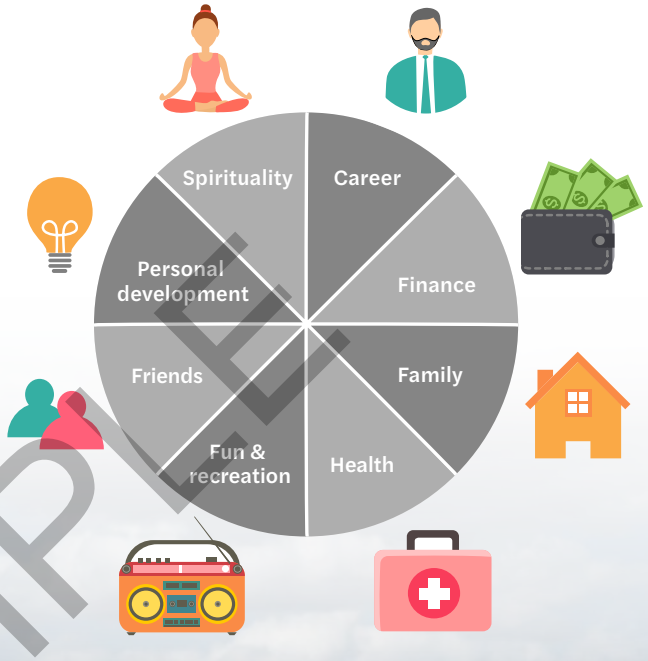
Interpreting information	Making conclusions	Strategies	Presenting ideas	Steps in knowledge progression
I can use geographical concepts to structure data analysis.	I can evaluate ethical considerations.	I can consider perspectives to evaluate strategies.	I can analyse the implications of phenomena.	5
I can predict change to patterns.	I can assess the reliability of data.	I can design strategies.	I can explain interconnections with data.	4
I can explain distributions and patterns.	I can write evidence-based conclusions.	I can predict the impact of a strategy.	I can support explanations with data.	3
I can describe distributions and patterns.	I can describe the impact of geographical phenomena.	I can explain a strategy.	I can explain the relevance of information.	2
I can read graphs and maps.	I can answer geography questions.	I can describe a strategy.	I can describe phenomena using geographical terms.	1
	Concluding and decision-making		Communicating	

What is human wellbeing?

When we think about the term 'wellbeing', we generally consider a person's mental and physical health. In Geography, we can measure a number of factors that contribiute to wellbeing, and use this data to inform policy or develop appropriate infrastructure.

Human wellbeing

Human wellbeing is centred on the idea that people want to be healthy, happy and safe. Human wellbeing is multidimensional; that is, a range of factors influence wellbeing depending on person and place. Wellbeing can be affected by a person's access to social connection, income, food and resources, peace, social and economic equality, and freedom. Wellbeing is also influenced by a person's feelings, emotions, thoughts and life satisfaction. The way a person describes their wellbeing may change over time as their circumstances change.



▲ **Source 2:** A range of factors determine a person's wellbeing.

Source 1: Happiness and wellbeing are determined by a range of factors including local climate, living conditions, safety and freedoms. Ahmed, from Kismayo in Somalia, lives at the Dadaab refugee camp in Kenya. He is a political refugee and receives a ration card and a tent to live in. However, like thousands of other refugees, he is not allowed to live or work outside the refugee camp. His situation has a strong impact on his wellbeing.

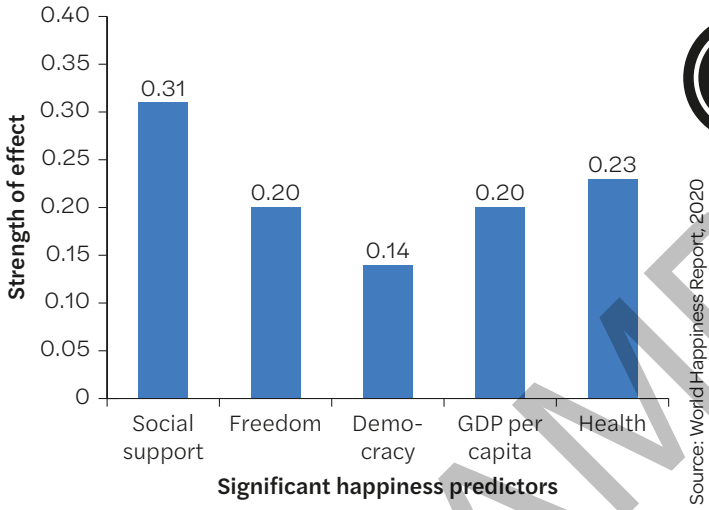
Happiness versus wellbeing

The terms happiness and wellbeing are often used interchangeably. Happiness is often associated with a positive wellbeing and is generally centred on comparisons people make with others. Happiness can fluctuate from day to day and is measured or felt differently by different people. You may be happier today than yesterday because the weather is sunny and you can go to the beach, or you may be happier than your brother because you got the last biscuit in the pack. The feeling of happiness is also often linked with memories or nostalgia.

When we discuss wellbeing, however, we are considering the ongoing assessment of people's lives. We examine social, economic, environmental and political factors. These may include:

- access to reliable water and food
- stable employment and occupational safety
- exposure to or involvement in war or conflict (including domestic abuse)
- physical and mental health
- community connections and relationships
- access to education, healthcare and infrastructure.

Significant predictors of happiness in 124 countries



Source: World Happiness Report, 2020

Source 3: A range of factors predict human happiness.

Learning Ladder G3.1

Measuring wellbeing

1. List four factors that contribute to human wellbeing.
2. Create a mind map highlighting factors in your life that you associate with day-to-day happiness.
3. Sources 1 and 2: Explain the impact of the factors highlighted in Source 2 on Ahmed's wellbeing.
4. Source 3: Which are the main predictors of happiness? Suggest why they are important.

Planning and collecting

1. Create some sub-questions for a geographer inquiring, 'What does wellbeing mean to different people?'
2. Imagine you are part of a research group measuring happiness and wellbeing in Australian teenagers. List two primary methods and one secondary method you could use to gain data to answer your research question. Evaluate whether the primary or secondary data would be more effective in understanding the wellbeing of Australian teenagers.
3. Source 3: Research some examples of countries that rank highly for the happiness predictors listed here.
4. Create a survey and collect data on what factors your peers think are most important to their personal wellbeing. Why are there similarities and differences between people?

Using the key

Using the key: How can *environment* impact human wellbeing?

HOW TO
Planning and collecting, page xx,
KGCs, page xxx

G3.2

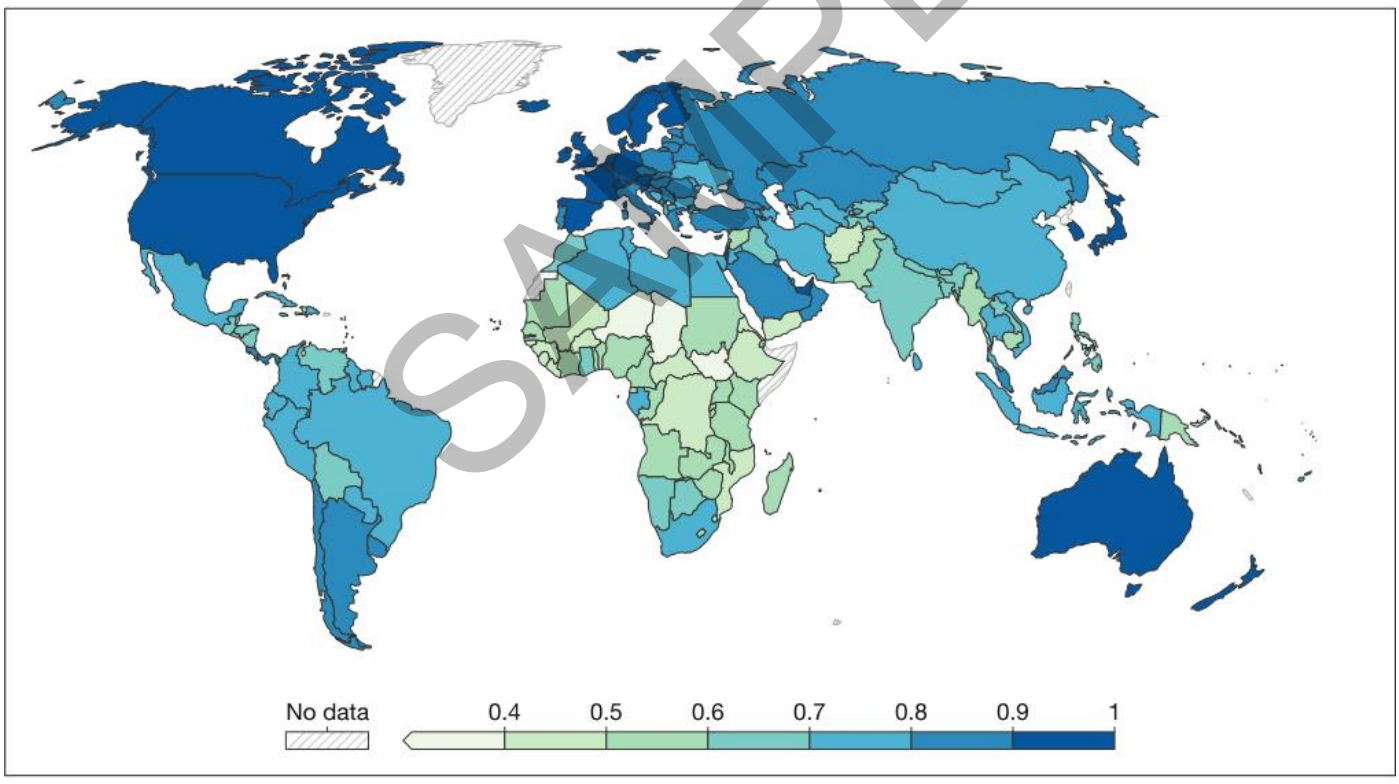
How is human wellbeing measured?

Given that so many factors influence a person's wellbeing, we cannot simply measure wellbeing by a country's income or by surveying someone's happiness. Instead, many frameworks measure wellbeing using a range of objective and subjective factors.

Objective factors are those that can be measured using numerical data such as counts or percentages. Objective measurements normally focus around health, wealth and education. On the other hand, **subjective measures** tend to be more opinion-based. Communities may be asked to rank their happiness on a scale from 0 to 10, or may self-report mental health or life satisfaction. While objective measures may provide analysts with a more scientific and quantitative view of a country's wellbeing, subjective measures can be just as important.

Human Development Index, 2021

Source: Our World in Data

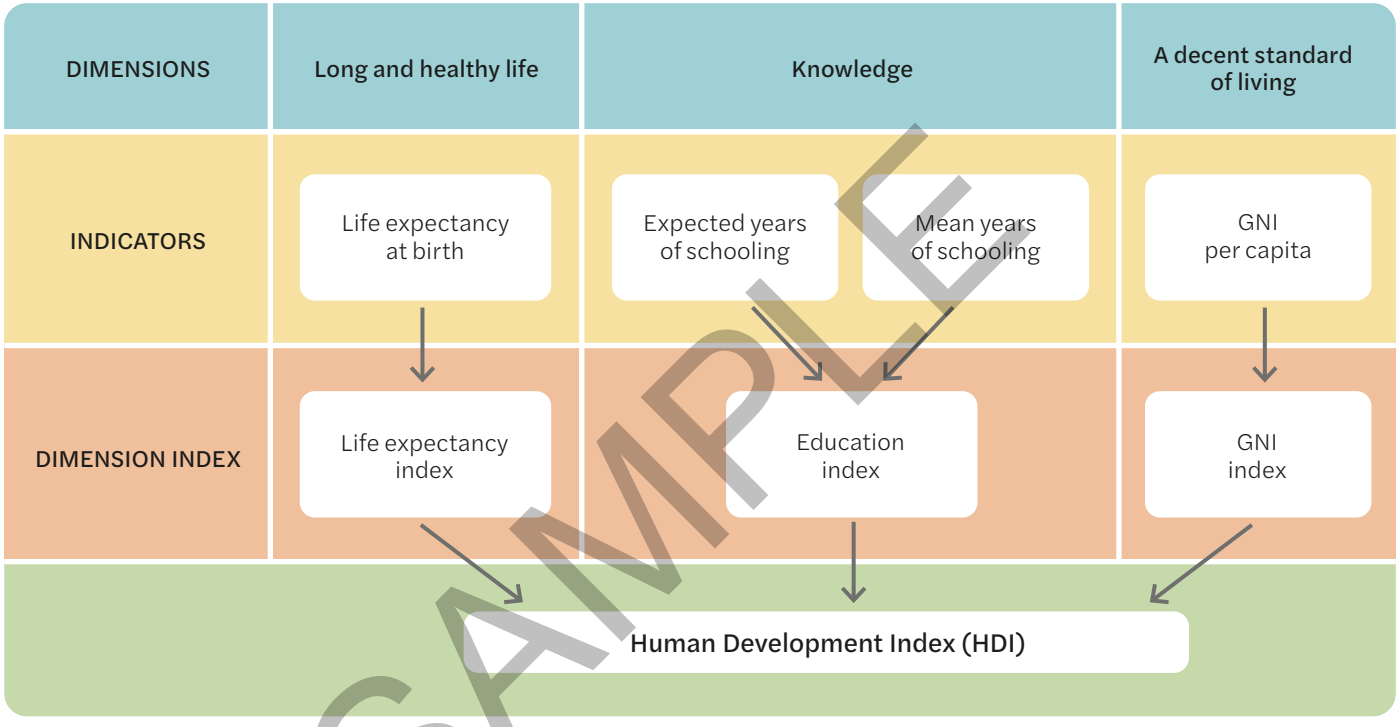


Source 1: Human Development Index (HDI) data for 2021 on a global scale. HDI is a summary measure of key dimensions of human development: a long and healthy life, a good education, and having a decent standard of living. Scores are between 0 and 1 and higher values indicate longer life, better education and a higher standard of living.

Human Development Index

Since 1990, the Human Development Report has provided objective data for United Nations to analyse human development and compare the human wellbeing of around 190 countries and territories. As part of the report, the Human Development Index (HDI) measures the key dimensions of human wellbeing based on gross national income per capita, average years of education and average life expectancy (as an indicator of health). HDI data can be graphed and mapped to help visualise patterns of wellbeing and development on a various scales. Countries like Australia where the lifespan, education level and gross national income are higher are rated at the highest levels of the HDI.

Source 2: Flow diagram indicating how the HDI is calculated

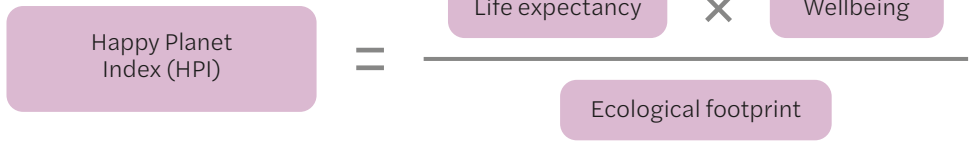


Happy Planet Index

The Happy Planet Index (HPI)is another example of a wellbeing measurement that takes both objective and subjective factors into account. The HPI combines three wellness indicators for each country: life expectancy, wellbeing (based on subjective life satisfaction surveys), and ecological footprint (the average amount of land needed for each person to sustain a country's average consumption).

The Happy Planet Index measures sustainable wellbeing by ranking countries by how they deliver long and happy lives using Earth's limited environmental resources. The results provide geographers with different data and distributions that can be used by policymakers to help improve their community's health and wellbeing.

Source 3: Diagram indicating how the HPI is calculated



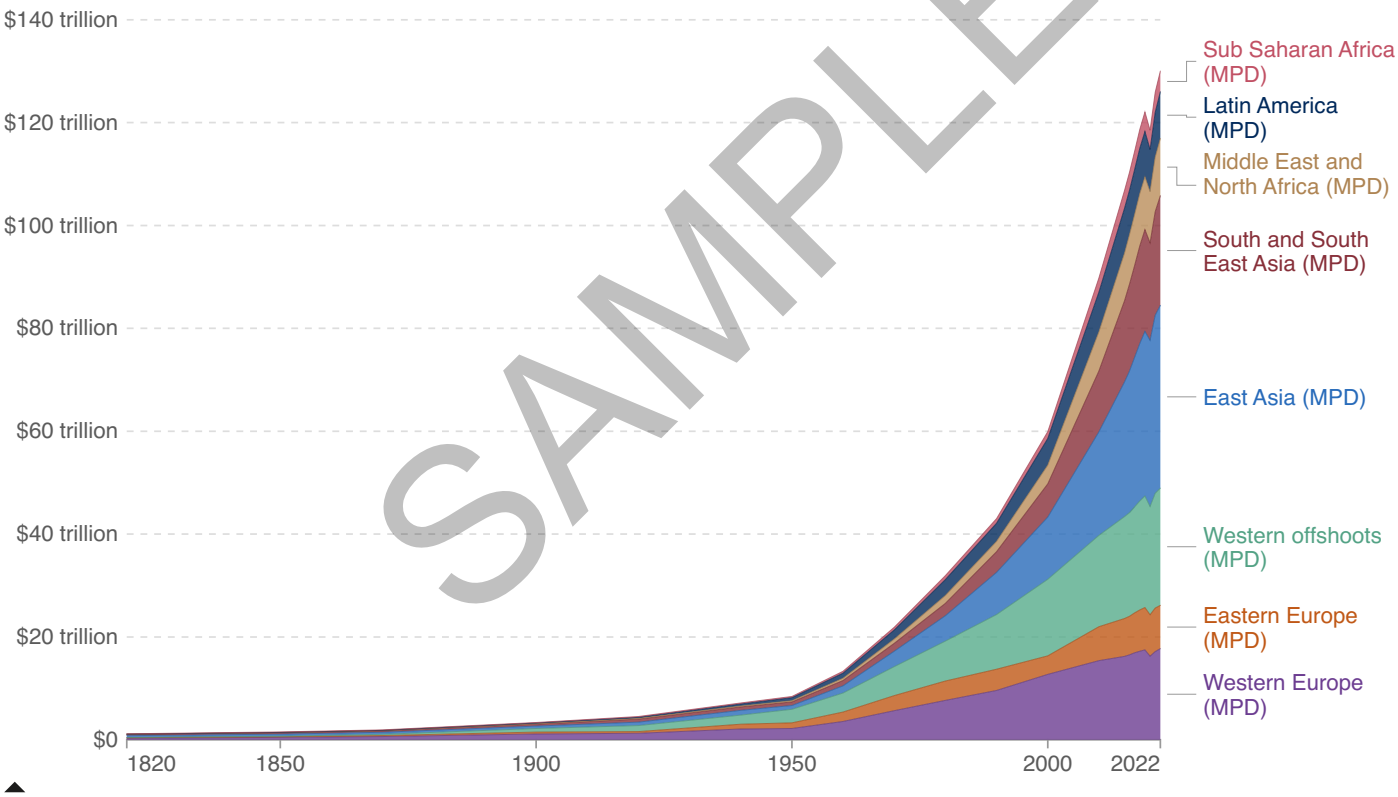
Economic indicators

Gross domestic product (GDP) is the total value of all goods and services produced over a given period, usually a quarter or a year. It's often used to indicate the size and health of an economy. A higher GDP usually indicates a wealthier and more developed country, while a lower GDP may suggest economic challenges. The wealthiest 12 per cent of the population receives approximately 85 per cent of the world's GDP or income, and tends to live in developed countries such as the USA, Western Europe, Japan and Australia. In contrast, the poorer 88 per cent of the world's population receives only 15 per cent of world's income and mostly lives in developing countries in Africa, Asia and Central America.

Another way to measure a countries economic growth is the **genuine progress indicator (GPI)**. The GPI is an alternative to and more comprehensive measure than the GDP. It accounts for not only the total value of all goods and services produced over a given period, but for the negative impacts of economic activity, such as the costs of crime, environmental damage, and resource depletion.

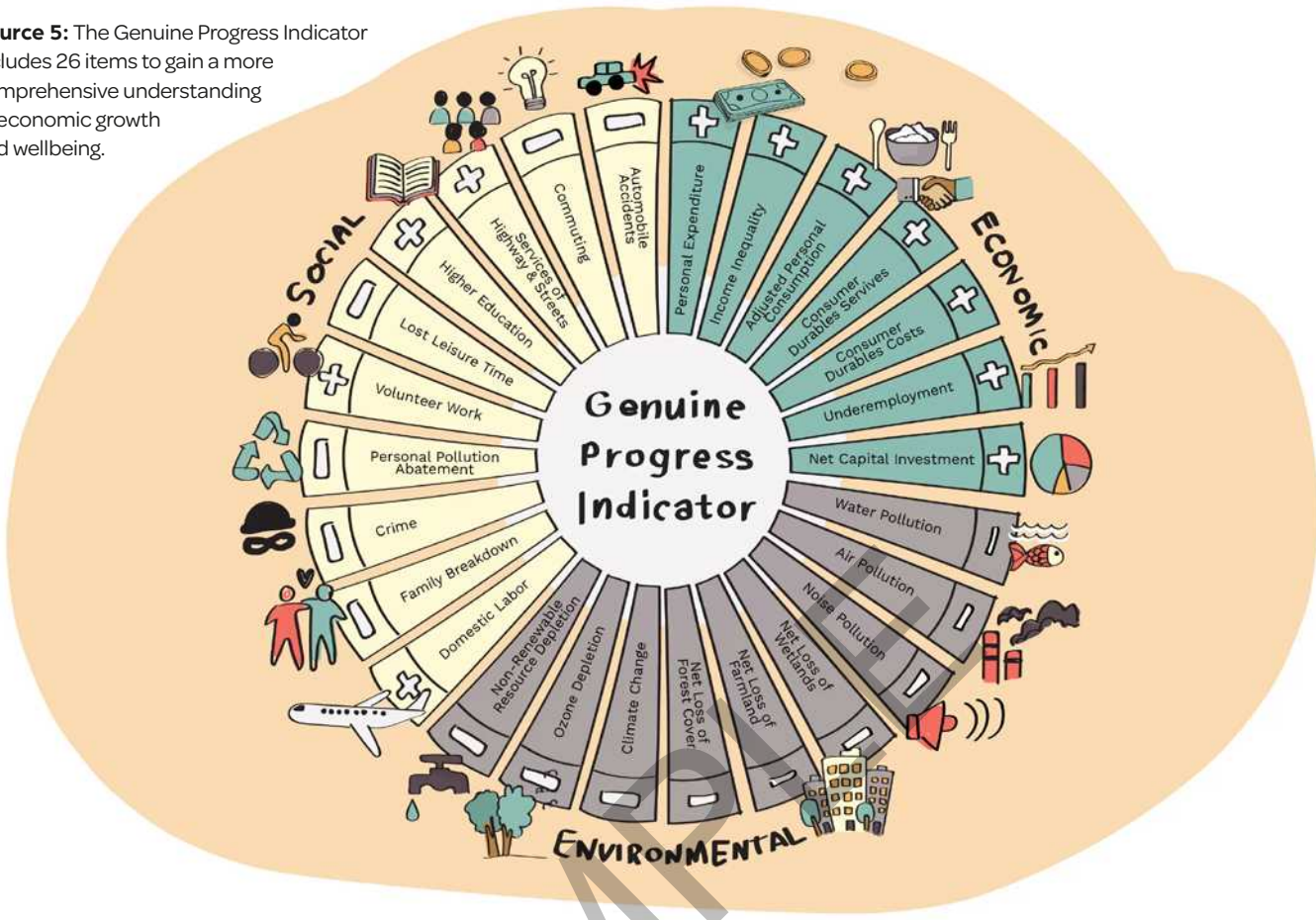
Gross national income (GNI) per capita is a measure of a country's total income divided by its population. This measure provides an indication of how much income, on average, each person in a country earns. GNI is used to calculate the HDI. GNI is often associated with better access to goods, services, resources and opportunities, ultimately increasing wellbeing.

Gross domestic product (GDP) by world region



Source 4: GDP has increased on a global scale over time as trade has become globalised. Despite these overall increases, there are still wide disparities between regions for GDP.

Source: Our World in Data



Source 5: The Genuine Progress Indicator includes 26 items to gain a more comprehensive understanding of economic growth and wellbeing.

Learning Ladder G3.2

Measuring wellbeing

1. Give an example of an objective wellbeing factor.
2. Describe the difference between GDP and GPI.
3. Explain why data such as the HDI or HPI is important in understanding the impact of wellbeing on a global scale.
4. The Human Development Index and Happy Planet Index both measure wellbeing. What similarities and differences are there between the two measurements.
5. Source 4: Evaluate the usefulness of GPI. If it is more comprehensive, why is GDP still more commonly used to assess human wellbeing?

Interpreting information

1. Source 1: What is Australia's Human Development Index rating?
2. Source 4: List five high-ranking regions for GDP and record their GDP in 2022. Describe any patterns you observe.
3. Source 1: Explain any potential causes of the patterns you described in question 2.
4. Source 1 and 3: Choose one country and using research from the Human Development Report, predict the future of human wellbeing in this region.
5. Consider the three key dimensions of the HDI – a good education, decent standard of living and living a long and healthy life. Do you think there are any other key factors missing from this list that would have an impact on human wellbeing or development? Provide at least one suggestion of another key factor that should be considered for future reports and justify your response.

Using the key

Describe the *interconnection* between access and *distance* to healthcare facilities and human wellbeing.

Interpreting information, page xx,
KGCs, page xxx

HOW TO

How does poverty impact human wellbeing?

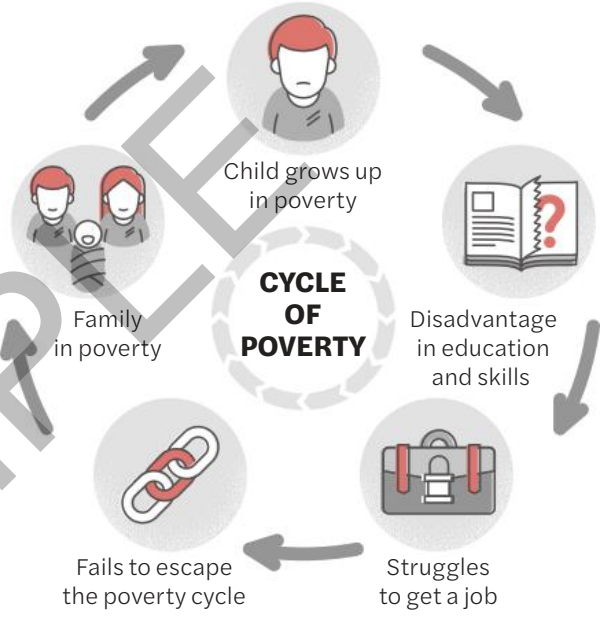
The United Nations (UN) describes **poverty** as 'more than the lack of income and productive resources to ensure sustainable livelihoods. Its manifestations include hunger and malnutrition, limited access to education and other basic services, social discrimination and exclusion, as well as the lack of participation in decision-making'.

Patterns of poverty

While the rates of extreme poverty have halved in the last 30 years, around the world more than 800 million people still live on less than US$1.25 per day. Eliminating **extreme poverty** globally by 2030 is a key goal of the 2030 United Nations Agenda for Sustainable Development. Extreme poverty is defined as surviving on less than $2.15 per person per day. Globally poverty rates are reducing from around 38 per cent in 1990 to 8.4 per cent 2019.

Extreme poverty rates rose by around 97 million people because of the COVID-19 pandemic, increasing the global poverty rate to 9.1 per cent. The global health crisis created a 'new poor' – people living in urban areas who have lost their manufacturing or service sector jobs because of pandemic restrictions.

Global warming is also going to have a huge impact on global poverty rates. In 10 years, it is estimated that our changing climate will force 68–132 million more people into extreme poverty. Currently, over 132 million people who are living in extreme poverty live in high-flood-risk regions. As sea levels rise, these people will become climate refugees.



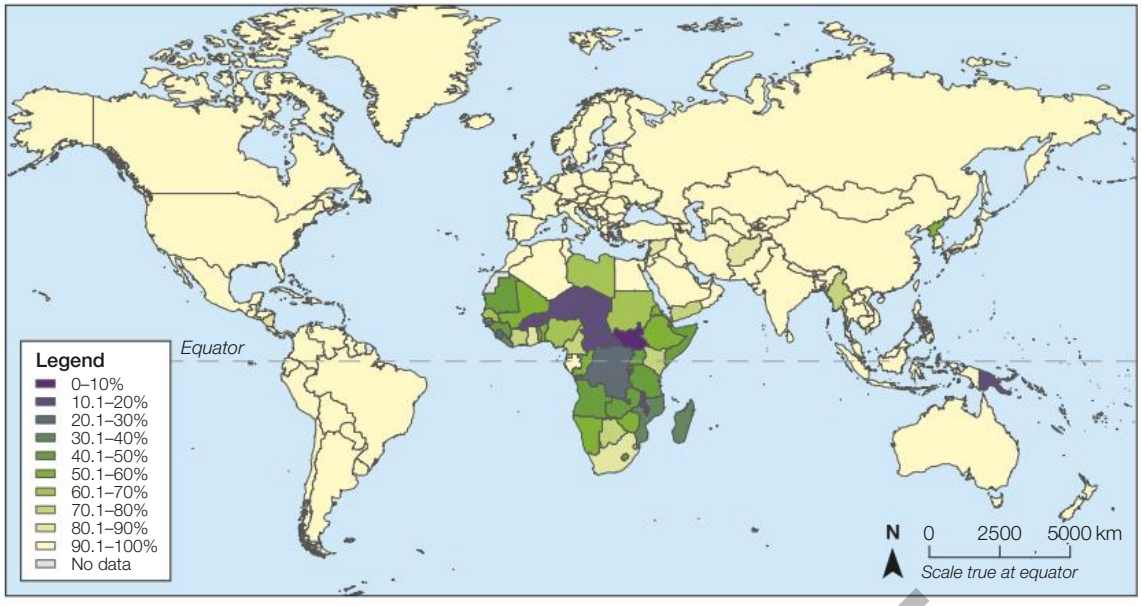
Source 1: Poverty is strongly interconnected with lack of access to education. More than 70 per cent of adults who live in poverty have only limited education, meaning they are more at risk of unemployment and are less able to provide for their families.

Electricity availability, 2016

Source 2: This satellite image from 2016 shows the Earth at night. We can see the disparity in access to electricity, as some areas are far brighter than others.

Source: Alamy.com

Electricity access, 2020



Source: Our World in Data

Source 3: Percentage of the population with access to electricity

Energy poverty

While the term 'poverty' is usually closely connected to finances, there are other shortages. **The Multidimensional Poverty Index (MPI)** seeks to measure poverty beyond income by considering factors like access to food, healthcare, education and clean water. It recognises that people may not be financially poor but may still experience significant deprivation in other areas. 'Energy poverty' is one example of a significant deprivation people may face. Researchers estimated that, in 2020, almost 20 million people did not have access to electricity and more than two-thirds did not have access to safe cooking fuels. As a result, these communities are exposed to toxic indoor pollution from alternative, unsafe fuels and have limited healthcare (because electricity is required to provide high-quality healthcare). Unsafe cooking fuel inhalation is responsible for more than four million deaths per year globally.

Source 4: Poverty is sometimes linked only with low-income countries. However, it is estimated that in 2022 over 3.3 million (13.4 per cent) Australians lived below the poverty line, of which 761 000 were children (16.6 per cent).

Learning Ladder G3.3

Measuring wellbeing

1. In your own words, define the term 'poverty'.
2. Summarise what is meant by the 'poverty cycle' and outline how it is interconnected with human wellbeing.
3. Source 2: Suggest how satellite imagery can help identify patterns of energy poverty on different scales.
4. Poverty is an objective measurement of wellbeing. Suggest how poverty may influence subjective ratings of happiness between people and places.
5. 'Living in poverty means more than just not having access to wealth.' Discuss this statement using data from reliable sources.

Making conclusions

1. What factors contribute to extreme poverty?
2. Explain the potential impact of energy poverty.
3. Source 3: Use data to support this statement: 'Countries in central Africa face some of the highest rates of energy poverty in the world.'
4. Source 2: How reliable is satellite imagery in providing information about poverty?

Using the key

How have poverty rates *changed* over time?

HOW TO Making conclusions, page xx, KGCs, page xxx

How is the environment interconnected with wellbeing?

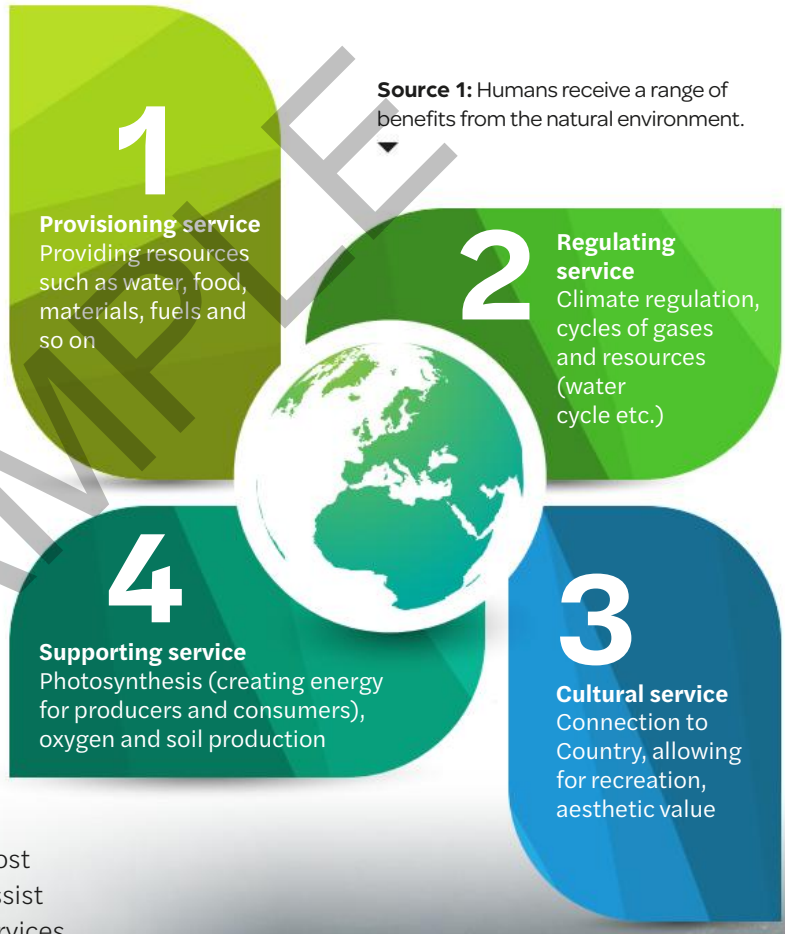
Humans rely on and use the natural environment to meet our basic needs. Soil is used to plant crops, oceans are used for shipping and fishing and forests are used for natural timbers, fibres and food.

The environment provides us with the things we need to survive by maintaining its natural processes and balance. In Geography, we refer to the ways that the environment helps us as **ecosystem services**. These services can be broken down into four main groups as shown in Source 1.

The future of human wellbeing is strongly interconnected with sustainable environmental use and management. As our global population continues to increase, experts predict that by 2100 we will require 80 per cent more food than we produce today. While we become more reliant on natural cycles to provide us with clean water, oxygen and suitable climatic conditions for living and farming, our current actions continue to degrade the environment.

Trade–offs are now an assumed part of policy making. While a country aims to increase its GDP and trade capacity by increasing mining and deforestation, we observe trade-offs through the decreasing ability of the environmental services to provide clean water and air, and to regulate global climate. Much of human development has come at a cost to environmental health. While these developments assist us in the short term, we rely on the productivity and services that ecosystems provide to maintain our wellbeing and health over longer time scales.

While we are protected by the structure of our society, as well as our culture and technology, we still heavily rely on the natural environment to meet our key human needs and, as a result, sustainability is crucial to our ongoing health and wellbeing.

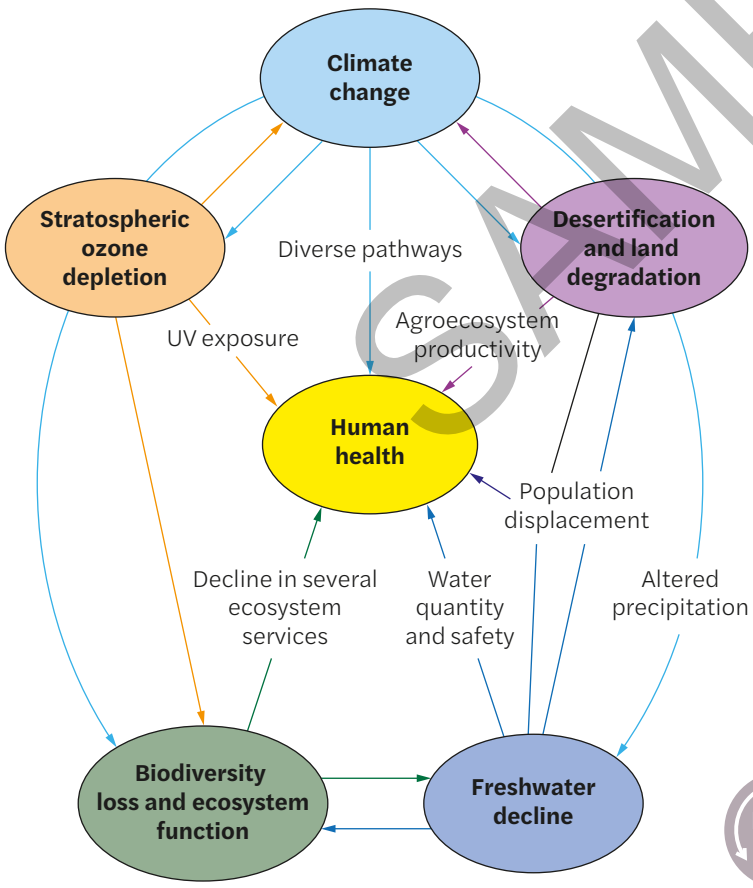


Source 1: Humans receive a range of benefits from the natural environment.

Source 2: Human actions alter environmental services.

Environmental quality

The quality of the environment plays a crucial role in determining how livable a place is, with factors like clean air, clean water and access to green spaces contributing to overall health and wellbeing. Air pollution, caused by sources such as vehicle exhaust, power plants, industrial factories and agricultural waste, is a significant problem in many cities worldwide. Harmful particles in the air can lead to serious health issues, including lung cancer, heart disease and respiratory illnesses. Each year, approximately 4.2 million people die from exposure to air pollution, and 91 per cent of the global population lives in areas with air quality worse than World Health Organization guidelines. Countries like India experience some of the highest levels of pollution, with cities like New Delhi seeing air pollution levels up to 30 times higher than safe limits. In response, governments are taking action to improve air quality, such as banning old polluting vehicles, reducing traffic, and investing in renewable energy sources like solar and wind power to enhance the livability of cities.



Source 3: Human health is directly affected by the environment. As this World Health Organization diagram depicts, as the different elements of the environment are depleted, they negatively affect each other and human health.

Learning Ladder G3.4

Measuring wellbeing

1. Define the term 'trade-off' with reference to economic and environmental sustainability.
2. Describe how human-induced climate change may impact human wellbeing the following scales:
   - **a** local
   - **b** regional or national
   - **c** global.
3. In small groups, assume the roles of the following stakeholders:
   - economist
   - environmentalist
   - politician up for election.

   Write some notes on how your stakeholder may view environmental trade-offs and their interconnection with human wellbeing. Compare your ideas and create a summary of some of the conflicts that we face as a community when trying to act sustainably.
4. Source 3: Predict how continued negative environmental changes can affect human wellbeing in the short-term and long-term.

Communicating

1. What ecosystem service does air pollution impact most?
2. Why is studying how the environment and humans are connected relevant for understanding human wellbeing?
3. Explain the key changes that have occurred in your local region over time. For each, list the ways those changes may have impacted human wellbeing on a local scale.
4. Source 3: Explain the interconnection between human health and the factors identified by the World Health Organization.

Using the key

Suggest how your local region is balancing trade-offs between human needs and *environmental sustainability*.

HOW TO Communicating, page xx, KGCs, page xxx

G3.5

Is education interconnected with wellbeing?

Globally, one in five children are not attending school. Studies have suggested that young people who receive a high-quality education are more likely to be healthy and, as a result, are more able to learn.

The importance of education

Education is an integral in providing the opportunity for **social mobility**. Social mobility is the ability to move up, or down, social classes. Through obtaining an education, a person is more likely to obtain higher paying work and access housing and healthcare. It also provides the ability to engage as a citizen, by having the literacy skills of reading and writing required to vote or understand the legal system. Research shows that around one in three students face physical violence in school. More than 73 million children live in extreme poverty and face food insecurity.

Education plays a key role in developing the skills, values and attitudes needed for individuals to lead healthy lives, be informed citizens and build positive relationships. Research shows that higher education levels among women can lead to improved child nutrition, better vaccination rates, and a reduction in preventable child deaths. It is estimated that if all girls completed primary education, maternal deaths could be reduced by two-thirds.

Accessibility

Some children are unable to access education because they live in a remote location, in a conflict zone where schools are closed or there are a lack of qualified teachers. Children in Nepal and Kenya travel as far as 4–8 kilometres each day to attend school, often without reliable transport.

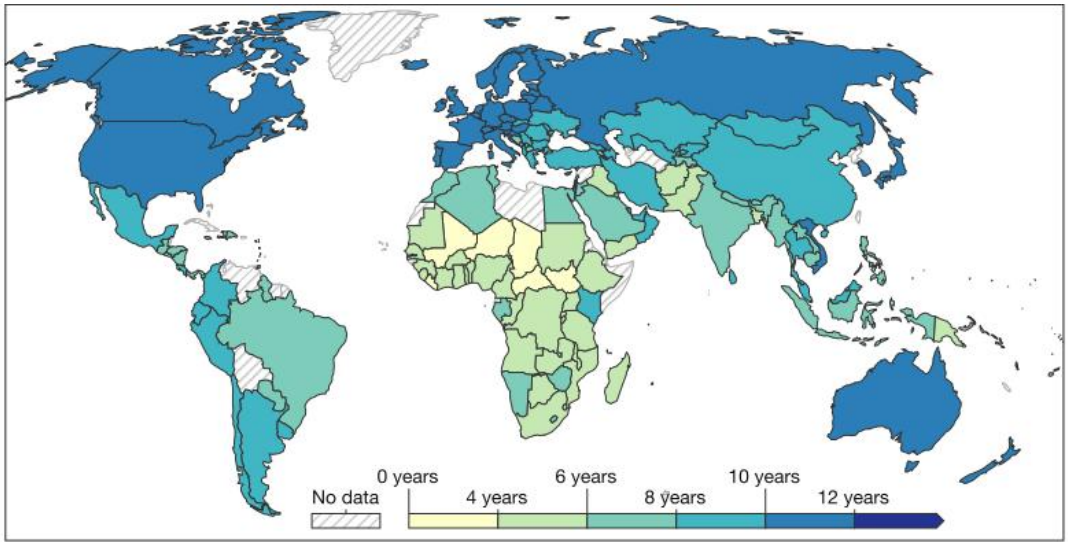
Non-government organisations (NGOs) such as Pencils of Promise partner with local rural communities in low income countries to build school infrastructure. They have built over 550 schools in six countries, including Ghana and Guatemala, providing education to over 150 000 students. They also train teachers in rural areas. Other NGOs, such as Education Above All (EEA), have used technology to increase access to education for over 12 million children in rural and remote communities in countries such as Jordan and Pakistan. EEA have developed online learning platforms, online interactive storybooks in local languages and digital libraries to promote literacy and numeracy skills. This reduces the travel time required for children to access an education.

Source 1: A trained teacher teaching students at a school built by the non-government Organisation Pencils of Promise in Ghana. This NGO fund the construction of schools, train teachers and pay salaries to ensure hundreds of thousands of kids receive an education in rural places around the world.

	Female	Male
Primary	88%	91%
Secondary	66%	66%
Tertiary	41%	36%

Source 2: Global gender inequality of education

Average learning adjusted years of schooling, 2020



Source: xxxxxx xxx xxxxxx xx xxxx xxxxxx xxxxxxx xx xxxx

Source 3: A choropleth map highlighting the average years of schooling a person undertakes in each country based on the amount and quality of education they receive. The higher the level of education, the higher the average income and life opportunities for an individual.

Affordability

School fees, uniforms, textbooks and transportation costs can make education unaffordable for families in low-income countries that are more likely to have six or seven children. Many low-income families stop children going to school as they rely on them to work for the family business to bring in an income. Many national government programs around the world aim to remove this barrier by providing resource packs to families for school supplies or scholarships to cover school fees.

Cultural barriers

There are cultural barriers that can reduce the access or effectiveness of education for some groups. In some **patriarchal societies**, where men hold the positions of power, girls are not allowed to obtain an education or they are expected to marry at a young age, which can prevent them pursuing an education. Further, the curriculum, language used or school system may exclude some groups, such as those with a disability and Indigenous or ethnic minority groups. This can make education challenging to access for these groups. Governments can implement anti-discrimination laws to prevent people being excluded from education.

Learning Ladder G3.5

Distribution of wellbeing

1. Source 2: Compare male and female school attendance.
2. Explain the role of cultural barriers in ereducing educational opportunities.
3. Source 3: Describe the patterns of access to quality education around the world. Refer to three countries in your answer.
4. Source 3: As technology improves, predict the future distribution of schooling years on a selected scale.

Representing information

1. Select data to support this statement, 'Education is an important wellbeing indicator.'
2. Source 2: Graph the data presented in the table to visualise the patterns.
3. Source 3: Using tracing paper, refer to G3.2 and copy the distribution of HDI (Source 1) for five selected countries. Does there appear to be an interconnection between 'average learning adjusted years of schooling' and HDI ranking?
4. Access 'Our World in Data' and search for 'Average years of schooling for women'. Create a custom map for five selected countries. How has the average years of schooling for women changed over time in these places?

Using the key

How may *distance* to school impact human wellbeing?

HOW TO

Representing information, page xx, KGCs, page xxx

What influences wellbeing in Asia?

Asia is the most populous continent in the world, home to more than 4.8 billion people. This immense diversity in population, cultures and economic needs presents significant challenges in managing resources, facilities and services. Despite these complexities, several Asian countries, including Hong Kong, China (SAR) and Singapore, have consistently ranked among the top 10 in the Human Development Index (HDI), showcasing the region's success in advancing human development across various dimensions.

Nutrition

While Asia has made some progress towards global nutrition targets, significant challenges remain, particularly in addressing malnutrition, among both children and adults. The prevalence of anaemia among women of reproductive age is notably high, affecting 33.1 per cent of women, and 17.3 per cent of infants are born with low birth weight. Adult populations in Asia are also facing a rise of non-communicable diseases (NCDs). An estimated 11.4 per cent of men and 9.5 per cent of women live with diabetes, while obesity affects 10.3 per cent of women and 7.5 per cent of men. These conditions are often linked to poor diets, inadequate nutrition and lifestyle changes.

Traditional Asian diets, rich in plant-based foods like vegetables, fruits and medicinal herbs, can help mitigate against these health risks. Foods such as reishi mushrooms, turmeric and goji berries, known for their health benefits, provide essential nutrients and bioactive compounds that support immune function and reduce the risk of chronic diseases. Diets in regions like Okinawa, Japan, are famous for promoting longevity, with their emphasis on low-calorie, nutrient-dense foods, which studies have been linked to lower rates of cancer and heart disease.

Access to healthcare

South and South-East Asia face significant health challenges, particularly for rural, low-income populations with limited access to and affordability of medical care. Many countries in the region have fewer than two hospital beds per 1000 people, with India having only 0.7 beds per 1000. The high cost of treatment often deters individuals from seeking medical help.

South Korea is an exception, with a well-developed medical system offering universal coverage through its National Health Insurance Service (NHIS). The NHIS provides government-subsidised insurance, covering 50–80 per cent of medical costs, and offers supports for those unable to pay. Despite this service, many South Koreans purchase private supplemental insurance to cover additional healthcare expenses.

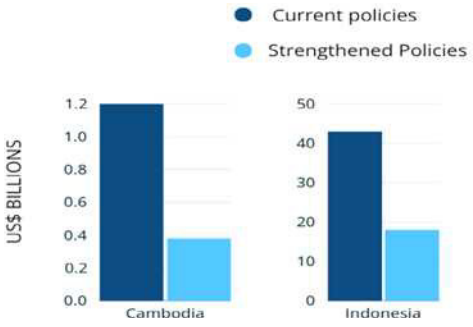
Source 1: In the People's Republic of China (PRC), traditional Chinese medicine (TCM) plays a key role in the healthcare system. TCM is gaining increasing recognition both within China and globally. The Chinese government is actively supporting the growth of TCM, with initiatives to set up TCM centres abroad and enhance its international visibility.

Environmental quality

Over 90 per cent of the 2.5 billion people in East and South-East Asia are exposed to air considered unsafe by the World Health Organization. Major sources of pollution, including vehicle emissions, fires, and fossil fuel use in power and transport, contribute to millions of premature deaths each year. Nine countries in the region rank among the world's 40 most polluted.

Poor air quality not only harms health but also limits outdoor activities, affecting economic productivity and disrupting tourism. Asia's rapid economic growth is widely associated with rising pollution rates. Without strong action from all trade partners, air pollution will continue to undermine public health and economic growth, making it harder to achieve the UN Sustainable Development Goals.

Annual cost of air pollution predicted for 2030



Source 2: Annual cost of air pollution in selected Asian countries, predicted for 2030, depending on whether stronger action is taken by governments

Source: xxxxxxxx

Country	Air pollution (μg/m³)
Japan	9.8
Singapore	11.8
Philippines	12.8
Taiwan	15.0
Hong Kong	15.4
Afghanistan	46.5
Mongolia	46.6
India	51.0
Pakistan	59.0
Bangladesh	77.1

Source 3: Air quality differs between countries in Asia.

Learning Ladder G3.6

Measuring wellbeing

1. What are some indicators used to describe the distribution of wellbeing in Asia?
2. Source 2: Describe how air pollution in Asia impacts more than just human health.
3. How do nutrition indicators measure the wellbeing of a population?
4. Source 3: How does air quality compare across different countries in Asia?

Representing information

1. If you were examining the effect of healthcare policies in South Korea on population wellbeing, what specific data would be important to include?
2. Source 3: Create a graph to visualise the data presented.
3. Annotate a blank map of Asia using data presented. What patterns do you see?
4. Access the 'Open healthcare access map'. Select Asian countries of interest and compare access to healthcare services and facilities.

Using the key

Compare the health and wellbeing within the Asian *region* using an objective measure.

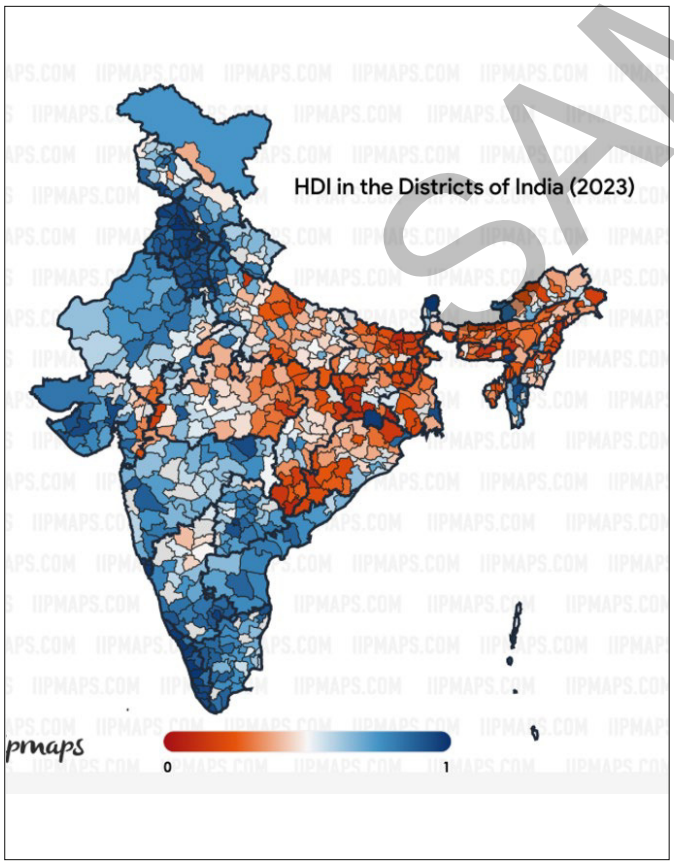
HOW TO
Representing information, page xx,
KGCs, page xxx

How does wellbeing vary on a regional scale in Asia?

In Asia, human wellbeing varies significantly across regions due to a range of socio-economic, environmental and policy-related factors. The state of Kerala in southern India is one example of a region that consistently ranks high in terms of human development indicators such as life expectancy, literacy rates and healthcare access.

Kerala, with a population of approximately 35 million (2024), is the 21st largest state in India by area. Bordered by Karnataka and Tamil Nadu, it has a tropical climate, with temperatures averaging 25°C and over 3000 hours of sunshine annually, influenced by seasonal monsoon rains. Despite its low per capita income, Kerala ranks highly on the Human Development Index (HDI), comparable to many high-income European regions.

Human Development Index in the districts of India, 2023



Source: xxxxxxxx

▲ **Source 1:** Human Development rankings differ on a regional scale in India.

Healthcare

Kerala has one of the best healthcare systems in India. There is, on average, one doctor to every 509 people in the population, significantly higher than the national average of one per 1000. Life expectancy in Kerala is among the highest in India, at around 75.3 years, significantly higher than the national average of 70.6 years. Kerala's **infant mortality rate (IMR)** stands at six per 1000 live births, far below the national IMR of almost 28 per 1000 live births. These improvements are largely due to the accessibility and wide distribution of medical facilities in Kerala, the establishment of primary health centres, and low exploitation of medical workers due to the workers organisation presence.

Education and policies

Kerala's literacy rate is 96.2 per cent: 96.11 per cent for males and 92.07 per cent for females. This is largely due to the state's strong education policies, such as free and compulsory education for all children aged 6–14 years old. The government funds indirect costs of schooling as well, including uniforms, books, meals and transport. It is required that two trained teachers are assigned for every 60 students, ensuring better teacher-two-student ratios. The state's government has also implemented welfare policies and strategies such as Kudumbasshree that focus on reducing poverty and increasing gender equality. The Kerala State Planning Board (2016) reported that the incidence of poverty in Kerala fell from 60 per cent of the population in 1974 to 11 per cent in 2012.

Despite these advancements in human wellbeing, there is still work to be done in Kerala. While education rates are high in the region, many citizens choose to migrate to other countries or regions for employment, creating a local 'brain drain'. Further, Kerala, known for its abundant water resources, faces significant challenges in ensuring consistent access to safe drinking water. Despite heavy rainfall, with an average of 3055 millimetres annually (twice the national average), the state experiences recurring droughts and water scarcity, especially in rural areas where people depend on unprotected wells, tanks and streams. Urban areas are also not fully covered by reliable water-supply systems. The Kerala government, in collaboration with local agencies, is working to address these issues, aiming to provide potable water to all residents, as well as developing strategies to protect wells and improving water infrastructure.

Source 2: Wide-spread poverty impacts many of India's regions.

Source 3: In comparison to Kerala, Uttar Pradesh has a population of over 257 million. The state has the highest proportion of rural households having sufficient drinking water in India (97.1 per cent) and low doctor to population ratio of 1:2363. Infant mortality rate is now exceeding 38 deaths per 1000 live births and literacy rates are 68 per cent (57.18 per cent for women).

Learning Ladder G3.7

Distribution of wellbeing

1. Sources 1–3: What are the key indicators that reflect the varying levels of human wellbeing between Kerala and other states like Uttar Pradesh?
2. Sources 1–3: In what ways does Kerala's infrastructure, like water systems and healthcare, support a higher standard of living compared to other Indian states like Uttar Pradesh?
3. Source 3: Suggest some reasons for the differences in literacy rates and educational access between Kerala and Uttar Pradesh.
4. How could the migration of educated workers from Kerala impact its long-term human development?

Planning and collecting

1. Source 3: Complete a 'See, think, wonder' activity. Write three open-ended questions to investigate the HDI ranking of Uttar Pradesh.
2. How would you structure an inquiry investigating the reasons behind water-scarcity problems in Kerala and its local effects on wellbeing?
3. Collect secondary data to create a comparison table between Kerala and other Indian states for key HDI criteria.
4. Refer to the table you developed in question 3. How would this data have been collected?

Using the key

How can the *movement* of population impact a *region's* wellbeing?

HOW TO
Planning and collecting, page xx,
KGCs, page xxx

G3.8

What factors influence wellbeing in Australia?

Australia performs well on global indicators of development, wellbeing and liveability. Australian cities regularly rank among the top 10 most liveable cities in the world. The status of Australia and Australian cities reflects a high level of wellbeing – they are safe places to live with the goods, services and infrastructure needed to live a good life.

Wellbeing of the nation

Factors contributing to Australia's high general level of wellbeing include political **stability** and geopolitical security, a strong **democracy**, the rule of law and respect for rights, a moderately growing population based on **immigration** and a respect for **multiculturalism**, high average incomes, high levels of educational attainment, low unemployment and a society based on **egalitarian** (classless) principles.

Natural resources such as minerals, energy and agricultural land have enabled Australia to be a 'double net exporting' country, exporting more food and energy than it imports. Australia's diversified economy has created economic wealth from multiple sectors, including:

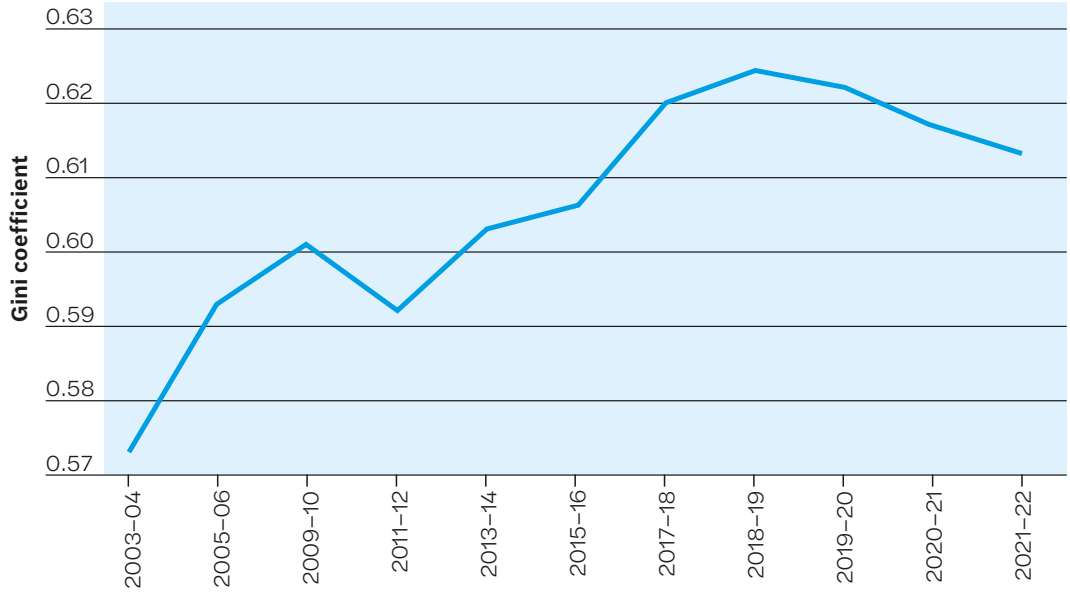
- commodity exports such as iron ore, beef and wool
- services such as tourism, international education, scientific research and ICT
- industrial production such as high tech medical equipment like Cochlear.

Inequalities within the nation

Despite Australia's overall wealth, the distribution of that wealth is increasingly uneven and there are inequalities in many measures of wellbeing, including income, education and health outcomes, and access to services and facilities such as affordable housing.

Inequality in Australia is reflected in the Gini coefficient (Source 1) in which Australia falls below the global average for 88 countries compared by the World Bank. The wealthiest 10 per cent of Australians held almost 50 per cent of all wealth in 2022 and the wealth of 130 billionaires grew by an average of 12 per cent, increasing their share to equal that of the poorest 30 per cent or 2.8 million households. Much of this wealth is held in property, an asset the poor are increasingly unable to access due to increasing interest rates and rising property values – a situation widening the gap between rich and poor.

Wealth inequality (Gini coefficient) for Australia

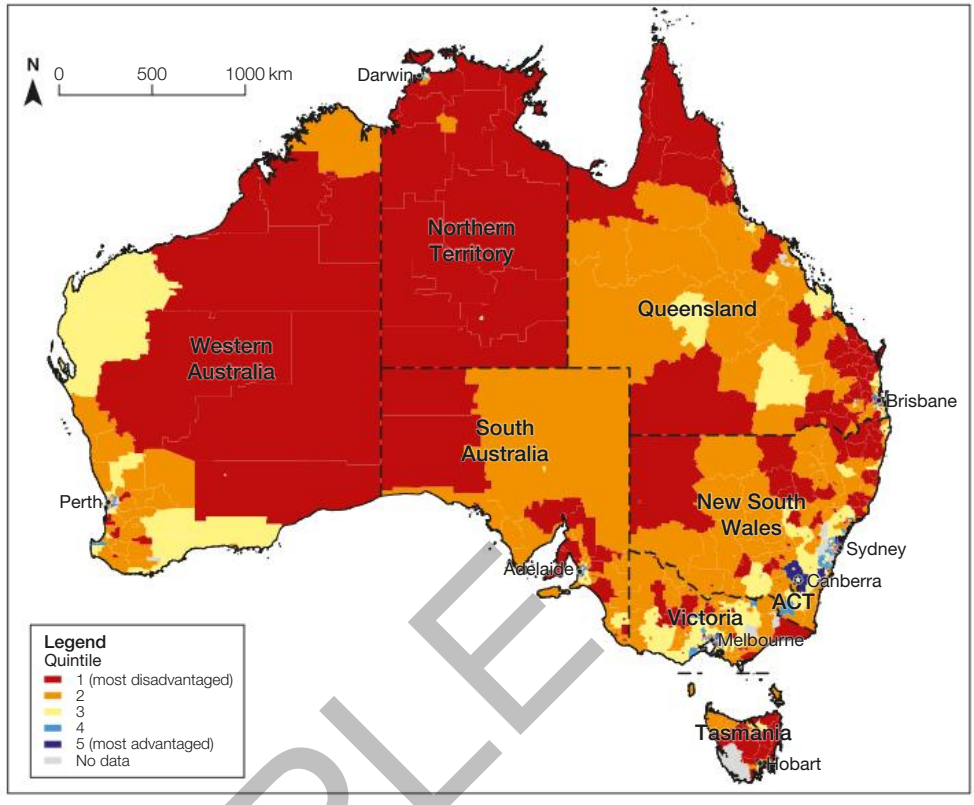


Source 1: ▶
The Gini coefficient is a measure of inequality ranging in value from zero (complete equality) to one (complete inequality).

Source: xxxxxxxx

Source 2: Choropleth map showing the areas of advantage and disadvantage in statistical regions of Australia in 2021

Index of relative socio-economic advantage and disadvantage



Source: Matilda Education Australia

Spatial variations

Key factors that explain income inequality are level of educational attainment, employment status, gender, disability, race or ethnicity and geographic location. There are also significant variations in wellbeing between rural and urban places, within large cities and between Indigenous and non-Indigenous Australians.

Remoteness divide

Approximately 28 per cent of the Australian population lives in rural and remote areas where they generally experience poorer health outcomes, including shorter life expectancy, higher levels of chronic diseases such as diabetes and injury, poorer access to health services and lower levels of education – with a smaller range of employment and career opportunities. Incomes were on average 15 per cent lower than those living in capital cities in 2019–20 yet prices for goods and services are higher.

Urban divide

Within Australia's largest cities there is a distinct geography of advantage and disadvantage. The poor live in more affordable locations mostly in small pockets within existing suburbs or further from the city centre. The rising cost of living and escalating real estate prices and rents is widening the gap between the urban rich and poor.

Learning Ladder G3.8

Distribution of wellbeing

1. Source 2: Describe the pattern of disadvantage in Australia.
2. Source 1: Explain how the gap between rich and poor is widening in Australia.
3. Explain Australia's remoteness divide and urban divide using examples.
4. Predict the future of wellbeing in different Australian regions.

HOW TO Communicating, page xx, KGCs, page xxx

Communicating

1. Describe the link between Australia's wealth and being a double net exporting country.
2. Explain the barriers to better health outcomes in rural and remote communities?
3. Use data to assess the accuracy of the statement, 'Inequality has a postcode.'
4. Explain the interconnection between liveability and human wellbeing in Australia.

Using the key

Use examples to qualify this statement, 'While a nation may be wealthy, the *distribution* of wealth between communities varies'.

What is the state of wellbeing of First Nations Peoples?

Many institutions are structured in a way that limits access by First Nations Peoples, leading to disparities in wellbeing between Indigenous and non-Indigenous Australians.

Cycles of disadvantage

The wellbeing of First Nations Peoples is impacted by gaps in health, education, jobs, and overall socio-economic status. It is crucial to acknowledge the diversity among First Nations Peoples and unique needs, as attempting to provide a broad summary risks oversimplification or stereotyping. Discrimination and historical injustices limit access to essential services, education and economic inclusion, continuing cycles of disadvantage. Despite limited progress made through governmental and grassroots efforts, substantial barriers persist in achieving equitable outcomes for First Nations Peoples.

Measures of wellbeing

The wellbeing of First Nations Peoples in Australia is measured using indicators like health outcomes, education levels, job opportunities, income, housing quality, and participation in cultural activities, and it goes beyond the simple definition of absence of ill health. Health indicators include life expectancy, infant mortality rates and chronic disease prevalence, while educational attainment is assessed through school attendance and retention, literacy rates and completion of Higher Education qualifications. Employment rates and income levels reflect economic participation and financial security. Housing conditions indicate access to safe and adequate housing, and cultural participation reflects engagement with First Nations languages, traditions and practices. Spiritual wellbeing, which is crucial in First Nations cultures, is often overlooked in mainstream evaluations of wellbeing.

Disparities of wellbeing

Health

Health disparities are a significant issue for First Nations Peoples in Australia, with significantly poorer health outcomes compared to non-Indigenous Australians. According to a report by the Aboriginal Health Council of South Australia, historical injustices have led to limited access to culturally appropriate healthcare services, contributing to ongoing health challenges. Statistics show higher rates of chronic diseases like diabetes, cardiovascular disease, and respiratory conditions among First Nations populations. For example, First Nations Peoples are almost four times more likely to have diabetes than non-Indigenous Australians. In some communities, limited access to healthy foods and nutrition education exacerbate these disparities.

Mental health is another area of concern. First Nations communities experience disproportionately high rates of psychological distress, depression, and suicide. Australian Bureau of Statistics data shows suicide rates among First Nations Peoples are twice as high as those among non-Indigenous Australians, highlighting the urgent need for targeted interventions and culturally appropriate support services.

Education

Educational attainment remains a significant challenge, with First Nations students facing barriers such as limited access to quality education, cultural insensitivity in curriculum and teaching methods, resulting in lower retention rates compared to their non-Indigenous counterparts. In 2021, the Year 12 or equivalent attainment rate was 1.3 times as high for non-Indigenous Australians aged 20–24 as for Indigenous Australians (91 per cent compared with 68 per cent).

Employment

Employment opportunities for First Nations Australians are still behind, with higher rates of unemployment and underemployment adding to socio-economic challenges. According to the Australian Bureau of Statistics, the unemployment rate among First Nations Peoples was 20.4 per cent in 2020, more than double the rate for non-Indigenous Australians. These disparities are not random; systemic barriers in education, workforce participation and discriminatory hiring practices have prevented the accumulation of wealth within First Nations communities, often perpetuating cycles of economic hardship.

Improving wellbeing

Preserving culture and connection to land are vital for the wellbeing of First Nations Peoples. However, ongoing challenges such as land dispossession, cultural erasure, and lack of recognition of rights contribute to intergenerational trauma and weaken cultural resilience. These obstacles not only disrupt identity and purpose but also hinder wealth building within First Nations communities. Land and cultural assets are crucial for economic stability and long-term prosperity, but historical and contemporary constraints imposed on access to and control of Country continue to limit opportunities.

When First Nations wellbeing is optimised, it signifies a society where these communities have fair access to essential services, education, and economic resources. This involves empowering First Nations leadership and self-determination through initiatives like community-controlled health services and educational programs that integrate Indigenous knowledge. For example, successful models such as the Aboriginal Medical Service Redfern in Sydney offer culturally appropriate healthcare, while schools like the Yiramalay/Wesley Studio School in Western Australia incorporate First Nations culture into the curriculum. The Yirrkala School, with its two-way learning system, encourages mutual respect and understanding between Indigenous and non-Indigenous cultures.

Source 1: Students from Yiramalay School teach visiting students a traditional dance.

Learning Ladder G3.9

Measuring wellbeing

1. List variations in health outcomes for Indigenous and non-Indigenous Australians.
2. Using examples, describe how connection to culture and community is important for the wellbeing of First Nations Peoples.
3. How have historical injustices and discrimination impacted the wellness of First Nations Peoples?
4. Analyse how wellbeing is measured and why disparities exist between Indigenous and non-Indigenous Australians.

Strategies

1. What action needs to be taken to optimise First Nations Peoples' wellbeing?
2. Explain the role of First Nations organisations in enhancing wellbeing.
3. What is the impact of preserving culture and connection to Country on the wellness of First Nations Peoples? Provide one example of how these connections can be enhanced.
4. Design a program aimed at improving First Nations Peoples' wellbeing on a community level.

Using the key

Explain the *interconnection* between historical events and current issues in wellbeing for some First Nations communities.

HOW TO

Strategies, page xx, KGCs, page xxx

How can we improve wellbeing?

Improving human wellbeing involves working together across local, national and global scales to ensure more equitable access to safe food, health services and education for all.

Sustainable Development Goals

In 2015 the United Nations states established the Sustainable Development Goals (SDGs). These 17 goals and 165 targets were signed with an aim to end poverty, increase environmental sustainability, and build a peaceful and prosperous world by 2030. In order to achieve these targets, nations need to create strong initiatives and work together to end inequalities and improve human rights.

Achieving the SDGs is not easy. Leaders must find a balance between social, economic and environmental sustainability. In other words, they need to consider how to maintain or help their own country prosper, while also developing positive relationships and providing aid, assistance and advice to other world regions. In some instances this means ending decades-long conflicts and finding homes for millions of displaced people.

Challenges of improving equity

There are many challenges in meeting these goals. Experts estimate that eradicating poverty may cost around $66 billion a year and creating sustainable and useable infrastructure may cost over $7 trillion globally. The world population is expected to increase to nine billion by 2050, which means that food and energy production will also need to rise by up to 70 per cent putting pressure on already degraded environments.

The third SDG is to ensure good health and wellbeing on a global scale. The global COVID-19 pandemic in 2019–21 stopped and even reversed some of the work to meet this target by limiting access to and effectiveness of health services. Key vaccination and aid programs were blocked and strict lockdowns and reductions in trade only acted to further increase global inequalities in education and access to safe food. It is estimated that 71 million people were pushed into extreme poverty during this time. As we rapidly approach 2030, much more needs to be done to meet these goals.

Source 1: Sustainable Development Goals developed by the UN

GOOD HEALTH AND WELL-BEING

Challenges	Solutions
ENVIRONMENTAL FACTORS KILL MILLIONS OF PEOPLE every year causing nearly one quarter of all deaths worldwide 	 **AVOID AND REDUCE POLLUTION** to prevent millions of premature deaths every premature deaths every year
POLLUTION, CHEMICAL EXPOSURE, CLIMATE CHANGE, and **ULTRAVIOLET RADIATION** contribute to more than **100 DISEASES** affecting primarily young children and elder people 	 Work with energy, transport, agriculture and industry sectors to **CREATE A HEALTHIER ENVIRONMENT**
AIR POLLUTION is the world's largest environmental health risk killing 6.5 million people prematurely every year 	 **ADOPT CLEANER ENERGY** to reduce indoor and outdoor air pollution and save millions of lives 

Source 2: There are significant challenges that countries face when trying to meet the SDGs. World leaders need to work together to overcome these challenges and meet targets.

Learning Ladder G3.10

Improving wellbeing

1. Describe the challenges of making an equitable world.
2. What do the Sustainable Development Goals aim to change?
3. Analyse the implications of not meeting the SDGs by 2030. What should world leaders do if this happens? What changes would you make to create new goals?
4. Source 1: Evaluate the 17 SDGs by grouping the goals into categories. Which categories are best represented and which are under-represented. What goals could be added to any under-represented categories?

HOW TO Interpreting information, page xx, KGCs, page xxx

Interpreting information

1. Source 1: List two of the SDGs that the UN hopes to achieve by 2030.
2. Review progress for SDG 3 by visiting https://unstats.un.org/sdgs/report/2022/Progress-Chart-2022.pdf.
   - **a** Which world target is the most progressed?
   - **b** In which world regions has the least progress been made?
   - **c** For which goals and in which regions have the targets been reached?
3. Source 2: Explain sustainable practices to improve good health and wellbeing.
4. Experts estimate that eradicating poverty may cost around $66 billion a year. Predict how global poverty patterns may change in the future.

Using the key

Suggest what *processes* need to take place to achieve SDG 3.

G3.11

How is Australian wellbeing addressed at a national scale?

The Australian Government, non-government organisations, community groups and individuals are involved in addressing wellbeing issues and reducing inequality nationally, although there are criticisms that as a wealthy country we could do more.

Human rights and discrimination

Legislation is required to enforce Australia's obligations under the United Nation's Universal Declaration of Human Rights. The rights of individuals are protected by Australian laws such as the *Racial Discrimination Act 1975* and *Human Rights and Equal Opportunity Commission Act 1986*, as well as the work of NGOs like the Refugee Council of Australia and Amnesty International. Reducing discrimination can significantly improve the welfare of groups within Australian society. It is unlawful to discriminate on the basis of age, disability, race, gender, marital status and sexual orientation in all areas of public life, including education and employment.

The Australian Human Rights Commission, established through legislation in 1986, handles complaints of unlawful discrimination. Australia has a good record in protecting human rights compared to many nations, however the treatment of asylum seekers and the gap in wellbeing of Aboriginal and Torres Strait Islander Peoples remain areas of concern.

Government support and services

To reduce income inequality the Australian Government uses a progressive tax system in which those on the lowest incomes pay little or no tax. The tax collected from higher income earners is used to fund income support and provide social and economic programs and services for the poorest and most vulnerable, including the unemployed, the aged and those with disabilities.

In 2023, the Australian Institute of Health and Welfare reported that 5 million people were receiving an income support payment such as Job Seeker and Youth Allowance, 2.6 million were receiving an aged pension, and the National Disability Insurance Scheme had 573 000 participants in the National Disability.

Other types of support include rent assistance, subsidised child care and child support.

Medicare, Australia's public healthcare system, assists with the cost of health services such doctor and hospital visits, while the Pharmaceutical Benefits Scheme subsidises the cost of many medicines. The failure of Medicare to cover basic dental health limits the capacity of the health system to fully address inequality.

The national minimum wage in Australia, the lowest amount you can legally be paid for doing a job, is $23.23 per hour, one of the highest in the world. This payment was increased by 8.6 per cent in 2023 because of a cost of living crisis. Many welfare organisations believe this is too low and barely covers rising basic living costs, particularly the cost of accommodation. Without additional support many low income families live in poverty and rely on charities to pay bills, eat three meals a day and access other services.

Source 1: Orange Sky Australia is an NGO providing a free mobile laundry and shower service for people experiencing homelessness, and more recently those living in disadvantaged remote communities. The vision of Orange Sky is to improve the standard of hygiene of the homeless and restore their dignity through better health outcomes, through providing access to appliances most could not access.

Australia's progress in achieving the UN SDG for 2030

Source 2: Australia's progress in achieving no poverty, reducing inequality and life on land (biodiversity loss) went backwards in 2023.

Non-government organisations (NGOs)

Thousands of NGOs in Australia support the poor and disadvantaged in matters ranging from access to food, shelter, clothing and education to applying for work and mental health. The Smith Family supports disadvantaged children through programs designed to improve educational access. In 2023 this included 62 822 Learning for Life sponsorships and career education programs to assist students in the transition from school, tertiary education or training into work. The Red Cross focus on accommodation in the belief that this is an essential right and a prerequisite for improved wellbeing. Services include accommodation for the homeless and the provision of meals, showers and first aid.

Australia's wellbeing performance

The UN SDGs can be used as indicators of improvements to human wellbeing in Australia. Of the 17 goals, many are directly connected to aspects of wellbeing such as poverty (1), hunger (2), health (3), education (4), gender equality (5), water and sanitation (6), energy (7), work (8), inequalities (10) and peace and justice (11). Although a highly developed country, Australia's progress in achieving these goals and improving wellbeing of all groups on Australia society had stalled in 2023 and the ranking on progress had slipped to 40th from 166 countries. Less than 50 per cent of SDG targets have been achieved or are on track for Australia and 30 per cent of targets have worsened since the last report, including the areas of poverty rates and inequality.

Learning Ladder G3.11

Improving wellbeing

1. Source 1: Describe how the approaches of NGOs like Orange Sky to improve human wellbeing differ from the government perspective.
2. Source 1: Explain the expansion of Orange Sky's wellbeing program beyond the provision of a laundry service.
3. Source 2: What shortfalls and successes in performance did Australia have in attaining UN Sustainable Development Goals in 2023?
4. Analyse the perspective of the Australian Government on strategies to address human wellbeing.

Making conclusions

1. Identify the interconnection between government welfare and human wellbeing.
2. Source 1: Describe the connection between hygiene, human dignity and human wellbeing.
3. Explain Australia's progress in improving the wellbeing of Australians using the 2023 SDG report.
4. Weigh up the implications of interconnections between Orange Sky, remote communities in Western Australia and the homeless living in Sydney.

Using the key

Suggest some key *changes* that need to be made to improve Australia's progress to achieving the SDGs.

HOW TO

Making conclusions, page xx, KGCs, page xxx

G3.12

How can we address inequality on a local scale?

It is easy to envision wellbeing through an international lens, dividing the world into high or low-income countries, between the haves and have nots. The reality is that disparity in wellbeing is common in virtually all contexts and scales, be it in terms of income, access to services, gender equality, personal freedoms, education levels, emotional wellbeing and more.

In Melbourne, housing is a key example of wellbeing and inequality. In 2020, the Victorian Public Tenants Association estimated that up to 100 000 people were on the waiting list for public housing, including those from low socioeconomic backgrounds, new migrants and those fleeing domestic violence. In central Melbourne, public housing towers dot the skyline in inner suburbs such as Flemington, South Melbourne and Fitzroy. For decades, they offered space for thousands of occupants, many having waited long periods for accommodation.

In early July 2020, Victorian Premier Daniel Andrews ordered nine such towers in Flemington and North Melbourne into immediate and total lockdown after a surge in reported positive cases of COVID-19.

Authorities argued that the towers contained conditions similar to cruise ships: confined spaces with large numbers of people and small shared common areas – ideal for spreading the contagious virus. For days, residents remained under strict lockdown in cramped conditions and the resulting media coverage revealed significant challenges for residents, notably ongoing wellbeing concerns and the difficulties for authorities in adequately supporting people's diverse linguistic and cultural needs.

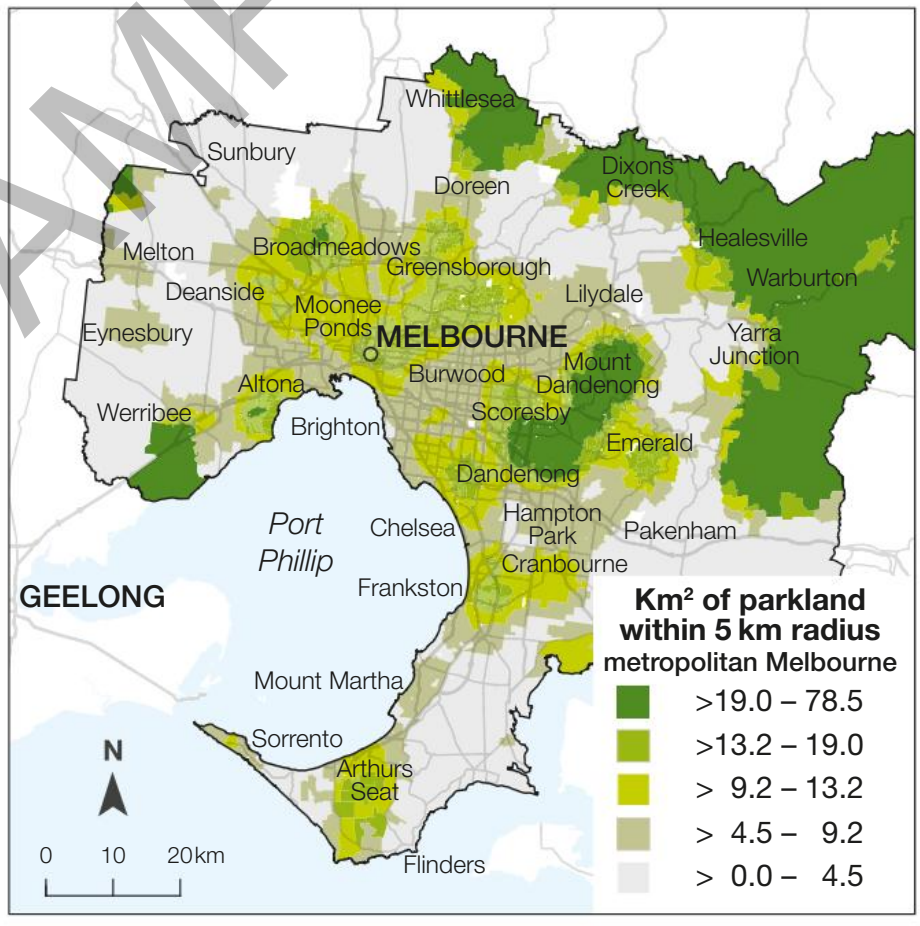
Source 1: A resident of a Flemington public housing tower pleads to go out during lockdown for supplies.

Source 2: Residents in Malvern enjoying public spaces during lockdown

By contrast, as Stage 4 lockdowns followed for the Greater Melbourne region, residents in other suburbs were required to remain within a given radius of their home. For many areas, this still afforded plentiful opportunities for exercise and access to most services. In the affluent inner southeast, one resident complained that she had already 'done all of Brighton' on her daily walks, while others complained of having become tired of Netflix.

The disparity of the lockdown experience between those in public housing and those in their own homes with access to public spaces is a strong example of how wellbeing can vary on a local scale. According to the Black Dog Institute, there is a clear link between access to green spaces and mental health; limited access can lead to increased stress and anxiety. Across Melbourne, access to green spaces varies significantly, as seen in Source 3.

Access to parkland within permitted 5 kilometre radius, Melbourne 2020



▲ **Source 3:** Grey and light green spaces indicate limited access to parklands.

Source: Matilda Education Australia/Custom Mapping Services. Data from Ali Lakhani and Dennis Wollersheim.

Across Australia, on any given night, nearly 100 000 people are homeless. Almost a quarter of these can be found in urban Victoria, primarily in Melbourne. Homelessness remains an ongoing issue in Melbourne, one that was thrown sharply into focus during the 2020 COVID-19 lockdowns, when 2000 homeless people were provided with emergency accommodation. When the pandemic was announced, the Victorian Government allocated $6 million of crisis funding for agencies that procure temporary housing. Furthermore, $150 million was budgeted for long-term shelter – including hotel accommodation – for rough sleepers through a Victorian Government scheme known as 'Home for the Homeless'.

Ongoing accommodation has proved to be a boon to the wellbeing of those involved, who have reported reduced rates of anxiety, depression and other ongoing health concerns. Furthermore, stable shelter has provided a platform for individuals to overcome addictions, seek stable employment and re-establish routines and connections with family and friends. Long-term funding, however, remains an ongoing concern, with the State Government reviewing the program's structure and exploring a range of accommodation options, rather than continuing to fund expensive hotel rooms.

Source 5: Number of homeless, Victoria (revised), Census data. The 2016 Census put the number of homeless in Victoria at almost 16 000 but the number is certainly higher because of the difficulties in sourcing accurate data.

Persons in improvised dwellings, tents or sleeping out	1 118	7%
Person in supported accommodation for the homeless	7 175	45%
Person staying temporarily with other households	3 078	19%
Persons living in boarding houses	4 411	28%
Persons in other temporary lodgings	108	1%
Total	15 890	100%

Source 4: A homeless man rests in Hosier Lane, Melbourne.

Source 5: Compassion strengthens communities and supports the dignity and rights of all.

Homelessness is traditionally associated with people sleeping rough on the streets, yet this represents only a fraction of the actual issue. As seen in Source 5, just 7 per cent of the state's homeless in 2016 were sleeping rough. Homelessness can actually be divided into three categories:

1. Primary: People without conventional housing. This includes people living rough on the streets, squatting illegally, sleeping in improvised shelter or in their car.
2. Secondary: People who move frequently between accommodation, staying with friends or family, or staying in crisis housing or short-term boarding houses.
3. Tertiary: People living in mid- to long-term boarding accommodation or caravan parks without the security of a lease or private facilities.

Addressing the factors behind homelessness remains key to addressing inequality on a local scale. Factors that lead to homelessness may include:

- marital/family breakdowns
- domestic violence
- alcohol/substance abuse
- mental health issues
- unemployment
- eviction/loss of accommodation
- past or recurring trauma.

Across the state of Victoria, there are a broad range of government services, programs and initiatives to try to address these issues, as well as a host of non-government organisations, charities and religious missions. One such provider is the City of Melbourne, which facilitates the following:

- a dedicated homelessness support team to provide welfare
- weekly meetings with other organisations to support complex cases
- connecting with grassroots organisations to help the homeless
- providing free training for local businesses to better support and understand the homeless community
- funding appropriate organisations that support the homeless
- preparing a guide for how to find and access budget services
- conducting a biannual *Streetcount* event to gather demographic data on those sleeping rough across Melbourne.

Learning Ladder G3.12

Measuring wellbeing

1. What are the three categories of homelessness?
2. Describe the potential challenges of measuring homelessness.
3. Explain the link between mental health and access to green spaces.
4. Conduct research to compare changing rates of homelessness with rental and house prices in Victoria. What patterns emerge?

Presenting ideas

1. What factors contribute to inequality within Australia?
2. What did the Victorian lockdowns reveal about housing inequality in Melbourne?
3. Describe the distribution of areas with limited green space in Source 3. Suggest how this contributes to a pattern of inequality.
4. Using interconnection, create flow charts to explain potential root causes of homelessness.
5. Conduct research to compare either homelessness or mental health and access to green spaces in Victoria with other states in Australia. Analyse the potential impacts of your chosen phenomena on people and communities.

Using the key

Evaluate how governments might use information about housing and the *distribution* of green spaces to inform policy and planning.

HOW TO
Presenting ideas, page xx, KGCs, page xxx

G3.13

How do spatial differences in wellbeing impact reconciliation?

Wellbeing is becoming an increasingly complex context to measure. In previous studies, simpler measures, such as a calculation of the distribution of the Gross Domestic Product across a society, were used to infer that the greater a person's wealth, the better their wellbeing. More recent studies have shown that this simplistic measurement alone is not sufficient to calculate wellbeing. This is even more complex when considering wellbeing as it is experienced by people from different cultures and in different places.

Previous measures of wellbeing have often been limited and have failed to take into account more specific data relating to the wellbeing outcomes of First Nations Peoples. The Australian Bureau of Statistics collects this data as part of the national **census** every five years. The most recent census has found that there is a distinct divide between metropolitan, regional, remote and very remote communities when it comes to measures of wellbeing, and this is even greater for First Nations peoples in all communities. The further away a person lives from a major city, the more likely it is that they will have poor wellbeing.

Government policies and programs relating to improving First Nations wellbeing must be tailored to address the impacts of culture and remoteness. Special efforts should be made to fund access to services as well as ensuring that they are culturally responsive and safe to use.

Another important factor to be addressed is racism, its impact on wellbeing and its impact on reconciliation. In 2023 an important report was published by the Australian Institute of Health and Welfare. It found that experiences of racism and racial discrimination were common for First Nations Peoples and that racism was an ongoing consequence of colonisation.

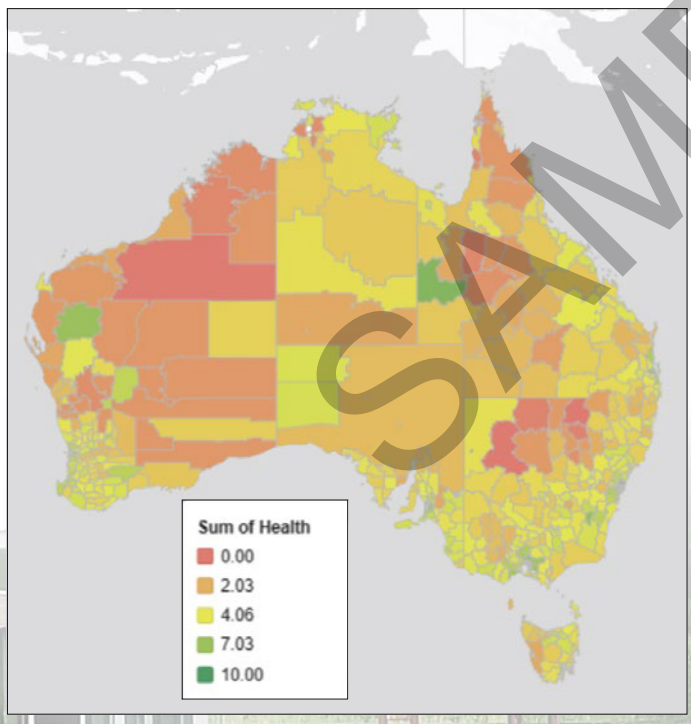
It also found that racism was a factor in many instances of poor mental health and wellbeing and that racism was also acting as a barrier to being able to access vital services.

The report not only discussed the negative factors, but it also suggested some evidenced-based approaches to address the impacts of racism on health and wellbeing. These included providing holistic healthcare that includes First Nations ways of knowing, doing and being; the principles of First Nations self-determination being incorporated into health service planning and provision; and that more research is required to focus on the concept of cultural safety and what that looks like.

There is still much more work that needs to be done in this space. Primarily, state and federal governments will need to invest funding and personnel into remote and very remote communities to overcome the barriers created by the lack of access to services, as well as investing in the creation of services that will be controlled by First Nations community-controlled organisations and will be culturally responsive for the First Nations Peoples accessing them. Without these investments, Australia runs the risk of perpetuating another generation of inequality and preventing reconciliation.

Source 1: The SGS Cities & Regions Wellbeing Index measures every region in Australia against a range of wellbeing factors. This map shows a clear disparity in health between remote areas of Australia and more populated areas.

Health map



Source: XXX

Source 2: Binjari is an Aboriginal community of about 300 people located in the Northern Territory. Its inhabitants have limited access to healthcare and other services due to its remote location.

Learning Ladder G3.13

Perspectives

1. What is one barrier to wellbeing in remote Australia? How could this be improved?
2. How would a community-controlled health service improve wellbeing for First Nations Peoples?
3. What are the different ways to improve wellbeing for First Nations Peoples and all people in remote communities? What are the similarities and differences?
4. How can community-controlled health services support First Nations peoples experiencing the effects of racism?

Strategies

1. Describe how holistic healthcare, which includes First Nations ways of knowing, doing and being, can help address the impact of racism on wellbeing.
2. How can increasing First Nations representation in government decision-making lead to better wellbeing outcomes for remote communities?
3. If cultural safety and self-determination were fully integrated into all health services, how might this change the wellbeing outcomes of First Nations Peoples over time?
4. Develop a plan to improve access to culturally safe health services for First Nations Peoples in very remote communities. What key actions would your strategy include, and who would be responsible for implementing them?

Using the key

Source 1: Describe the *distribution* of health and wellbeing factors in Australia.

HOW TO
Strategies, page xx, KGCs, page xxx

What action is being taken to improve wellbeing for First Nations Peoples?

After many failed attempts to close the gap in wellness outcomes for Indigenous Australians, it is clear that First Nations communities need to be empowered to lead, design and implement programs tailored to their specific needs and aspirations.

Fostering wellbeing

Fostering a sense of wellbeing in First Nations communities is crucial and requires genuine support from institutions. This entails government bodies, healthcare providers, and community organisations committing to providing ample resources for initiatives led by First Nations People.

Understanding the historical and systemic causes of trauma is paramount, prompting institutions to create culturally sensitive programs prioritising self-determination and community control. Policies should focus on funding and assisting First Nations communities in developing their healing plans. It is important to note that not all First Nations People require access to these culturally appropriate services, and that many are strong in culture, language, community, and Country and work hard to share these aspects of life with the next generations of First Nations young people.

> And then their children were taken. They were moved to strange homes with people they didn't know and they weren't allowed to see their families. Those children became known as the Stolen Generations. These children didn't have their parents to give them a cuddle, or their grandparents to read them a story. This made the children very scared and very sad for a long time.

Source 1: The Healing Foundation's Intergenerational Trauma video

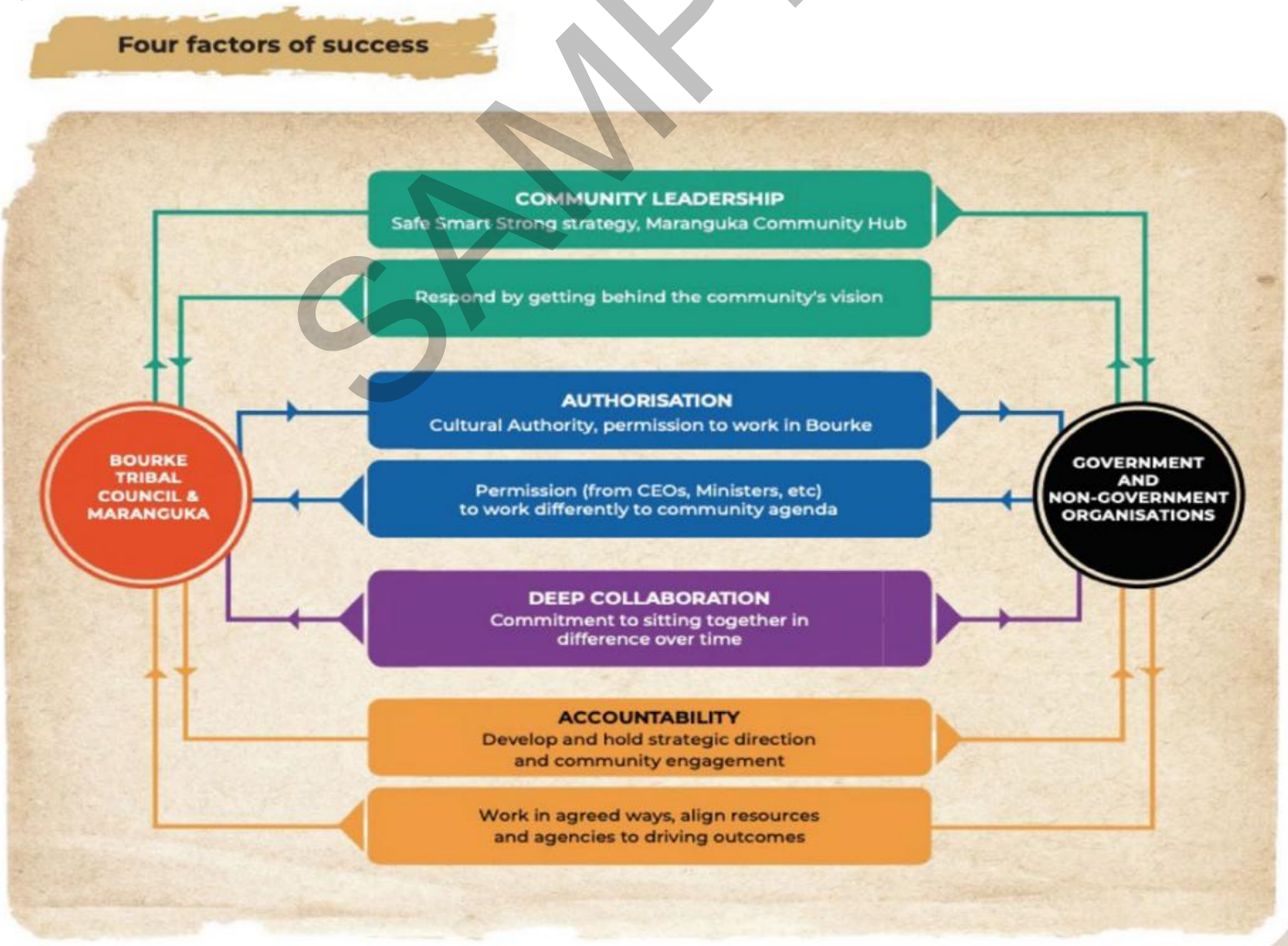
Source: The Healing Foundation

Community-led initiatives

Recognising the multifaceted challenges facing their communities, local initiatives provide crucial social connections and support networks. Involvement in cultural practices proves beneficial, improving physical health, emotional wellbeing, and reducing risky behaviours. Throughout Australia, First Nations communities have established healing centres and cultural hubs, serving as vital sources of resilience and overall wellness. These initiatives prioritise culturally informed healing methods like bush medicine, yarning circles, and ceremonial practices. Supported by organisations like the Healing Foundation, these grassroots projects encompass culturally appropriate and trauma-informed care that responds specifically to the needs of the community.

Source 2: Maranguka is an Aboriginal-led model of justice reinvestment based in Bourke in north-west NSW. Justice reinvestment is an approach to reducing criminal behaviour. Informed by data, Aboriginal communities are empowered to provide the best support for vulnerable families and develop solutions for issues likely to push young Aboriginal people into criminal activity. Maranguka is a collaboration between the Bourke Tribal Council, Just Reinvest NSW and the community of Bourke.

Land management programmes led by First Nations rangers not only contribute to environmental conservation but also promote cultural identity and economic empowerment. Similarly, language revitalisation projects aim to preserve First Nations languages and strengthen cultural connections within communities. Collaborative, community-driven approaches, such as the Maranguka Justice Reinvestment Project, prioritise local needs and cultural healing to address issues effectively. The social and emotional wellbeing of First Nations children and youth is also influenced by factors like racial discrimination and family stress. Resilience-building programmes and culturally sensitive interventions have shown positive outcomes in improving mental health and resilience among First Nations youth. Together, these community-led initiatives work to repair deep wounds and foster strength in First Nations communities, nurturing not only hearts and minds but also physical resilience.



Source 3: The Stronger Smarter Approach is used in schools across the country to embrace a strong and positive sense of what it means to be Aboriginal in contemporary Australian society.

Education and employment programs

Improving educational outcomes and creating employment opportunities are crucial for enhancing overall wellbeing. Government initiatives such as the Indigenous Advancement Strategy aim to empower First Nations individuals and communities by providing skills development, mentoring, and job placement support. Additionally, efforts to decolonise classrooms and workplaces play a vital role in fostering inclusivity and cultural responsiveness. Initiatives such as embedding First Nations perspectives and knowledge into curriculum frameworks, implementing cultural competency training for educators and employers, and promoting First Nations-led initiatives in educational and professional settings contribute to creating more equitable and respectful environments as well as enabling non-Indigenous students to benefit from First Nations knowledge and wisdom. For example, programs like the Stronger Smarter Institute work to empower First Nations educators and leaders to enact positive change within educational institutions, while initiatives like the Aboriginal and Torres Strait Islander Employment Strategy focus on increasing First Nations representation and participation in the workforce through targeted recruitment and support programs.

Primary healthcare services

Indigenous Medical Services, Aboriginal Community Controlled Health Organisations (ACCHOs), and other primary healthcare providers play a crucial role in delivering culturally appropriate care to First Nations Peoples.

These services offer a holistic approach to healthcare, addressing not only physical ailments but also social and emotional wellbeing. Many ACCHOs offer programs targeting chronic disease management, mental health support, and preventive care. In 2019, a public hospital in Adelaide pioneered a program that integrates First Nations healing practices, led by Ngangkari (healers), with Western medicine to treat First Nations patients. This initiative taps into 60 000 years of healing methods, emphasising touch, breath, and bush medicine to address not just physical ailments but also the spiritual wellbeing of individuals. Collaborating with doctors and nurses, Ngangkari offers complementary treatment alongside medical care, enhancing patients' overall healing experience.

Mental health and wellbeing initiatives

Emphasising the importance of cultural identity and connection to Country, various programs have emerged to bolster the mental health and wellbeing of First Nations communities. Notably, initiatives such as Beyond Blue's Indigenous Social and Emotional Wellbeing Program offer tailored support and resources designed to combat depression, anxiety, and suicide ideation within First Nations populations. Similarly, the Indigenous Mental Health First Aid Training program seeks to enhance mental health literacy and build support networks within First Nations communities. These initiatives, grounded in cultural understanding and community engagement, address the unique mental health challenges faced by some First Nations Peoples.

Closing the Gap

Closing the Gap refers to the Australian Government's commitment to reducing disparities in health, education, and socioeconomic outcomes between Indigenous and non-Indigenous Australians. The national strategy has faced criticism for its failure to achieve its intended outcomes. Despite significant investments and efforts, the targets related to life expectancy, infant mortality, education, and employment have not been adequately met. Government-funded programs under this strategy have been criticised for their top-down approach, lack of meaningful engagement with First Nations communities, and insufficient allocation of resources to First Nations-led initiatives.

While some progress has been made in improving access to healthcare and promoting education and employment opportunities, the systemic barriers and entrenched inequalities faced by First Nations Peoples remain largely unaddressed. The failure of Closing the Gap highlights the need for a more collaborative, community-driven approach that empowers First Nations Peoples to lead the design and implementation of solutions tailored to their specific needs and aspirations. Simply pouring funds into programs without addressing the underlying structural issues and involving First Nations communities in decision-making processes is unlikely to bring about the desired improvements in First Nations health and wellbeing. This approach has become more complex and challenging in the wake of the failed Voice to Parliament Referendum, which would have been a key advisory body to help support First Nations outcomes.

▲ **Source 4:** Part of the Close the Gap dashboard, 2022

Source 5: Anangu healer Cyril Mckenzie working at the Royal Adelaide Hospital

Learning Ladder G3.14

Improving wellbeing

1. Source 4: Which Close the Gap targets are on track?
2. Source 1: Explain the role of The Healing Foundation in helping families and individuals deal with intergenerational trauma.
3. Compare the approaches to improve educational outcomes.
4. Analyse the impact of one First Nations organisation in enhancing improvements in healthcare.

Strategies

1. Describe how understanding past trauma is important to improving First Nations wellness.
2. Source 5: Why is the involvement of Ngangkari (healers) an important change in the hospital system?
3. Source 2: How is the Maranguka model a new approach to improving crime in Bourke?
4. What are the implications of pouring funds into wellbeing programs without collaboration and leadership from First Nations communities? Design a strategy that you think would be successful in improving community outcomes.

Using the key

What programs are necessary to support the long-term *sustainability* of wellbeing outcomes in First Nations communities?

HOW TO
Strategies, page xx, KGCs, page xxx

How do I conduct a good inquiry?

As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to xxxxxxxx xxxxxx xxxxx.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Xxxxxx xxxxxx xxx xxxxxx, page xx
- Xxxxxx xxxxxx xxx xxxxxx, page xx
- Xxxxxx xxxxxx xxx xxxxxx, page xx
- Xxxxxx xxxxxx xxx xxxxxx, page xx
- Xxxxxx xxxxxx xxx xxxxxx, page xx
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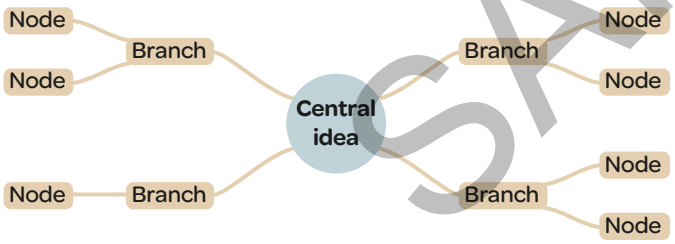
2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

Place studies of human wellbeing

G4

HOW CAN WE IMPROVE WELLBEING FOR WOMEN? xx

HOW DOES CONFLICT IMPACT HUMAN WELLBEING IN SYRIA? xx

HOW IS JAPAN IMPROVING COMMUNITY WELLBEING? xx

How can I understand human wellbeing using Place Studies?

To understand human wellbeing, we need to explore the factors that influence people's access to key resources and their happiness, on a variety of scales. Place studies give us an insight into these factors by allowing geographers to compare and contrast different world regions based on objective and subjective data.

Learning ladder

The Learning Ladder lists the knowledge and skills you will develop throughout the year, with five levels of increasing difficulty. By mastering foundational knowledge and skills at the lower levels, you will build a solid understanding that prepares you to tackle more advanced concepts and skills as you progress towards the top.

Steps in knowledge progression	Measuring wellbeing	Distribution of wellbeing	Improving wellbeing	Planning and collecting	Representing information
5	I can evaluate the usefulness of wellbeing measures.	I can analyse the consequences of changes to the distribution of wellbeing.	I can evaluate progress toward achieving wellbeing goals.	I can use geospatial technology to record data.	I can follow ethical practices when working with data.
4	I can compare wellbeing indicators.	I can predict how the distribution of wellbeing could change.	I can analyse the role of organisations in improving wellbeing.	I can gather primary data.	I can use geospatial technologies to create maps.
3	I can explain how indicators measure wellbeing.	I can compare wellbeing at different scales.	I can compare ways to improve wellbeing.	I can gather information from secondary sources.	I can use geographical conventions to construct maps.
2	I can describe wellbeing indicators.	I can explain the distribution of wellbeing.	I can explain how community programs improve wellbeing.	I can plan an inquiry.	I can represent data and information.
1	I can identify how to measure wellbeing.	I can describe the distribution of wellbeing.	I can describe how to improve wellbeing.	I can ask open-ended questions.	I can select data relevant to a question.
	Place studies of human wellbeing			Geographical inquiry	

Source 1: Access to quality healthcare is important for improving the wellbeing of rural regions in India.

Interpreting information	Making conclusions	Strategies	Presenting ideas	Steps in knowledge progression
I can use geographical concepts to structure data analysis.	I can evaluate ethical considerations.	I can consider perspectives to evaluate strategies.	I can analyse the implications of phenomena.	5
I can predict change to patterns.	I can assess the reliability of data.	I can design strategies.	I can explain interconnections with data.	4
I can explain distributions and patterns.	I can write evidence-based conclusions.	I can predict the impact of a strategy.	I can support explanations with data.	3
I can describe distributions and patterns.	I can describe the impact of geographical phenomena.	I can explain a strategy.	I can explain the relevance of information.	2
I can read graphs and maps.	I can answer geography questions.	I can describe a strategy.	I can describe phenomena using geographical terms.	1
	Concluding and decision-making		Communicating	

Who gives a crap?

Sanitation plays a critical role in human wellbeing, directly influencing health, safety and quality of life. Lack of access to proper sanitation facilities, like clean toilets, leads to the contamination of water sources and spread of preventable diseases.

Diarrhoea, cholera and dysentery are major global health burdens, particularly in low-income countries. An estimated one child dies every two minutes from diarrhoeal diseases linked to poor water and sanitation. Improved sanitation, including access to clean water and toilets, has the potential to save up to 1.4 million lives annually. While 6 billion worldwide have access to a mobile phone, only 4.5 billion have access to a working toilet, leaving more than 2.5 billion people without proper sanitation facilities and over 1.1 billion still defecating in the open.

How can we make global changes on a local scale?

One way to contribute to solving the global sanitation crisis is through consumer choices. Supporting companies that prioritise sustainability, social responsibility and ethical business practices can drive funding for sanitation projects worldwide.

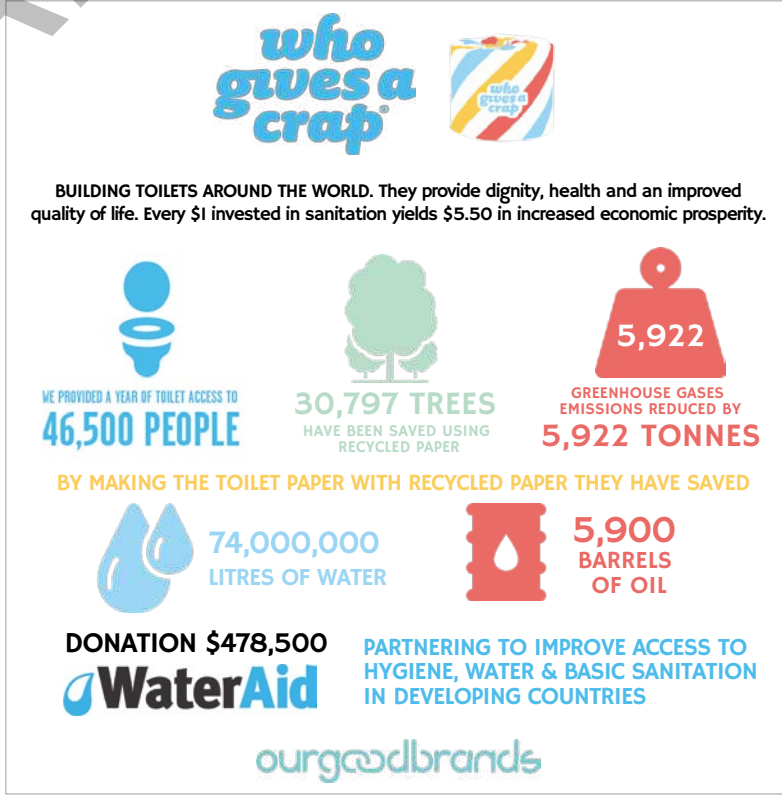
In 2012, the toilet paper company Who Gives A Crap? was founded with the mission of 'providing eco-friendly toilet paper while tackling the global sanitation crisis'. Today, Who Gives A Crap donates 50 per cent of its profits to sanitation initiatives in low-income countries. To date, they have raised over $13 million (2024) for sanitation projects, working alongside organisations like WaterAid and Water For People to build toilets and improve access to clean water. These partnerships not only help prevent disease and improve health outcomes, but also empower women, girls and people with disabilities, who are disproportionately affected by the lack of sanitation.

High income, high water use

Sanitation and waste management are not only issues in low-income countries. In middle- to high-income regions, existing sanitation infrastructure relies on large volumes of fresh, clean water to operate, putting pressure on limited reserves, especially in the face of climate change.

For the past 15 years, the Bill and Melinda Gates Foundation has been working with industry partners to 'reinvent' the humble toilet to provide solutions that are safe, water-efficient, and resilient to climate change, meeting the needs of diverse communities.

To date, they have developed 25 innovations, but a range of challenges have prevented the widespread distribution of these innovations, the biggest one of which is cost. Many of the solutions are far too expensive for the regions who need them most. Several designs (Source 3) are planned to be launched into the US and France in the coming years.



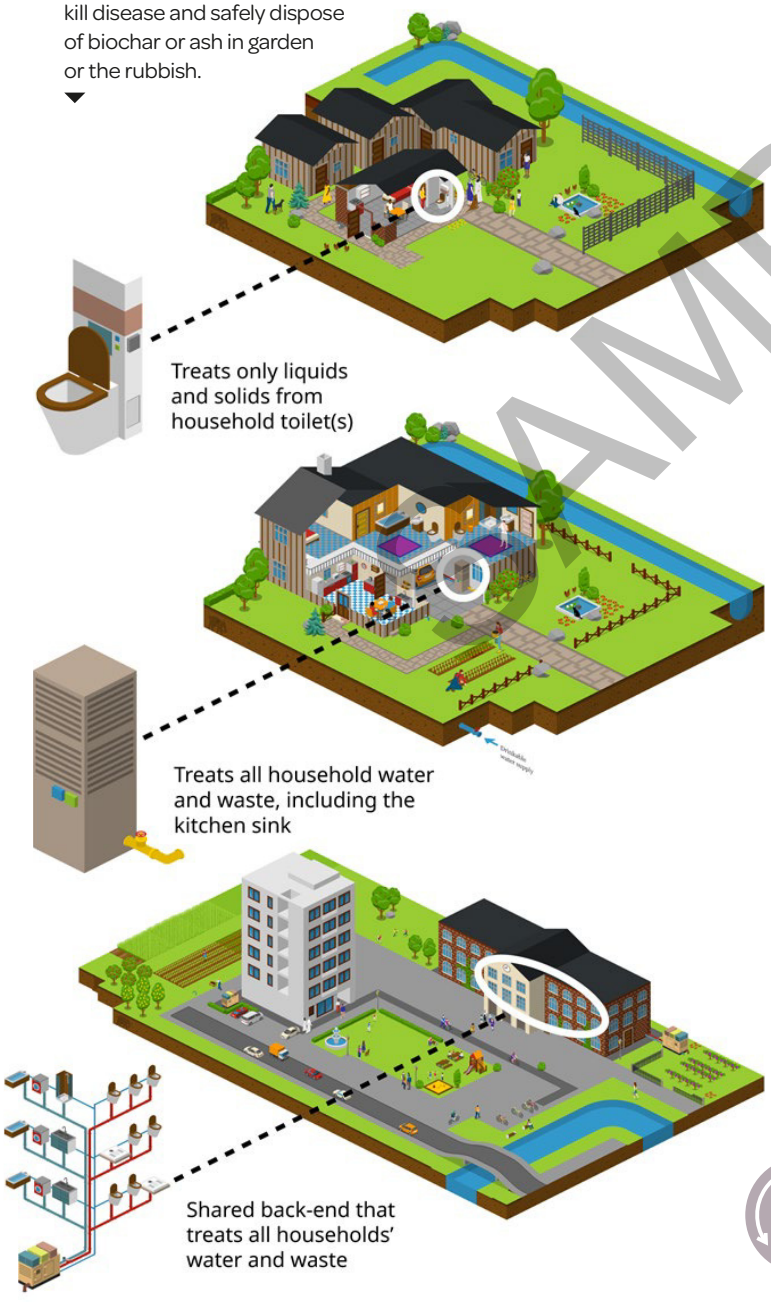
Source 1: Who Gives A Crap manufacture their products using recycled materials and FSC-certified bamboo, reducing deforestation and the carbon footprint associated with traditional toilet paper production. The company also ensures carbon-neutral shipping and plastic-free, recyclable packaging.

While over 96 per cent of the populations of these high-income nations have access to sanitation, about 20 per cent rely on septic tanks due to lack of sewer-system access.

Septic tanks are expensive and can lead to groundwater contamination if not properly managed. The local and federal governments in these countries require substitution of old septic tanks and promote the use of environmentally friendly measures, and as a result, the Foundation is hopeful of the designs being adopted. This may have a huge impact on local environmental and community health, and revolutionise the way we manage human waste, particularly in urban environments.

Source 2: More than 1.3 billion women and girls lack access to a proper toilet on a global scale. In Timor-Leste, WaterAid has helped construct new gender-inclusive toilets to improve menstrual health for students. Access to these facilities, along with proper education and resources, supports menstrual hygiene, reduces stigma and helps ensure participation in school life for menstruating individuals.

Source 3: Three toilet designs by the Bill and Melinda Gates Foundation that aim to reduce water use and, using combustion, kill disease and safely dispose of biochar or ash in garden or the rubbish.



Learning Ladder G4.1

Improving wellbeing

1. How can improving access to clean water and sanitation help reduce the burden of diseases like cholera, dysentery and diarrhoea?
2. How do community-based initiatives, like those supported by Who Gives A Crap, improve access to sanitation and health in low-income regions?
3. What are the advantages and limitations of focusing on consumer purchases (e.g. eco-friendly toilet paper) to address global sanitation compared to direct intervention by large organisations?
4. Analyse the role innovations by the Bill and Melinda Gates Foundation play in addressing global sanitation challenges.

Communicating

1. How do terms like 'accessibility' and 'distribution' help explain the geographical disparities in sanitation and clean-water access?
2. Source 2: Explain how information about the gendered impact of sanitation highlights the need for gender-inclusive sanitation solutions.
3. Support the following statement with data: 'Sanitation is strongly interconnected with human wellbeing.'
4. Explain how the connection between waste management practices and greenhouse gas emissions inform strategies for improving sanitation.
5. Analyse the implications of relying on septic tanks for sanitation in developed countries.

Using the key

Evaluate the success of the Who Gives A Crap company in working towards the UN *Sustainability* Development Goals.

HOW TO Communicating, page xx, KGCs, page xxx

How does mining impact human wellbeing in Mongolia?

In many locations around the world, use of natural resources is closely tied to economic growth and wellbeing. The impacts of this can be both positive and negative. The growth of industry and creation of jobs and opportunities can often be tempered by environmental degradation and the issues associated with rapid urbanisation.

Mongolia produces more than 10 per cent of all global coal, as well as significant reserves of copper, gold and other minerals. With ready buyers available in neighbouring China – which imported 60 million tonnes of Mongolian coal in 2023 – this wealth of natural resources has fuelled significant economic growth and helped improve the standard of living in the nation. Yet development has come at a cost, as rapid industrialisation has greatly increased pollution levels, a problem further exacerbated by rural–urban migration and urbanisation in the traditionally nomadic nation.

The capital city, Ulaanbaatar, has doubled in population over the past two decades, from around 765 000 in 2000 to more than 1.7 million residents in 2023. Mongolia is one of the world's least densely populated nations, with an average population density of just two people per square kilometre, but in Ulaanbaatar this figure now exceeds 320 people per square kilometre and is rising rapidly. High-density apartments now dot the landscape as a the city tries to house new migrants.

The World Health Organization (WHO) has identified Ulaanbaatar as one of the most polluted cities on the planet, with dangerous levels of fine particulate matter (PM2.5) in the air. PM2.5 levels in Ulaanbaatar can reach 133 times the WHO recommended level, particularly during the bitter winters, as citizens in traditional housing areas and the urban fringe burn coal to keep warm. In May 2019, the Mongolian government banned people burning unprocessed coal to try to mitigate the issue.

Source 1: Positives and negatives of Mongolia's development.

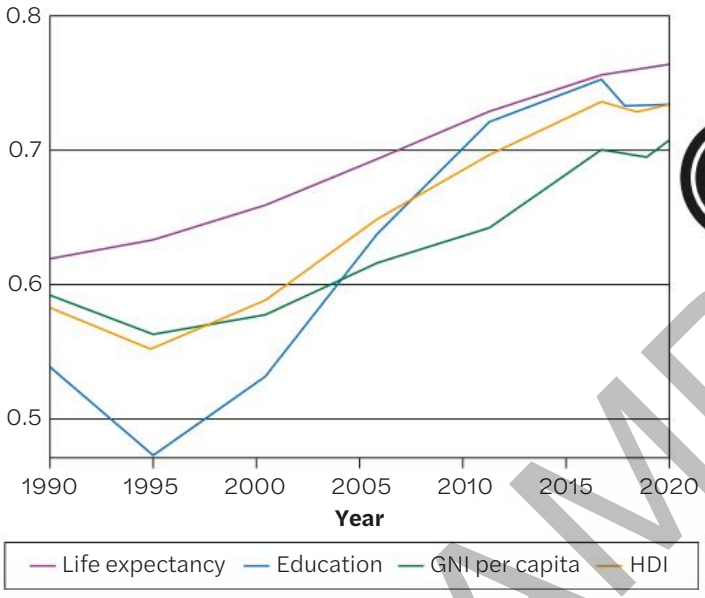
Positives

- Significant increases in key development indicators, including life expectancy, years of schooling and gross national income per capita
- Increased spending and investment in public transport, schools and medical facilities
- Improvements in maternal health and educational opportunities for women

Negatives

- Loss of arable land due to urban growth
- Use of water in mining in semi-arid areas
- Generation of dust from mining trucks
- Increased siltation of rivers and water sources
- Traffic congestion
- Air pollution from industrialisation and burning of fossil fuels

Trends in Mongolia's HDI component indices 1990–2022



Source 2: Many of Mongolia's Human Development Index measurements are improving.

Source: UNDP Human Development Reports

Source 3: Ulaanbaatar

Learning Ladder G4.2

Measuring wellbeing

1. Which natural resource has been the main driver of wellbeing change in Mongolia?
2. Describe the positive and negative impacts of mining on wellbeing in Mongolia.
3. Using interconnection, describe how mining contributes to both positive and negative impacts on wellbeing.
4. Source 2: Quantify and compare the wellbeing indicators.

Making conclusions

1. Describe why China is so important to mining in Mongolia.
2. Using data, classify the impacts of mining on wellbeing in Mongolia on people and the environment.
3. Imagine yourself as a Mongolian developer. How might you use evidence to encourage further mining?
4. How reliable are the impacts listed in Source 1? What further data would add depth?
5. Evaluate the following statement: 'In Mongolia, the benefits of coal to wellbeing outweigh any negatives.'

Using the key

To what extent does the available data evaluate how wellbeing in Mongolia is *changing*?

HOW TO XXX, page xx, KGCs, page xxx

G4.3

How can we improve wellbeing for women?

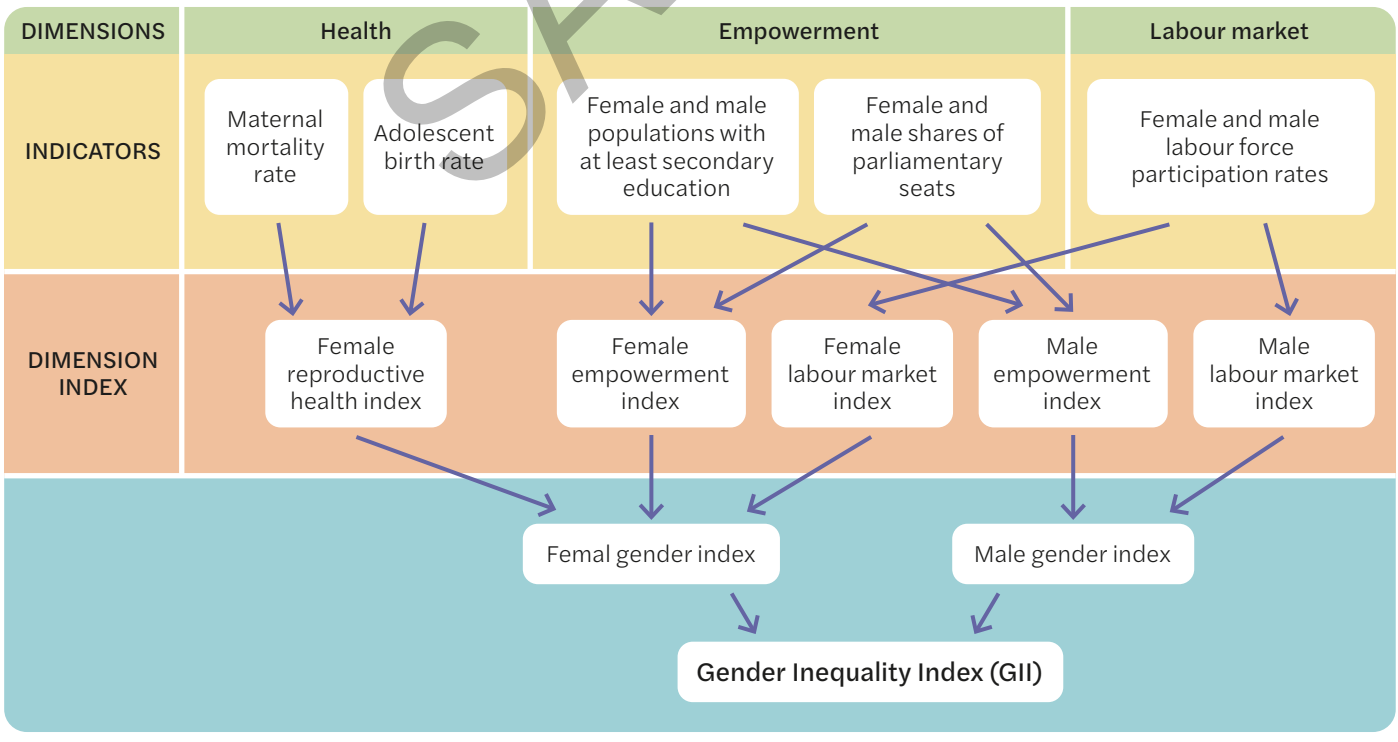
The role of women, and those who identify as women, in a community plays a significant role in that community's wellbeing. In nations where maternal mortality rates, child marriages and teen pregnancies are high, and where female literacy rates, opportunities for secondary education, and labour force participation are low, levels of wellbeing are almost universally lower.

The Gender Inequality Index (GII) compares gender equality among nations through the lenses of health, empowerment and the labour market, providing insights into gender gaps around the world. In doing so, it can provide broader insights into areas that need improvement, for high and low income countries. For example, in Rwanda in 2016, women held 64 per cent of all available political seats in the national assembly, compared to just 19 per cent female representation in the USA.

And in 2019, the high-income country of South Korea ranked 124 out of 149 countries in terms of labour force opportunities and participation for women, with a 35 per cent average pay difference between genders.

Barriers to gender equality can vary greatly, but social and historical factors, including tradition, patriarchal power structures, religion and education, often play a major role. The impacts of inequality can include higher rates of domestic violence, lower income or social status, discrimination and more. Improving opportunities for women goes hand-in-hand with national wellbeing.

Gender Inequality Index (GII)

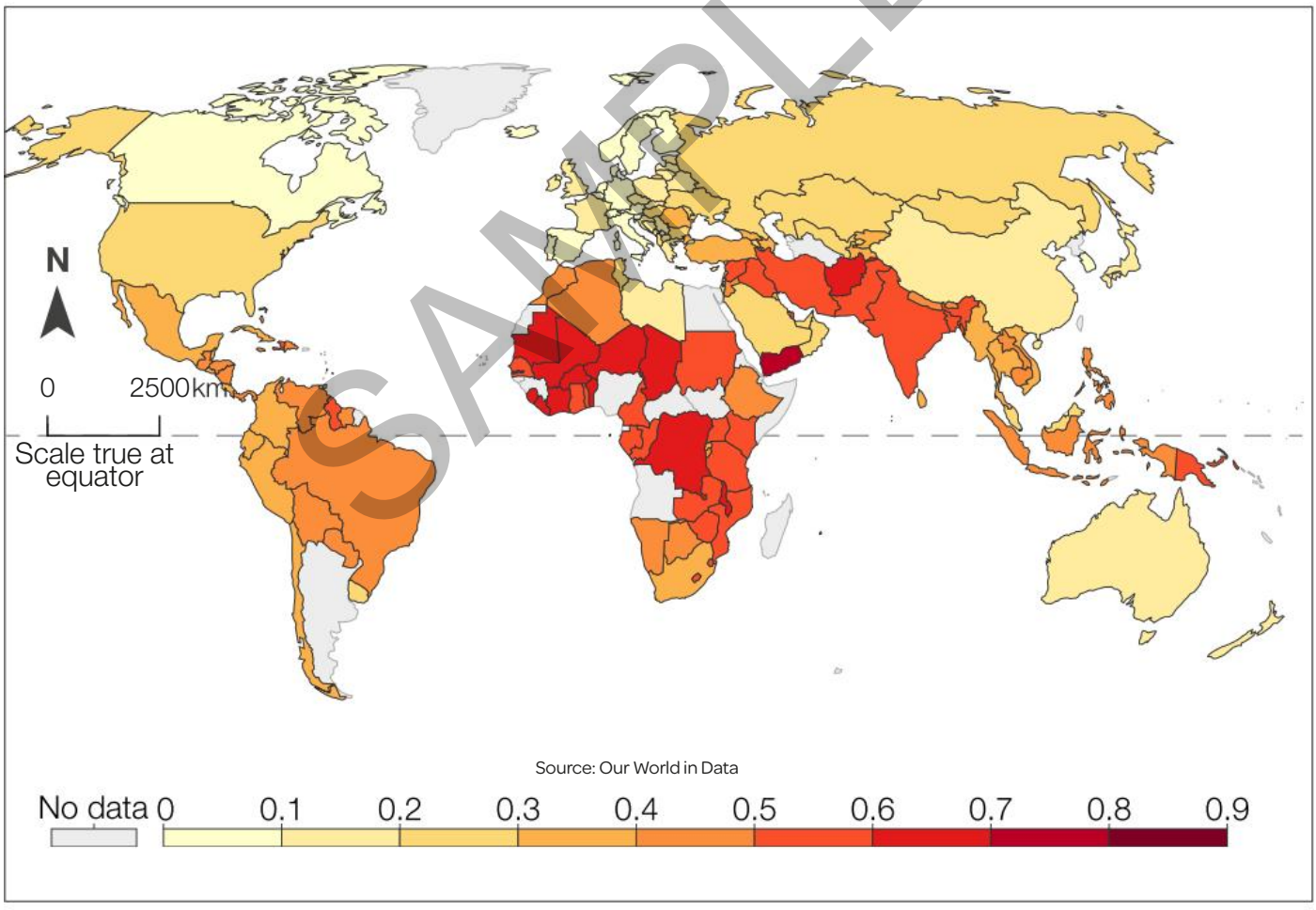


▲ **Source 1:** Gender Inequality Index

2022 GII ranking	Nation	Maternal mortality ratio	Adolescent birth rate	Share of seats in parliament for women	Labour force participation rate, men	Labour force participation rate, women
1	Denmark	4.7	1.8	43.6%	67.4%	59.4%
16	South Korea	8.0	2.1	18.6%	73.7%	55.0%
17	Australia	2.9	7.7	44.5%	71.1%	62.3%
23	New Zealand	7.0	11.8	50.4%	75.9%	66.9%
55	Saudi Arabia	16.0	11.6	19.9%	79.6%	34.5%
90	Sri Lanka	28.8	15.4	5.3%	70.7%	29.7%
109	Indonesia	173.0	32.9	21.9%	81.4%	52.5%
135	Pakistan	154.0	41.2	20.1%	80.7%	24.5%
155	Niger	441.0	168.0	25.9%	96.5%	64.6%

▲ **Source 2:** A selection of nations and their 2022 GII ranking.

Gender Inequality Index from the Human Development Report, 2015



▲ **Source 3:** Global distribution of inequality. This index covers three dimensions: reproductive health, empowerment and economic status. Scores are between 0 and 1 and higher values indicate higher inequalities.

Source 4: The fall of the Taliban in 2001 signalled a new era for Afghan women, yet the Taliban's return in 2021 marked an immediate reversal and significant decline in wellbeing for women.

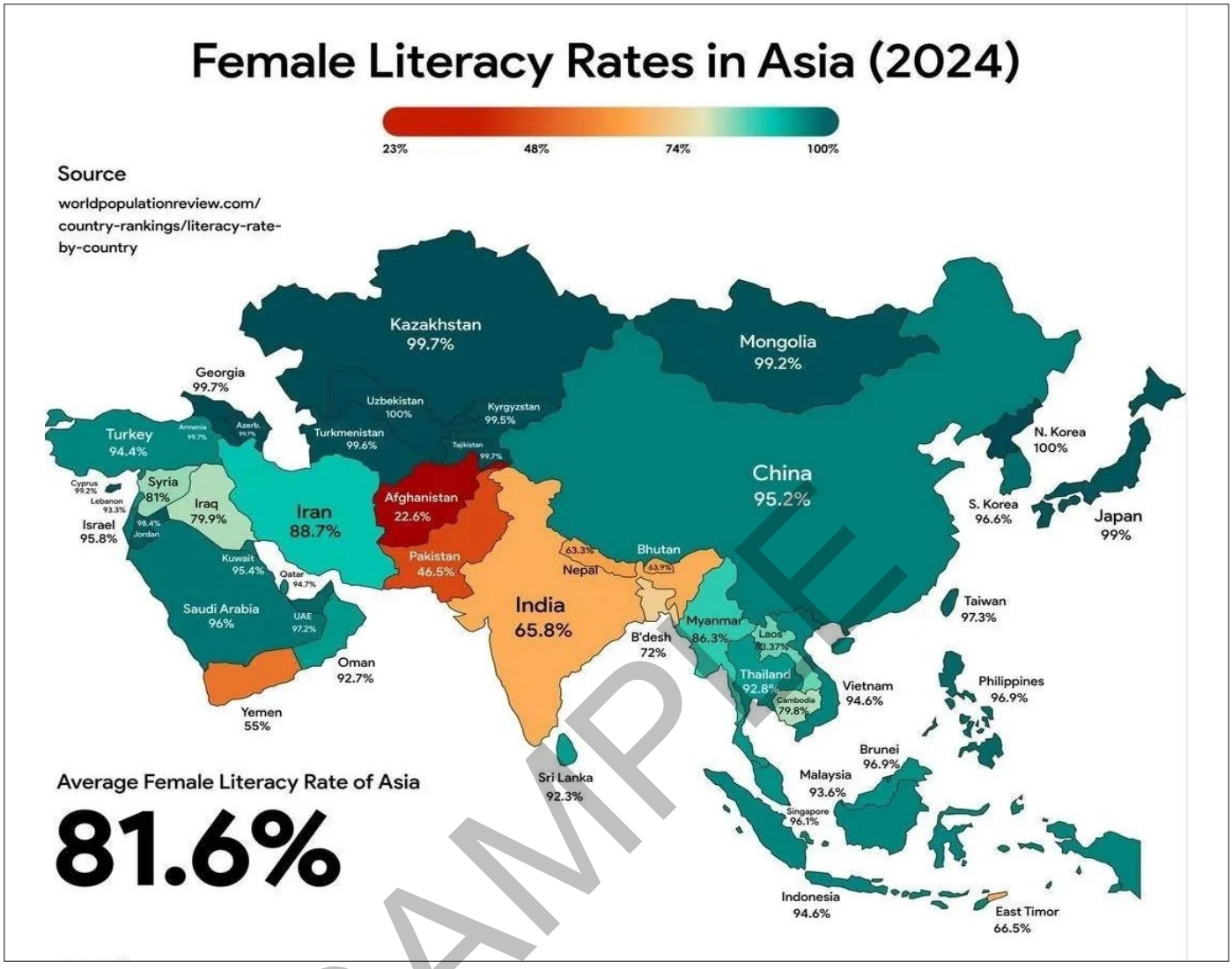
Gender disparities between nations are well documented, but closer examination reveals two key points: that patterns of disparity are clearly evident on a regional scale (Source 6) and that the challenges for women in rural areas are much often greater than for their urban counterparts. Improving wellbeing for women draws on a range of significant factors, notably health, workforce opportunity and access to education. Despite being a fundamental human right, access to education remains challenging for millions of women worldwide. Since the return of the Taliban in Afghanistan in 2021 (Source 4), all girls over the age of 12 have been prohibited from attending school or university; according to the United Nations, this means that around 1.4 million Afghan women have been denied the right to schooling in recent years, exacerbating ongoing issues of child labour and child marriage.

The situation in Afghanistan, however, is an anomaly to a new global trend: rising numbers of girls around the world are going to school (Source 5). Since 2015, enrolments for girls at schools have increased by more than 50 million globally. This is the result of increasing government and local initiatives around the world to improve conditions for girls in schools. In Rwanda (Source 6), the Ministry for Education rewrote teacher training to ensure that gender bias was acknowledged and actively opposed, as well as initiating the 'Safe Schools for Girls' program across more than 174 schools, teaching boys about their role in ensuring their female peers are safe from harm and sexual violence. By addressing the diverse factors that prevent many girls in different parts of the world from attending school, wellbeing for women is gradually improving.

Source 5: Global trends over the past few decades demonstrate growing improvements for female literacy, yet regional disparities remain.

Source: XXX

Average female literacy rates Asia Source: XXX



▲ **Source 6:** Female literacy rates in Asia, 2024

Learning Ladder G4.3

Distribution of wellbeing

1. What is meant by the term 'regional disparities'?
2. Describe the distribution of female literacy rates in Asia in Source 6.
3. Discuss the trends evident in Source 5.
4. How might initiatives like those in Rwanda affect the distribution of wellbeing?

Strategies

1. Describe the barriers to gender equality.
2. Explain how improving education can benefit overall wellbeing for women.
3. How can a whole society benefit from improved wellbeing for women?
4. Brainstorm three factors affecting access to education for girls. How might you overcome these factors?
5. What different perspectives and data are needed to determine if initiatives like those in Rwanda are effective?

Using the key

Using *interconnection*, create a mind map demonstrating how limited access to education can have further consequences to female wellbeing.

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HOW TO

How does conflict impact human wellbeing in Syria?

More than 40 per cent of people who live in extreme poverty are affected by conflict or corruption. War and violence impact people's wellbeing in a variety of ways. In the short term, both combatants and civilians are killed, and communities must withstand unsafe living environments and struggle to access resources, education and employment. In the long term, the impacts of war are not only detrimental to mental and physical health but cause geographical **displacement** and prolonged limited resource access, resulting in **malnourishment** and extreme poverty.

How has civil unrest impacted wellbeing in Syria?

Syria is located in the Middle East and is bordered by the Mediterranean Sea, Turkey, Iraq, Jordan, Israel and Lebanon. Syria is characterised by desert, mountains and the Jabal al-Druze volcanic fields. More than 80 per cent of Syria's water is sourced from the Euphrates river that starts in Turkey and flows into southern Iraq.

After people protested against ongoing poverty and their lack of freedom under the dictatorship of Bashar al-Assad, the government launched a brutal retaliation. This escalated into a civil war in 2011. As of March 2024, over 600 000 Syrians have been killed in the conflict and the UN estimates that 13 million Syrian people have been forcibly displaced.

Syria

Source: YAY Media AS/Alamy

Source 1: A political map showing Syria and its major cities

A recent study investigating the impacts of the ongoing conflict in Syria found that between 2008 and 2015 it became 31.7 per cent more difficult to access healthcare, and social support reduced by 36.0 per cent when compared to other eastern Mediterranean nations. This has resulted in one of the largest declines in life satisfaction and the researchers found that 'negative emotions' in Syria increased by 37.5 per cent. The long-term impact of the ongoing civil war in Syria is yet to be determined; however, it is clear that this civil conflict has global ramifications.

Mental health issues

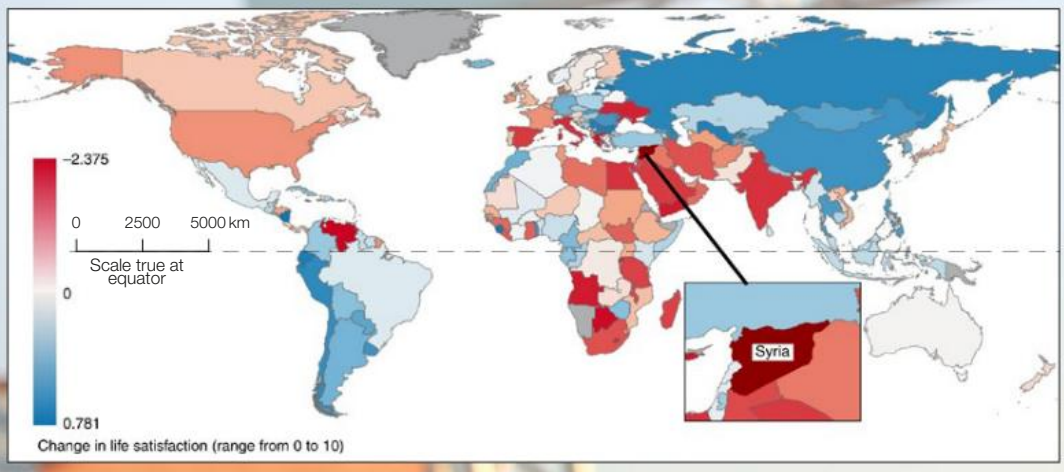
Research on refugee mental health, particularly among Syrians, highlights high rates of mental disorders linked to trauma, stress and cultural isolation due to forced migration. A significant gap in mental health services exists in conflict zones within Syria and in refugee-hosting countries, including those in Europe, Asia and North America. Mental health issues, particularly PTSD, depression and anxiety, are prevalent, with a meta-analysis showing 31.5 per cent of refugees experience depression and 31.46 per cent suffer from PTSD. Vulnerable groups, especially women and children, face additional challenges, including gender-based violence, intimate partner violence, and severe mental health conditions. Early estimates indicated over two million people suffering from depression and anxiety in the Syrian refugee population, and more than 350 000 with severe mental disorders. PTSD rates were similarly high, with 2.2 million cases reported.

Source 2: Of the 13 million Syrians who have been displaced, about half have had to move to another country.

Forcibly displaced Syrians	
Internally displaced	6.7 million
Displaced across borders	6.7 million
Leading host countries	
Turkey	3.6 million
Lebanon	0.87 million
Jordan	0.66 million
Germany	0.61 million

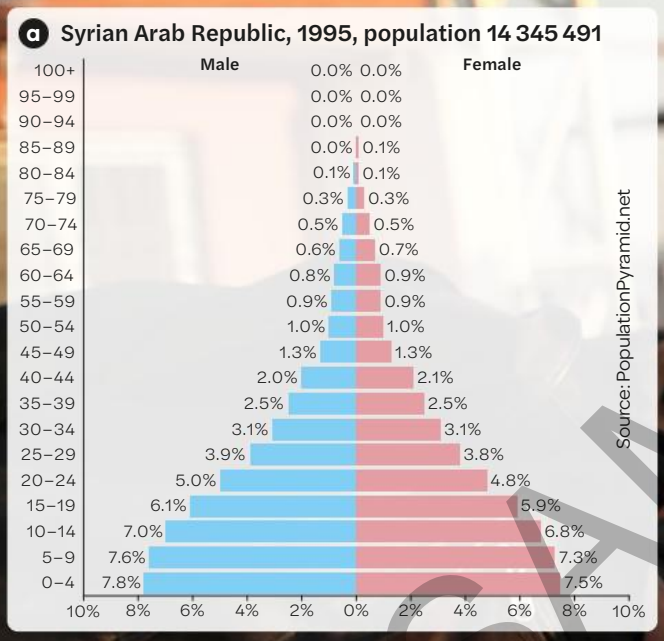
Source 3: The Syrian civil conflict has devastated both human and natural environments.

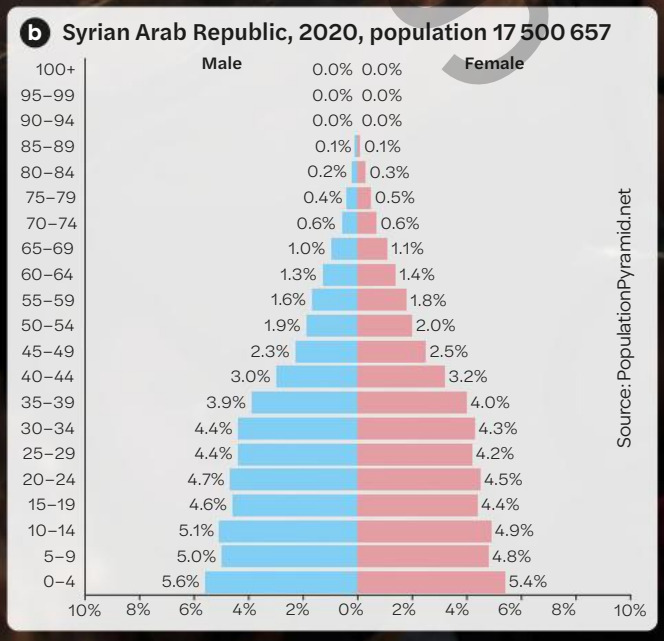
The temporal change in the level of life satisfaction in 163 countries from 2006 to 2016

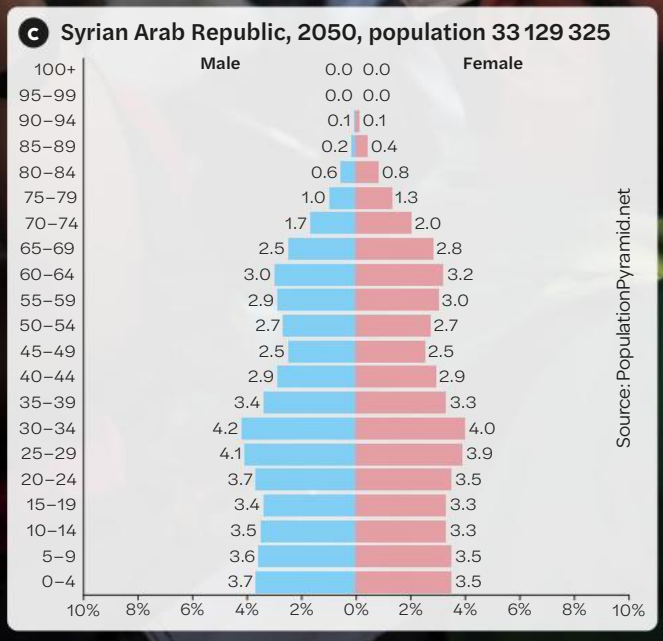


Source 6: Map showing the impact of the Syrian war on life satisfaction. Syria has had the most negative change of all countries.

Source: F. Cheung, A. Kube, L. Tay, et al. *Nature*



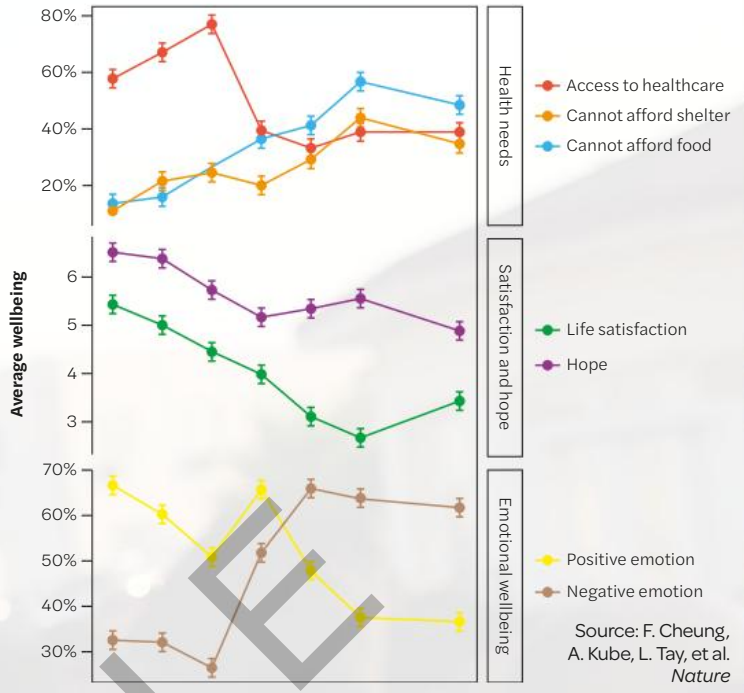




▲ **Source 5:** Syria's population change from 1995 to 2020 and predicted for 2050

Source 7: As a result of the ongoing conflict, almost 40 per cent of the Syrian population are now refugees. These people are fleeing the region to seek safety and security in surrounding countries such as Turkey.

Overall trends in wellbeing in Syria from 2008 to 2015



▲ **Source 8:** Syrian wellbeing trends for health needs, satisfaction and hope and emotional wellbeing from 2008 to 2014.

Learning Ladder G4.4

Measuring wellbeing

1. List two changes that have influenced human wellbeing in Syria over time.
2. Source 8: Describe the indicators used to measure the wellbeing if Syrians.
3. Source 8: Explain the interconnection between the factors highlighted and the wellbeing of Syrians.
4. Source 6: Compare Syria's life satisfaction rating with that of other countries in Asia.
5. How useful are objective measures such as the HDI in measuring Syria's wellbeing given current events?

Interpreting information

1. Locate Syria on a world map and describe its location relative to Australia.
2. Source 5: Describe how Syria's population has changed over time.
3. Source 4: Explain why Syrian refugees travel to the listed destination countries.
4. Source 8: Predict the future of the emotional wellbeing of Syrians based on the patterns highlighted in the graph.
5. Discuss the statement: 'The long-term impacts of war are more detrimental to human wellbeing than the short-term impacts.'

Using the key

Discuss the statement: 'The *long-term* impacts of war are more detrimental to human wellbeing than the *short-term* impacts.'

Interpreting information, page xx,
KGCs, page xxx

HOW TO

How is Japan improving community wellbeing?

Japan is facing a huge demographic challenge: an ageing population coupled with potential population decline. Decades of low fertility rates, combined with one of the longest life expectancies in the world, means that, by 2050, a third of the Japanese population will be over the age of 65.

In 1945, Japan was a nation in ruins. The legacy of World War II's firebombing campaigns and the atomic bombings of Hiroshima and Nagasaki had left the country in tatters. Yet, decades later, it rose to become the world's second-largest economy and a vibrant hub of manufacturing and technological advancement that transformed the everyday lives of people and industries around the world. A post-war baby boom saw the population grow rapidly, but now it is in decline.

Impacts of Japan's population challenge include:

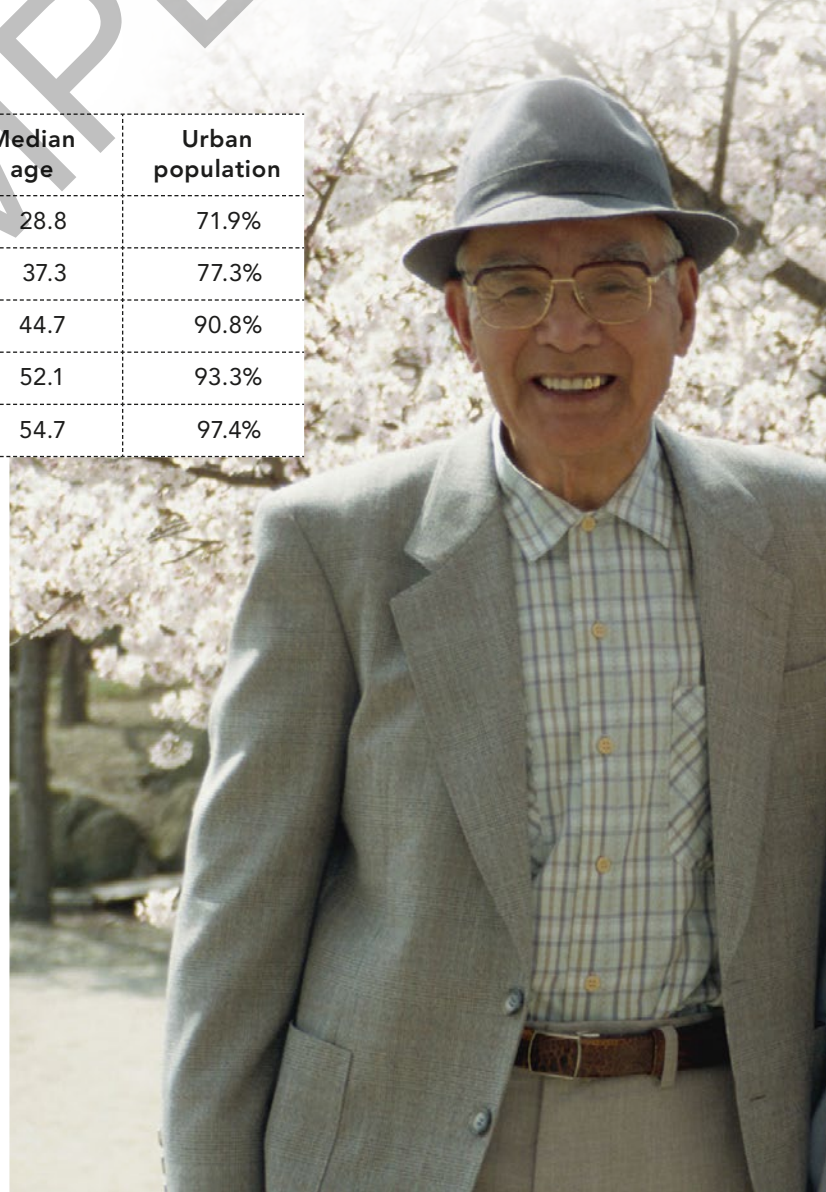
- as more people reach the age of retirement and fewer children are born, Japan's workforce is actually shrinking; simply put, there will not be enough workers to replace the current generation
- with fewer people in the workforce, fewer people will pay tax, meaning reduced revenue for governments, forcing them to slash their spending

Source 1: Japan's changing demographics

Year	Population	Growth rate	Fertility rate	Median age	Urban population
1970	105 million	1.28%	2.04	28.8	71.9%
1990	125 million	0.43%	1.65	37.3	77.3%
2010	128 million	0.03%	1.34	44.7	90.8%
2030	121 million	–0.5%	1.37	52.1	93.3%
2050	106 million	–0.7%	1.37	54.7	97.4%

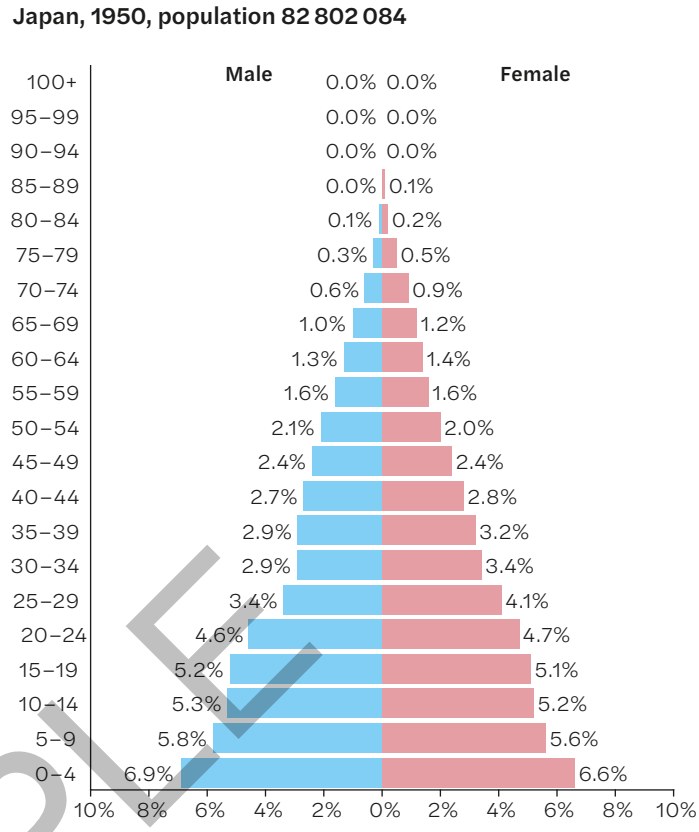
Factors that have contributed to the population challenge in Japan include:

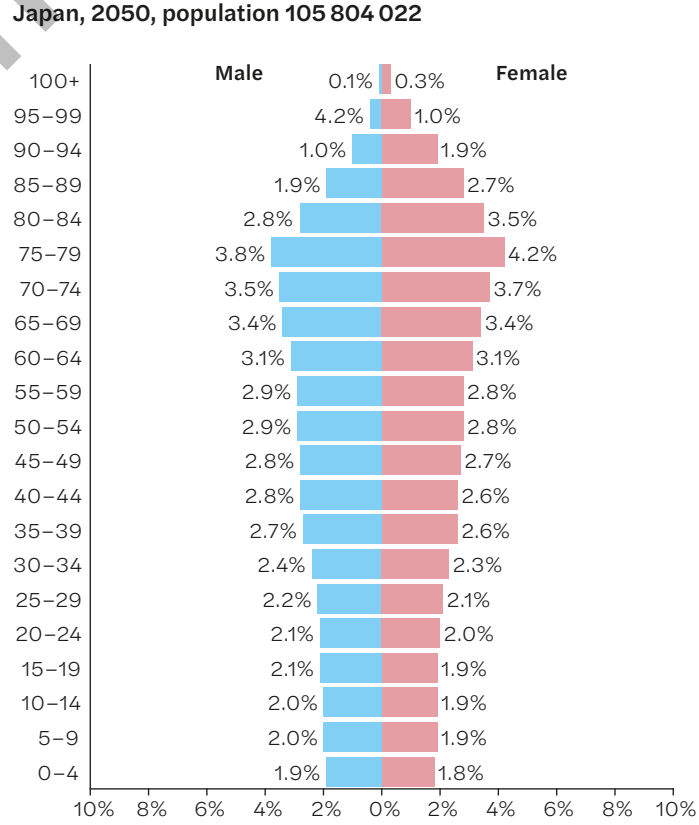
- rural-to-urban migration has contributed to some of the highest rates of urbanisation and population density in the world
- cost-of-living pressures have made having a large family very expensive
- for many women, having children meant fewer work opportunities, essentially forcing them to choose between their career or having a family
- immigration rates have long been the lowest among high income countries.



- some industries, such as aged care and medical fields, continue to grow as the population ages, but many others, including schools in rural areas, will begin to decline. Businesses without enough workers will also close
- with a heavily urban population, many rural areas can fall into neglect, particularly as revenues and public spending decline
- with shrinking local industries, such as agriculture and manufacturing, the nation will become increasingly reliant on imports
- while government revenues are decreasing, it will face increased costs for healthcare and pensions.

Source 2: The population of older Japanese citizens is increasing.





Source: PopulationPyramid.net

Source 3: Population pyramids of Japan in 1950 and projected for 2050

With these population challenges in mind, the Japanese government have created a range of responses to address these issues. At a policy level, the government has raised the eligibility age for the national pension from 60 in 2018 to 65 in 2025, with a view to further increasing it to 70 in the near future. This aims to increase both workforce capacity and taxation income, while also reducing the growth of pension payments.

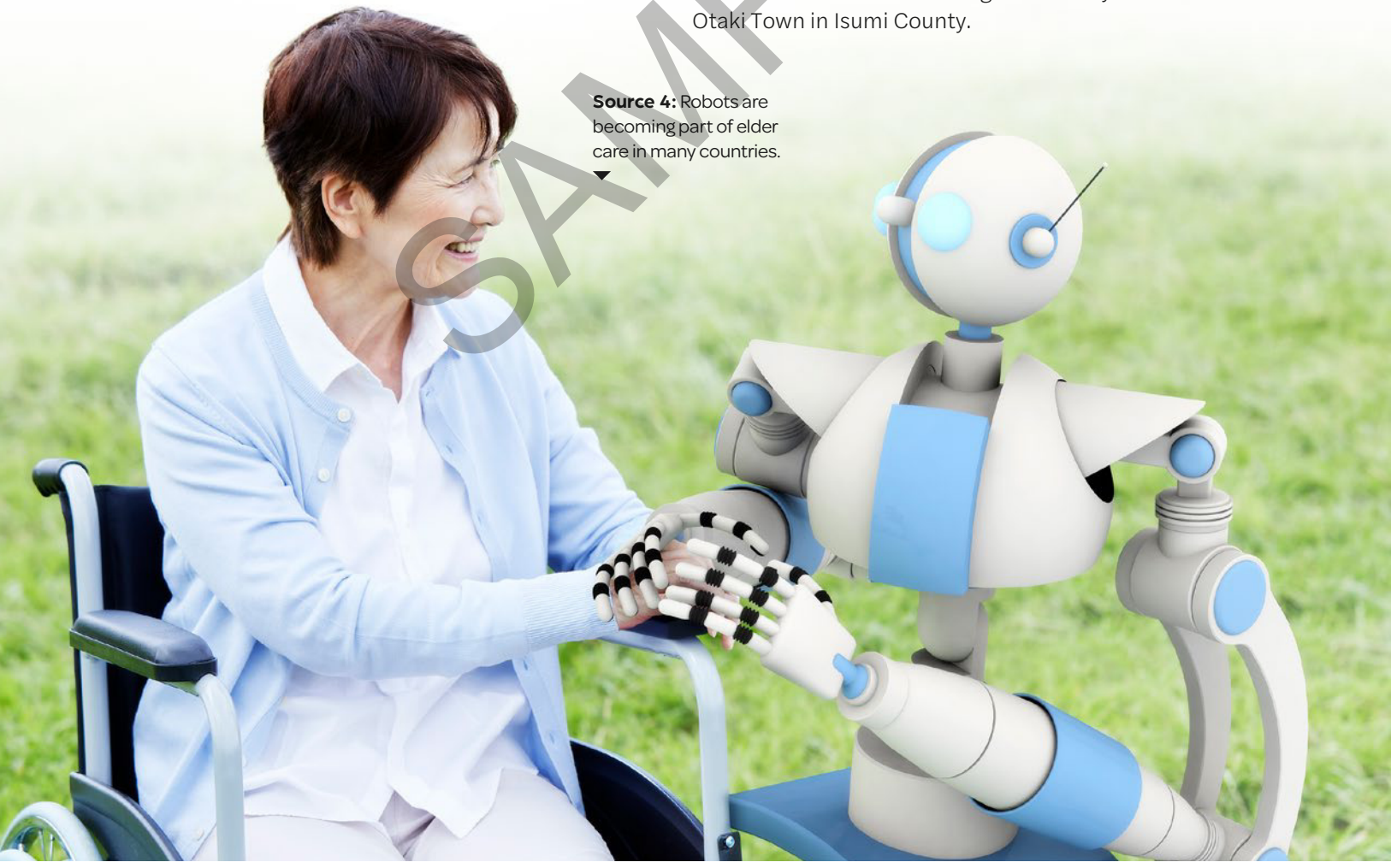
Increasing female workforce participation is another way to maintain the economy, part of a broad economic stimulus package introduced by former Prime Minister Shinzo Abe, dubbed 'Abenomics'. Other responses aim to increase birth rates by supporting the costs of childbirth and providing funding for childcare and family support.

The growing cohort of elderly citizens remains a significant challenge to economic and social wellbeing and while a special category of work visa was created in 2016 to help fill work shortages – by 2025, the government predicts a shortfall of around 380 000 specialist workers – only 17 such visas were issued to candidates who passed difficult language exams.

The development of elder-care robots has been flagged as a priority area for government funding, both to help fill the labour shortage and offer an economic lifeline for domestic industries to export the technology to other countries with similarly ageing populations.

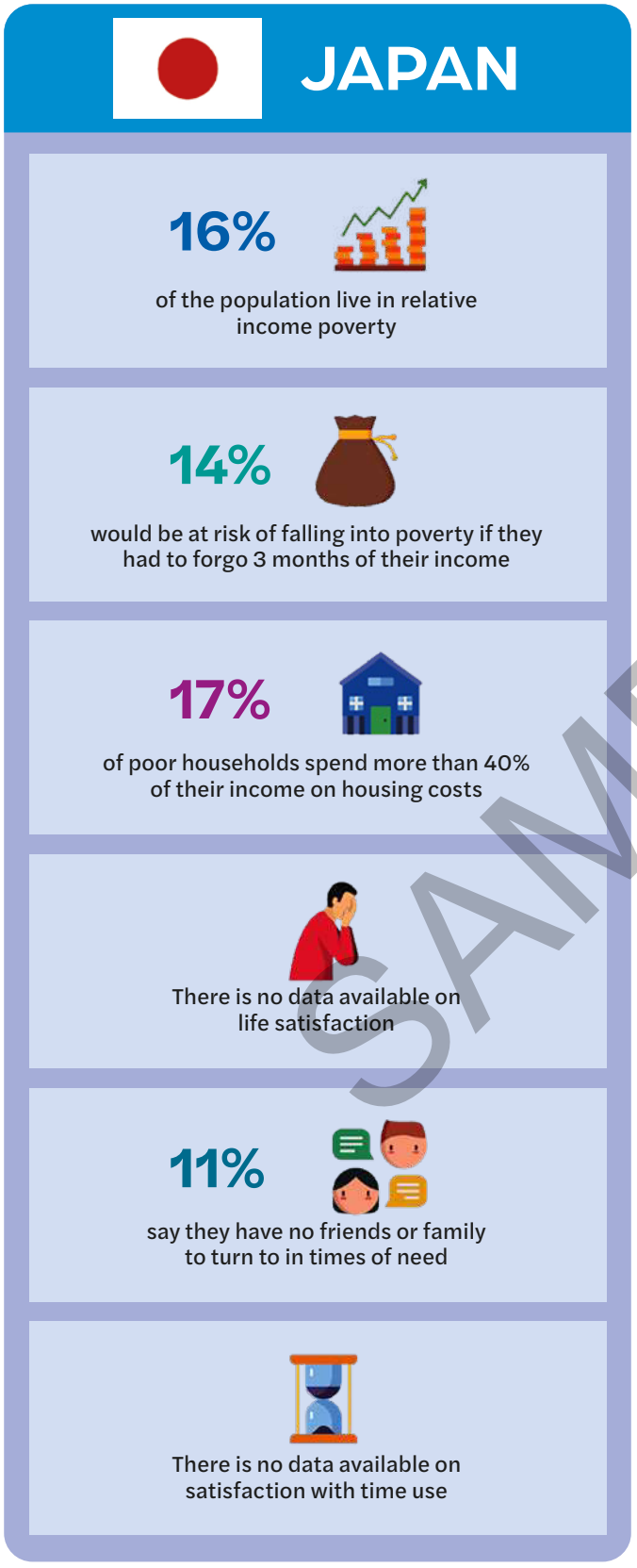
Current technology available includes beds that transform into wheelchairs, robotic therapy animals, robots that assist in areas where power, mobility and monitoring are required, and robots that run games, coordinate exercise sessions and act as basic conversation partners. The Japanese labour ministry has invested more than $50 million in developing and implementing such technology across 5000 facilities nationwide.

Further success has been found in the repurposing of abandoned schools in rural areas (the result of the low birth rates and rural–urban migration). In Wakasa Town, in central Japan, a former school has been transformed into a fishing village experience, designed to preserve the local cultural traditions and also generate new opportunities. The Japanese retailer MUJI has undergone similar initiatives, revitalising a former school into a thriving community hub in Otaki Town in Isumi County.



Source 4: Robots are becoming part of elder care in many countries.

▼ **Source 5:** This OECD infographic shows deprivations in Japan for selected indicators of current wellbeing.



OECD **Better Life** Initiative

Source: OECD (2020), How's Life? 2020: Measuring Well-Being

▲ **Source 6:** In Japan's aging society, it's becoming increasingly common to see septuagenarians actively seeking employment. This shift reflects broader demographic changes and economic factors influencing the nation's workforce dynamics.

Learning Ladder G4.5

Improving wellbeing

1. What wellbeing challenges is Japan facing?
2. How can initiatives like repurposing abandoned schools help to improve wellbeing?
3. Compare the use of robots and changes to pension eligibility as ways of improving wellbeing.
4. Why is community wellbeing in Japan a national issue?

Planning and collecting

1. List three questions that might help to investigate community wellbeing in Japan.
2. How is Japan's ageing population affecting national wellbeing? Prepare a PMI (Plus/Minus/Interesting) chart to organise your research.
3. Access the Japanese Ministry of Health, Labour and Welfare statistics online. Which statistics are relevant to answering your questions?
4. How might the elderly themselves play a key role in informing and improving community wellbeing?
5. Use Google Maps to record the locations of community initiatives for wellbeing (such as in Wakasa or Otaki) as you research.

Using the key

To what extent do you feel that community wellbeing in Japan is *sustainable*?

HOW TO XXX, page xx, KGCs, page xxx

How has Vietnam improved access to education?

A key priority in restructuring and modernising Vietnam was to increase education, as the government saw the importance of having an educated workforce with the skills and training required to underpin business and growth.

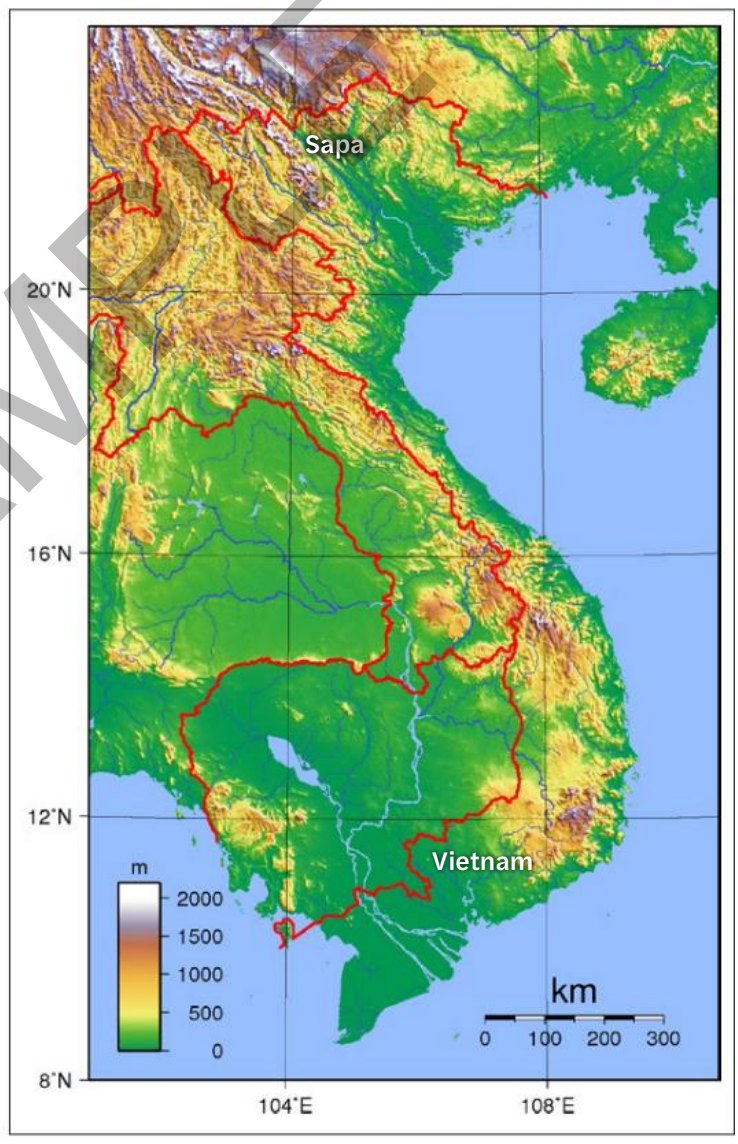
Improving education

Vietnam is a country in South-East Asia with a population of 98.1 million. It was once considered one of the poorest developing nations, but in 1986 they restructured their economy to increase business and wealth, in a reform called the Doi Moi. The success of Doi Moi has seen Vietnam rapidly develop into a low–middle income country today with plans to become a highly developed nation by 2045.

Following the Doi Moi reform, the government created a five-year Socio-Economic Development Strategy Plans (SEDSP) that established national education targets; such as achieving 95 per cent of students completing primary school and having at least 30 per cent more ethnic minority children in schools. To achieve these, they allocated 15–20 per cent of their entire spending budget each year to fund programs and strategies that targeted barriers to education, such as accessibility and affordability. One of these was the Education For All (EFA) action plan, which:

- increased the number of schools, especially in rural and remote mountainous areas
- increased teacher training
- provided language support for ethnic minority groups
- paid a Campus Support Fund that allowed schools to provide a free education for vulnerable families
- provided boarding schools for students to reduce travel time for remote families
- spent over $280 billion building telecommunications infrastructure so over 29 000 education institutions and remote families could access the internet for online learning platforms.

Topographic map of Vietnam



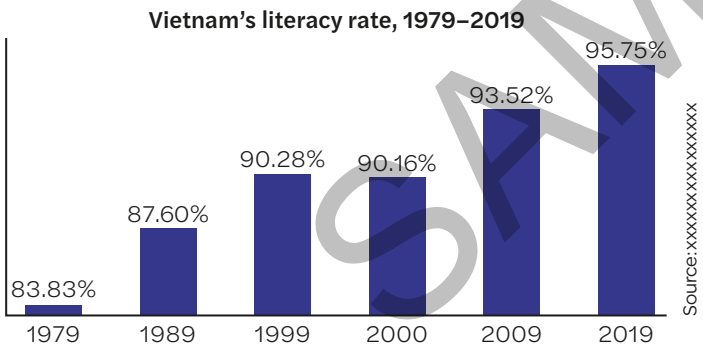
Source: xxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

▲ **Source 1:** Vietnam is a highly mountainous country. This can make accessing education difficult for those who live in remote mountainous areas.

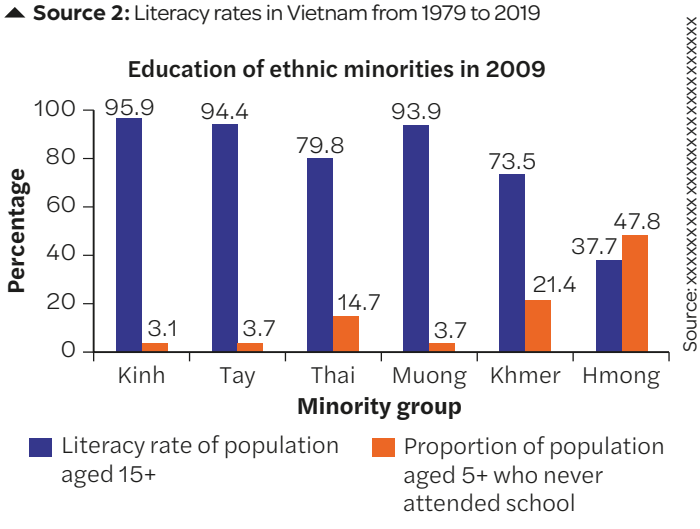
How successful have they been?

Following the programs and strategies, significantly more children are attending school and receiving an education in Vietnam today. Since 2000, kindergarten enrolments have increased from 72 per cent of children to 98 per cent, primary-school enrolments have increased from 94 per cent to 97 per cent and high school enrolments have increased from 33 per cent to 77 per cent. The literacy rate has grown from less than 80 per cent in 1980 to over 98 per cent today and registrations for tertiary education, such as university or vocation centres, have increased from 133 000 students in 1987 to 2.6 million in 2022. Also, 100 per cent schools have delivered basic education programs on sex, violence and abuse prevention, and HIV knowledge by 2022.

This all indicates that there is an improvement in the accessibility of education in Vietnam. However, there is progress to be made on the equal quality of education provided to students across Vietnam, as many rural ethnic minority groups are still not meeting education targets and continue to be disadvantaged in accessing regular teacher support. Some remote communities have as little as 40 per cent literacy rates and little to no school access. This is a focus for Vietnam moving forward as they work toward the new international Sustainable Development Goals and continue to focus on education improvement.



▲ **Source 2:** Literacy rates in Vietnam from 1979 to 2019



▲ **Source 3:** Educational performance of ethnic minorities in Vietnam

Learning Ladder G4.6

Distribution of wellbeing

1. Sources 1 and 3: Describe the environment at Sapa, home of the mountain Hmong people.
2. Source 1: How does the environment of Vietnam make it difficult for the government to provide equal education to all?
3. Source 3: Explain the difference in education access for ethnic minority groups in Vietnam.
4. Predict the future of wellbeing in Vietnam.
5. Source 3: Analyse how variations in educational access may have broader implications for Vietnam's social and economic sustainability.

Strategies

1. What is the Doi Moi reform and why was it implemented in Vietnam?
2. What strategies were implemented to achieve the education targets in Vietnam?
3. Source 3: What challenges does Vietnam face in providing equal quality of education to all students?
4. Reflecting on the Doi Moi, design a strategy that could be implemented in another country to improve educational outcomes.
5. Assess the effectiveness of the Education for All action plan.

Using the key

Source 2: Describe how literacy rates have *changed* over time.

Strategies, page xx, KGCs, page xxx

HOW TO

Source 4: A Hmong girl and her teacher in a school in Sapa, Vietnam. The initiatives put in place by the government have seen a drastic increase in education rates across the country.

G4.7

How does environmental sustainability improve Australian wellbeing?

Environmental sustainability plays an important role in improving the wellbeing of Australians by protecting the natural environment, and developing healthier and more resilient communities by increasing access to green space.

Landcare: Restoring the land for future generations

Landcare, founded in 1989, is a **grassroots initiative** that encourages local communities to work together to protect and restore the environment. Landcare groups across Australia are engaged in a variety of sustainable activities, including tree planting, weed control and soil conservation. Landcare aims to 'actively learn from and work with Traditional Owners to integrate cultural knowledge into practices'.

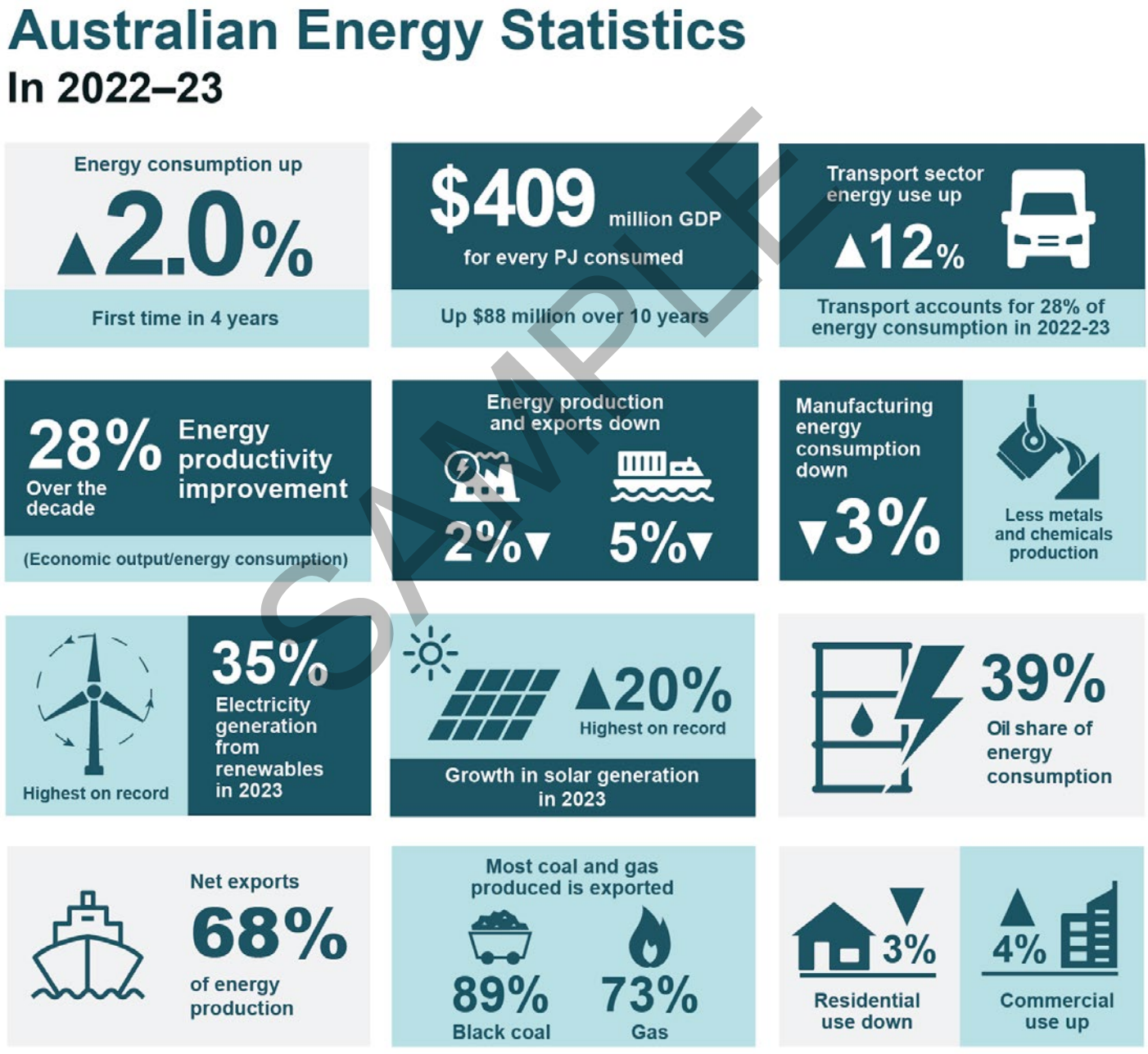
To date, the organisation supports over 6000 groups accounting for more than 140 000 volunteers. By improving biodiversity, building resilience in Australia's farmland and natural environments, and building strong relationships within the community, Landcare contributes to Australia's broader environmental and economic wellbeing.

Source 1: Landcare states, 'Across Australia, our partnerships support thousands of people involved in Landcare who are volunteering to protect local ecosystems that contribute to the sustainability and productivity of our land and water assets for the benefit of all Australians.'

Investment in renewable energy

As Australia aims to achieve 'net zero' by 2050, **renewable energy** sources like solar, wind and hydroelectric power are becoming increasingly important. Short-term exposure to high levels of air pollution is estimated to cause over one million deaths annually. Unlike fossil fuels, renewable power reduces carbon emissions and enhances public health, as well as reducing the long-term costs of energy production.

The Australian Government has set ambitious renewable energy goals, with plans to meet 50 per cent of electricity needs from renewables by 2030. While this means coal-fired power stations are being shut down, by 2030, the construction of clean-energy generation and transmission infrastructure is expected to create 450 000 jobs, accounting for one-third of all job growth in Australia.



▲ **Source 3:** Australia's energy usage. PJ stands for 'petajoule', which is equivalent to 278 gigawatt hours.

Nature Repair Markets: Investing in ecosystem restoration

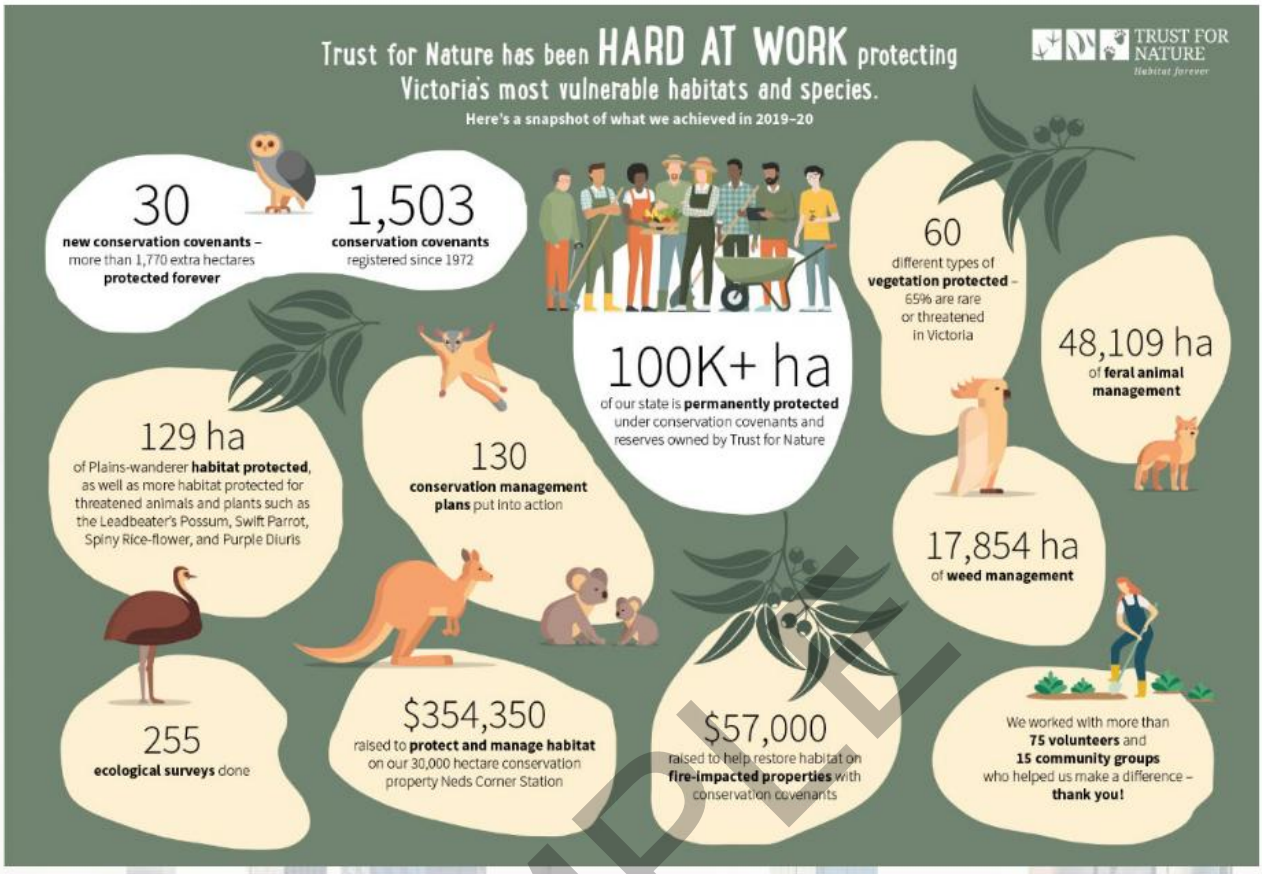
Launched by the Australian Government in 2023, the **Nature Repair Market** is a new initiative designed to allow businesses and landholders to invest in environmental restoration as part of their sustainability commitments. The initiative works by using 'credits' to incentivise large-scale ecosystem renewal projects, such as reforestation, wetland rehabilitation and biodiversity conservation. It will allow registered businesses to gain government-approved biodiversity certificates, which can be traded and used to demonstrate investment in conservation and Australia's biodiversity.

Trust for Nature

Trust for Nature protects natural habitats through land conservation covenants. By partnering with landowners, they aim to preserve ecosystems, biodiversity, and endangered species. Their work ensures sustainable land use, supports eco-tourism, and enhances environmental resilience, benefiting both wildlife and local communities for future generations.

Source 2: On a local scale, councils across Australia are increasingly investing in **urban green spaces** and tree-planting programs. These initiatives aim to make cities more sustainable and liveable by creating parks and creational spaces to enhance mental and physical health outcomes for residents. Green spaces have been found to increase rates of physical activity, promote relaxation and encourage social interaction.

Source 4: Trust for Nature protects natural habitats through land conservation covenants.



Learning Ladder G4.7

Improving wellbeing

1. What is the Nature Repair Market?
2. What role do community-based programs like Landcare play in improving wellbeing for Australians?
3. What are the benefits of investing in renewable energy versus traditional fossil fuels, and how does this affect Australia's wellbeing on both an individual and national level?
4. Research the Nature Repair Market. Analyse the benefits and potential challenges for this initiative. What are the consequences for human wellbeing, including for Aboriginal and Torres Strait Island Peoples?
5. Evaluate the success or likely success of one of the strategies outlined.

Making conclusions

1. What geographical challenges may Landcare projects face when attempting to restore ecosystems across such a large and diverse country as Australia?
2. How does the restoration of ecosystems through initiatives like Landcare and the Nature Repair Market affect Australia's natural landscape?
3. Source 4: Based on the examples provided, what would you conclude about the role of Trust for Nature in improving both environmental sustainability and community wellbeing?
4. Source 2: What are the strengths and limitations of the data presented in relation to the health benefits of urban green spaces and their impact on physical and mental wellbeing?
5. How does Landcare's approach to integrating First Nations knowledge into environmental practices raise ethical considerations regarding cultural respect and environmental management?

Using the key

Make two suggestions of how your *region* could improve human wellbeing by increasing *environmental sustainability*.

Making conclusions, page xx,
KGCs, page xxx

HOW TO

G4.8

How can we address inequality on a local scale?

Addressing inequality on a local scale can be considered grassroots work. It involves engaging with the local community on an individual level with an understanding of local sociocultural contexts and building effective long-term relationships. In Melbourne, *The Big Issue* is synonymous with support and empowerment, providing opportunities for positive steps forward.

The Big Issue

Based on a similar concept in the UK, the magazine *The Big Issue* launched on the steps of Flinders Street Station in 1996. Essentially, disadvantaged people buy copies of the magazine for $4.50 and then sell them for $9, keeping the difference. The Big Issue organisation then reinvests profits into social programs that support the individuals involved and the broader community. The magazine itself has a wide range of articles, including social justice topics and vendor profiles, and has sold more than 13 million copies since arriving in Australia, providing $30 million worth of income for disadvantaged Australians.

In addition to providing a source of income for individuals who may experience limited opportunities in the traditional workplace, the magazine provides empowerment – a chance for vendors to improve wellbeing in several ways.

In terms of social enterprises, The Big Issue organisation also runs:

- The Women's Subscription Enterprise: work, training and opportunities for homeless, disadvantaged and marginalised women
- The Community Street Soccer Program: weekly soccer training and support at 16 locations across Melbourne, including in two correctional facilities, that provides opportunities for social inclusion for homeless, disadvantaged and marginalised men and women
- The Big Issue Classroom: an outreach program into schools for students to learn from speakers about the experiences of being homeless and disadvantaged
- The Big Idea: a social enterprise planning competition for universities to come up with effective strategies to support homeless, disadvantaged and marginalised people

  Homes for Homes: an initiative to support affordable housing through encouraging donations from real estate sales to fund social housing projects.

In addition to the more than $30 million in income for vendors, *The Big Issue* and its social enterprise programs have had a tremendous impact on the homeless, disadvantaged and the marginalised in Melbourne:

- Demand for social, health and justice services from vendors has dropped significantly, saving the community approximately $25 000 per vendor.
- The Street Soccer program has had a positive impact on the physical and mental health of participants, decreasing demand for welfare support, hospitals and correctional facilities, reducing societal costs by up to $7 million dollars annually.
- More than 160 women have achieved employment through the Women's Subscription Enterprise across Australia.
- More than 4500 guest speaker opportunities have been provided through The Big Issue Classroom, reaching more than 100 000 students.

Source 1: A *The Big Issue* vendor in Melbourne

Clothing and its impacts

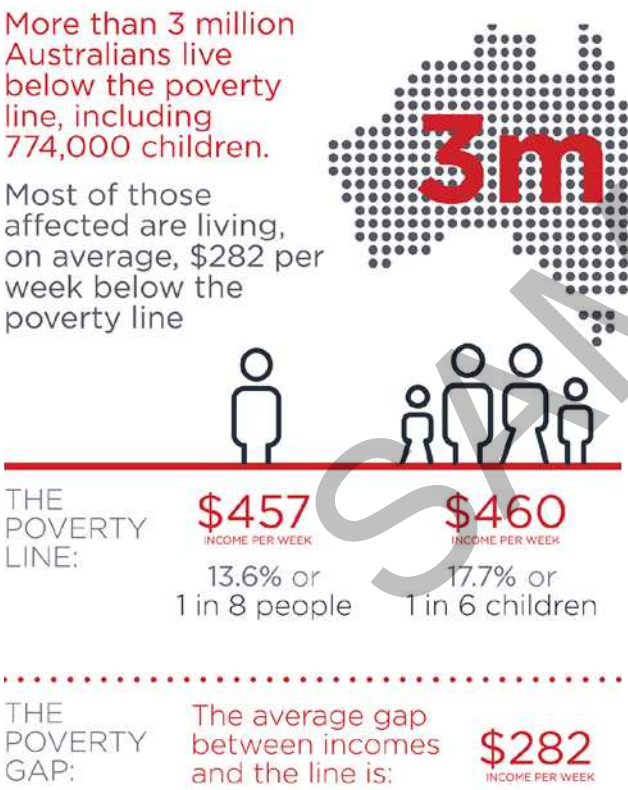
On one level, clothing can be considered as largely practical. Coats keep us warm in the winter, and sandals stop our feet burning on hot sand. But clothing can also make a statement about who you are, what you stand for or what mood you're in. Many careers are centred on designing and wearing clothes, dressing people and influencing popular fashion choices. One thing people often do not consider is the impact of clothing on the environment.

Clothing can be a huge source of waste. Australians have been calculated to buy around double the global average of textiles each year at around 27 kilograms; however, we then throw away up to 23 kilograms, which ends up going to landfill. While having a clear out and donating to a charity seems more environmentally friendly, around 25 per cent of opshop donations also end up in the bin because clothes are damaged, marked or not suitable for use.

Health, wealth and education can influence human wellbeing; however, happiness is also linked to warmth, comfort and pride in yourself. Clean, up-to-date clothing can allow us to fit in with peers, access job opportunities and regain confidence and independence after a crisis.

Source 2: In Australia, 3.24 million people, or one in eight adults and one in six children, live below the poverty line. Charities like Fitted for Work assist those in need to access basic resources such as appropriate clothing.

Source 3: Fitted for Work aims to 'help women in Australia experiencing disadvantages get work, keep work and navigate through working life with success'. Through donations, it provides professional clothing, job training and a range of workshops to 'anyone who identifies as a woman and those who do not wish to be limited by definition'. Fitted for Work aims to break the poverty cycle, giving people the opportunity to succeed through what they wear and providing mentoring and support.



Source 4: Poverty in Australia

Source 5: Thread Together, founded in 2012, aims to 'deliver new, good-quality clothing and shoes to people in our community who are doing it tough'. Thread Together works with more than 500 fashion brands to save brandnew clothing from going to landfill and providing these items to thousands of Australians in need via a network of over 500 established charities and social service agencies. It has diverted more than 2 million units of clothing from landfill and provided new wardrobes to nearly half a million people.

THREAD TOGETHER

Learning Ladder G4.8

Improving wellbeing

1. Create a mind map to show the benefits for vendors of selling *The Big Issue*.
2. Using data, suggest how society can broadly benefit by reducing inequality.
3. Compare The Big Issue and Fitted For Work. How do they both aim to improve human wellbeing in different ways?
4. Analyse the role these organisations play in supporting social and economic sustainability.
5. Evaluate the success of one of these organisations in achieving their goal of improving local wellbeing.

Planning and collecting

1. Prepare a SWOT analysis looking at the success of *The Big Issue*.
2. Complete an audit to explore how your school supports social enterprise.
   - **a** What charities or organisations does your school support?
   - **b** What fundraising opportunities are undertaken throughout the year (perhaps through free-dress days or sports carnivals)?
3. Explore different charities online that assist those suffering from financial crises or homelessness in your local region. Choose one to focus on in more detail. What are the main aims of this organisation? Who is it aiming to assist? Does it have any advertised targets such as fundraising goals or donations to meet?
4. Carry out your suggested fundraising activities and write a short paragraph reflecting on how your participation helped improve local human wellbeing and happiness.
5. Using Survey123, Survey Monkey or similar, conduct a survey within your local community exploring the inquiry question, 'What local initiatives have the most impact on wellbeing in my community?'

Using the key

How can the *process* of selecting clothes and shoes help improve wellbeing for individuals?

HOW TO
Planning and collecting, page xx,
KGCs, page xxx

How can we improve remote community wellbeing?

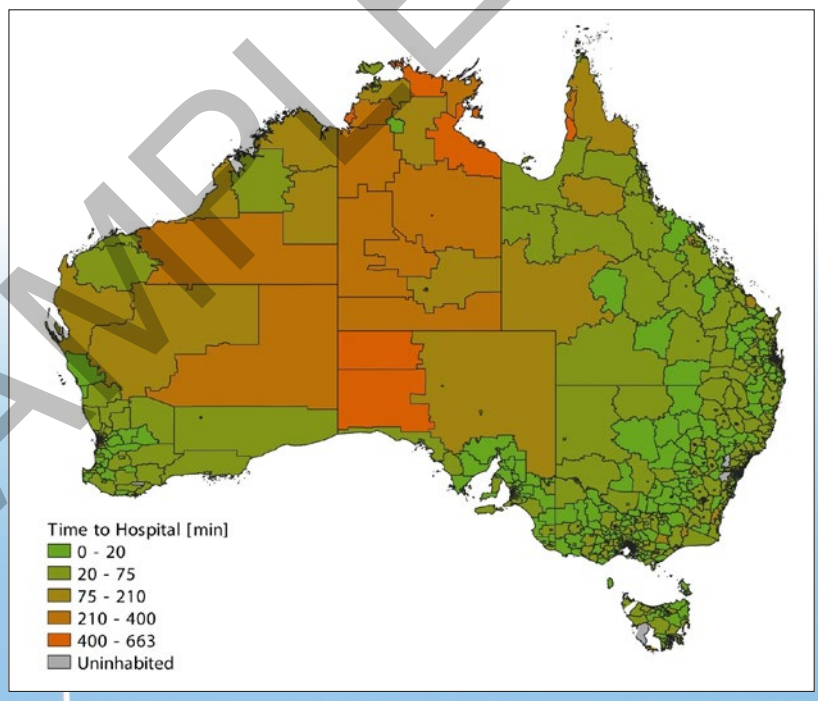
The statistics are clear that the further a person lives from a metropolitan area in Australia, the more likely it is that they will experience poor mental health and wellbeing. It is well understood that a key factor in supporting an individual's or community's mental health is to strengthen community connections. Many remote communities have focused on the many different ways to build community in these places.

Service provision

One way of improving community wellbeing is to improve access to essential services. This includes using technology to expand telehealth services and establish mobile health clinics like the Purple Truck, which is a mobile dialysis clinic supporting people in very remote areas so they don't have to make the difficult and expensive journey to the nearest hospital, which is often many hundreds of kilometres away.

End-stage kidney failure is the lived experience of many First Nations peoples who live in very remote communities in the Western Desert region of Central Australia. Previously, patients would be forced to make the journey to a major centre like Mparntwe (Alice Springs), often many hundreds of kilometres away, several times a week to access treatment. With the establishment of the Purple Truck, local people in remote communities are now able to access lifesaving dialysis treatment in the comfort of their own communities.

Time to hospital across Australia



Source: XXX

▲ **Source 1:** People in remote areas of Australia face a much longer journey to their nearest hospital.

Source 2: The Purple Truck provides dialysis treatment to patients in many remote communities in Central Australia.

Local leadership

Another important factor in community wellbeing is the experience of local leadership. For many communities, local leadership is necessary because it means that important decisions are made by people who best know the community and what it needs. Additionally, local leadership is crucial to remote communities in times of emergency or crisis as it allows important decisions to be made at the time and with the relevant facts, rather than having to wait for decisions to be made many hundreds or thousands of kilometres away with incomplete information.

The Purple Truck supports local leadership as many important Elders live with renal failure and if they were forced to move to a major centre for their ongoing treatment, their important wisdom and leadership would be removed from the community. This would make decision-making and community leadership even more difficult.

Sport and leisure activities

A central part of many remote communities is the local sporting club. These can be a variety of different sports including AFL, NRL, netball or cricket. These local clubs are often important community hubs which support people in a range of different ways. Beyond the obvious health benefits of exercise, the sporting clubs will often organise non-sporting events, fundraisers and engagements, which build feelings of belonging and improve health and wellbeing. Ensuring that there is funding for 'grass roots' sporting clubs is essential for ongoing remote community wellbeing.

In the Central Desert region in Australia, the Central Australian Football League has established a community competition. This has allowed remote First Nations communities that have AFL clubs to play against each other in the desert. This means that as each community hosts games it receives an important economic boost, as well as keeping younger men away from the major centres and out of any possible trouble. This is an important example of self-determination for First Nations Peoples and the power of community sport for wellbeing.

Source 3: A typical remote AFL oval in the Central Desert Region. The game is played on the hard-packed red earth, making it far more dynamic than on grass. Sometimes tacking hard into the dirt is frowned upon in community rules.

Learning Ladder G4.9

Perspectives

1. What are two factors that can improve community wellbeing?
2. How does the Purple Truck support community wellbeing?
3. How is the Purple Truck linked to service provision and community leadership?
4. How does community sport and service provision support community wellbeing? Why?
5. Evaluate progress towards achieving wellbeing goals for First Nations Peoples in very remote communities by researching and assessing the effectiveness of one example of a current health services, government policy or community-led initiative.

Presenting ideas

1. Describe the challenges First Nations Peoples in remote areas face in accessing healthcare, using geographical terms such as 'spatial inequality' and 'barriers to access'.
2. Explain the importance of including First Nations community-controlled organisations in planning health services for remote areas.
3. Use data from the Australian Institute of Health and Welfare to support an explanation of how racism affects First Nations Peoples' access to healthcare.
4. Explain how remoteness, access to health services and wellbeing outcomes for First Nations Peoples are interconnected using relevant data.
5. Analyse the long-term effects of inadequate culturally safe health services on the wellbeing of First Nations communities in very remote areas.

Using the key

Source 1 and G3.13: Describe is the *spatial association* between distance to healthcare services and human wellbeing outcomes in remote *regions*.

HOW TO

XXX, page xx, KGCs, page xxx

How do I conduct a good inquiry?

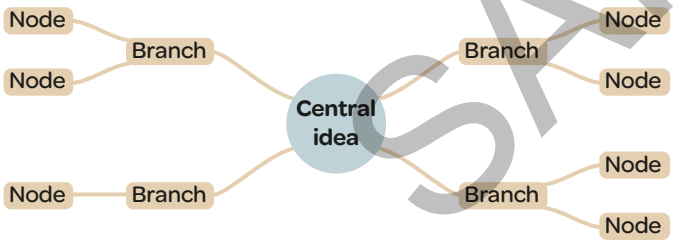
As you have progressed through this chapter, you have expanded your existing knowledge and deepened it by exploring perspectives, identifying patterns and relationships and linking causes and consequences. Along the way, you have developed your skills in analysing and interrogating sources, asking critical questions and framing well-supported arguments. You will now apply these skills to crafting a well-reasoned response to an inquiry question of your choosing related to xxxxxxxx xxxxxx xxxxx.

1 **Choose your topic: Identify a question.**

Which of the following would you like to investigate in greater depth?

- Xxxxxx xxxxxx xxx xxxxxx, page xx
- Xxxxxx xxxxxx xxx xxxxxx, page xx
- Xxxxxx xxxxxx xxx xxxxxx, page xx
- Xxxxxx xxxxxx xxx xxxxxx, page xx
- Xxxxxx xxxxxx xxx xxxxxx, page xx
- Xxxxxx xxxxxx xxx xxxxxx, page xx

2 **Briefing: Brainstorm what you already know and what you want to know about this topic.**



3 **Field report: Gather your information.**

- Look back at the chapter and find all the information and sources relevant to your topic.
- Identify and locate additional sources (see How-to, p. xx).
- Analyse your sources as you go. You can use the **'Connect, Extend, Challenge'** thinking routine below to help you.
- Take careful notes as you work, including recording source details, clearly indicating quoted material and jotting down further questions as they arise.

4 **Exclusive: Review your findings to form and answer your big question.**

5 **Present: Organise and synthesise your findings into an engaging narrative (see How-to, p. xx)**

Connect

- How does the information **relate** to what you already know?
- In what ways does this account **align** with other sources or narratives you've encountered?
- What background or context do you have that might **support** the information presented?
- How does the source's origin **connect** with its intended message or audience?

Extend

- How does this source **expand** or **complicate** your understanding?
- Does the information **challenge** your previous assumptions, and if so, in what way?
- What aspects of the source's presentation (language, imagery, emphasis) **extend** your thinking about its possible biases or intentions?

Challenge

- In what ways might the source be incomplete, selective, or influenced by the author's **perspective**?
- What further evidence would you need to corroborate or refute the **claims** made in this source?
- Are there **discrepancies** between this source and other contemporary accounts that raise questions about its reliability?

Geo How-To

Mastering geographical concepts helps you think like a geographer, while developing skills in using maps, images, graphs and other data sources allows you to analyse patterns and distributions effectively. These skills are fundamental for exploring spatial relationships and conducting fieldwork, enabling you to answer important questions about how different factors interact with and affect the environment.

Geographical inquiry

This section will enhance your Geography skills by offering explanations and practical examples. Some examples will address real-world challenges and solutions, while others will use Happy Town, a fictional place that illustrates issues and processes that could occur in your own community.

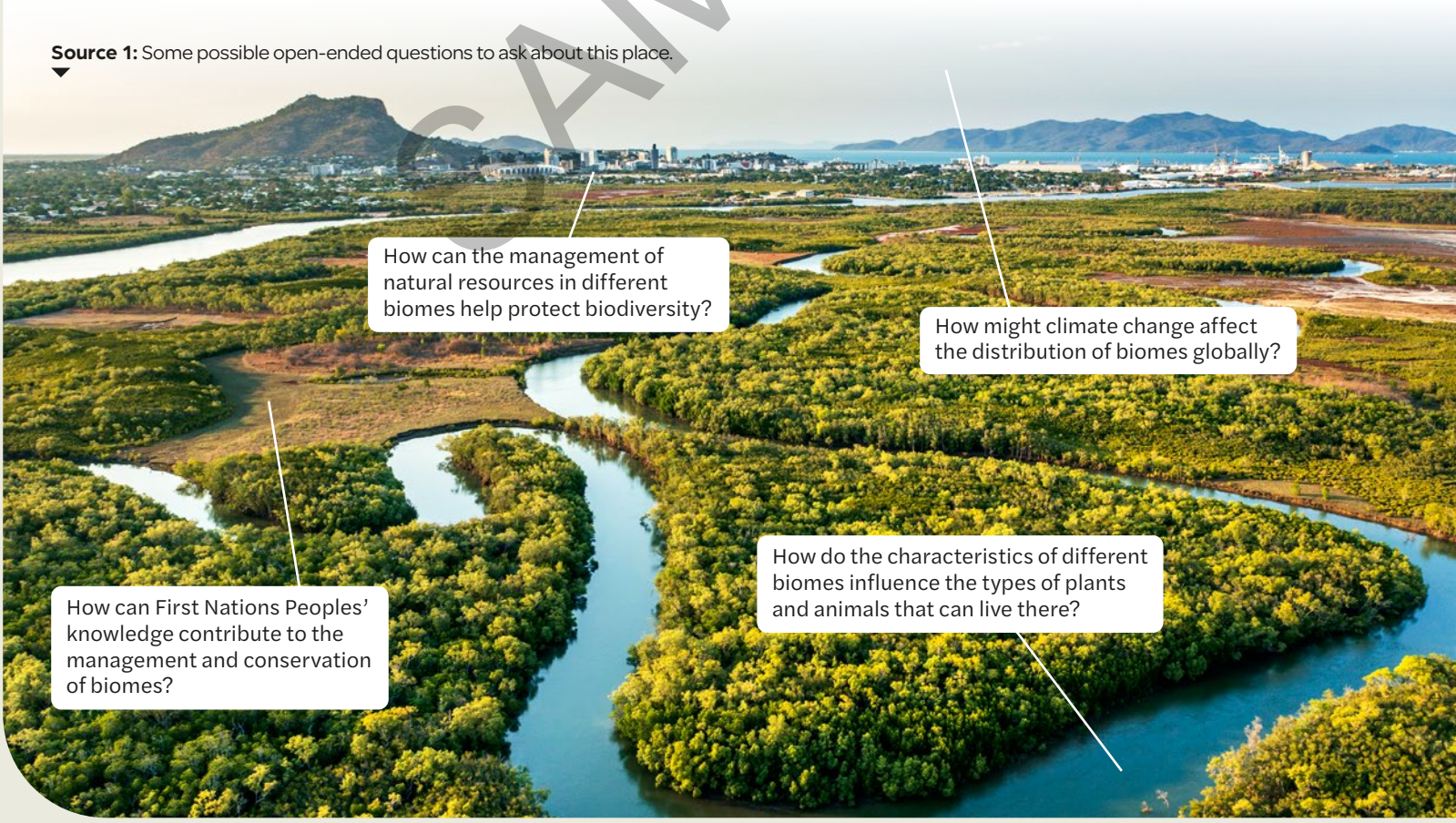
Planning and collecting

1 I can ask open-ended questions.

Open-ended questions cannot be answered with a simple 'yes' or 'no'. They often begin with words like 'how', 'why' or 'what'. These questions make us think and we may need to conduct some further research in order to answer them fully. Using the SPICESS terms or Key Geographical Concepts (KGCs) are a good way to create focus and ensure your inquiry incorporates geographical concepts.

Some examples of open ended-questions are shown in Source 1:

Source 1: Some possible open-ended questions to ask about this place.



2 I can plan an inquiry.

Inquiry projects in Geography help you explore real-world issues, develop critical thinking and improve research skills. Careful planning is important because it makes sure you collect reliable and useful resources, prepares you for challenges you may face and supports clear communication of your findings.

Before you start an inquiry complete the following three steps:

1 Select a topic that interests you or is relevant to your surroundings.

When thinking about what topic you would like to investigate you may:

- Review the case studies and data presented throughout this book. Do any of these ideas spark curiosity and make you want to investigate an idea or challenge further?
- Explore local scale issues; for example, look at current issues in your community, such as pollution, drought or housing affordability.
- Explore recent news articles and reports.
- Use digital maps to explore patterns.
- Investigate historical changes and what factors contributed to these changes.
- Consider the scale of your investigation. Will you explore locally or regionally, or will you conduct a national or global study? You may even choose to explore the same idea over a range of scales to explore interconnections and patterns across spaces.

2 Choose your inquiry question.

Identify the key aspects of the topic, issue or challenge you want to explore. Write a clear and concise inquiry question. An **inquiry question** is an overarching idea that you or your class wants to investigate. A good inquiry question is one that is open-ended, measurable and quantifiable. You need to be able to collect data and answer the question within the limitations you are presented with. For example, will you have to conduct your fieldwork at school? Will you be able to survey members of the public? How much time will you have to complete your inquiry?

You may wish to create some sub-questions for your big inquiry questions to help you frame your research (Source 3).

Source 2: Some examples of inquiry questions.

How sustainable are the environmental practices of urban areas compared to those of rural communities, in terms of long-term ecological health?

What steps can farmers take to make their food production systems more sustainable?

What factors affect the wellbeing of my neighbourhood?

What factors determine the distribution of biomes across the globe?

Source 3: For the question 'How do humans change environments?' you may ask a range of sub-questions to help you find an answer.

How do humans change environments?

What role do transportation and infrastructure development play in altering landscapes and ecosystems?

How does industrialisation impact natural ecosystems and biodiversity?

How do human activities contribute to climate change and its effects on the environment?

What are the long-term consequences of human-induced environmental changes on natural resources and human societies?

3 Plan how you will answer your inquiry question.

Next you need to plan ways to find information to discover answers to your inquiry question. You may consider:

- What do I know already about this topic?
- What do I need to find out?
- Where/how/from who can we find that out?

There are two main kinds of data:

- **quantitative data**
- **qualitative data**.

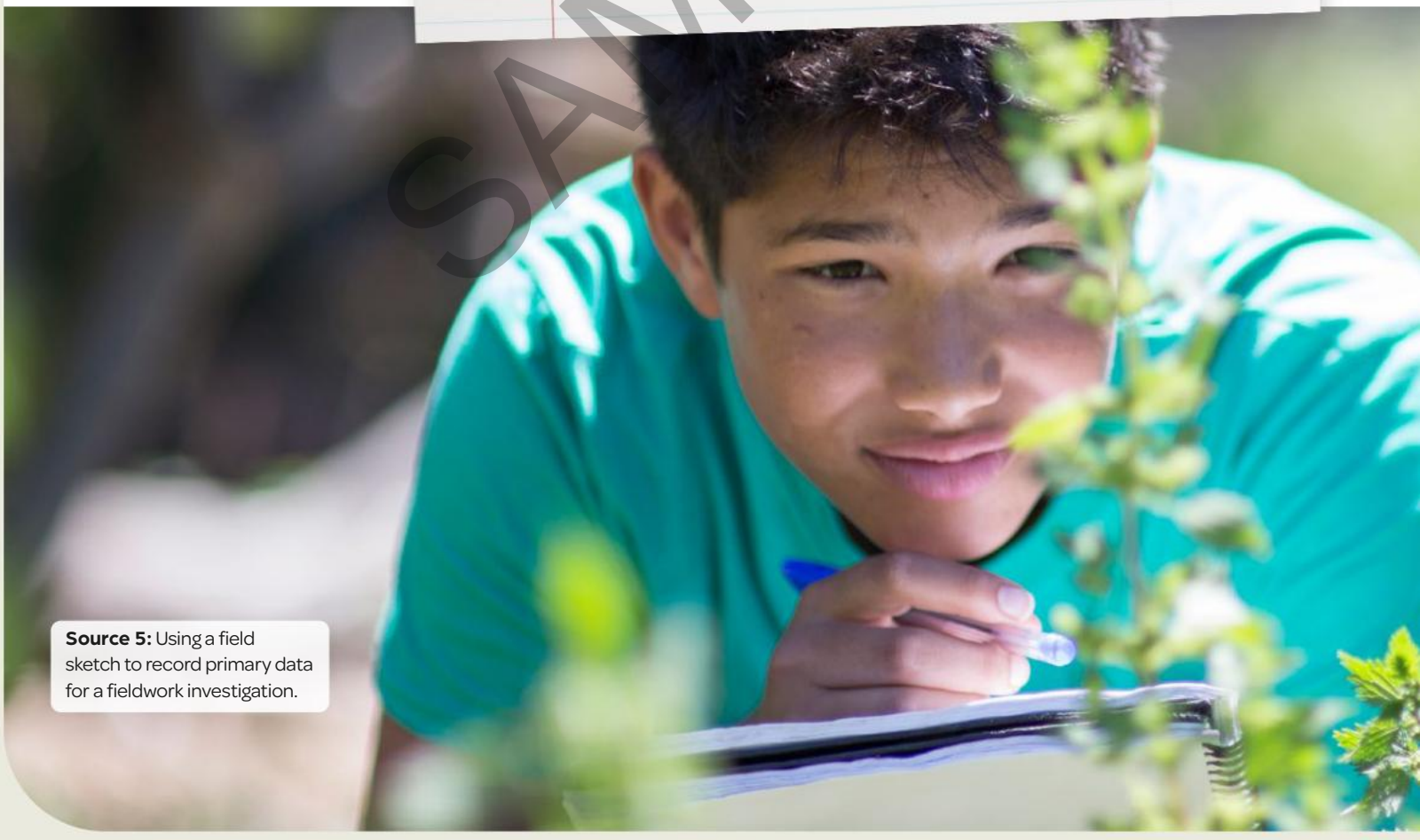
Quantitative data is recorded in numbers; for example, the height of a building, the number of plants on a sand dune, the number of people in a population or the flow rate of a river. Qualitative data tends to be more observational. You might write down descriptions of a place, conduct a field sketch or take photos as evidence to answer your inquiry question.

Data is collected in two main ways:

1. **Primary methods** are tasks that you will do while conducting field work
2. **Secondary methods** are ways that you can collect data back in the classroom to help you answer the question; for example, researching websites, books or other publications.

Source 4: Record your selected methods and use this as a checklist as you begin to collect and gather data.

Primary methods	Secondary methods	Information required for my inquiry
Surveys		Collect perspectives of the local community.
Sketches		Identify processes within my local area.
	Good Humanities textbook	Gain background information and understanding.
	Australian Bureau of Statistics	Collect up-to-date and useful data.



Source 5: Using a field sketch to record primary data for a fieldwork investigation.

3 I can gather information from secondary sources.

Collecting reliable secondary data is important for conducting accurate and relevant geographical research. Secondary data refers to information that has already been collected by others and is available for analysis. It is also useful to do some background research before you conduct any fieldwork so that you can select a relevant area, understand your chosen field site, and explore its characteristics and any other relevant information prior to collecting primary data.

Secondary data can come from various sources, including academic journals, government reports and reputable databases. These are some reliable online sources:

- Government and official reports: Data from government agencies and international organisations (e.g. the World Bank, United Nations).
- Databases and organisations: Use databases like Google Scholar or non-government organisations (NGOs) and research institutes such as the Australian Bureau of Statistics (ABS).

In the past, you may have relied on government or education sites and books for reliable data. In addition to these, you may also wish to start exploring academic, peer-reviewed articles to gain more up-to-date and advanced datasets. When professional geographers and other scientists complete research, they write articles (similar to fieldwork reports) and submit them to academic journals. Peers or other professionals who are in the same field then review their work and provide suggestions on how they could improve their research process or add to their analysis. Once approved, the peer-reviewed article is published for other geographers and scientists, such as yourself, to read and use in their own investigations. While sites such as Google Scholar are good starting points, you may want to talk to your librarian about the kind of access your school has to peer-reviewed journal articles.

4 I can gather primary data.

Primary methods are tasks that you will do to find evidence to answer your inquiry question.

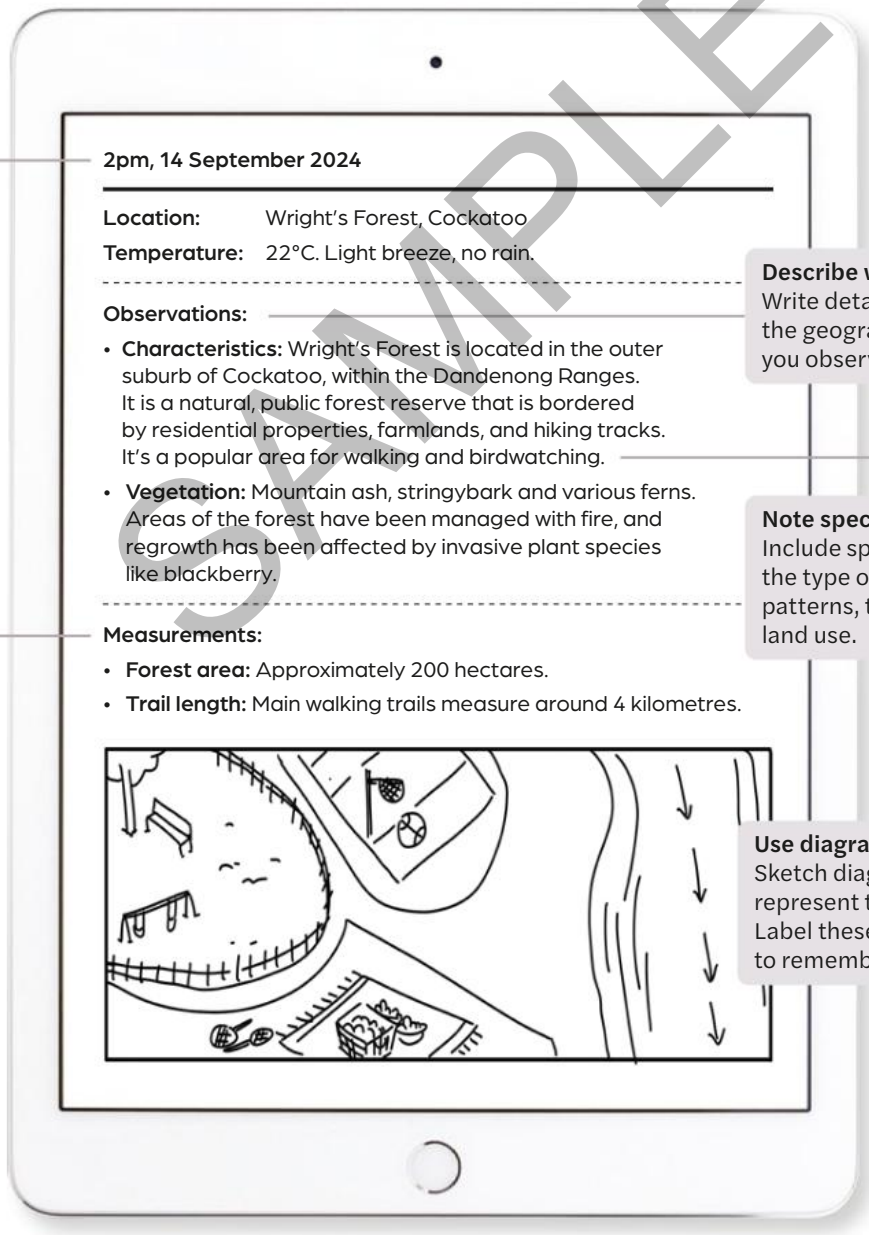
The importance of fieldwork

Fieldwork is a fundamental part of being a geographer. While collecting secondary data gives us a broad perspective and understanding, fieldwork provides us with primary data and perspectives. It gives us real-time understanding of spatial patterns and processes, while also improving our observation skills, and ability to connect what we learn in class to what is happening in our community. The most common fieldwork methodologies are recording observations, conducting surveys, taking photographs and sketching.

Recording observations

Observations are a great way to record what you see and hear while out in the field. Divide your notebook into sections for different types of observations (e.g. physical features, human activities, and environmental conditions).

Source 6: You can record your observations in a table or digitally using a phone or tablet.



Date and time: Start each set of observations with the date, time and location.

Describe what you see: Write detailed descriptions of the geographical characteristics you observe.

Note specifics: Include specific details such as the type of vegetaion, water flow patterns, types of buildings or land use.

Quantitative data: Record any meaurements, such as distances, sizes or quantities.

Use diagrams: Sketch diagrams or maps to represent the layout of the area. Label these diagrams with details to remember later.

You can also document your observations using different kinds of media:

- **photographs:** take photos to provide a visualisation of your notes. Use a smartphone to capture images of significant features, changes or areas of interest. Label each photo with a brief description and its location.
- **audio notes:** consider using an audio recorder to capture verbal descriptions or insights that you may not have time to write down.

Source 7: Photos are a great way to record what you have seen. Remember to provide clear annotations and captions to explain the relevance of the image captured.

Conducting surveys

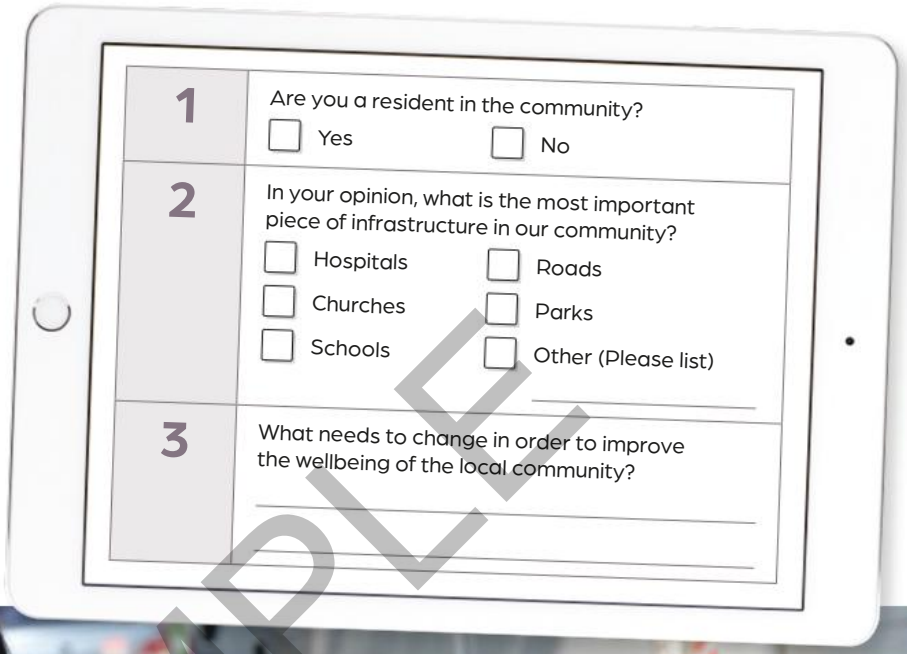
In Geography, surveys are useful ways to collect data in the field. Surveys could be in the form of a questionnaire, where you ask questions about a topic to better understand people's views.

Questionnaire surveys in Geography are useful for gathering detailed data on people's behaviours and perceptions, understanding human–environment interactions, and comparing regions.

Questionnaire surveys are best when they are multiple choice and provide a few short, clear options for participants to choose from. You can also do a vehicle survey, where you tally the number of vehicles that pass in a particular amount of time. Surveys provide you with a sample of what is occurring in a natural or human *environment*.

Surveys can be written by hand or prepared on software such as Survey Monkey or Google Forms (see level 5). Some sample questions for a questionnaire are shown in Source 8.

▼ **Source 8:** A sample questionnaire survey



Source 9: Traffic surveys are another way to collect data. Stand in a set location for a particular amount of time, on different days, and tally the number and types of vehicles that pass. This data can help us understand infrastructure use, busy commute times and the preferences of the local community for transport.

Interviews

Interviews occur when a researcher asks specific questions of a group of people or an individual to gain more detailed insights to their perspectives and understandings.

Interviews are particularly useful in gaining information of people's histories and connections to place. Some example of interview questions:

- What does this place mean to you personally?
- What do you think should be improved or protected in this place?
- What do you think are the biggest challenges facing this place?
- How do you think this place is viewed by people who don't live here?
- How does this place connect to your cultural, family, or community history?

Transects

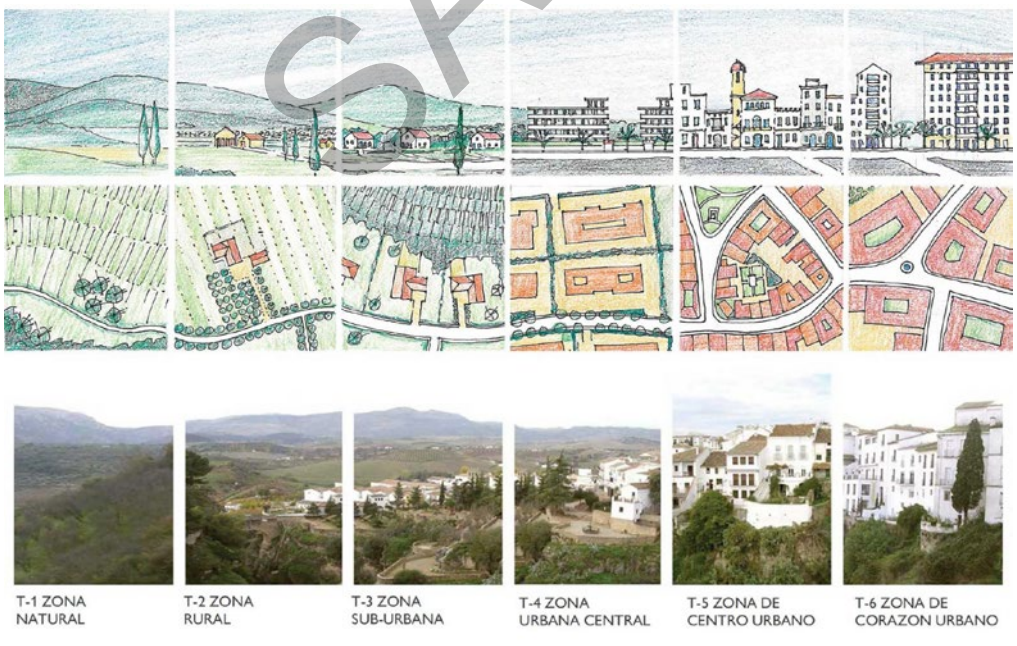
Transects are straight lines created on a surface (often with measurements marked on them like rulers) that help us observe a sample of the surface environment. They are useful tools for collecting information about biodiversity and investigating the characteristics of places.

Transects can be created both on land and underwater. Researchers and surveyors often use transects as a way to measure change over time in reefs or monitor biodiversity, as shown in Source 10. As a student, you will most likely undertake transects on land.

To complete a transect, first select a suitable location. For example, if you are investigating how urbanisation has affected the natural environment in your local area, you might lay down a 1-metre ruler in a field, then count the different species of plant you identify along the ruler transect. You would then repeat this transect technique in other random places within your study site, to create a more accurate picture of the impact of urbanisation.

You can also use transects to analyse photographs and consider how a place changes over a set distance (Source 11).

▲ **Source 10:** Amphibian researchers conduct a transect in a gallery forest in the savanna to identify amphibian biodiversity.



◀ **Source 11:** An urban transect analyses land use along a line for a specified distance. These are helpful for exploring urban growth and illustrating land use change over time. Urban transects show the landscape in two different ways, ground level and aerial or drawn plans, to show different perspectives of the same place.

Sketching and annotating

Field sketches are an excellent way to record data when you are investigating an inquiry question. Sketches allow you to annotate movement, patterns or any interconnections you see. Field sketching is not a test of your artistic skills – the idea is to record a simplified version of what you can see.

When you are making a field sketch, you need to remember TOASTIE!

TOASTIE will help you remember the key skills when making a field sketch. It stands for Title, Orientation, Annotations, Scale, Time, Information and Edge.

T Title

Provide a heading for your sketch that tells readers what it is and where it is located. You might wish to record both the absolute and relative locations.

1

O Orientation

An orientation shows the direction that you were facing when you made your sketch. You need to use a compass so you can record a correct orientation.

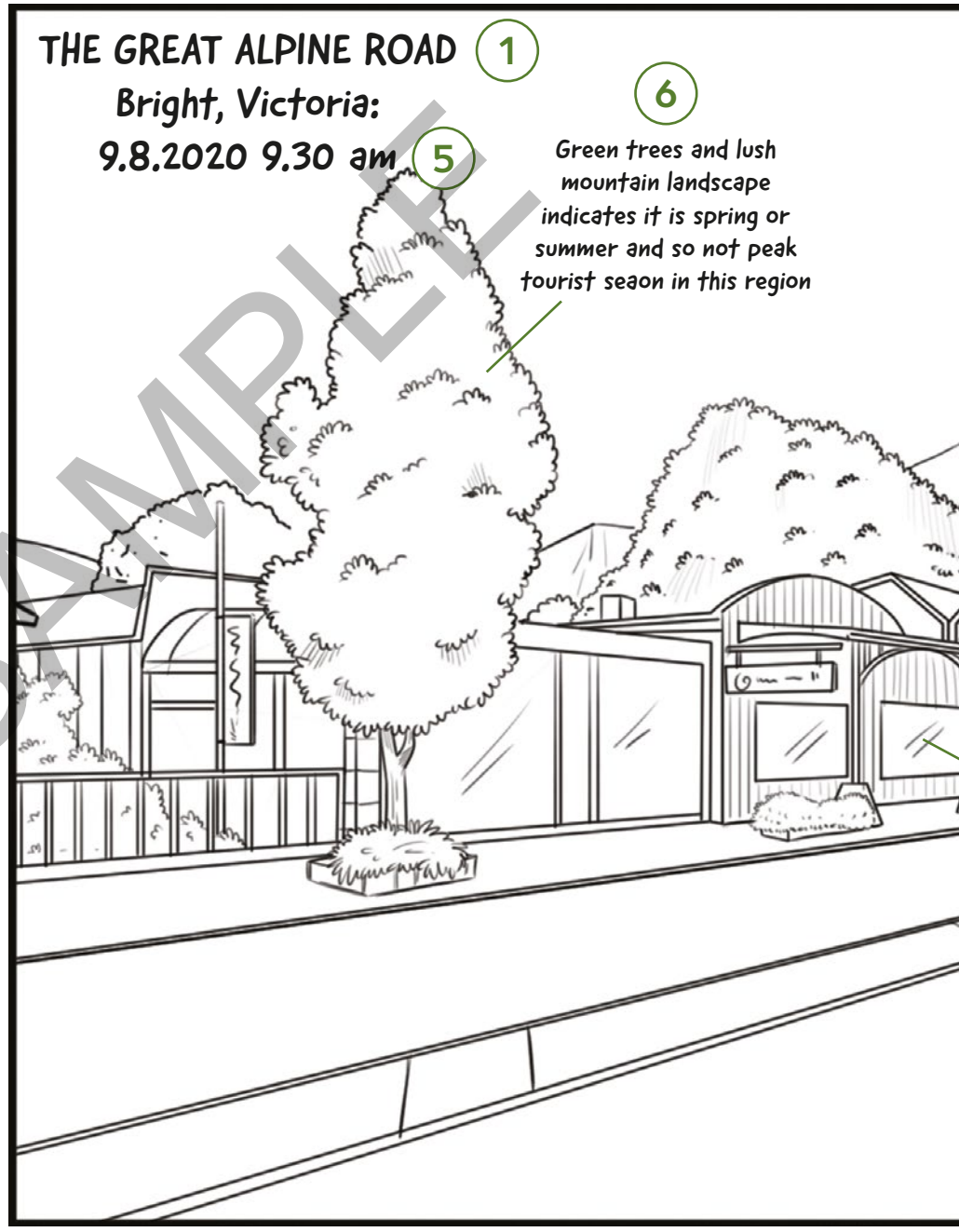
2

A Annotations

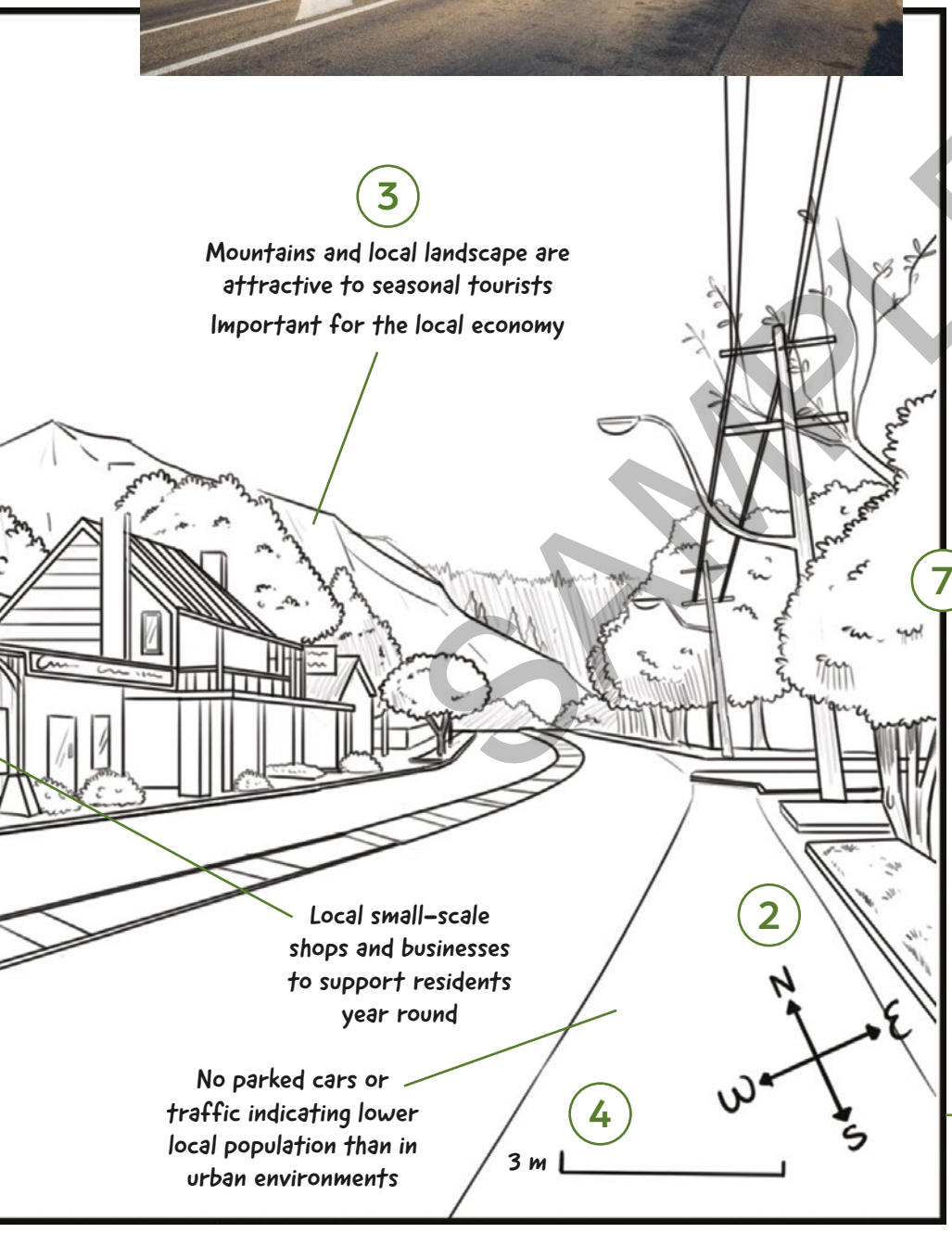
Annotations (or notes) are the most important thing to complete when drawing a field sketch.

Annotations allow you to record details about what you see, and explain how elements of your drawing relate back to the inquiry question. Make sure that the lines to your annotations are made with a ruler – and that they do not overlap.

3



▲ **Source 12:** An annotated field sketch with accompanying photo.



S Scale

5

Most sketches are not made to scale. However, all geographical maps and sketches require a scale to give the reader some indication of size.

To estimate a scale, use a ruler or pace out the area you have sketched. Then measure how large the same area is on your drawing.

For example, you might estimate that the path you have drawn is 1 metre wide, and when you measure your drawing of the path it is 1 centimetre wide. So your rough estimated scale is 1 cm = 1 m.

T Time

5

By recording the time your sketch was completed, you can analyse how the environment changes over the course of a day, a month or even years.

I Information

6

The annotations on your sketch need to be longer than one word. Annotations should be at least one sentence, and they should inform the reader and help them to identify patterns.

E Edge

7

Always include a border so it is clear where your sketch starts and ends.

Ethical considerations when conducting fieldwork

When conducting fieldwork, you should be mindful of ethical considerations to ensure respectful and responsible research practices.

- **Informed consent:** Always get permission from survey participants before collecting data from them. Ensure they fully understand the purpose of your inquiry, how their data will be used, and that participation is voluntary (they choose to do it and are not forced).
- **Confidentiality:** Protect the privacy of participants by not taking photos of people's faces, recording names or other personal information without consent.
- **Respect for people:** Treat all community members with respect and sensitivity. Ensure you are being culturally respectful if you visit places of significance.
- **Accuracy and honesty:** Report findings honestly and accurately. Avoid making data up (like survey results) or misrepresenting results so it better answers your inquiry question. As a student you can be limited in the types of data you can collect. Report this rather than inventing data to fill these gaps.

Source 13: Remember to always use allocated pathways and tracks. Avoid damaging habitats during fieldwork activities and follow local guidelines for sustainable travel.

5 I can use geospatial technology to record data.

Geospatial technology is an effective way to record data and enhance your data analysis. There are a range of programs and apps you can use to help you collect and record data. Many of these are free for schools to use.

Global positioning system (GPS)

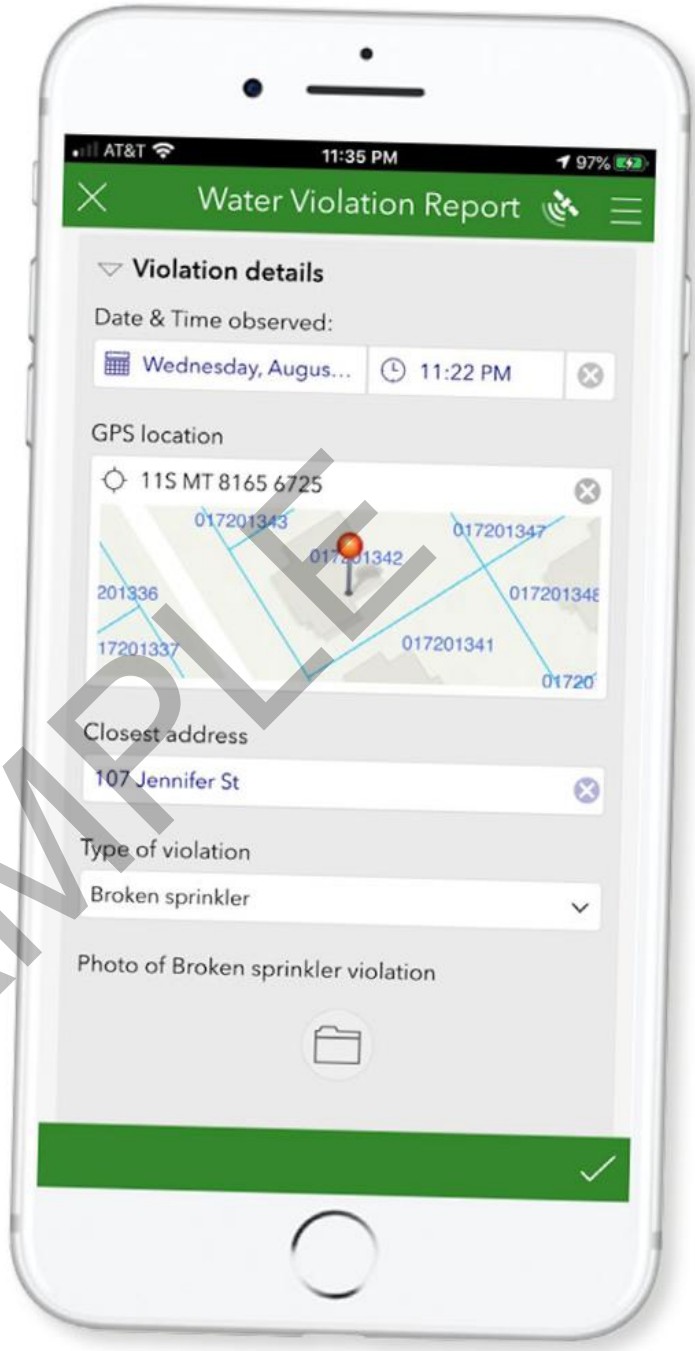
GPS devices or smartphone apps can record absolute locations of where data is collected. This may help you with mapping the exact coordinates of observations, such as the locations of environmental features or infrastructure.

Mobile apps and tools

Mobile apps like ArcGIS Collector, Survey123, or QField allow you to collect data in the field using your smartphone or tablet. These apps allow you to record various types of data, including survey results, observations, photos and GPS coordinates. They make data representation and interpretation much easier when you are conducting analysis later in your inquiry.

Digital survey tools

Online survey platforms such as Google Forms or SurveyMonkey can be used to create digital questionnaires, rather than the traditional paper ones you may have used in primary school. They allow you to create location-based questions and gather geographical information related to specific areas. They also help you create graphs, tables and maps later when you need to represent the data.



▲ **Source 14:** ESRI Survey123 is free for schools and allows you to collect, record and display a range of useful primary data.

Representing information

Imagine you have completed a paper survey with over 100 participants as part of your fieldwork. Would you take a photo of all 100 surveys and include them in your report? Imagine how much time it would take! Plus, it doesn't give your audience a good understanding of what patterns you have discovered. In Geography, we can represent data using maps, graphs, tables and diagrams.

1 I can select data relevant to a question.

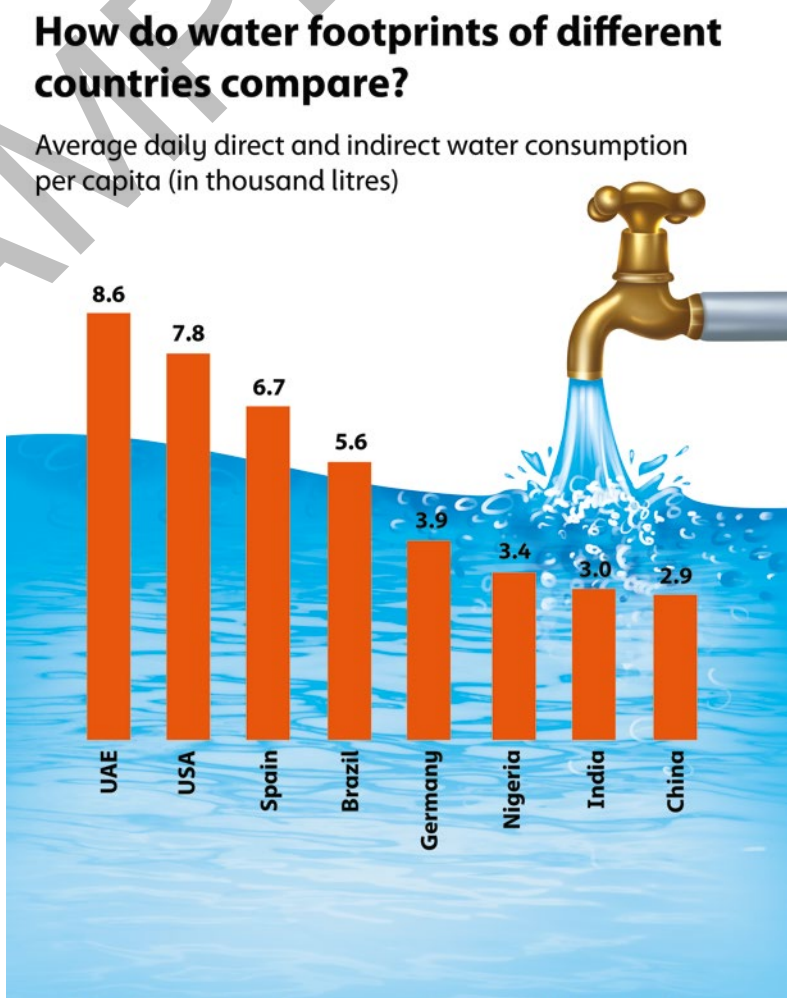
Not all information and data you collect will be useful in answering your inquiry question. The first step is selecting the information or data you have collected which best tells the story of your inquiry.

Example

To answer the question: 'How does water usage impact urban liveability in a city?' you need to select data that focuses on both water use and its effects on quality of life. Helpful data may include:

- **water consumption:** data on the volume of water used per capita or by residential, industrial and agricultural sectors
- **water use practices:** information on how water is allocated and used, including any restrictions or conservation measures in place
- **policies and regulations:** details on local water management policies, water pricing and conservation programs
- **liveability indicators:** measures such as housing quality, access to facilities and services, public health statistics and access to open, green spaces.

Source 15: Water use per capita for a range of countries. Data like this may be useful in answering your inquiry question by showing how much water is used per person and providing a comparison between places.



2 I can represent data and information.

There are various ways you can represent information using diagrams, graphs and maps. You need to select which style is best for the information you have collected.

Visual communication

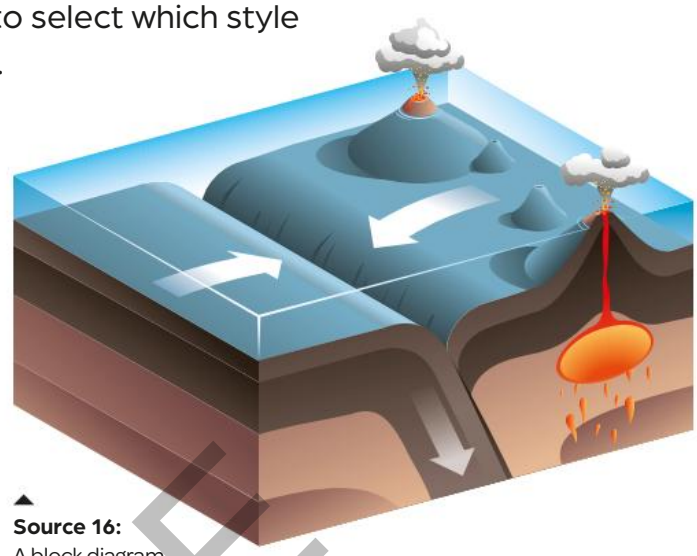
Block diagrams

Block diagrams give a three-dimensional (3D) view of the land and can show what is happening above and below ground.

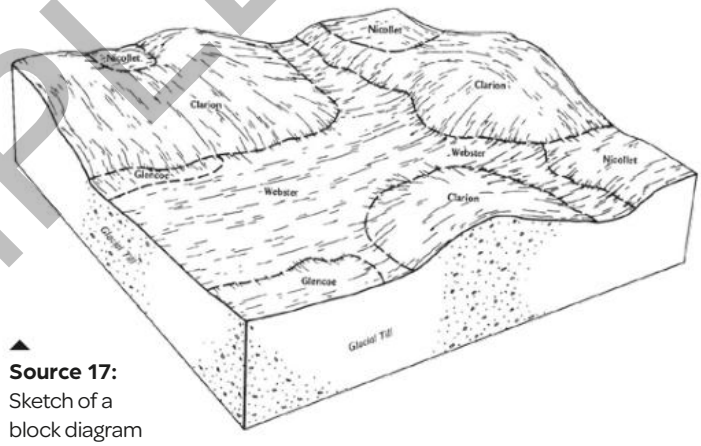
For instance, block diagrams can help us visualise how water can move from the atmosphere to the surface of Earth through rivers, oceans and streams – and also how it can move under the ground.

When you create a block diagram, make sure you draw a 3D object that has an equal amount of drawing room both above and below the surface of Earth.

Labels and annotations are important on a block diagram, as they help your audience to interpret your drawing.



Source 16: A block diagram

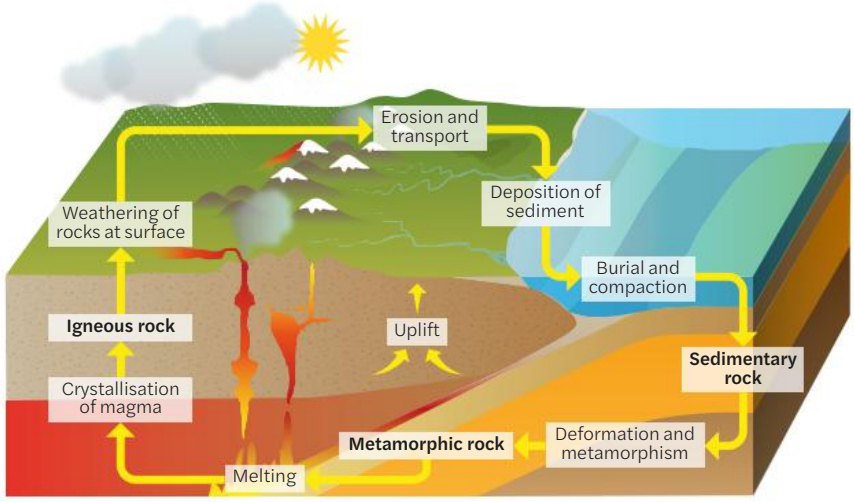


Source 17: Sketch of a block diagram

Flow diagrams

Flow diagrams are helpful to show processes or to show how different parts of the environment are interconnected.

Arrows show the movement between stages or how different items are connected. Flow diagrams can be linear, can illustrate a cycle and can be overlaid on other visuals like block diagrams (Source 16).



Source 18: A flow diagram

Using photographs

Photos are useful in Geography for visualising places and understanding characteristics and interactions. When using photographs as data, it is important that they have clear, detailed captions. Captions may explain where the photograph was taken (for context), when it was taken (as places change over time), who took the photograph (especially if it was not you) and how it helps answer the inquiry question.

A **photo essay** is a way of presenting information visually. It is ideal for showing characteristics of a place or a process.

A photo essay usually includes a series of photos with specific annotations or captions that help tell a story or explain a geographical challenge. The captions provide brief background information about the key features of the image, or the meaning behind the selected image.

Source 19:
A photo essay

Example

Polar bear waits on sea ice. Sea ice is vital for hunting and refuge from the water.

Sea ice is melting and becoming thinner over time.

Ice has a high albedo rate, which helps to regulate global temperatures.

Researchers track glacial and sea ice change over time.

At any one time, between 1000 and 4000 researchers live and work in Antarctica.

As a result of melting glaciers and warming oceans, we are experiencing global sea level rise.

Sea level rises on 5 September 2017 as major Hurricane Irma approaches the Caribbean island of Sint Maarten.

Researchers have attributed more than 50 per cent of the increased sea level to global warming.

Rising sea levels will alter coastal processes and increase erosion, putting coastal communities at risk.

In 2014, huge waves demolished sea-wall defences and scattered large stones along the sea-front in Wales.

It is estimated that more than 200 million people will be directly affected by sea level rise on a global scale.

Simple graphs

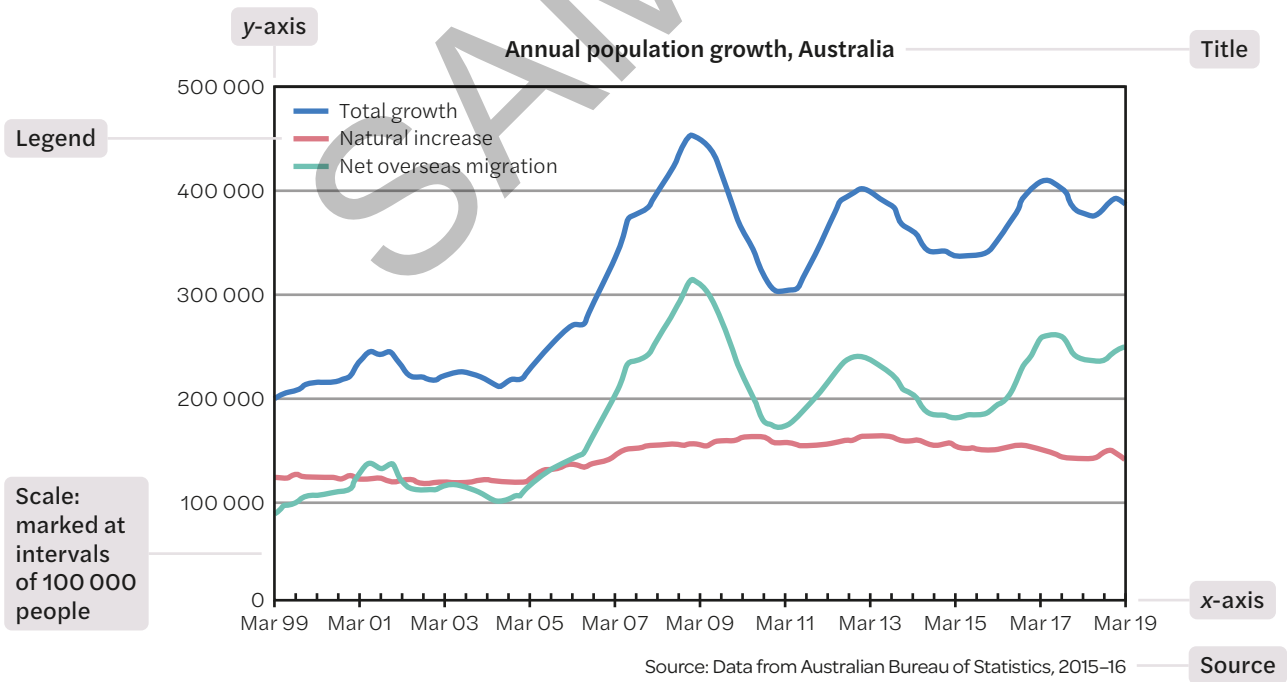
Bar graphs are most suitable for comparing small changes over time that are harder to interpret on a line graph. For example, in Source 20, precipitation is represented in bars as it only ranges from 45–80 millimetres over the year.

Line graphs are more suitable to show and compare larger changes that occur over longer time periods. For example, in Source 20, temperature is shown to be coolest from June to August, reaching around 10 degrees on average.

Pie charts are best used when you want to show proportions. These charts are not suitable for showing change over time.

When you are creating a graph, the word to remember is SALTS. SALTS is an acronym based on the first letters of five key things about graphs: Scale, Axis, Legend, Title and Source.

- **S**cale: The scale of your graph will depend on the data you are trying to visualise. To choose your axis scale, identify the lowest and highest value (range), then fill in the numbers in between to mark your data points.
- **A**xis: Each graph has an *x*-axis and *y*-axis. The *x*-axis is the horizontal axis and the *y*-axis is the vertical. Make sure you label each axis!
- **L**egend: A graph often uses colours to represent data. A legend indicates to the audience what these colours mean and how to read the data.
- **T**itle: A title lets your audience know what your graph is showing.
- **S**ource: When you graph information, you must acknowledge where you obtained your data. By stating the source of your information, the reader knows how reliable it is.



Source 20: This is a climate graph. Here we are using both bars and lines to display two different patterns that are interconnected over a year. Temperature (degrees Celsius) on the left y-axis relates to the red average temperature line; and the amount of precipitation (mm) is shown on the right y-axis, which relates to the blue columns. The horizontal axis, or x-axis, shows us the months of the year.

3 I can use geographic conventions to construct maps.

Geographers use specialist tools to assist in geographical inquiry. Developing skills in understanding and using these tools helps us display and analyse data effectively. Geographers use the following conventions when constructing a map to ensure it is clear for their audience to read and interpret.

Mapping with BOLTSS (NA)

Source 21: This map features all aspects of BOLTSS

B Border

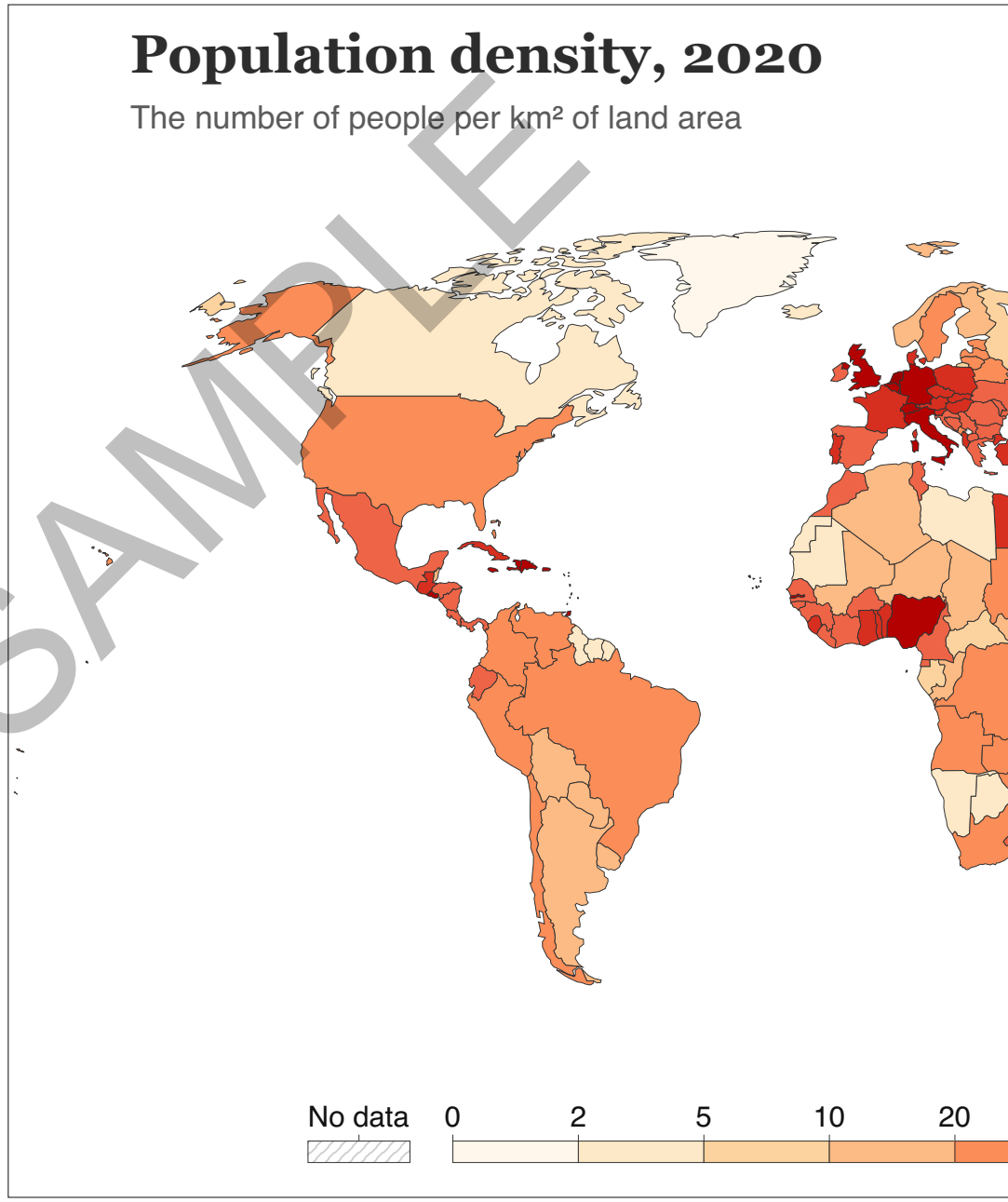
Borders are important, because they show the edges of the mapping field. A border provides a clear area for you to construct your map, and makes it look clear and neat.

O Orientation

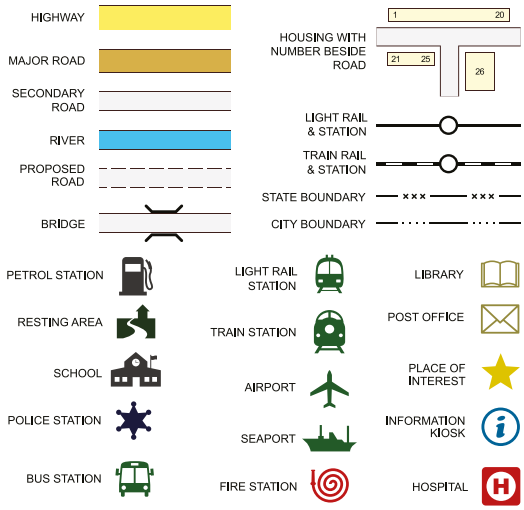
Orientation refers to the compass direction. The four cardinal points on a compass are north, east, south and west. The points in between, such as north-east, give more accurate directions.

Source 22: Cardinal points of the compass

Global population density, 2020, measured by number of inhabitants per square kilometre



Source: History Database of the Global Environment (HYDE) and UN Population Division projections (2008 revision)
Note: Uses population estimates from HYDE (10,000 BCE - 2,000 CE) and UN projections thereafter (2008 revision)
OurWorldInData.org/world-population-growth/ • CC BY



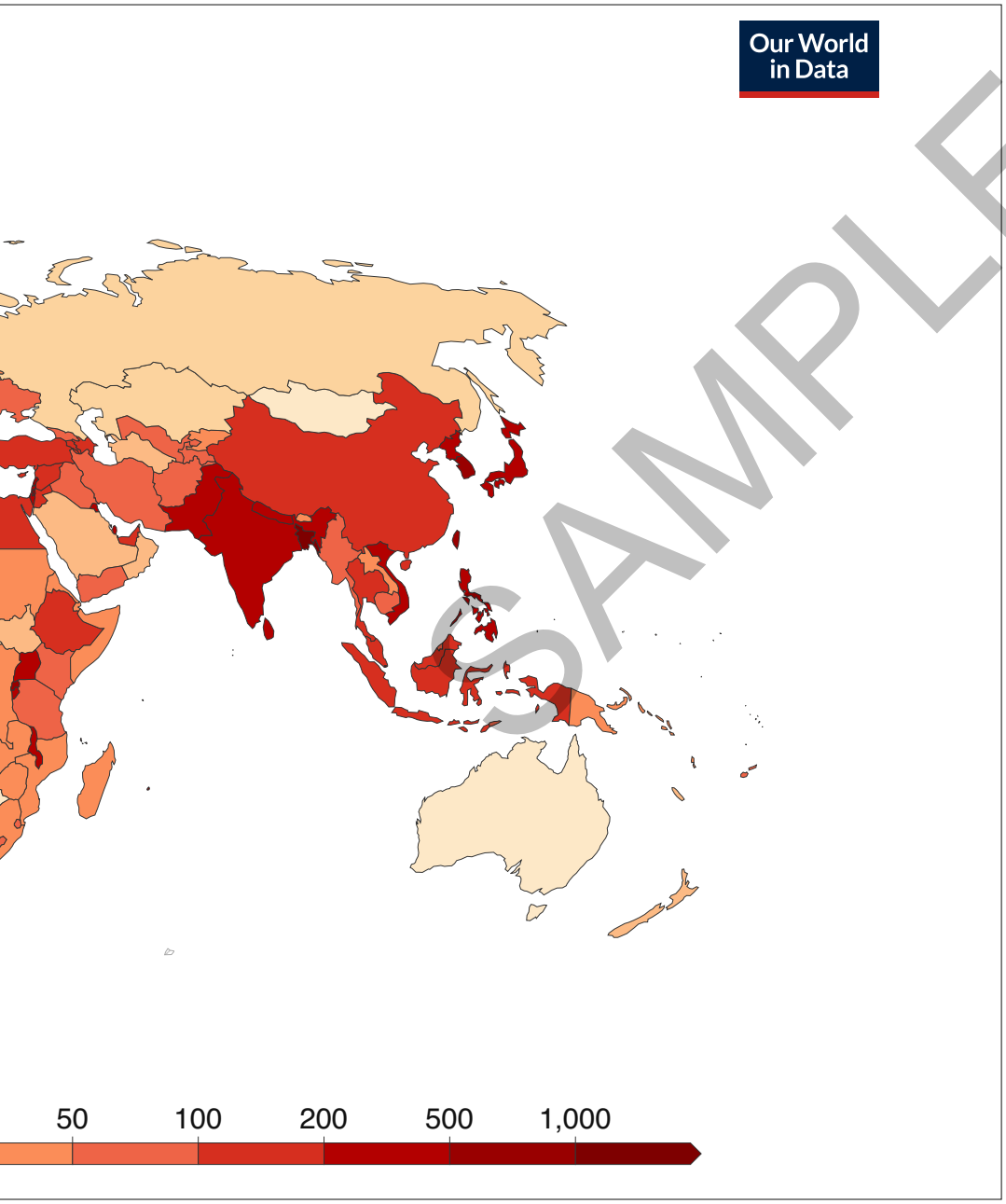
Source 23:
A sample legend

L Legend

A legend or 'key' – explains what the colours and symbols stand for. The map in Source 21 uses colour to produce a pattern of the global population density, measured by the number of inhabitants per square kilometre.

T Title

A title tells us what the map shows, and gives us some understanding about it. Make sure you always add the date and the time to your sketch maps – this will allow you to monitor change over time in a location. The title of this map is 'Global population density, 2020, measured by number of inhabitants per square kilometre'.



S Scale

The scale gives us information about how big something is in real life. Scale can be expressed in three ways:

1. Scale statement describes the scale: 1 centimetre on the map represents 2 kilometres on the ground.
2. Representative fraction uses units to show scale: 1:100 000 means 1 centimetre on the map represents 100 000 centimetres on the ground.
3. Linear scale

S Source

It is important to let the reader know where you obtained the information for your map – which is known as your source. The source can also indicate whether the map is trustworthy.

(NA) Neatness and Accuracy

When we read a map, we rely on it being neat and easy to read – but we also expect that the data has been displayed accurately. When you construct a map, it is important to correctly show the patterns and distributions you see in the data.

Overlay maps

Overlay maps are a way of creating layers on a paper map. Usually layers are presented digitally on software such as geographic information systems (GIS). Layers are put over the top of a base map, which might be an outline map of the world or place, or even a terrain map. Each layer contains a different set of information or data that provides an insight into a process or spatial distribution occurring on that scale. By viewing multiple layers at the same time, you can observe interconnections between spatial patterns.

To create a layered paper map, you require the correct base map and some tracing or baking paper. Your base map should contain all elements of BOLTSS except for a legend. Place a piece of paper over the top of the base map and colour in your first distribution. You do not need to trace the outlines of the countries, as this is what the base map is for.

Each layer requires a border (so you can line it up correctly with the base map) and a legend so it is clear what the layer is showing. You can create multiple layers and then overlay them all to observe patterns and trends.

4 I can use geospatial technologies to create maps.

While paper maps provide good practise to develop understanding about place and distributions, they are limited in what data they can represent.

Imagine you were given an Excel spreadsheet with over one million data points, all stating the latitude and longitude of McDonald's locations around the world. How would you analyse this data and explain or describe patterns or trends? Geographers use geospatial technology such as GIS, a digital mapping platform that helps us visualise data.

Geospatial technology is used every day. You probably are not even aware that you are using it! Google Maps (GPS) is a prime example, where you can visualise your location and destination and be guided along the shortest route. Uber Eats, Snap Maps, Instagram and other location services all use geospatial technology to give their apps location data.

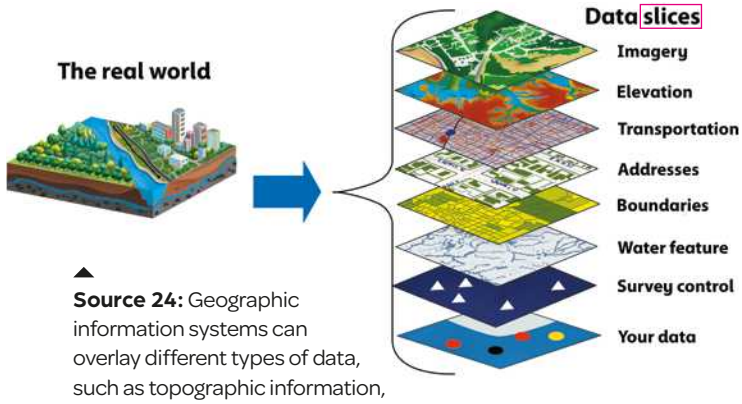
There are a variety of options available that allow you to create maps using your own or existing datasets:

- geographic information system (GIS) software (e.g., ArcGIS, QGIS)
- online mapping platforms (e.g. Google Maps, Google My Maps, Google Earth Pro, Digital Twin).

Example

There are some key words you may come across when creating a digital map. They may include:

- **geospatial data:** information about locations and geographic features
- **layers:** different types of information stacked on top of each other. Each map layer is a different dataset and can be 'turned on' or 'turned off' so geographers can compare specific relationships
- **datasets:** collections of data on a particular topic. For example, one dataset might contain information about river locations, while another might contain data on water use.



Source 24: Geographic information systems can overlay different types of data, such as topographic information, population information and satellite imagery, to allow geographers to find relationships between them.

Building GIS Layers

Imagine you have a big sheet of clear plastic, and you use different coloured markers to draw on it. Each colour represents a different type of dataset. When you stack these sheets, you can see all the information at once: the city layout, the parks, and the schools. Each layer gives you different details and can be added or removed as needed. Layers are helpful for displaying **multi-variate** data (displaying more than one type of information).

Source 25: You can use layers so that you can see all the information at once, or only particular sections.

Water usage

Another layer could show where people use the water, such as for farming, drinking or industry. This might be represented with icons or colour codes to show different types of water use.

Water quality

On a separate layer, you could add information about the water quality in different parts of the rivers and lakes; for example, some areas might be marked with a red dot to indicate polluted water, while green dots show clean water.

Water bodies

Imagine a map where the base layer shows geospatial data such as locations of rivers, lakes and oceans. This layer outlines where all the major bodies of water are in an area.

Data collection

You may choose to map your own data that you collect in the field. However, there are also lots of freely available datasets available online for you to use to create map layers. ArcGIS provides the Living Atlas with a huge variety of data freely available for public use. The Australian Atlas of biodiversity is another free Australian dataset. You can explore the websites of ArcGIS and Google Earth Pro. Instructions on how to create a digital map will depend on what program you choose to use.

5 I can follow ethical practices when working with data.

When working with geographical data, it's important to think about making decisions that are fair and respectful. You need to ensure you are considering different perspectives, impacts on people and place, ensuring the right to peoples' privacy and equal representation.

1 Consider different perspectives

- Your own perspectives and interests are important for designing your inquiry and forming your inquiry question. However, ensure your question is open-ended and neutral and there are possibilities for multiple perspectives to be investigated. For example, 'What are the environmental impacts of urban expansion?' allows you to explore both positive and negative effects.
- Ensure you have researched different groups to consider varying opinions on the issue. Urban planners might prioritise new housing developments for economic growth, whereas long-time residents might be more concerned about the loss of green spaces and its impact on their quality of life.
- Consider how people's beliefs and values might shape their views. For example, First Nations Peoples may recognise a place of significant spiritual and cultural value. This influence land-use planning and urban development projects.

2 Ethical decision-making

- Reflect on the potential outcomes of your data analysis. How might your findings impact people and the environment? Evaluating how a new high-rise building will impact local traffic congestion and the accessibility of public spaces.
- Have you presented unbiased and truthful information? Based on your own perspectives, you may unconsciously select information that best represents your beliefs and understanding, and ignore data that doesn't. This is known as confirmation bias. Aim to present a balanced view of your findings. Be transparent about both the positive and negative impacts that your data shows.

3 Reflect on your own perspectives

- Consider how your own experiences might affect your perspective.
  If you've previously lived in an area with frequent water shortages, be mindful of how this might influence your analysis of water supply issues.
- Stay open-minded to different opinions and experiences.
  Consider both the benefits of increased housing density for urban growth and the concerns of current residents about losing community spaces.

Interpreting information

Maps and graphs are only useful in an inquiry if the geographer explains them and puts them into context for the audience.

1 I can read graphs and maps.

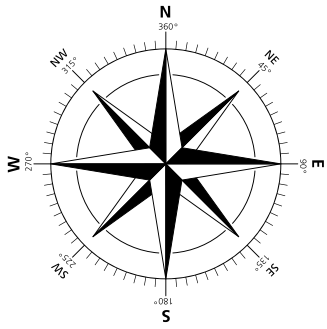
Graphs and maps use different colours and symbols to represent data. In order to be able to read a map or graph, you first need to be able to understand what these things mean.

Direction

Geographers use compass points to give accurate directions because these points do not change. No matter where you are, the hand on a magnetic compass will always point towards the Magnetic North Pole.

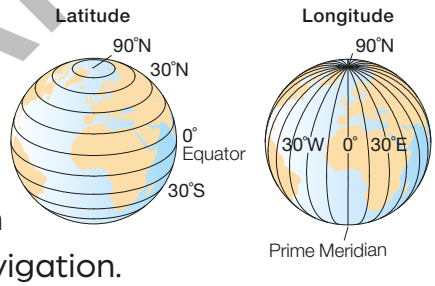
The four cardinal points on a compass are north, east, south and west. The points in between, such as north-east and north-north-east, give more accurate directions. A bearing is the angle measured in degrees clockwise from north to a direction line: a bearing of 90° is due east and a bearing of 180° is due south. Bearings give you 360 points of direction. They are used where highly accurate direction is important, such as in air, sea and land navigation.

Source 26: Cardinal and intercardinal points of the compass



Latitude and longitude

We can use latitude and longitude to pinpoint any place in the world with great accuracy. This grid system is used in maps for long-distance navigation.

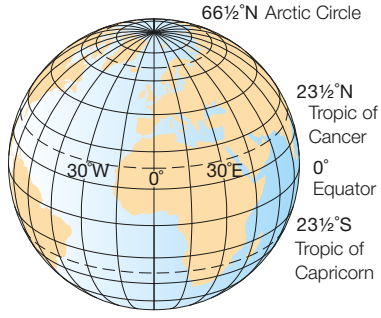


Parallels of latitude are imaginary lines drawn around the Earth from east to west. Lines of latitude are parallel to one another and are measured in degrees north and south of the equator (0° latitude). The Tropic of Cancer (23.5°N) is the most northerly and the Tropic of Capricorn (23.5°S) is the most southerly parallel of latitude at which the Sun can be directly overhead. The Arctic Circle in the northern hemisphere and the Antarctic Circle in the southern hemisphere mark the point that the Sun will not rise in winter on the shortest day of the year and the Sun won't set on the longest day of the year.

Meridians of longitude are imaginary lines that run from the North Pole to the South Pole. Degrees of longitude increase to the east and west of the prime meridian (0°), which runs through Greenwich, near London. The International Date Line (180°) marks the division point of the western and eastern hemispheres.

We can locate any place in the world at the point where latitude and longitude intersect. Latitude is stated before longitude.

Latitude and longitude with the tropics and the circles



Source 27: To give an accurate location of a place, a geographical grid consisting of imaginary lines of latitude and longitude is used.

Scale

Scale is important in Geography as it allows us to make maps and other images, and shrink them down to a size where we can see patterns, distributions and changes over time.

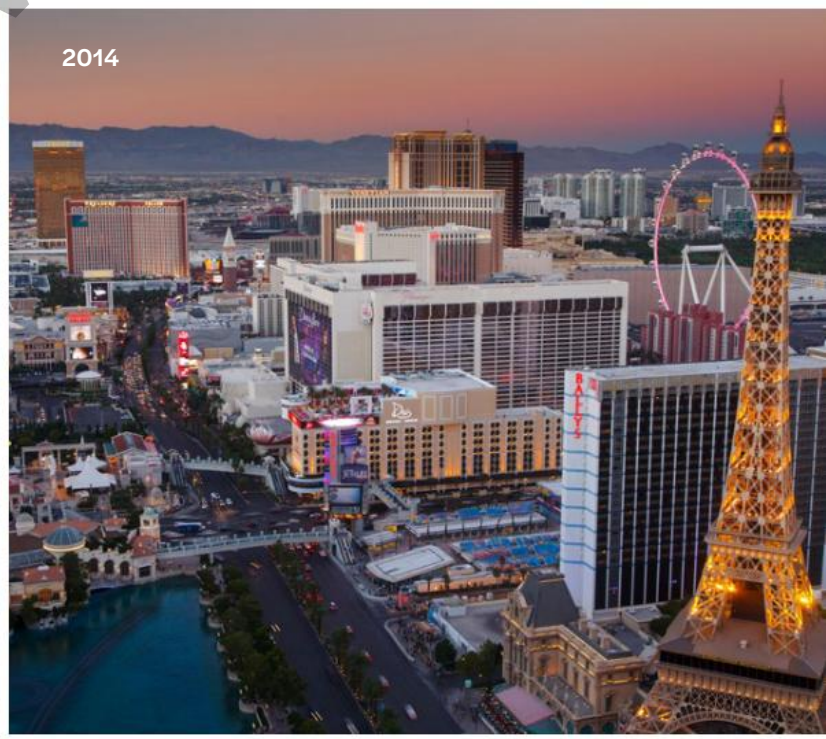
Spatial scale is the ratio between the distance shown on the map and the real distance. Scale can be shown in three different ways:

1. the linear scale is like a ruler for you to measure distances on the map
2. the scale statement uses words to say 1 centimetre on the map represents 230 kilometres on the ground
3. as a representative fraction – 1:23 000 000 (1 cm = 23 000 000 cm).

Geographers also think about temporal scale; that is, how things change over different periods of time. For example, Source 29 shows how Las Vegas has changed between 1967 and 2014. Comparing aerial or satellite images over time helps us understand patterns of growth, land use changes and environmental impacts.

South Korea Source: xxx

▲ **Source 28:** A large area has been shrunk down to fit on this page. The scale on this map helps us determine how big things are in real life.



▲ **Source 29:** Change over time to Las Vegas, 1967 to 2014

Types of maps

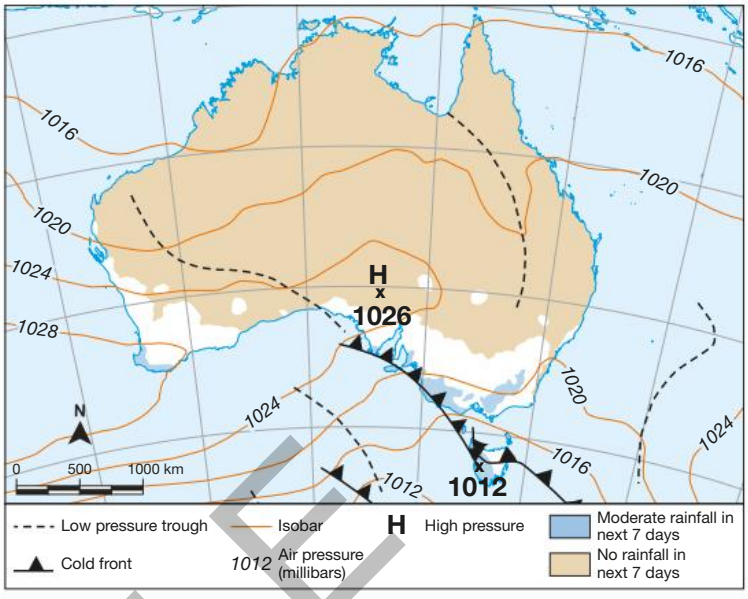
Weather maps

Weather maps show conditions in the atmosphere.

The curved lines you see on a weather map are called isobars, and they join areas of the same barometric pressure. Air circulates around high pressure in a clockwise direction and low pressure in an anticlockwise direction, so isobars also indicate the direction of the wind. When isobars are close together, this indicates strong winds. When they are far apart, winds are light.

A cold front line marks the forward boundary of a cold air mass and the triangles point in the direction the cold front is moving. Clouds and rain are expected with a cold front.

Weather map – Australia, 23 August 2017



Source: Mapgraphics/Bureau of Meteorology

Source 30: A weather map, also known as a synoptic chart

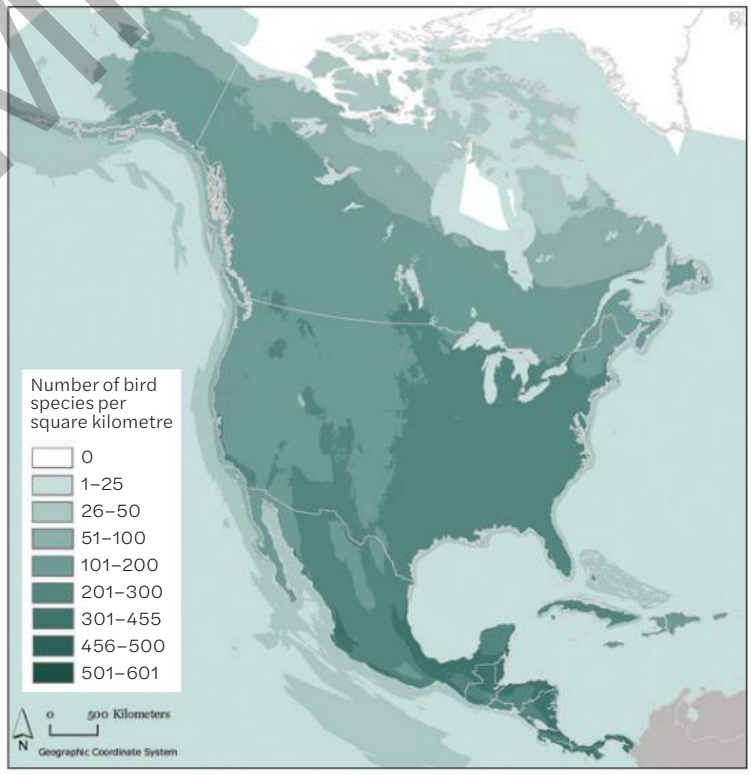
Chloropleth maps

Choropleth maps use colour to show the spatial distribution of data.

To enable the viewer to quickly make sense of a pattern, choropleth maps use different shades of the same colour to reflect a pattern. Darker shades show 'the most' of something and lighter shades show 'the least'.

The choropleth map in Source 31 uses darker shades to represent the areas with the highest areas of species richness and the lighter shades represent the areas with the lowest levels of species richness. It is best to use the same colour in different shades, such as light to dark green, to clearly show the pattern.

Bird species richness in North America



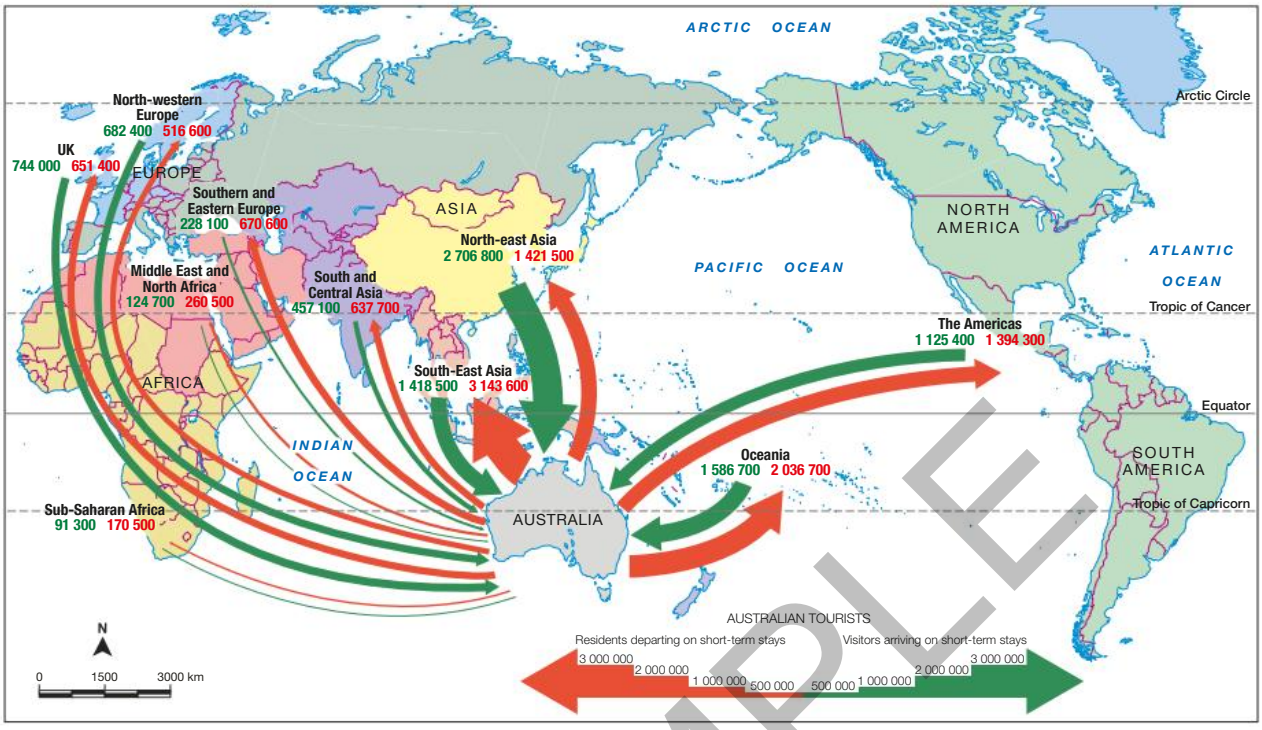
Source: SEDAC

Source 31: A choropleth map showing species richness (birds) in North America

Flow maps

Arrows show direction of movement and thickness shows size of movement.

Australian tourism: Arrivals and departures



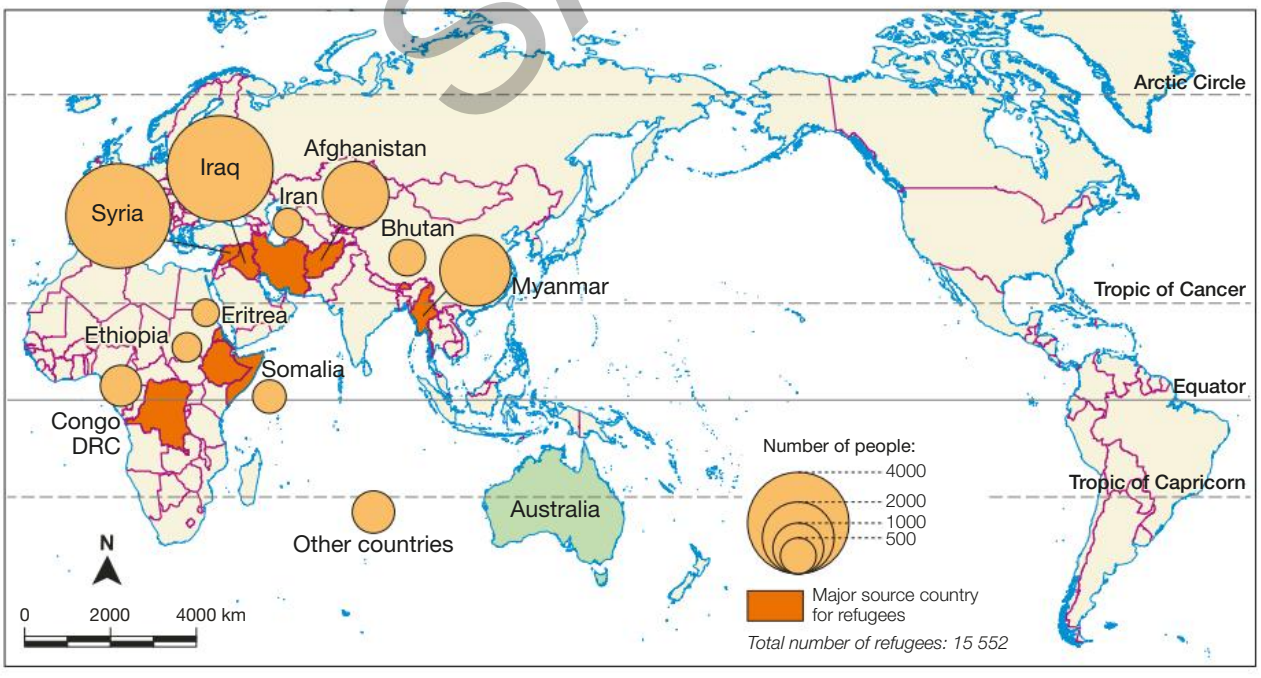
Source: Mapgraphics

Source 32: Flow map showing Australia's international tourist arrivals and departures

Proportional symbol maps

A proportional symbol map uses map symbols (such as circles) that vary in size to represent the data value. The larger the symbol, the greater the value.

Refugee arrivals to Australia, 2016



Source: Mapgraphics

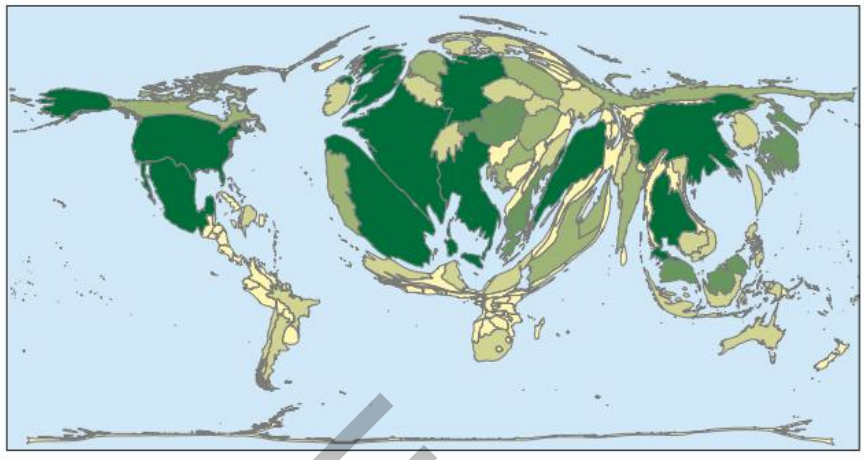
Source 33: Proportional symbol map showing the number of refugees coming to Australia in 2016

Cartograms

Cartograms are maps that have been distorted by data.

In the map in Source 33, countries that are larger in size are those that are the most popular with tourists, while narrow, squished-looking countries are those that have far fewer visitors. The UK and Europe are large because they are very popular tourist destinations, while Australia is narrow because it is less popular.

Popularity of different destinations for tourists, 2017



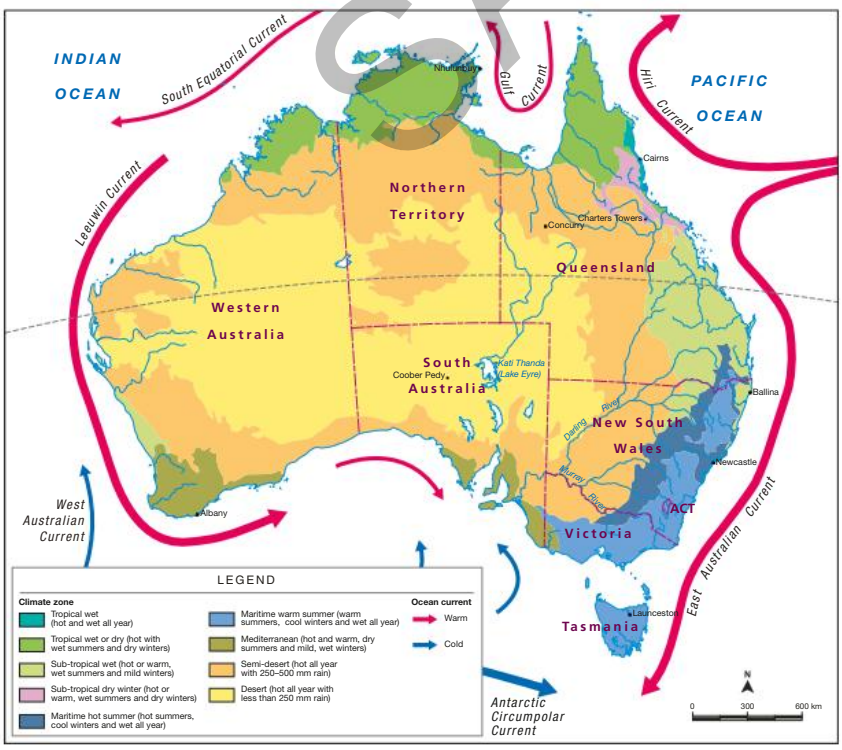
Source: Matilda Education Australia, UN World Tourism Organisation

Source 33: The cartogram is another way to represent data; for example, how popular particular countries are as tourist destinations.

Climate zone maps

In Geography, **climate** is important for determining land cover and how liveable a place is. While weather is what we observe day to day through our classroom window, climate is the average conditions (usually temperature and **precipitation**) within a region over a period of time. Climate is important when studying Geography as it gives us an indication of expected rainfall. In the map in Source 34 we can clearly see different climate zones on the continent of Australia.

Australia's climate zones and ocean currents



Source 34: A climate map of Australia

Source: Matilda Education Australia

Topographic maps

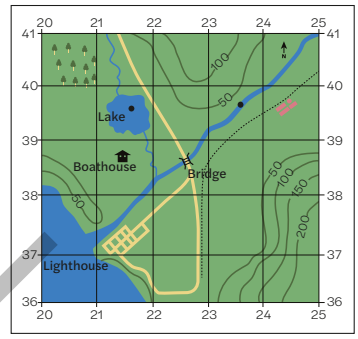
Topography is the study of land surface. Topographic maps show the different human and natural features on the ground, such as towns, roads, railways, forests, lakes and rivers. Topographic maps use contour lines to show different heights, helping you identify the shape of the land and features such as hills, valleys and ridges. A grid over the topographic map allows you to find relative and absolute locations.

Contour lines

Contour lines are imaginary lines on a map that join points of the same height above sea level.

When contour lines are close together, the land is steeper and when they are spaced further apart, the land is flatter. On the contour map in Source 35, the town of Tully (86°E, 16°N) is located in a flat valley between steep mountain ranges that surround it. The contour lines in the valley are widely spaced. The contour interval is the difference in height between the contour lines. For example, the contour interval used in Source 35 is 50 metres.

A sample topographic map



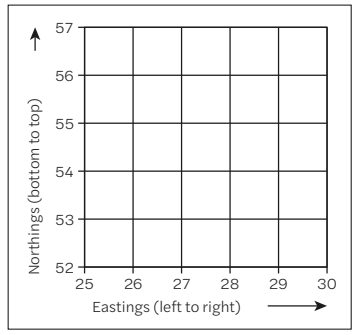
Source 35: This simple maps shows contour lines and grid references.

Grid referencing

It is not always easy to describe a specific point on a map using directional terms. Instead, you can use the grid references, also called the area reference (AR), to show the exact or **absolute location** of that place.

For example, you may want to highlight the exact position of the boathouse using the map in Source 35. If you spent time explaining where this was, you would be describing the relative location of that place. You might say, 'It is north-north-east of the lighthouse and west of the bridge'.

To read an area reference, we first look at the numbers (or letters) associated with the vertical lines, reading from left to right – these are called 'eastings'. We then look at the numbers associated with the horizontal lines, reading from the bottom of the map to the top – these are called 'northings'.



▲ **Source 36:** An example of grid references

Example

In Source 3, the boathouse is located at the four-figure grid reference AR2138. This reference takes us to the bottom left-hand corner of the grid square that the boathouse is located in. The lake is located at AR2139 and the bridge is located at AR2238.

Gradient

Contour lines and spot heights, such as those shown at the top of mountains, can be used to calculate gradient and local relief. Gradient and local relief are important influences on land use.

The formula used to calculate gradient is Vertical Rise (VR; the change in height between two points – use the contour lines) divided by Horizontal Run (HR; the horizontal distance between two points – use the scale map). Make sure that they are using the same unit of measurement.

For example, if the VR is 100 and the HR is 1000 the gradient is 100/1000 or 1/10. This means that for every 10 metre you travel across the land you have walked uphill by 1 metre.

▲ **Source 37:** Tully 1:50 000 topographic map

Climate graphs

A climate graph shows two types of data on one graph. It shows both the average temperature and rainfall that a region usually receives over a year.

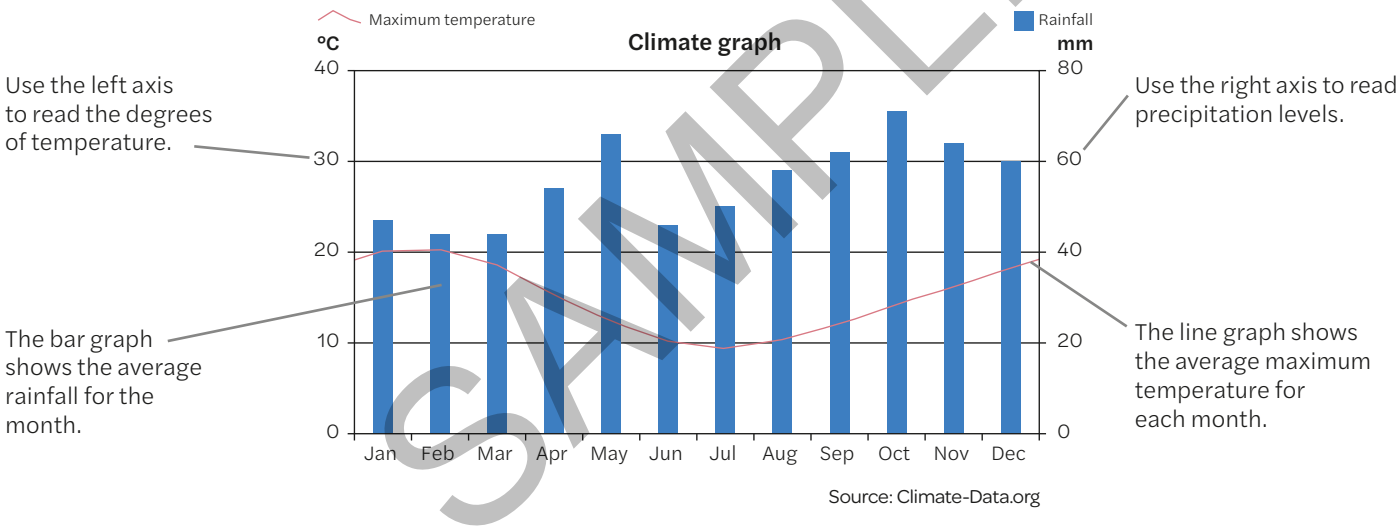
How do I read climate graphs?

This **climate graph** shows:

- maximum temperature (in degrees Celsius) on the left *y*-axis
- rainfall (in millimetres) on the right *y*-axis
- the months of the year on the *x*-axis
- the red line (or maximum temperature) varying throughout the year, peaking December to March and decreasing from April to July in the southern hemisphere
- the amount of precipitation varying, shown with the blue bars. In Australia, it tends to be highest in spring from August to November – with the exception of another peak in May.

The best way to describe the patterns we can see in a climate graph is by using two PQE analyses (page 36) – one for temperature and one for precipitation.

Source 38: A climate graph



Source: Climate-Data.org

What is the difference between weather and climate?

Look outside your window and describe today's temperature and the amount of rainfall there has been. Is it cloudy? Has there been a thunderstorm or is the Sun shining? What you have just described is the weather. Weather changes daily and is usually predictable up to 10 days in advance. Apps on your smartphone and the last five minutes of the television news show you these predictions of daily weather.

Now close your eyes and describe the climate of Australia. Do you imagine Australia being hot and dry? Just because we can describe Australia as hot and dry, does not mean it is like this everywhere, all year round. Unlike the weather, climate helps us describe the yearly (annual) average temperature and level of precipitation (rainfall and snow) in a region or country.

Climate graphs help us visualise the climate of a region or country. Climate change describes how the average temperature and precipitation levels of a location are changing over time.

Population profiles

Population profiles are graphs that show the percentage of females and males in particular age groups in a population.

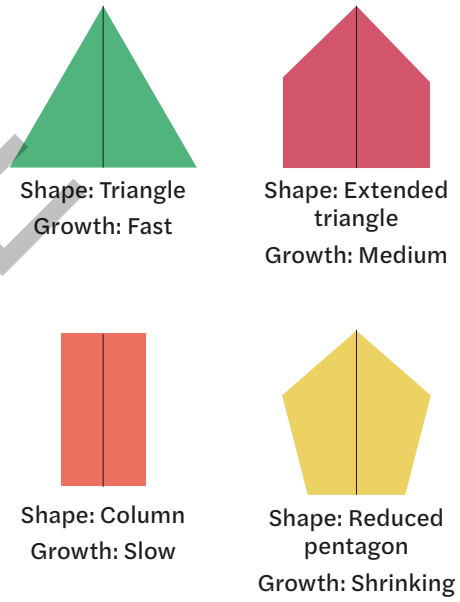
Population profile can be made on a local, national or global scale. On a population profile, female data is normally shown on the right side and male data on the left. The length of each bar represents the number or percentage of males or females in that age group. Source 38 shows the percentage. To calculate the number, use the total population of the place.

The shape of the profile tells us a lot about the population

Population profiles come in different shapes: triangles, columns, pentagons and so on. The shape tells you about the population. If the shape is:

- a triangle: growing population, with more young people than old people
- a box: slow or stable growth, with equal numbers of old and young people
- an upside-down profile: aging or declining population, with more old people than young people.

Source 39: Various population profiles. The shape of the profile tells you about the population.



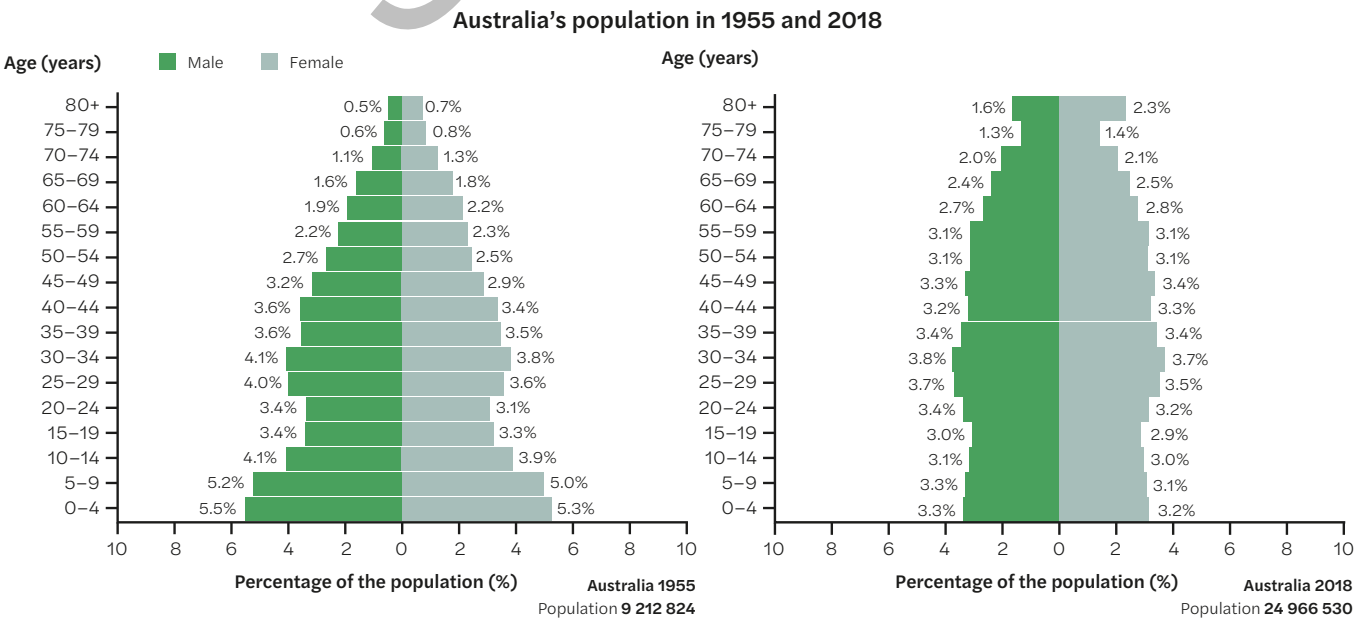
Example

How do I interpret a population profile?

The population profiles in Source 40 show Australia's population in 1955 and 2018. In 1955, many people were in the age range 0–14. Approximately 5.5 per cent of the population were males aged 0–4 years old, and 5.3 per cent were females aged 0–4 years old. We also had many working-age people. For example, 4.1 per cent of the population were males aged 30–34, and 3.8 per cent were females aged 30–34.

In 2018, the percentage of younger people in the population is significantly lower and there are more people in the older age ranges. The total population also grew to 25 million people.

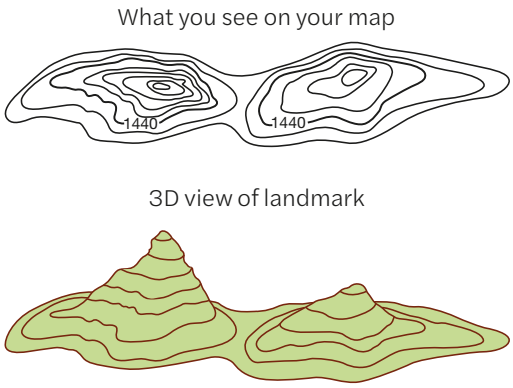
Source 40: Population profiles showing Australia's population in 1955 (left) and 2018 (right)



Cross-sections

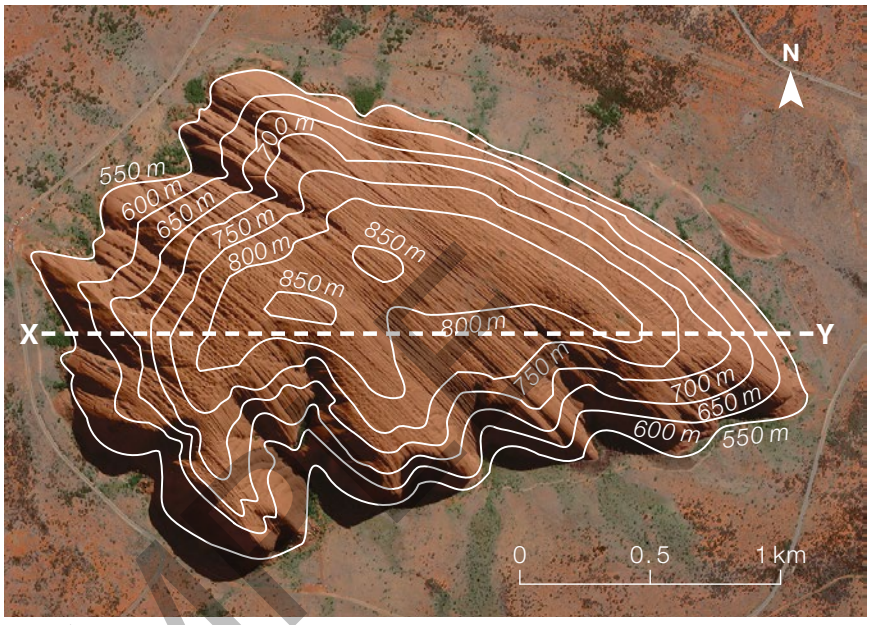
A cross-section shows the shape of a geographical landscape or landform from the side, as if it had been sliced by a knife. This type of drawing can be helpful in visualising landforms from different perspectives.

When drawing a cross-section by hand, we finish with a two-dimensional (2D) side-on view of the terrain; however, computer programs can create three-dimensional (3D) representations to enhance our understanding, as shown in Source 42.

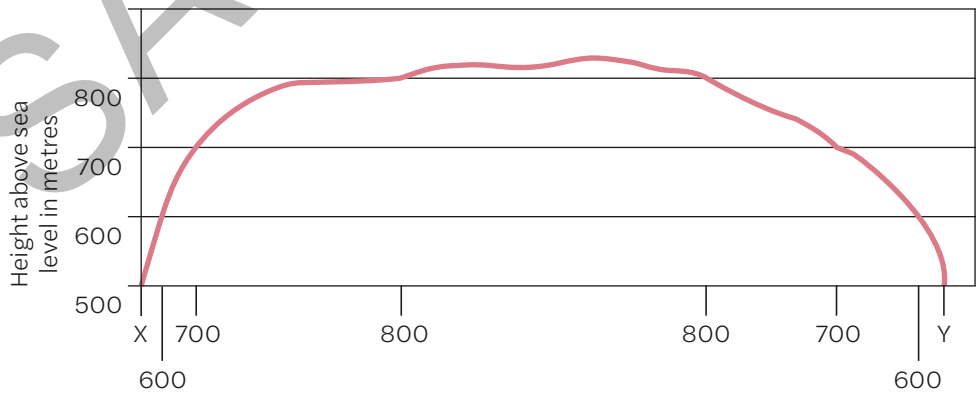


Source 15: The difference between what you see on a cross-section versus the 3D view of a landmark

Source 41: An aerial photo of Uluru with contour lines overlaid.



Contour lines are used to construct a cross-section. The overlay on the aerial photograph of Uluru in Source 41 is a contour map. The contour lines are the numbered lines that join places of equal height. Close contour lines indicate a steep slope and widely spaced contours mean a gentle slope.

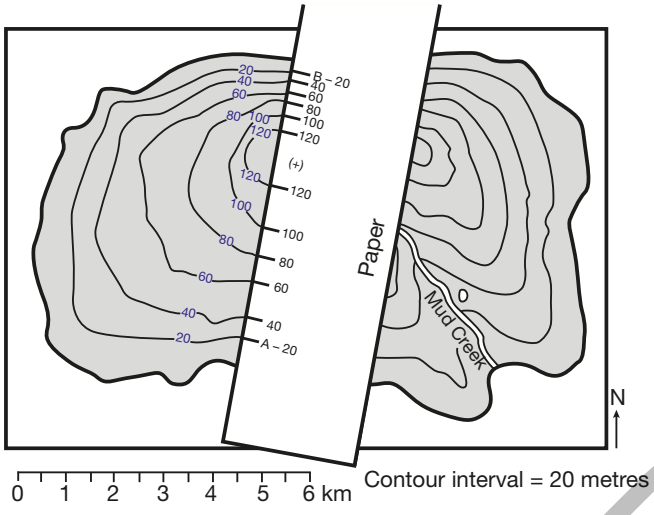


Source 43: A simple cross-section of Uluru, x and y are matched to the transect line in Source 16.

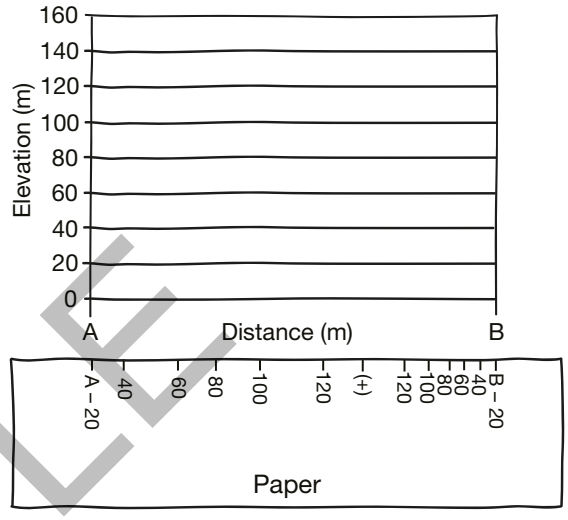
Source: Contour map from Matilda Education Australia, Geoscience Australia

How to draw a cross-section

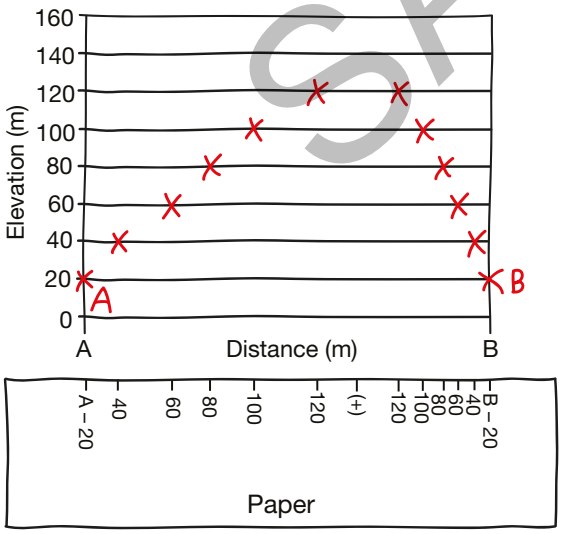
a Place a straight edge along the line between points A and B. Mark each contour line at the point it touches the edge of the paper and record the height.



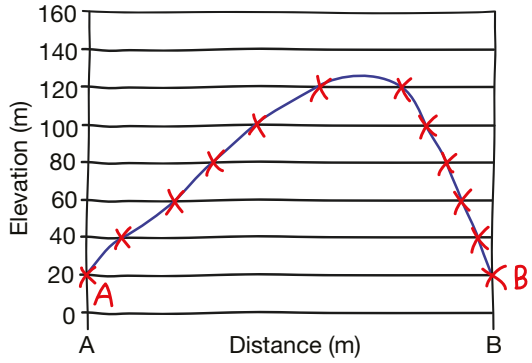
b Draw a vertical scale like the one below. You need to decide on a scale depending on the range of elevations presented on the contour map. For example, for the Uluru cross-section in Source 43, 1 centimetre represents 100 metres.



c Place the marked edge of the paper underneath the vertical scale and mark the appropriate height directly above with a dot.



d Join the dots with a smooth line to create your 2D image



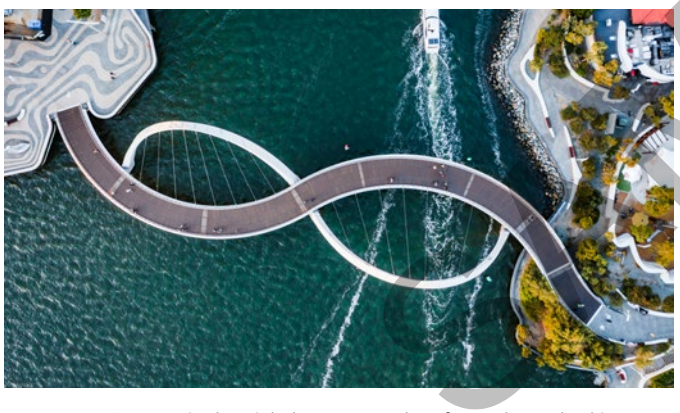
Photographs

Photographs are a valuable tool in Geography. They help capture a moment in time and can provide a greater level of visual detail that is difficult to capture in a quick field sketch. Taking photos is part of modern culture, with the average person taking at least 20 photo per day.

Photographs are often taken for a specific purpose and only show selected perspectives. In Geography there are four main types of photographs: ground-level, oblique aerial, vertical aerial and satellite.

▲ **Source 44:** Ground-level photos are taken at eye level. You probably take these most often using your phone. These photos can show details like landscapes, people and activities.

▲ **Source 45:** Oblique aerial photos are taken from an angle and are often used to show relationships or interconnections between phenomena.



▲ **Source 46:** Vertical aerial photos are taken from above, looking straight down. These are photos can show patterns over large areas and help viewers understand spatial distributions and patterns.

▲ **Source 47:** Satellite images are taken from space showing a wide view of the Earth.

How do I interpret a photograph?

1. **Look closely:** Start by examining the photograph. What do you see? Identify specific features in the image, such as people, buildings or natural landscapes.
2. **Consider the purpose:** Think about why the photograph was taken. What message or story is it trying to convey? This can change how you understand the image. What can you infer from the photograph? What guesses can you make?
3. **Think about the context:** Remember that photographs show only part of a bigger picture. Try to understand the broader context of what's happening around the image. What information do you need to understand the photograph and its purpose?
4. **Use prior knowledge:** Draw on what you already know about the topic. This will help you make informed guesses or predictions about what the photograph is showing.
5. **Ask questions:** Ask yourself questions about the photograph. What details stand out? What might be missing from the image? What other images do you need to understand the whole story?

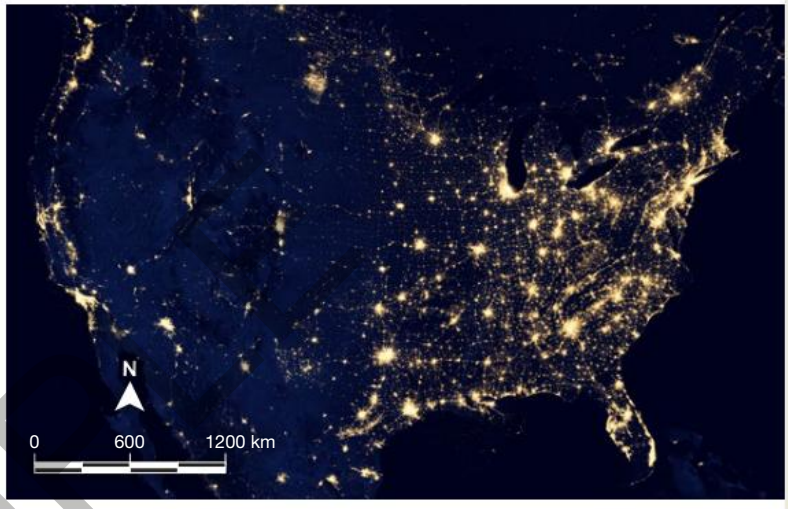
Satellite images

Satellite images are pictures of Earth taken from space. Satellites orbit the Earth and record images of the Earth's surface. We can use this data to see an event, such as a volcanic eruption, or to observe a change in land cover or other spatial patterns over time. Satellite images taken in daylight provide the most information.

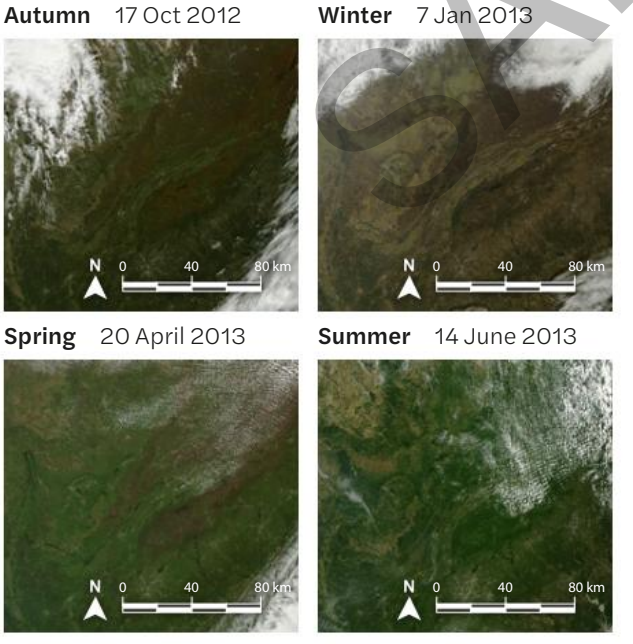
How can I use colour to interpret satellite images?

When you are trying to interpret a satellite image, look for colours and shapes. Colour will normally give you some idea about land cover. For example, in naturally coloured satellite images green usually indicates vegetation, blue is the colour of water and brown is usually desert or barren land. False colour satellite images substitute colours to make patterns clearer to see. For example, Source 44 substitutes red for green to show vegetation.

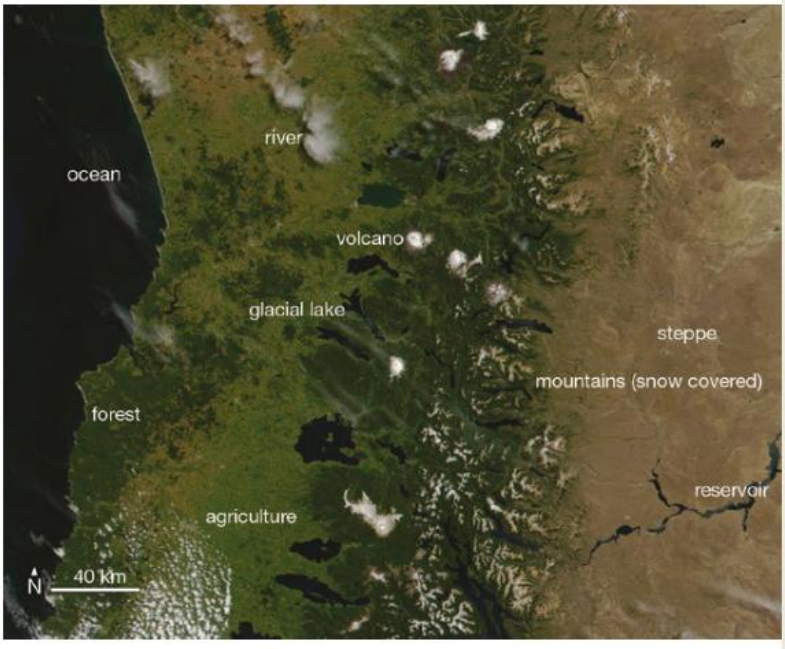
White can indicate snow or clouds, so here you need look at shapes. Clouds tend to look fluffy and, depending on the time of day, can cast a shadow onto the ground. Snow is usually on the tops of mountains, and you can see where it is melting or following the slopes. Looking for shapes is also helpful when you are trying to identify rivers or reservoirs, which can be seen as blue lines.



Source 48: Satellite images taken at night provide different information than those taken during the day. This photo of the US shows the extent of its urban areas.



Source 49: These satellite images show the forests covering the Great Smoky Mountains of the southeastern US over four seasons. Satellite images are useful for seeing change over time.



Source 50: This satellite image shows the various geographical features of central Chile and Argentina. We can use this information to answer geographical questions and understand spatial patterns

2 I can describe distributions and patterns.

In Geography, we use maps and graphs to understand what is happening in the world around us. In many cases, these maps and graphs provide us with information about patterns and the location or distribution of specific items.

The formula PQE helps us to describe these patterns and their distribution. **P** stands for pattern, **Q** stands for quantify (or 'how many') and **E** stands for exception.

P Pattern

A pattern is a trend in the data. When you look for a pattern, you need to read the legend and interpret what the colours or symbols mean.

On a graph or map, you might notice data points are clustered in one spot, or you might see the opposite, that they are distributed unevenly. You can then use compass points or the names of places to describe where the data clusters appear.

Descriptive words you can use include: *clustered, even, uneven, highly distributed, north, south, east, west, increase, decrease* and *fluctuate.*

Q Quantify

When we quantify our pattern, we need to use numerical data to provide evidence of what we see.

You could obtain data by using the legend, by using the scale to measure or by conducting a count. You need to ensure that the data you provide relates directly to the pattern you recorded earlier.

E Exception

An exception is a piece of data on the map or graph that doesn't 'fit in' with the general pattern. When you spot an exception on a map or graph, it is good to quantify it to provide a comparison to your original pattern description.

What is the difference between qualifying data and quantifying data?

PQE helps us describe patterns and distributions. When we describe, we 'say what we see'. In a PQE analysis, we do not explain or give a reason why we see patterns, this is done in a SHEEPT analysis (page 38).

To quantify means to use percentages, counts, ratios or data from the legend to provide more details about the different patterns you are writing about. To qualify a statement means you use general descriptive words such as 'large', 'many', 'small scale', 'enormous', 'broad' or 'tiny' to describe a pattern or change.

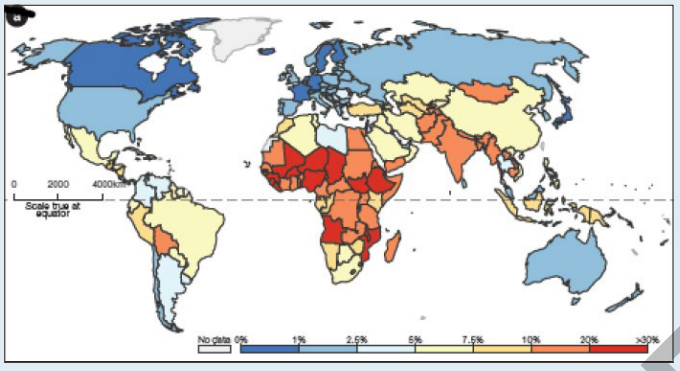
By using quantifiable data, we can more easily see key differences between locations or even monitor change over time.

Comparative PQEs

As you move towards VCE you may be presented with two maps or graphs and asked to compare patterns and distributions or observe changes over time. We can still use the PQE formula in this case to help us structure a geographical response. There are a number of ways you can form comparisons using PQE, but no matter what approach you choose, you must include examples and quantifiable data in your response.

The most efficient way to form comparisons is to directly compare data within each section of the PQE. In other words, you would use the pattern section of your analysis to highlight key differences in distributions, use data from the map or graph as evidence in your quantification section and then, finally, in the exceptions section, highlight any similarities in the data.

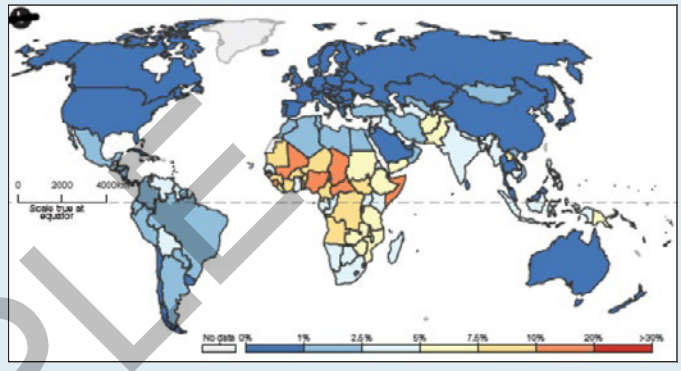
Rates of child mortality, 1987



Source: Our World in Data

▲ **Source 51:** Rates of child mortality, 1987

Rates of child mortality, 2023



Source: Our World in Data

▲ **Source 52:** Rates of child mortality, 2023

Example

If we were asked:
'Sources 51 and 52: With reference to at least one world region, describe the differences in child mortality rates between 1987 and 2023', you may answer:

- **Pattern:**
  Overall, the child mortality rate has decreased between 1987 and 2023 in all world regions.
- **Quantify:**
  Asia has seen one of the largest improvements in child mortality rates. For example, China has seen a reduction from more than 5 per cent to less than 1 per cent child mortality and India has shifted from over 10 per cent to under 3 per cent child mortality.
- **Exception:**
  High-income countries have consistently had lower child mortality rates over time in comparison to low-income countries. This is particularly true in some African nations where, despite dramatic improvements, child mortality rates are still over 10 per cent in places such as Niger, Nigeria and Somalia.

Example

If we were asked to:
'Refer to Source 52: Describe the distribution of child mortality rates in 2023'. We could answer:

- **Pattern:**
  Overall in 2023, low-income countries tend to have higher rates of child mortality than high-income countries.
- **Quantify:**
  For example, Niger has a child mortality rate of over 11 per cent, while Australia has a child mortality rate of less than 0.5% per cent.
- **Exception:**
  However, patterns of child mortality vary between low-income countries with places such as Ethiopia having a lower child mortality rate (less than 5 per cent) than other nearby countries.

3 I can explain distributions and patterns.

SHEEPT is an acronym that helps you explain the reasons why a spatial pattern occurs. This acronym stands for: Social, Historical, Economic, Environmental, Political and Technological.

SHEEPT

S Social

Social factors are anything to do with people. Social factors include population, culture, language and religion.

H Historical

Historical factors are anything to do with our past. Historical events, buildings, people and changes to climate all influence what we see in our world today.

E Economic

Economic factors are those relating to money. In Geography, how much people earn, how much things cost and how much money is spent can provide us with information about a place. Tourism is a huge economic factor for many regions.

E Environmental

Environmental factors are those relating to the natural or human environments on Earth. Humans can manipulate the environment to suit their needs.

How do I write a SHEEPT analysis?

SHEEPT is usually used to explain why patterns or distributions may occur in a particular region. It can also be used to expand our thinking when annotating images or considering new geographical content. The text below and on the right is an example of how to write a SHEEPT analysis for an image. The highlighted terms indicate the use of a SHEEPT term. Can you identify all of them? (The analysis does not need to include every term.)

Source 53: Preparing sago palm logs in Borneo

Example

Source 53 is an image of deforestation occurring in a tropical rainforest. In places such as Borneo, deforestation is occurring on a large scale. Trees are predominantly cut down to make way for palm oil plantations. Indonesia and Malaysia produce about 85 per cent of the world's palm oil, which is used in products such as confectionery, sauces and shampoo. In fact, it is present in around 50 per cent of packaged products sold. Deforestation has a range of negative impacts on the environment, from loss of habitat to increased carbon emissions. Deforestation alone is responsible for 10 per cent of the world's carbon footprint. However, many people rely on palm oil for a sustainable income. In Indonesia, traditional crops such as rice earn farmers on average $250 per hectare, whereas mature palm oil plantations can earn up to $2500. As a result, governments are faced with a conflict between managing the rights of traditional land owners, meeting demand for palm oil locally and internationally, and safeguarding the local economy.

P Political

Political factors are those to do with the government or leading groups, and these factors usually involve laws and policies.

T Technological

Technological factors relate to the different types of technology used. It could relate to transport or building technologies or even geospatial technologies.

4 I can predict change to patterns.

Once you understand what has happened in the past and in the present, you can make evidence driven predictions and suggest how patterns may change in the future.

The following steps can be used to help guide you to make predictions in Geography.

1. Start by gathering current and past data about the topic; for example, past and current air-quality data for a region.
2. Look for trends or changes in the data; for example, air quality in a region may have decreased over time due to increased pollution from a growing population.
3. Think about other things that might affect the future, such as local policies or environmental factors. The SHEEPT factors may help you think more broadly; for example, a new environmental regulation (political) or advancements in clean technology (technological) could improve air quality.

5 I can use geographical concepts to structure data analysis.

The geographical concepts, SPICESS can be used to help you structure data analysis. You do not need to specifically mention each concept. Highly skilled analyses will use the meaning of the concepts to help think more broadly about a topic.

The seven KGCs – *place, space, environment, interconnection, sustainability, scale, and change* – are fundamental for structuring geographical analysis. The following shows you an example using biomes for context.

- **Space** refers to the way that we use, *change* and distribute things on the Earth's surface. Using space, you may evaluate how the arrangement of different biomes across the Earth impacts ecosystems. For example, how does the proximity of a forest biome to a desert biome influence biodiversity and species distribution?
- **Place** helps in examining the unique characteristics and significance of specific locations. By focusing on place, you may assess how a biome's unique characteristics, such as climate or vegetation, contribute to the overall health and diversity of that biome.
- **Interconnection** is the idea that two things or phenomena are related, interact or are linked in some way. Recognising these links may help you understanding how various factors, such as climate patterns, human activities, or natural events, influence the structure and function of biomes.

▲ **Source 54:** Rainforests are highly productive places.

- **Change** refers to how a place is altered due to shifts in the *environment* or to meet the needs of humans. You may predict the of specific biomes based on current data and historical patterns, such as how deforestation could impact tropical rainforest biomes in the coming decades.
- **Environment** explores the built and physical features of the Earth. Interconnection may help you consider how *environmental* quality, such as air and soil health, impacts the *sustainability* of biomes, including the types of species they can support.
- **Sustainability** focuses on maintaining and preserving resources and *environments* for future generations. You may consider how current policies or conservation efforts can ensure the long-term preservation of biomes, such as protecting coral reef biomes from the impacts of climate change.
- **Scale** usually refers to the size of something or describes different spatial levels. You may consider how *environmental* issues and conservation solutions vary across different scales, such as local, national or global efforts to protect endangered biomes.

Concluding and decision-making

Making conclusions

Drawing conclusions in Geography involves interpreting and summarising the findings from your research or data analysis in order to answer a specific question or address an issue or challenge.

1 I can answer Geography questions.

Answering questions in Geography

In Geography there are two main types of questions: those with source data such as maps, graphs and tables, and those without source data. When you are provided with maps, you may be asked to describe, compare or explain patterns that you see. When you are not presented with a source, you may be asked to analyse a statement, reflect on a theoretical concept or apply your understanding through a case study.

As you move towards VCE Geography, geographical questions will move away from the simplistic who, what, where, when, why, how style and you may find that more complex terms are introduced to help you think critically in forming your responses. The following terms appear throughout Good Humanities 10. There is no set way to respond to these question terms; however, the following guides may help you formulate a detailed geographic answer.

Question term: *Compare*

Answer approach

Explore the similarities and differences between the data or concepts and then write a short concluding sentence summarising your findings. If comparing data you may use PQE to compare patterns and distributions (see pages 154–5).

Example

Question: *Compare* the trends in weather-related hazard events and geological hazard events from 1980 to 2000.

From 1980 to 2000, there has been a steady annual increase in weather-related hazard events, from 45 to 165 annually. Over the same time period, geological hazard events have fluctuated, ranging between 10 and 40 annually. While both show variation, a clear increase in weather-related hazard events is evident.

Question term: *Consider*

Answer approach

Use the data suggested or incorporate the theory or case study suggested into your response.

Example

Question: *Consider* how population growth is likely to affect Melbourne in the future.

Melbourne's current population is around 5 million, but by 2056 is projected to be almost 9 million. This will likely lead to a range of significant changes, including increasing population density, a trend towards medium- and high-density housing, increased traffic congestion and continued urban expansion, particularly in the growth corridors in the southeast, southwest and north.

Question term: *Describe*

Answer approach

When you are provided with a source of data such as a map, graph or table, PQE is the best approach (see pages 154–5).

If you are not provided with data, you need to provide a 'written picture' of what something is or looks like.

Example

Question: *Describe* the geographical characteristics of Greenland.

Greenland is located in the northern hemisphere between the north Atlantic Ocean and Arctic Ocean. It is characterised by large expanses of glacial ice and has a cold climate. It has a small population of just over 56 800 (2025), 88 per cent of whom are Inuit, and it is the least densely populated country in the world.

Question term: *Discuss*

Answer approach

Discuss is a broad question term. You may explore the positives and negatives or different perspectives of a situation or concept. Provide a concluding sentence that summarises your ideas.

Example

Question: *Discuss* the impacts of economic growth on Mongolia.

Over the past two decades, the expansion and increased investment in Mongolia's mineral resources has had a tremendous impact on economic growth, maintaining annual GDP growth above 5 per cent. This has encouraged foreign investment and led to diverse employment opportunities, which has in turn increased living standards.

This rapid growth has been matched by urban expansion, as well as the associated challenges of traffic congestion, rising real estate prices and some of the highest rates of air pollution in the world. While economic growth has brought significant change to Mongolia, it has had both distinctly positive and negative impacts.

Question term: *Explain*

Answer approach

Use elements of SHEEPT to expand your ideas about 'why' something may be happening (see pages 156–7). Use data in your answer as evidence for your explanations.

Example

Question: *Explain* how global warming is contributing to rising sea levels.

Global warming is contributing to rising sea levels because the greenhouse effect prevents heat from dissipating effectively in two direct ways. First, through the melting of land ice, such as glaciers and ice sheets, which increases the volume of water in the Earth's oceans and, second, through thermal ocean expansion, as the increased temperatures cause water particles to expand, thus increasing the relative levels of sea water.

Question term: *List*

Answer approach

Create a series of dot points that highlight key concepts or examples.

Example

Example

Question: *List* four examples of hazard events that may affect Bangladesh.

1. Flooding of the Ganges and Brahmaputra Rivers during spring.
2. Monsoonal downpours that affect low-lying areas.
3. Cyclones that form over the Bay of Bengal and threaten the southern coast.
4. Approximately one half of Bangladesh is located in a high-risk earthquake zone.

Question term: *Outline*

Answer approach

Provide a brief overview of a concept using examples or data.

Example

Question: *Outline* how digital maps were useful in monitoring the spread of COVID-19.

Digital maps allow for a range of stakeholders such as medical personnel, decision makers and members of the community to easily access reliable information. Digital maps are easily updated, which allowed people to report real-time data about the spread of COVID-19 in particular areas.

Source 55: The town of Aasiaat in Greenland during winter.

Question term: *Predict*

Answer approach

This is a crystal ball moment. Using your knowledge of current theories and historical/current examples, you need to suggest what may happen in the future.

Example

Question: *Predict* how global warming will affect sea levels in the future.

Global average temperature has been increasing by around 1.7°C per cent per century since 1970. This global shift in climate is resulting in increased glacial melt of around 1 metre per year (2010–18). As a result, fresh glacial meltwater is resulting in sea level rise.

NOAA recently reported that sea level rise has more than doubled. Unless significant action is taken to reduce the impacts of global warming, it is predicted that sea levels will continue to rise by around 2.5 metres by 2100, putting many of our world's largest and most populated cities, including around 85 per cent of Australians (who live within 50 km of the coast), at risk of inundation.

Question term: *Rank*

Answer approach

Put the concepts or examples in order. They may be in order of size or importance.

Example

Question: *Rank* the following countries according to GDP nominal GDP (in trillions), Japan, China, United Sates, Germany

United States: $30.34
China: $19.53
Germany: $4.92
Japan: $4.39

Question term: *Suggest*

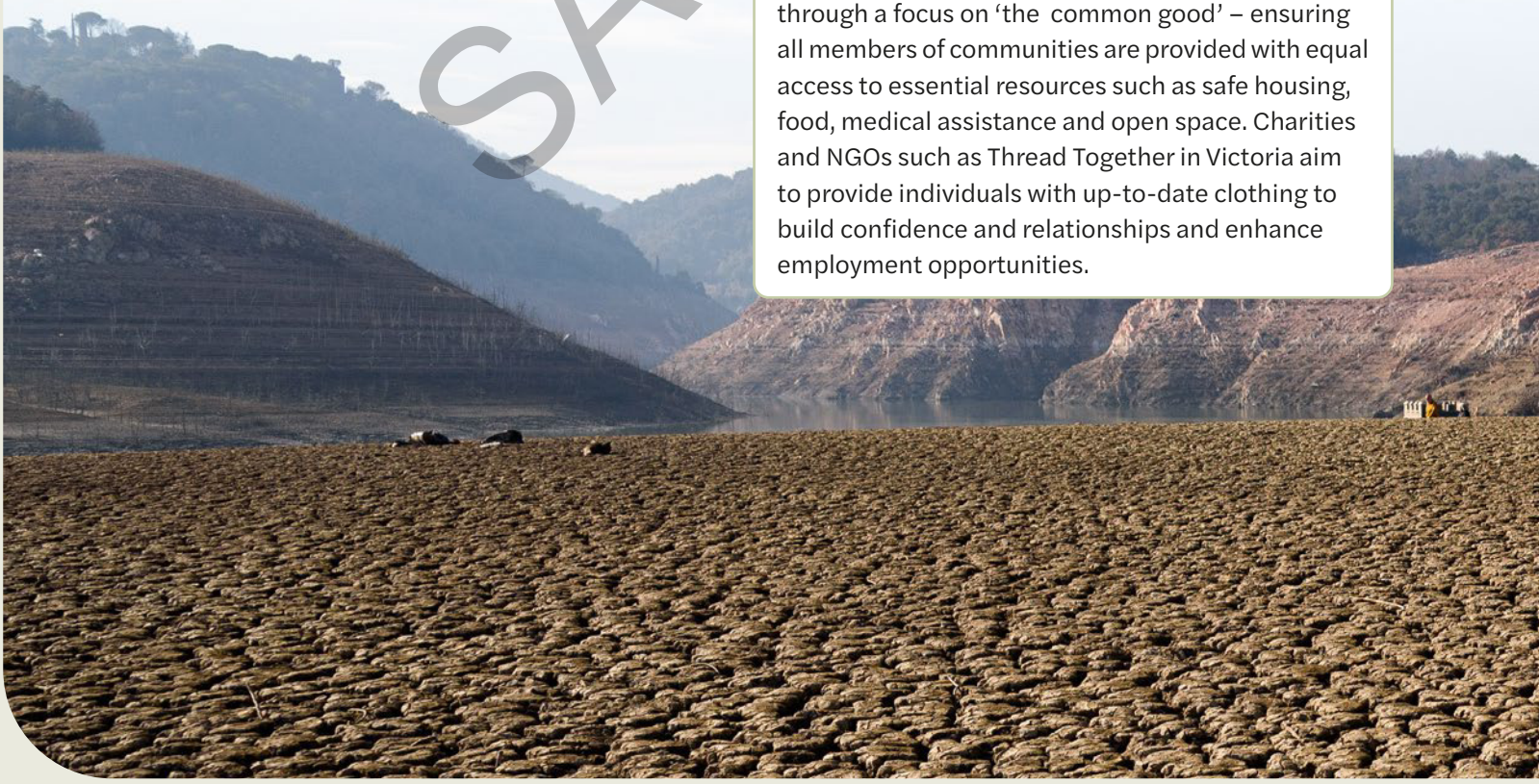
Answer approach

Provide a brief proposal or consideration based on a key concept or example.

Example

Question: *Suggest* how human wellbeing could be improved on a local scale.

Human wellbeing could be improved on a local scale through a focus on 'the common good' – ensuring all members of communities are provided with equal access to essential resources such as safe housing, food, medical assistance and open space. Charities and NGOs such as Thread Together in Victoria aim to provide individuals with up-to-date clothing to build confidence and relationships and enhance employment opportunities.



Question term: *Summarise*

Answer approach

Provide a brief overview of a concept or case study using key examples and statistics to provide a clear story.

Example

Question: *Summarise* how human activities are interconnected with environmental change.

As the human population continues to grow, from a total population of around two billion in 1920, to around 8 billion in 2025, our rapid urbanisation, expansion of agriculture and reliance on industry has meant that we are responsible for significant terrestrial, marine and atmospheric changes. Environmental change brought about by humans generally occurs over a short timescale and is more extensive and less predictable than natural changes.

One of the most significant environmental changes strongly interconnected with human activity is global warming and the enhanced greenhouse effect. Recent studies have revealed that our continued use of fossil fuels and other pollutants has resulted in the highest levels of carbon dioxide in the atmosphere in the past 400 000 years, leading to an average global temperature increase of 0.8°C since 1880. This increased global temperature is responsible for melting glaciers and sea ice, increasing the occurrence of extreme weather events, reducing predictability of growing seasons for crops and loss of biodiversity on a global scale.

2 I can describe the impact of geographical phenomena.

In Geography, an impact is the effect a phenomenon, action, or change has on people, places, or the environment.

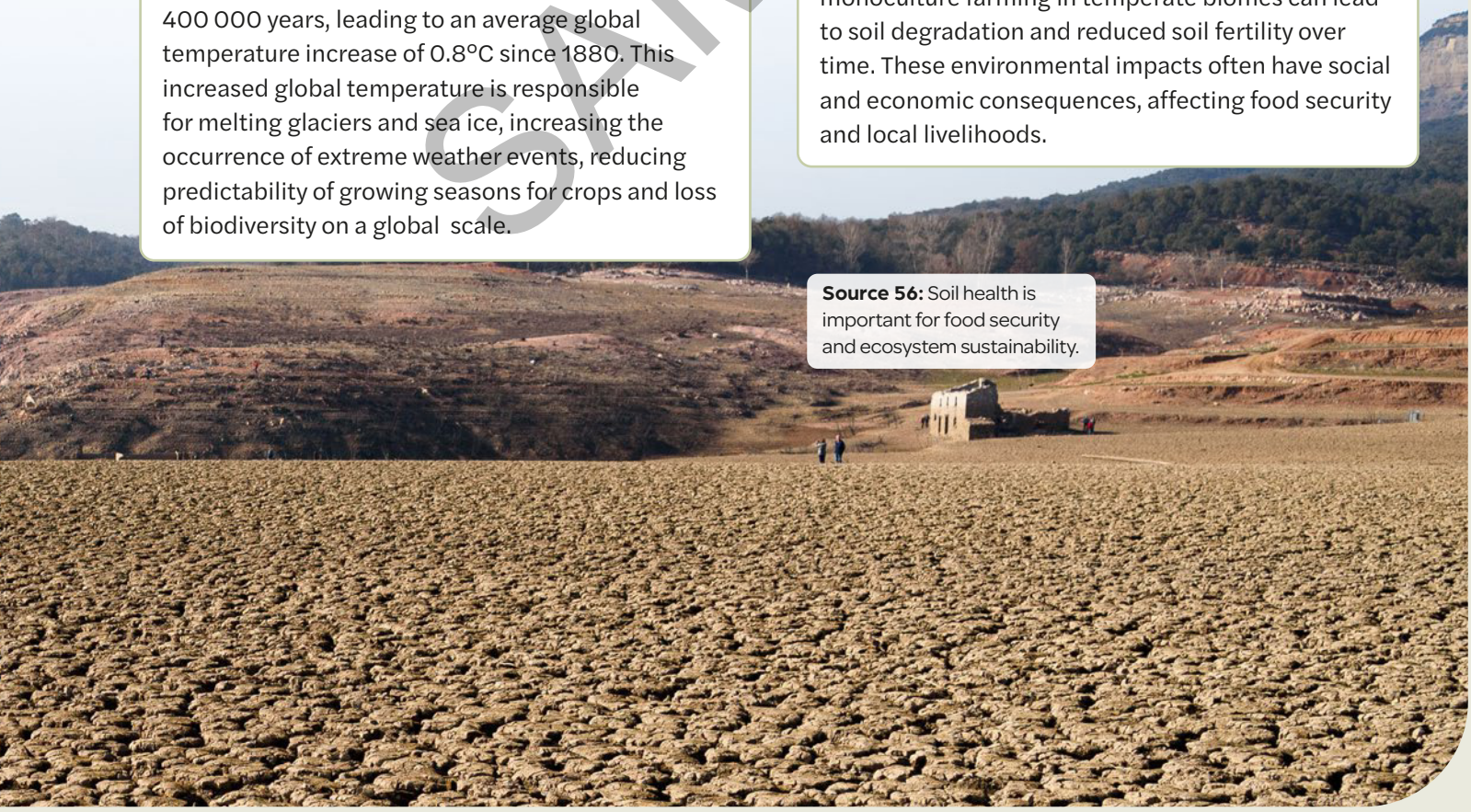
Impacts can be either positive or negative and occur at a range of scales.

When drawing conclusions for your own inquiry question, consider the positive or negative impacts you have researched.

Example

Consider the question, 'How are biomes used for food production?'

The use of biomes for food production has led to several significant impacts. For example, as agriculture expands in certain biomes, such as tropical rainforests or grasslands, there is increased pressure on the land, which can lead to deforestation or habitat destruction. This loss of biodiversity can negatively affect the local ecosystem. Additionally, monoculture farming in temperate biomes can lead to soil degradation and reduced soil fertility over time. These environmental impacts often have social and economic consequences, affecting food security and local livelihoods.



Source 56: Soil health is important for food security and ecosystem sustainability.

3 I can write evidence-based conclusions.

A conclusion is written when you have reviewed all the information. It is a summary of your results and outlines the key findings of your research. No new ideas should be raised in a conclusion.

Example

Consider the question, 'Why has human wellbeing changed in our area?'

A conclusion could read something like this for the fictional suburb of Happy Town:

This inquiry aimed to understand why human wellbeing has changed in our area. Our research reveals that the decline in human wellbeing in Happy Town is closely linked to factors such as increased unemployment rates and reduced access to mental health services. Survey participants noted a rise in feelings of stress and anxiety, particularly among younger residents. Economic challenges, including job insecurity, have been identified as key drivers of lower wellbeing in the community. Local environmental changes, such as reduced access to green spaces and increased pollution, have also contributed to a decline in physical and mental health.

Although our inquiry faced some limitations, such as a small sample size and limited access to local government data, our findings suggest that improving access to services and addressing economic inequality could improve wellbeing outcomes. Enhancing the availability of mental health resources and creating more green spaces could help promote a healthier community overall. Addressing these challenges is essential for improving the overall wellbeing of Happy Town's residents and ensuring a sustainable future for the community.

4 I can assess the reliability of data.

While data may appear useful, it is not always reliable. Reliability means information is consistent and dependable, in other words, you can trust it to be accurate.

To ensure the data you use is reliable, ask yourself these questions:

- When was the information written? If the data is more than ten years old, it may not be reliable to represent current patterns and distributions.
- Check who wrote the information: Sites like Wikipedia can be updated by the public. Rely on peer-reviewed information written by authoritative voices. Peer-reviewed means other experts in the field have checked and approved the work before it's published, making sure it's accurate and reliable.

Evaluating your fieldwork process

It is important to critically reflect on your own data collection methods – sometimes the methods you select are not successful, and need to be improved to help you collect more valuable data. Your evaluation should focus on the following questions.

- What was the most successful **primary method** used, and why? What was the least successful, and why?
- What was the most successful secondary method used, and why? What was the least successful, and why?
- If you were to repeat this study, what would you do differently next time?

Note: Do not comment on your time management, how much fun you had or what you learnt in general. This should be a formal reflection that other professionals could read and learn from.

1. Begin by revisiting the inquiry question or topic to remind your audience of the focus of your investigation.
2. Briefly summarise your main findings, highlighting the most important data or insights that help provide answers the inquiry question.
3. Acknowledge any limitations in your research. Did it rain on your field day so there weren't many people to survey? Was there a topic you could not find any data on?
4. Finish your conclusion with a clear, concise statement that emphasises the importance of your inquiry.

▲ **Source 49:** How to write an evidence based conclusion.

5 I can evaluate ethical considerations.

There are several ethical considerations when drawing conclusions in Geography. They involve properly referencing materials used and ensuring a range of perspectives have been studied.

Perspectives and bias

In Geography, it is important to consider a range of perspectives and understandings on a topic. You need to ensure you present data honestly without altering its meaning or context (Source 48).

Copyright

Ensure you have cited the secondary data you have collected. While copying and pasting is a good way to start collecting general ideas, the real skill is in reading, interpreting and applying the information you have found to your inquiry question, using your own words and interpretations. Remember to acknowledge the original sources by using a bibliography.

Bibliographies

There are a range of styles and formats to create a bibliography. Quality bibliographies do not a simply copy and paste URLs onto a page; they provide the information required to properly reference the material you accessed and used. The following bibliography formats are in line with APA styling. While bibliographies are important to show your reader the source of your information and reduce the risk of plagiarism, as you move towards being a senior geographer you may need to start completing in-text citations and reference lists as part of your work. While different schools require different styles of citation, the basic idea is still the same.

Example

1. At the end of the sentence or paragraph where you have used a study's or website's data or information, before you conclude with a full stop, insert a set of brackets; for example, 'The current Australian population exceeds 25 million people (...).'
2. Inside the brackets you need to list the last names of the author or authors who provided the information or the name of the company or government body, if the author names are not available, followed by the year this information was published. For example, 'The current Australian population exceeds 25 million people (Australian Bureau of Statistics, 2020).'
3. You then need to complete a full reference list containing all your cited references at the end of your report (see Example 1).

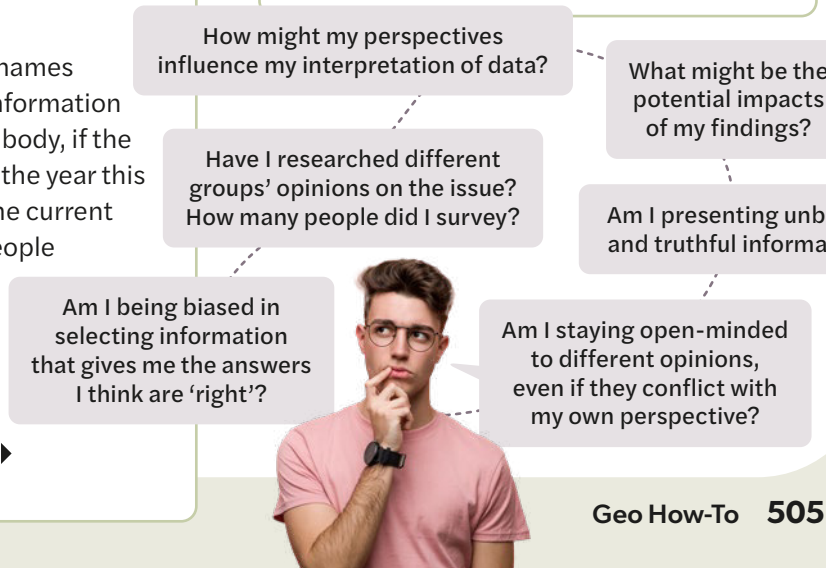
Source 57: Consider how your own personal beliefs, values and understandings influence your perspective.

The in-text citations act as little bookmarks to indicate to your reader where your information is sourced from, or where to find out more. The reference list at the end provides the full list of references for the reader to be able to find the location of the studies or data you used and complete their own investigations.

List all entries in alphabetical order by the last name of the first author. If there's no author, use the title of the work.

Example 1

- **For books:**
  Author, A. A. (Year). *Title of the book*. Publisher.
  Example: Smith, J. A. (2020). *Understanding psychology*. Academic Press.
- **For journal articles:**
  Author, A. A. (Year). Title of the article. *Title of the Journal, volume number*(issue number), page range. https://doi.org/xx.xxx/yyyy
  Example: Doe, J. (2019). Cognitive development in children. *Journal of Child Psychology, 15*(3), 234–245. https://doi.org/10.1234/jcp.2019.6789
- **For websites:**
  Author, A. A. (Year, Month Day). Title of the webpage. *Website Name*. URL
  Example: Johnson, M. (2021, March 5). The effects of climate change. *Environmental News*. https://www.environmentalnews.com/effects-of-climate-change



Strategies

A geographical strategy is a planned set of actions to overcome a specific issue or challenge. A strategy is developed by identifying the problem, assessing impacts, and implementing solutions.

1 I can describe a strategy.

You can structure your description of a geographical strategy by considering these three questions:

1 **What are the goals?**
Describe the strategy being used to address a specific geographical issue.

2 **What actions are being taken?**
List the key steps or measures involved in the strategy.

3 **How are they doing it?**
Explain how the strategy is put into practice.

Source 58: Traffic pollution is a major contributor to environmental degradation. Communities can be encouraged to swap car trips for walking, biking, or public transport to help reduce emissions and improve local air quality.

Example

For the fictional suburb of Happy Town, the Environmental Change Mitigation Program is being planned.

What are the goals?
The Environmental Change Mitigation Program aims to reduce local environmental degradation in Happy Town by 20 per cent over the next two years, focusing on reducing pollution and promoting sustainable land use practices.

What actions are being taken?
The program includes initiatives such as planting native vegetation, enhancing recycling and waste reduction efforts, and encouraging the use of eco-friendly transportation options like biking and public transit. Public education campaigns will raise awareness about reducing carbon footprints and protecting local ecosystems.

How are they doing it?
The program is being implemented through partnerships with local businesses, environmental groups, and schools. A series of community workshops, tree-planting events, and educational resources on sustainable practices are provided to residents. Additionally, incentives for businesses that adopt green technologies and sustainable practices are being introduced.

2 I can explain a strategy.

When explaining a strategy, you may consider the following steps:

1. Outline what they are doing to undertake this strategy. What are the aims? Who is involved? What scale is it addressing (local, regional, national)? What do they need to successfully carry it out?
2. List the steps taken to carry out the strategy. This includes the methods or systems used.
3. Explain how these actions are organised and carried out, and who is responsible for each step.
4. How is the strategy managed? Discuss the roles of various **stakeholders** and how tasks are assigned and monitored. A stakeholder is someone who is affected or interested in the strategy; for example, individuals, communities, businesses, governments and organisations.

Source 59: Ecotourism supports social, economic and environmental sustainability.

Example

Ecotourism is a strategy that promotes sustainable tourism by encouraging responsible travel to natural environments. The goals are to increase environmental sustainability, help support local economies and communities, and educate tourists about biodiversity, culture and conservation. The people involved in the ecotourism industry include local businesses, governments, local communities, and environmental groups. Local businesses, like tour companies and hotels, try to be eco-friendly by reducing waste and saving energy. Governments design policy and legislation to increase sustainable practices and protect the environment. Local communities help by providing services and protecting nature, while environmental groups support conservation and teach tourists about the area. Together, these groups make sure ecotourism benefits both people and place.

3 I can predict the impact of a strategy.

In Geography, predicting means guessing what might happen in the future based on current information and past events. This can include things like how populations might grow, how water use may change or what effects climate change could have. Predictions help decision-makers prepare for possible future scenarios.

To predict the impact of a strategy, first you need to collect data and information on current patterns. Is the population in a place currently increasing? Is the local area increasing its access to facilities and services to cater to these growing needs? Then you need to consider these patterns and, using your understanding of the topic, suggest what might happen in the future.

Example

When planning for the COVID-19 vaccination roll out, what might planners may have predicted?

- **Improved public health outcomes:** As more people are vaccinated, Australia is likely to see a significant reduction in COVID-19 cases, hospitalisations, and deaths, leading to improved overall public health and fewer disruptions to daily life.
- **Economic recovery:** With the population becoming more immune to the virus, the economy is expected to recover more quickly, with increased confidence in businesses, tourism, and international trade, leading to job creation and economic growth.
- **Increased vaccine awareness:** The successful rollout of the COVID-19 vaccine could lead to increased public trust in vaccines and health measures, potentially improving vaccination rates for other diseases and strengthening Australia's preparedness for future health challenges.

4 I can design strategies.

Recommending strategies not only allows you to apply your understanding of people and place, but it also enables you to take real action and make a difference in your local community.

These steps can help you design your strategy.

1 First you need to clearly define the geographical issue or challenge you want to address. Think about how you might gather information to understand the challenges and brainstorm what is already being done to try and overcome these issues.
2 You then need to create specific, measurable, achievable, relevant and timely (SMART) goals that outline what you hope to achieve with your strategy.
3 Consider the community members, organisations, and experts that may be impacted by this strategy. How might they feel about what you are planning to do?
4 Create a set of steps that will help you carry out your strategy.
5 How will you measure if your strategy is successful? Consider how you will measure whether your strategy has met its SMART goals.

Example

Strategy to reduce local pollution emissions

The local area has been facing increased pollution emissions. The main sources of pollution are car emissions and local factories that rely on fossil fuels. Data can be gathered through air quality monitoring stations, surveys, and by consulting experts in environmental science and urban planning.

1 SMART Goals

- **Specific:** Reduce local pollution emissions by 20 per cent over the next two years through a combination of transportation changes and energy-efficient technologies.
- **Measurable:** Monitor air-quality levels regularly and track the number of electric vehicles on the roads, as well as industrial emissions.
- **Achievable:** Achieve this goal by incentivising electric-vehicle usage, introducing cleaner energy sources for industries, and improving public transportation options.
- **Relevant:** This goal addresses the urgent need for better air quality and healthier living conditions in our community.
- **Timely:** The goal will be reviewed and measured within a two-year period, with quarterly progress checks.

Source 60: Design your goals to be SMART.

2 Consider the stakeholders

Residents, especially those with respiratory conditions, will benefit from cleaner air. However, local businesses, especially those in transportation and industrial sectors, may be concerned about the costs of transitioning to more sustainable practices. Local governments will play a key role in implementing policies and providing financial incentives for clean energy and transportation.

3 Steps to carry out the strategy

- **Step 1:** Launch a public awareness campaign about the dangers of air pollution.
- **Step 2:** Provide incentives for local businesses to switch to renewable energy sources.
- **Step 3:** Partner with local government to develop and promote public transportation systems that reduce the need for private cars.
- **Step 4:** Work with the community to establish 'car-free days' or carpooling initiatives, reducing the number of vehicles on the road.
- **Step 5:** Provide financial incentives for residents to purchase electric vehicles
- **Step 6:** Monitor progress using air quality sensors and traffic data.

4 Measure success

The success of the strategy will be measured by:

- a reduction in air pollution levels
- an increase in the number of electric vehicles on the roads
- increased public transportation ridership
- the successful reduction of industrial emissions.

5 I can consider perspectives to evaluate strategies.

In Geography, perspectives are the different ways people see and understand the world. These views can be influenced by things like culture, personal experiences, money and the environment. By learning about these different perspectives, geographers can better understand how groups of people interact with their surroundings and with one another.

When evaluating the success of strategies, it's important to consider that different people may have different expectations of outcomes. Recognising these varying perspectives ensures that we take everyone's views into account.

- Consider various viewpoints related to the strategy. Think about how personal values, cultural beliefs, and economic needs might influence how different groups perceive the strategy. For example, how do local businesses and First Nations peoples view the strategy?
- Reflect on how your own values and attitudes shape your understanding of the strategy. Think about what you value, and how your family's attitudes or beliefs impact how you think about a strategy. Your perspective may be different from those of others.
- Look at the possible impacts of the strategy from multiple angles. SHEEPT factors may help you broaden your thinking. For example, how might the strategy benefit some groups while causing challenges for others?
- Consider the strengths and weaknesses of the strategy based on the range of perspectives you explored. Think about how understanding these different views can lead to better and more inclusive decision-making.

Source 61:
Different people have different perspectives.

Evaluating the overall effectiveness

When you are looking at a solution to a problem, or perhaps a strategy or policy, we can use SWOT to evaluate the effectiveness of that strategy. SHEEPT (pages xx–xx) can also help you to expand your ideas here.

- **Strengths:**
  What are the positive outcomes of the strategy? What does it do well? What are the achievable aims?
- **Weaknesses:**
  Is there something that the policy does not cover? Are there any clear gaps that need to be addressed? How long will it take to implement?
- **Opportunities:**
  What improvements could be made? How could it be more effective? What other resources are needed? How sustainable is this policy (economic, environmental and community sustainability)?
- **Threats:**
  What hurdles need to be overcome (SHEEPT)? What issues might this solution face? How will success be measured? Is it achievable?

Example

Evaluate the *effectiveness* of the Fijian government's relocation strategy as a way of protecting local villagers from the impacts of global warming.

Answer: Depending on our management of emissions and future actions, researchers estimate that by 2050, up to one billion people worldwide could be displaced as a result of global warming. Fiji is characterised by its 1129 kilometres of coastline, coral reefs and small traditional villages. Fiji is particularly susceptible to sea-level rise due to its connection to coastal regions for traditions, housing and income. NOAA recently reported that global sea level has risen by 16–21 centimetres between 1900 and 2016. As a result, in February 2014, the village of Vunidogoloa was instructed to relocate 2 kilometres inland. Vunidogoloa was the first village to move and, since then another three have been relocated as a result of inundation risk.

While relocation meant that villagers were out of the flood zone and gained access to solar power, rainwater tanks and better facilities, houses were reported to have been built quickly and, therefore, to leak in high-rainfall months. Studies have found that the move has also had a significant impact on the community's sense of place. People have been disconnected from their traditional and sacred lands, and denied access to fishing sites, one of the dominant local food sources.

Further, it is estimated that Fiji will lose up to 5 per cent of its GDP each year as a result of the changing environment, with extreme weather events such as Tropical Cyclone Winston in 2016 only making things worse. After the relocation of Vunidogoloa, the Fijian government established relocation guidelines and identified over 830 communities that will be vulnerable to the impacts of global warming, with 45 of these being earmarked for future relocation.

While Fiji emits less than 1 per cent of the world's carbon output, research has estimated that 4.5 per cent of Fiji's buildings will be flooded by a further 22-centimetre sea-level rise. Therefore, while a strategy of local relocation may be beneficial for some villages in the short term, this may not be an ongoing effective or sustainable solution and, ultimately, if sea levels continue to rise, large Fijian populations may become climate refugees.

Communicating

Presenting ideas

Communicating findings in Geography is important because it helps us understand the information, make decisions, raise awareness of issues, take action, and work together to solve geographical challenges.

1 I can describe phenomena using geographical terms.

In Geography, 'phenomena' means things or events that we can see and study in the world. This includes natural events like weather, mountains, and plants, as well as human activities like building cities or moving from one place to another.

Geographers look at these phenomena to understand what causes them, how they affect the world and how everything is connected. We can describe phenomena using a range of geographical terms. The glossary provides you with a range of geographical terms you may like to use. Some examples may be:

- **distribution:** refers to how things are spread out in a geographic area
- **density:** how close things are together in an area
- **patterns:** how things are organised in an area or trends we might observe on a map
- **scale:** the level of detail of an observation (e.g. local, regional, national, global)
- **spatial association:** the way phenomena are linked to each other within a space
- **topography:** the physical features of a landscape or area, such as hills or valleys
- **climate zones:** areas with similar long-term weather conditions (e.g. tropical, arid, temperate zones)
- **region:** an area characterised by common features (e.g. cultural region, economic region).

Example

This example uses some geographical terms:

In Brazil, crops like soybeans and sugarcane are grown using monoculture farming. Monoculture farming is concentrated in specific regions, particularly in the central and southern parts of the country, where large-scale plantations are located. Monoculture requires extensive land clearing, irrigation, and the use of chemical fertilisers and pesticides to maintain high crop yields. The scale of the environmental impacts of monoculture farming ranges from local soil degradation and loss of biodiversity to national concerns about deforestation and sustainability.

Source 62: Monoculture creates 'green deserts' where there is low biodiversity.

2 I can explain the relevance of information.

While there is lots of information available, not all the data you collect will be relevant to your investigation. It is important to be able to sort out and categorise the information you collect.

- Does the information connect to your inquiry question?
- Does the information help show important patterns? For example, data on rainfall patterns can show areas at risk of drought.
- Can we use the information to inform decisions and planning? For example, population density data helps with planning facilities and services in a region.
- Does the information help provide examples or illustrate real-world issues or challenges? For example, long-term climate data is important for understanding and addressing the effects of climate change.

3 I can support explanations with data.

Providing evidence makes your geographical explanations stronger and gives your audience a better understanding of the issues and challenges you are investigating. When writing explanations, use quantifiable data like percentages to emphasise your ideas.

Example

Explanation without quantifiable data:
Water is unevenly distributed around the world. While a large portion of the Earth's surface is covered in water, only a small amount is fresh water available for human use, and much of that is trapped in ice caps.

Explanation with quantifiable data:
Around the world, water is unevenly distributed. Even though 70 per cent of the Earth's surface is covered in water, only 2.5 per cent is fresh water, and most of that is in ice caps, leaving around 1 per cent available for human use.

4 I can explain interconnections with data.

Interconnection is the idea that two things or phenomena are related, interact or are linked in some way.

These are some steps when considering the interconnection between things.

1. **Identify key ideas:** Start by identifying the main ideas associated with the geographical issue or phenomenon you are studying, such as places, people, environments and processes.
2. **Describe relationships:** Explain how these ideas are related to each other. Consider how changes in one element can affect another, such as how climate impacts agriculture or how urban development influences local environments.
3. **Use examples:** Provide specific examples to illustrate these interconnections. This could include real-world scenarios, case studies or personal observations that highlight the relationships.

Example

There is an interconnection between the climate change, sea level rise and coastal flooding, which can be demonstrated in a paragraph like this.

Climate change is strongly connected to an increase in flooding events around the world. As global temperatures rise, polar ice caps and glaciers are melting, causing sea levels to rise. This process, known as global sea-level rise, makes coastal areas more vulnerable to flooding, particularly during storms or periods of heavy rainfall. In cities like Miami, Florida, rising sea levels have caused sunny-day flooding, where flooding occurs even without storms, simply due to high tides. This phenomenon is becoming more frequent and causes significant damage to homes, roads and local businesses. For instance, roads that were once safe to drive on are now often submerged, and many properties are at risk of being damaged or destroyed by persistent flooding. These increased flooding events are not only a threat to property but also disrupt local economies and communities, forcing governments to look for long-term solutions to manage the rising water levels and reduce the impacts of climate change.

5 I can analyse the implications of phenomena.

In Geography, the 'implications of phenomena' refers to the effects that your inquiry might have on how people think, make decisions or conduct future research. When conducting an analysis, you need to identify the key findings and communicate their importance and any relationships or interconnections between them. These are some questions to consider:

- How do your findings enhance or change understanding of a geographical issue or phenomenon? Did you find any new patterns, processes, perspectives or relationships?
- How could your findings affect decision-making processes?
- How might your findings impact local communities or environments? Consider the SHEEPT factors to broaden your analysis.
- How might your findings help provide ideas for further research or investigation? Has your inquiry found any gaps in our knowledge or new patterns that require more information?

Source 63: Climate change may impact Australian ecosystems as a result of changing precipitation patterns.

Example

In my geographical inquiry project, I investigated whether sustainable farming practices can reduce soil degradation. My findings revealed several important insights that improve our understanding of this issue.

First, I discovered that sustainable farming methods, such as crop rotation, reduced tillage and organic farming, can help improve soil health by preventing erosion and maintaining soil fertility. These practices work by enhancing soil structure, increasing organic matter and promoting biodiversity in the soil, which all contribute to reducing soil degradation over time. This finding shows the positive relationship between sustainable farming practices and healthier soils.

My findings could influence decision-making processes. For example, research suggests that when local farmers and agricultural policymakers adopt more sustainable farming practices, they can preserve the land for future use and also improve the resilience of farms to climate change. Understanding sustainable farming practices can lead to better management strategies and a long-term approach to land care.

My inquiry revealed some gaps in knowledge, particularly regarding the long-term effectiveness of these practices in different regions or on specific crops. Further research is needed to explore how various farming techniques impact soil health across diverse climates and environments. This could help improve and develop new sustainable farming strategies and make them more widely affordable and achievable in regions experiencing severe soil degradation.

Good reporting

One way to communicate all the steps of you Good Inquiry is through a report. Reports summarise your data collection methods, your interpretations of what the data means and conclusions you have drawn.

Structure of a geography report

The structure of reports can differ depending on your audience or purpose. In Geography, we tend to use the following questions to guide reporting:

1. **Where did you study?** What scale did you study? Did you visit one place for fieldwork or did you study virtually? Why did you choose that option?
2. **What did you do to collect data?** For example, conducting surveys, measuring distances, interviewing people, or taking notes on specific features of the landscape.
3. **Why did you do it?** For example, why was this investigation important? What was the aim of your inquiry? This section helps connect your inquiry to the larger geographical topic you are exploring.
4. **How did you do it?** For example, did you use maps, photos, or equipment to measure environmental characteristics? Did you gather qualitative data or quantitative data?
5. **What did you find out and what does it mean?** For example, are there any patterns or interconnections you observed?
6. **What actions do you recommend?** For example, after you summarise your findings, what should decision-makers or local people do to act and overcome the challenge investigated?

Tone and audience

Tone in report writing is the style of writing you use, such as formal, objective or neutral. Tone depends on your audience and purpose and helps ensure your message is clear and appropriate. For example, if you're writing for an expert group, you can use more technical language without explaining basic terms such as 'sustainability'. However, if you are communicating to the broader community, you may need to use more simplistic, casual language or define key terms like 'sustainability' that can have more than one meaning.

1 Writing an introduction

Where do you start when writing a report? Your introduction provides a background to what you investigated and why it is important. In other words, it provides context for your research. Remember:

- A formal report usually does not use pronouns such as 'me' or 'I'.
- Cite research to show where you sourced information and to demonstrate you have used reliable sources (page xx).

You may think of your introduction like a funnel, where you start with the broadest ideas and finish with your inquiry question.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- Cite research to show where you sourced information and to demonstrate you have used reliable sources (page xx).

Your opening lines may need to define some key terms or provide background information about your inquiry topic. For example, this opening paragraph may begin with:

'Climate change is a natural process that has been occurring over hundreds of thousands of years (Smith, 2010) ...'

Your second paragraph starts answering your inquiry question more specifically. You may need to provide some background secondary data or evidence of previous research. For example:

'In 2024 alone, Australians emitted over 19.3 tonnes of CO2-eq per capita (Centre for Water and Landscape Dynamics, 2025) and this is having major impacts on environmental change on both a national and global scale.' ...

Your third paragraph should be much more targeted towards your specific inquiry area. For example:

'Coral reefs are one example of a natural environment that is particularly susceptible to global warming. Management of these sites is vital to the continuation of marine ecosystems and fragile food webs.' ...

Your final paragraph may include your inquiry question. You may wish to explore why your research is important or how it fills a 'gap' in academic knowledge or understanding, such as:

'Therefore, it was questioned, "How can coral reefs be better managed to reduce the impacts of global warming?"' ...

2 Planning and collecting

You may have collected primary and secondary information as part of your Good Inquiry. It is important to communicate the methods you used to your audience so they understand your approach to the investigation and could repeat it in the future.

After the introduction, provide a summary of the methods you used to collect information to answer your inquiry question. You may use a table to structure your ideas, for example:

Example

Method	Primary or secondary?	Description	This data will help me answer my research question because ...	How will I gather the data?
Photographs	Secondary	Photographic evidence was collected of reef management strategies.	by using photographs from academic or government websites, visual references helped inform assessment of reef management practices.	Using academic and government articles
Water temperature and pH levels	Primary	Using digital sensors or probes to monitor changes that might affect coral health.	the data showed the environmental conditions that contribute to coral reef stress.	Temperature sensors and pH kit to measure water temperature and pH levels at various depths in a local reef area and compared to historical data

3 Representing information

By following the How-To instructions working your way up the Learning Ladder, you may also have begun to represent the primary and secondary information you collected using tables, graphs or maps (paper or digital). A report is a good place to collate all this work.

After your methods table, insert the tables, graphs, photographs, maps and other data that you have assessed as relevant and useful for answering your inquiry question.

Example

Source 1: Sunken ships can help create artificial reefs, providing corals with structures to establish on in cooler waters. In 1986, the Thunderbolt was sunk 36 metres underwater, about 6.4 kilometres south of Marathon and Key Colony Beach in Florida. Now, it's covered in sponges, corals and sea life (NOAA, 2024).

4 Interpreting, communicating and concluding

When reporting your primary and secondary findings, it is important to help your audience interpret the information you have collected by describing and explaining any patterns, predicting any future changes and analysing the data. Using PQE and SHEEPT may help you structure your analysis. You may compare primary and secondary information, and report on any perspectives or assumptions and bias that may be present in the data. Refer directly to the data you have presented in the previous section using the source or table number in brackets (see example).

Here are some sentence starters that may be useful to help structure this section:

- Previous investigations have shown that ...
- One of the main aims of this inquiry was to ...
- This inquiry found that ...
- Another key finding was that ...
- It was surprising that ...
- This result was unexpected and could mean that ...
- One reason for this might be that ...
- Another reason could be that ...
- This result could be because ...
- Different perspectives were found ...

Example

Previous investigations have shown that coral reefs around the world are increasingly threatened by the effects of global warming, such as ocean acidification, higher sea temperatures and bleaching events (Hoegh-Guldberg et al., 2017). These studies have emphasised the need for urgent action to protect and manage coral ecosystems, especially as they are vital for biodiversity and coastal protection (Kennedy et al., 2013) ...

One of the main aims of this inquiry was to investigate how coral reefs can be better managed to reduce the impacts of global warming. To achieve this, we looked at different management strategies and their effectiveness, including marine protected areas (MPAs), sustainable fishing practices, and restoration using artificial reef development (Source 1) ...

Once you have interpreted and communicated your results, you need to summarise your findings and discuss their implications for designing appropriate action.

- The inquiry question was ...
- The focus of the investigation was ...
- The key results of this investigation were ...
- The findings of this inquiry suggest that ...
- This investigation expands our understanding of ...
- Current actions include ...
- More action that needs to be taken to ...
- This can be done by ... and will improve ...
- The implications of this investigation are ...
- A limitation of this inquiry is that ...
- Further investigations are needed to confirm ...

Example

Future researchers need to investigate how different management strategies can be integrated more effectively to address the multiple threats facing coral reefs. For instance, research should explore how marine protected areas can be combined with global efforts to reduce carbon emissions and how local restoration efforts can be better adapted to the specific needs of different reef systems. Additionally, more research is needed on the role of First Nations Peoples knowledge and community-led management in coral reef conservation, as studies have shown that these approaches can lead to more sustainable and culturally relevant outcomes (Berkes, 2018).

Once you have written your report, you can check if you have used your geographical skill set by asking these questions...

- Did you develop a relevant question about a geographical issue?
- Did you collect and process reliable geographical data through fieldwork and research?
- Did you interpret data to explain patterns and make predictions?
- Did you consider ethical perspectives in your responses and ensure there was no bias in your data use?
- Did you evaluate the distribution of the geographical phenomenon?
- Did you explain how people, places and environments are interconnected and interact?
- Did you explore how environmental processes have changed places over time?
- Did you assess the impact of human activities on environments?
- Did you analyse sustainability and its relevance to the issue discussed?
- Did you evaluate strategies using environmental, social and economic criteria?
- Did you develop new strategies and predict their impacts?
- Did you reference appropriate sources through in-text citations and bibliographies to support your analysis?

Key Geographical Concepts offer more complex themes to further help structure your thinking and analysis:

- **Distribution** refers to how things are spread across space. You might analyse the uneven distribution of tropical rainforests and what factors, like climate and elevation, explain that pattern.
- **Distance** is more than a measurement, it also influences how connected places are. For example, remote tundra biomes may be less affected by tourism due to their physical distance from major population centres.
- **Region** describes areas defined by shared features. You could identify the Sahel as a transitional region between desert and savannah biomes, characterised by seasonal rainfall and vulnerable ecosystems.
- **Movement** looks at the flow of people, animals, goods, or ideas. Migration of species between biomes due to habitat loss or seasonal change is an example of ecological movement.
- **Process** refers to the ongoing sequences that shape places and environments. For example, desertification is a natural and human-driven process that gradually transforms savannah into desert biome.
- **Spatial association** is about the relationship between two patterns in space. You might explore how areas of low rainfall are often associated with desert biomes, or how proximity to coastlines is associated with mangrove ecosystems.

From field to findings

The key to success in Geography is understanding fundamental skills and being able to apply them in different situations. A geographical inquiry enables you to put your learning into action. As you move through and develop geographical knowledge and understanding, you may start to ask questions about process, places or interactions. These questions form the basis for an inquiry.

What is a geographical inquiry?

A **geographical inquiry** involves individuals or groups developing and investigating spatial questions. In an inquiry, you are not trying to find one correct answer. Instead, you are collecting information and exploring data to tell a story about an interesting topic. You may be considering questions like, 'How did this form?', 'How does location influence characteristics?', 'How has this changed?' or 'Why does this matter?'.

Geographical inquiries range in scale. They do not have to be big investigations about international issues; they can be as small as exploring how one environment has changed in your local community. A geographical inquiry should be linked with topics about the world that make you curious. Fieldwork forms a key part of the inquiry process. As you progress towards VCE, fieldwork will become more in-depth, and you may be expected to communicate your findings through detailed research reports. While fieldwork often involves hands-on activities outdoors, it can also be conducted virtually using reliable secondary sources.

1 Question
What are you wondering about? What is a geographical challenge you have identified?

2 Plan
What and where do you find out the information you need?

3 Collect
Collect information to help you find answers to your question.

Completing an inquiry is a large part of being a geographer. Studying big ideas, exploring different perspectives, and collecting a variety of data through fieldwork and research extends your theoretical understanding and provides real-world experiences.

Start your inquiry by developing authentic open-ended questions that make you curious. Plan your inquiry like you would plan a trip away: what resources will you need? Where will you go? Who will you ask for help? How will you collect ideas? How will you tell others about your experiences?


5 Interpret
Find interconnections between your primary fieldwork data and secondary research data.
4 Represent
Present what you have found using tables, graphs, diagrams or geospatial layered maps.
3.1 Primary data
Conduct fieldwork to collect your own data on the inquiry question through digital surveys, mapping, taking photos, conducting transects or drawing field sketches.
6 Communicate
What do you want your audience to know? Why should they care? Who should know about this? What is the best way to present all the information you have found?
7 Conclude and make decisions
How can we respond to this geographical challenge? How does the data drive action? Why are these actions important?
3.2 Secondary data
Collect information from other sources, such as academic journal articles.

Throughout this book, you have explored the sustainable management of change, place studies on change and management, displacement and disparity, and place-based studies of human wellbeing. Each chapter has provided you with detailed background knowledge to deepen your geographical understanding and support your own inquiry journey. Along the way, you've been encouraged to develop inquiry questions, conduct investigations, and apply your learning to real-world contexts. Whether you completed one inquiry per chapter or focused more deeply on a single topic, every investigation has helped strengthen your skills.

If you're ready to take your learning further, revisit the How-To chapter (pages xxx–xxx), where you'll find guidance, strategies and examples to refine your inquiry approach and challenge yourself by levelling up. Remember: the more you practise, the more confident and capable you'll become as a geographer.

Step 1: Question

The first step in an inquiry is to develop curiosity and form a question to investigate. You will seek to find answers to this question throughout the inquiry.

Within each chapter of this book there are a variety of visual sources and data. These help you gain a better understanding of the topic. To help form an inquiry question, review the data presented in the chapters of this book and complete a 'See, think, wonder' to help build curiosity and think about ideas you may cover in your inquiry.

In an inquiry, questions can be **descriptive**, **procedural**, **comparative** or **evaluative**.

- **Descriptive questions** ask you to identify or describe an event or change over time.
- **Procedural questions** involve recalling facts, like when something happened, creating timelines and telling the story of processes.
- **Comparative questions** require you to think deeper, using your geography knowledge to analyse and compare ideas.
- **Evaluative questions** ask you to present an evidence based judgment or opinion by analysing, interpreting, and assessing the value or impact of something.

Your inquiry question should be open-ended. Open-ended questions cannot be answered with a simple 'Yes' or 'No'. They often begin with words like 'How', 'Why' or 'What'. These questions make us think and we may need to conduct some further research in order to answer them fully.

Hint

When forming your question consider: Where is it? Why is it there? Can I map it? Why is it important? Throughout your geographical inquiry you will collect and analyse information to tell a story that explores answers to this question.

Stretch

You may wish to hypothesise some of the possible answers to your inquiry question using your current understanding of the topic. A hypothesis is an educated guess. Your hypotheses may be found to be incorrect, but that all forms part of your learning in the inquiry process.

Using the key

We can use the 7 SPICESS concepts to help us think geographically. You may wish to try using the key geographical concepts instead. Review your inquiry question and check it is connected to the concepts of environment and change.

HOW TO

- Planning and collecting

- Forming a question
- Example statements for inspiring questions

Step 2: Plan

In this step you plan your inquiry. Creating a summary table or mind map with your inquiry question at the centre will help you think about what information you will need to help you find answers to your question.

Questions to consider:

- What do you already know?
- What information do you need?
- Where can you find this information?
- What scale are you going to carry out your inquiry (e.g. for your local area or for your whole region)?

Secondary methods

Information can be collected via **primary** or **secondary methodologies**. Secondary methodologies are ways that you can collect data back in the classroom to help you answer the question; for example, research using websites or books.

Primary fieldwork methods

Primary methodologies are what you do to collect your own data through fieldwork, like surveys, field sketches or taking photographs. Choosing the right fieldwork location is vital. The place you choose will depend on your topic and inquiry question. Make sure you confirm the location of your fieldwork before you begin to conduct research and collect data. You may decide that the topic you have chosen to investigate can be completed virtually. This will mean you will need reliable internet, and devices to collect data from online sources.

Hint

If you are working in a group, consider how you might divide the research tasks.

Stretch

When you are listing the information you may need, consider what the causes, relationships and impacts might be. You may also want to consider what may happen in the future.

HOW TO

Planning and collecting

- Mind map template
- Plan stage template #1
- Plan stage template #2

Fieldwork allows geographers to gather firsthand data that is specific, current and tailored to their inquiry question — something secondary sources can't always provide. Effective planning ensures that the data collected is relevant and reliable. This includes considering timing (season, time of day), ethical considerations (like permission and privacy), and tools needed (such as maps, tally sheets, or GPS devices). Planning also means thinking ahead about how you will record, store, and later analyse your data to answer your inquiry question.

Step 3: Collect

Collecting information from secondary sources

Throughout the past four chapters you analysed geographical information by discussing sustainable management of change, place studies for change and management, displacement and disparity, and place studies of human wellbeing. You may have taken notes on what you read, create summary posters based on online research or answer Learning Ladder questions based on the text. All of these are examples of ways you can record and interpret secondary data and can be used as part of your inquiry, so make sure you put effort into everything you do!

Before you start your primary data collection and fieldwork, do some background research using secondary sources so that you understand your chosen field site, its characteristics and any other relevant information. The internet is the most obvious and accessible source of information; however, seek out reliable websites. Remember: blogs, social media and other public sites may be biased and misleading.

Hint

Depending on the scale of your inquiry, fieldwork can be as simple as exploring your school or local community. Virtual fieldwork using Google Earth or other reliable geospatial source can also be an option, especially if you are exploring a process over a variety of scales.

Stretch

There are a number of geospatial tools available to help collect data, such as ESRI Survey123 and Google MyMaps. Collecting information using geospatial technologies makes representing and interpreting it easier later on.

Collecting primary data through fieldwork

Primary data forms an important part of inquiry. Geographical questions can't be answered without talking to other people or observing what is happening in the real world. In Geography, primary research is conducted using **fieldwork**. Fieldwork can feel like a whole new project in itself, but it is important to remember that you are simply trying to collect more information to find answers to your inquiry question. There are a number of ways you can collect primary data through fieldwork. Brainstorm and record these to help you plan for and carry out your inquiry. You may only have one opportunity to go into the field and collect data, so you need to be organised and ensure you have all the information you need to answer your inquiry question.

HOW TO

- Planning and collecting

- Virtual fieldwork examples
- Google My Maps: https://www.youtube.com/watch?v=fLhyr5MGi2g

Step 4: Represent

Once you have gathered data from various sources, including fieldwork, just like in this book, information needs to be organised, collated and explained. In this step you will consider all the information you have collected and ask: how can I display the information I have gathered to answer my inquiry question?

Not all data you collect will be useful. You need to know which information is most relevant to answering your inquiry question. Some information may challenge what you thought you already knew about the topic.

It may be helpful to discuss with a partner the best way to present your information. You could use tables, line or bar graphs to help visualise **quantitative** (numerical) data. You could use diagrams, annotations on sketches, photographs, or quotes from interviews to help present **qualitative** (descriptive) data.

Maps are the best way to visualise spatial relationships and patterns. For example, you may have collected data on geographical features of an area, population, land use or climate.

Consider:

- Does this information help me answer my inquiry question?
- Does the information reflect your current understanding?
- What information helps provide multiple perspectives or ideas on the topic?
- Do I need to find more data?

HOW TO
Representing information

Hint

Don't forget to use SALTS and BOLTSS when constructing your graphs and maps!

Stretch

While hand-drawn maps are one way to present spatial data, they are not always accurate and it is difficult to show relationships between phenomena. Try using GIS, Google Earth Pro or Google My Maps to present your data instead. Geospatial technology can help visualise multi-variate data by overlaying multiple data sets on one map or graph.

Step 5: Interpret

All the information you have gathered and visualised in tables, graphs and maps then needs to be explained to help answer the inquiry question. This is the part where you describe and explain processes, interconnections and correlations within the data you collected. Refer to primary and secondary information and use geographical terms to structure your writing.

You now need to ask:

- What does the data mean?
- How can I describe and explain what patterns I have found?
- Are there interconnections between the data? How does this information help answer my inquiry question?
- What processes or relationships have I observed? Can I make any predictions?

Hint

Don't forget to use PQE and SHEEPT to help structure your analysis!

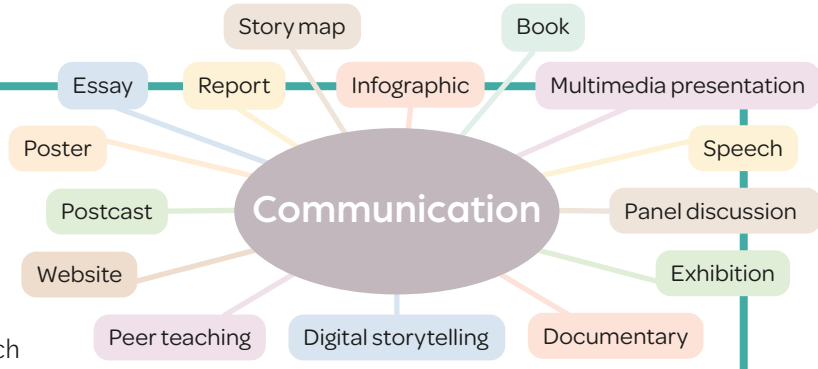
Using the key

Use the Key Geographical Concepts to help structure your interpretation. For example, what patterns are interconnected? How is a pattern likely to change in the future? Can we improve sustainability? How can humans better manage the environment?

HOW TO
- Interpreting data
- Good reporting

XXX

Step 6: Communicate



Communication is the most important step in the inquiry process. In this step you will tell a story using the information you collected. You will explain your interpretation of this information and show how it provides answers to your inquiry question formed in Step 1. Often geographers use fieldwork or research reports to communicate their findings to other professionals. The tone of these reports is very formal. If your inquiry is focused on your community and local action, you may choose to present your work in a more in-formal manner through a poster, presentation or ESRI Story Map.

When planning your communication consider the following questions:

- What do you want your audience to know about your inquiry topic?
- What information did you discover?
- What patterns did you find?
- Why is this information important?
- What tables, graphs or maps help support your understanding of the topic?
- Were there any interconnecting causes or impacts?
- Have you had to rethink what you thought you knew about the topic?
- What didn't you expect to discover?

Stretch

It is also important to communicate how your findings have real-world applications. For example, how should policies be changed? What future research needs to be completed? What further issues did your findings raise? These questions help your audience understand the broader implications of your inquiry.

HOW TO

- Communicating
- Good reporting

Step 7: Conclude and make decisions

Now it is time to answer your question. You can start by providing a brief summary of what you found and what it means. Then consider:

- What impact does your topic have on people and places?
- What evidence do you have to support the answers to your question?
- How reliable is the data you collected? Did you use blogs or social media?

Geographers do not just seek to discover and explore, but also to take action and make positive changes. You will also need to reflect on your inquiry and the story you have told about your findings. Consider the following questions and include them in your presentation:

- What strategies already exist to help improve current issues and challenges?
- How does this existing strategy help improve the issue?
- What impacts do existing strategies have on people and places?
- Should a new strategy or policy be created? What should this look like?

Stretch

When we consider taking action, it is important to remember that there are many different groups of people with varying values and perspectives. Reflect on your personal values and attitudes and how these influence the action you may recommend. For example, when implementing water sustainability measures, residents have concerns about water-use restrictions, business owners might complain about costs, and environmentalists may want stronger action. Actions need to be justified and based on evidence.

HOW TO

- Making conclusions
- Strategies

Civics and citizenship

CC1

Laws and citizens

HOW IS THE AUSTRALIAN COURT SYSTEM STRUCTURED? xx

WHAT IS THE DIFFERENCE BETWEEN CRIMINAL AND CIVIL LAW? xx

WHAT IMPACTS DO INTERNATIONAL COURTS HAVE ON AUSTRALIA'S LEGAL SYSTEM? xx

WHAT ARE THE KEY PRINCIPLES OF JUSTICE? xx

CC1.0

How can I study laws and citizens?

Australia's legal system is divided into criminal and civil legal areas that are considered through the court hierarchy. While Australia does not have a bill of rights, Victoria has introduced its own human rights system. It is important to compare Australia's legal system with others in the Asia–Pacific region, such as Thailand and Vietnam, which operate different legal systems.

learning ladder

The Learning Ladder lists the civics and citizenship content, concepts and skills you learn in this chapter. Each area has five levels of progression. To progress to higher levels, you need to practise activities at the earlier levels. This will help you develop abilities to complete tasks that are more involved.

Steps in knowledge progression	Key features of Australia's court system	Rights in Australia	International law	Comparative law
5	I can evaluate the extent to which Australia's justice system is able to resolve disputes.	I can evaluate the extent to which human rights are protected in Australia.	I can evaluate the extent to which Australia upholds international law.	I can analyse the strengths and weaknesses of different legal systems.
4	I can use cases to investigate the differences between courts.	I can analyse the role that courts and charters play in protecting human rights.	I can explain Australia's obligations under international law.	I can compare Australia's legal system with one other legal system.
3	I can explain civil and criminal law.	I can explain how some human rights are guaranteed in Australia.	I can describe at least one international law.	I can describe the key elements of one other legal system.
2	I can describe each court's jurisdiction.	I can describe different ways human rights are protected in Australia.	I can describe the influence of international law.	I can list key elements of one other legal system.
1	I can identify the matters that different courts and tribunals deal with.	I can identify different instruments aimed at protecting human rights.	I can identify the influence that international law has on Australia.	I can identify the key principles of justice.
	Knowledge			

Source 1: Victoria has introduced a human rights system that outlines rights and freedoms for all individuals.

Investigating	Evaluating	Participating	Communicating ideas	Steps in skill progression
I can evaluate information from a range of sources.	I can evaluate how institutions enhance democracy.	I can evaluate the strategies used to make decisions.	I can use sources to construct evidence-based arguments.	5
I can sort and represent data and information.	I can analyse the reliability of information.	I can design strategies to achieve outcomes.	I can explain different perspectives using data.	4
I can gather information from secondary sources.	I can write evidence-based conclusions.	I can discuss the impact of a strategy.	I can compare different methods of communication.	3
I can plan an investigation.	I can describe different interpretations.	I can describe a strategy to achieve outcomes.	I can reflect on my own and others' perspectives.	2
I can ask open-ended questions.	I can identify data relevant to a question.	I can identify outcomes.	I can describe civics and citizenship issues.	1

Skills

How is the Australian court system structured?

Australia's court system is based on the United Kingdom's Westminster system and includes both federal and state courts. The High Court of Australia is the highest court, overseeing constitutional matters and appeals from lower courts, while each state and territory has its own hierarchy of courts, including Supreme, District and local courts.

Australia's court hierarchy

Australia has a structured court system that it uses to settle both criminal and civil matters. In the federal court system, the highest court in Australia is the **High Court**. This court sits above all state courts and is located in the Australian Capital Territory.

Every state and territory has its own court system. These courts only have the power to hear cases that occur within their geographical borders.

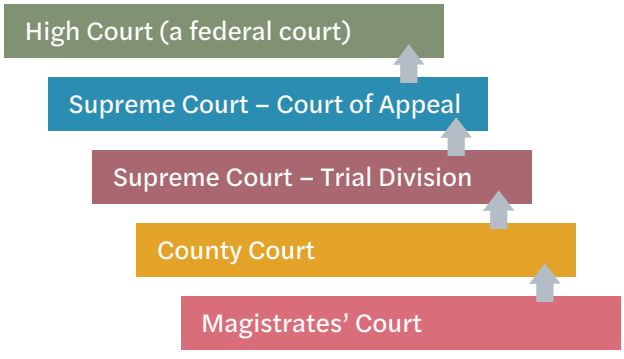
There are several courts in each **jurisdiction**, forming a hierarchy. Higher courts have more power than those that are lower in the hierarchy, as they can hear more serious cases and issue greater **sanctions** and **remedies**.

Most courts have both an original and an appellate jurisdiction. **Original jurisdiction** is the courts' ability to hear a case the first time it goes before a court, while **appellate jurisdiction** is the courts' ability to hear an **appeal** (a case that involves challenging a decision made by a lower court).

Victoria's court hierarchy

In the Victorian Court hierarchy, the **Magistrates' Court** is the lowest of Victoria's courts. It is followed by the **County Court** and then the **Supreme Court**, which is Victoria's highest court. The Supreme Court is divided into two divisions, the **Trial Division** and the **Court of Appeal**. Finally, the High Court, a federal court, sits above the Supreme Court.

Source 1 shows the court hierarchy in Victoria.



Source 1: The court hierarchy in Victoria

The Magistrates' Court

The Magistrates' Court has the power to hear **summary offences**, committal hearings and some **indictable offences** (if given leave to do so). A summary offence is a minor criminal offence that is typically dealt with quickly and without a **jury** trial. The Magistrates' Court can also hear civil cases up to the value of $100 000. The Drug Court and the **Koori Court** are also part of the Magistrates' Court. There are a number of Magistrates' Courts throughout Victoria.

Source 2: The Melbourne Magistrates' Court

The County Court

The County Court is the middle court in Victoria. The County Court has the power to hear all indictable offences except for treason and homicide offences. It can also hear civil cases of unlimited value. The County Court is found in Melbourne's central business district (CBD).

Source 3: The Victorian County Court

The Supreme Court

The Supreme Court is the highest court in Victoria. The Supreme Court's divisions are found in Melbourne's CBD. The Supreme Court hears serious criminal cases, such as murder and major drug offenses, as well as complex civil cases involving large sums of money or intricate legal issues. It also handles appeals from lower courts and **tribunals** within its jurisdiction.

The Trial Division of the Supreme Court hears complex criminal matters such as murder and treason. It also hears complex civil matters of unlimited value.

The Court of Appeal hears cases that have already been adjudicated in other courts. It has the power to overturn or confirm the outcome reached in the original trial.

Advantages of Victoria's court hierarchy

The aim of the courts is to settle disputes to ensure that society continues to run smoothly and social cohesion is maintained.

Victoria's court hierarchy also helps ensure that justice is served. The hierarchy allows for specialisation, the right of appeal and the doctrine of **precedent** to operate.

- Specialisation: Each court in the hierarchy has expertise in particular areas of law. This expertise generally results in lower costs and shorter trial times.
- The right of appeal: Outcomes reached in the lower courts can be challenged in the higher courts. The right of appeal allows a party to challenge an outcome they consider to be wrong or unjust.
- The doctrine of precedent: A precedent is a common law made by the higher courts which must be followed by all lower courts in the same hierarchy.

Source 4: The Victorian Supreme Court

Learning Ladder CC1.1

Key features of Australia's court system

1. Identify the matters heard by the Victorian Supreme Court.
2. Describe the Victorian court hierarchy.
3. Explain which courts handle civil disputes.
4. Analyse the advantages of Victoria's court hierarchy.
5. Evaluate the extent to which you think the court hierarchy allows for 'fairness'.

What is the difference between criminal and civil law?

Criminal law in Australia deals with offences against the state or society, such as theft, assault and murder. These cases are prosecuted by the state, and the burden of proof is 'beyond a reasonable doubt'. In contrast, civil law addresses disputes between individuals or organisations, such as contract disputes or personal injury claims. The goal is often to provide compensation or resolve disputes, and the burden of proof is 'on the balance of probabilities'.

Criminal law

Criminal laws are laws that aim to protect society as a whole from behaviours and actions that could cause harm. A crime is an act or omission that causes harm, is unlawful and is punishable by the state. Serious crimes, such as rape and murder, are referred to as indictable offences, whereas less serious crimes, such as shoplifting, are referred to as summary offences. Indictable offences are heard before a **judge** and **jury**. Summary offences are heard before a **magistrate**.

Criminal laws aim to punish, deter, denounce conduct and rehabilitate. In order to be charged with a crime in Victoria, a person must be at least 10 years old.

Criminal laws stem from both **statute law** and **common law**. Many of Victoria's crimes are contained in the *Crimes Act 1958* (Vic) and the *Summary Offences Act 1966* (Vic).

There are two parties in a criminal action: the **prosecution** (also known as the Crown) and the **defendant**, who is the person being accused of a crime. When someone is charged with a crime, the **presumption of innocence** applies. This means the accused person is presumed to be innocent until proven guilty. In criminal cases the **burden of proof** falls on the prosecution. It is their job to prove the accused's guilt beyond a reasonable doubt in order to achieve a conviction. This level of evidence is referred to as the **standard of proof**. The prosecution must show that the accused committed a guilty act (**actus reus**) and that they knew what they were doing and had a guilty mind (**mens rea**).

Actus reus and mens rea are key elements to nearly every crime. If the prosecution proves the case, the defendant will be found guilty and **sentenced**. Common consequences include fines, community service and, in more serious cases, being sent to prison. These penalties are all examples of sanctions.

Criminal laws can be further broken down into categories such as crimes against the person, crimes against property and crimes against the state.

Civil law

Civil laws are laws which aim to protect the individual and their rights; they also establish responsibilities. Civil laws cover many areas of life. One specific area of civil law is known as tort law. A tort is a civil wrong. Nuisance, negligence, defamation and trespass are all examples of torts. Contract law and family law also fall under the banner of civil law.

There are two parties in a civil action: the **plaintiff** (sometimes called the claimant), who is the party bringing forward an action, and the defendant (sometimes called the respondent), who is the party being sued. In a civil case, the burden of proof falls on the plaintiff. They must show that the defendant is more likely than not to be responsible for the harm, damage or loss caused. This standard of proof is referred to as the balance of probabilities.

Source 1: In 2017, Rebel Wilson sued Bauer Media for defamation following the publication of a series of articles that alleged Wilson lied about her name, age and other personal details. The case was heard in the Victorian Supreme Court.

Source 2: Comparing criminal and civil law

	Criminal law	Civil law
Burden of proof	Prosecution	Plaintiff
Parties involved	Prosecution and defendant	Plaintiff and defendant
Standard of proof	Beyond reasonable doubt	Balance of probabilities
Purpose	Protect society as a whole	Protect an individual's rights
Examples	Murder, manslaughter, assault, robbery, rape, theft	Defamation, trespass, nuisance, negligence contract law
Trial result	Guilty or not guilty (innocent)	Liable or not liable
Consequences	Sanctions (such as imprisonment, fines, community service)	Remedy (such as damages, injunctions, specific performance)

An act or omission that damages an individual or business may breach civil laws and result in a court imposing a remedy. A remedy aims to restore the plaintiff to as close to their original position as possible. A court will issue a remedy when the plaintiff proves their case and the defendant is found to be liable. Examples of remedies include **damages**, **injunctions** and specific performance orders.

Learning Ladder CC1.2

Key features of Australia's court system

1. Define defamation.
2. Source 1: Was *Wilson v Bauer Media Pty Ltd* a civil or criminal case? How do you know?
3. Why is the standard of proof higher in a criminal case?
4. Compare criminal law and civil law.
5. Based on your own experiences and what you have witnessed in society, are our criminal laws effective?

What is the role of the High Court?

The High Court of Australia is the highest court in the judicial system, responsible for interpreting and applying Australian law, particularly in constitutional matters. It also hears appeals from federal, state and territory courts, ensuring the law is applied uniformly and consistently.

The High Court of Australia

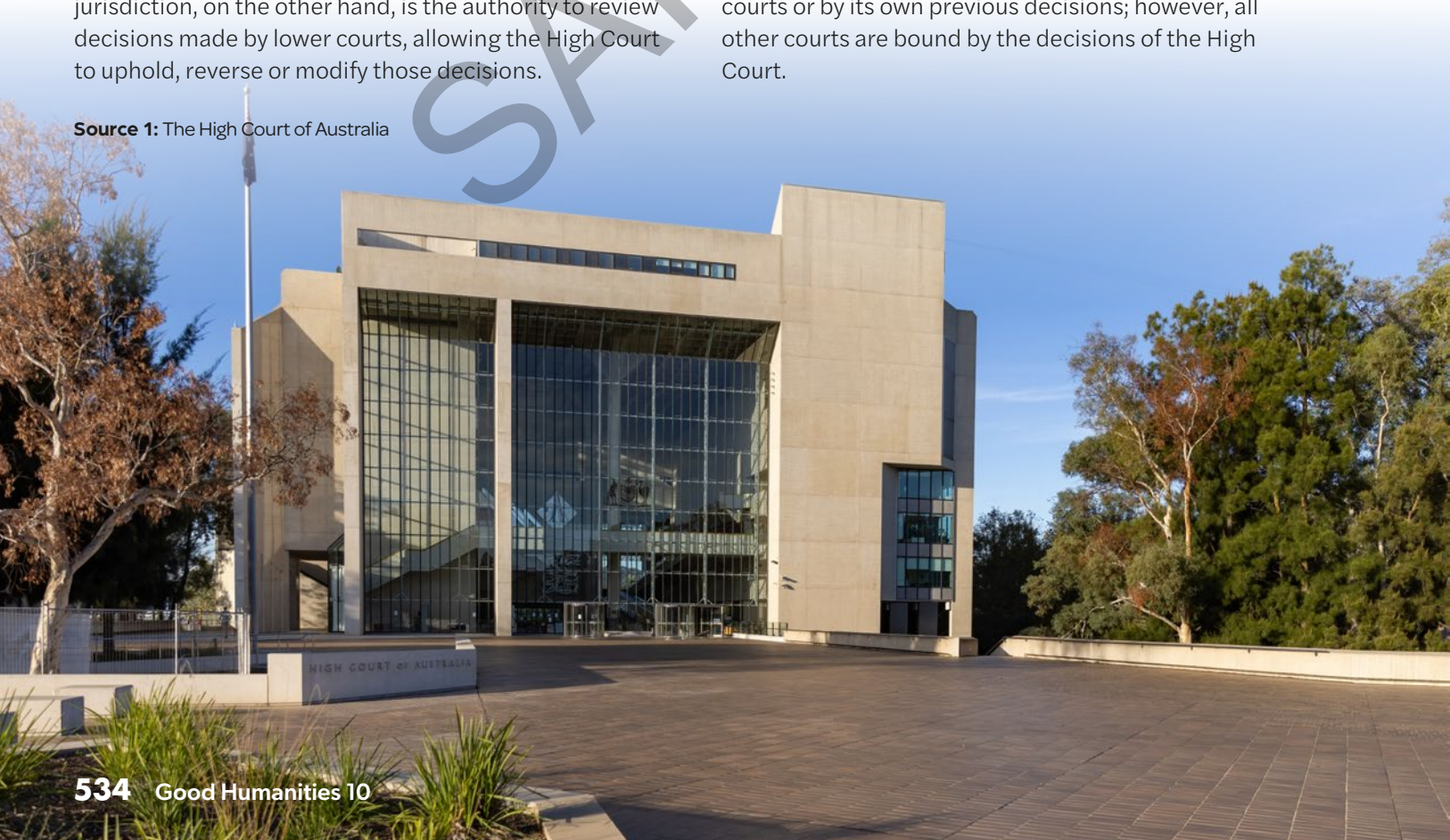
The High Court of Australia was established by Section 71 of the Australian **Constitution**. It is located in Canberra, in the Australian Capital Territory. It is one of several federal courts. Other courts include the Federal Court of Australia and the Federal Circuit and Family Court of Australia. All operate on a national level. The decisions made in the High Court affect the entire country and have profound effects on our laws.

The High Court has both original and appellate jurisdiction, and it hears cases of national significance. Original jurisdiction refers to the authority to hear cases for the first time, such as disputes between states or matters involving the Constitution. Appellate jurisdiction, on the other hand, is the authority to review decisions made by lower courts, allowing the High Court to uphold, reverse or modify those decisions.

The High Court is the only court in Australia that can interpret the meaning of the Constitution, and many of the cases that come before the High Court require this interpretation. In these cases, the High Court will look at the wording of the relevant Act and give it meaning.

The High Court also has the power to hear appeals from cases that have originated in state courts, when a party to a case is unhappy with the outcome reached in their state's Supreme Court. Parties must seek leave (permission) to have their case heard by the High Court. The decision reached in this court will be final. As the highest court in Australia, the High Court is not bound by the precedents set in any other Australian courts or by its own previous decisions; however, all other courts are bound by the decisions of the High Court.

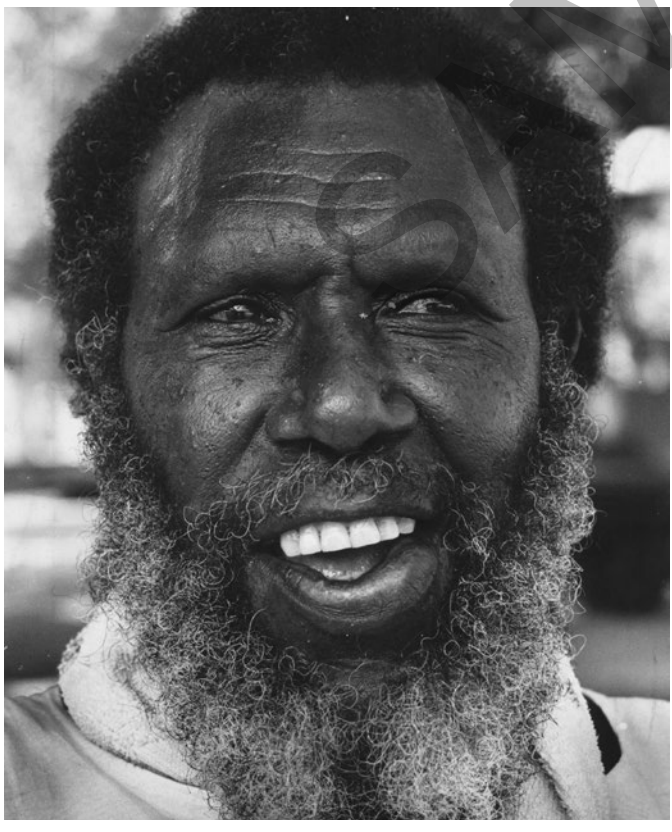
Source 1: The High Court of Australia



The High Court and Native Title

The land rights of the First Nations peoples of Australia are an important issue for everyone. It is estimated that First Nations peoples lived in Australia for at least 65 000 years before their land was forcefully taken during European colonisation. As their land was taken from them, many First Nations peoples may have a legal claim to their traditional lands. The High Court was asked to adjudicate one such claim during the early 1990s in the case of *Mabo v Queensland* (1992).

Eddie Mabo began his quest to regain his people's rightful ownership of Mer (Murray Island) in 1982. After exhausting his options in Queensland's courts, the case was brought before the High Court of Australia. Mabo claimed that the land belonged to his people and was taken without consent, while the Queensland Government argued that the land was theirs. The High Court found in favour of Mabo and established the common-law principle of **native title**. As such, the court recognised that Mabo and the occupants of Mer had ownership rights over the land. Eddie Mabo's fight for land rights lasted approximately 10 years; sadly, Mabo died shortly before the High Court decision was handed down. Native Title was later reinforced by the Federal Government when it created the *Native Title Act 1993* (Cth).



Source 2: A portrait of Eddie Mabo, a hero to many First Nations peoples. His battle established native title.

Bill of rights?

Australia does not have a national bill of rights, which makes it unique among similar liberal democracies. Instead, human rights protections are found in the Constitution, common law and various pieces of legislation passed by the Commonwealth, state and territory parliaments. Some regions, like Victoria and the Australian Capital Territory, have their own human rights acts, but these apply only within those particular jurisdictions.

The right to political communication is an implied right in the Australian Constitution. It is inferred from the system of representative and responsible government established by sections 7 and 24 of the Constitution, which require members of Parliament to be 'directly chosen by the people.' This implies that voters must be free to communicate about political matters in order to make informed choices.

The High Court in *Lange v Australian Broadcasting Corporation* (1997) recognised this right as essential for the effective functioning of the democratic process outlined in the Constitution. In 1997, former New Zealand prime minister David Lange sued the ABC for defamation over a program that criticised his actions while in office. The High Court used this case to clarify the implied right to freedom of political communication in the Australian Constitution. The Court ruled that while the Constitution does not provide a personal right to free speech, it does protect political communication necessary for the functioning of the system of representative and responsible government, which allows for certain defences in defamation cases involving political discussion.

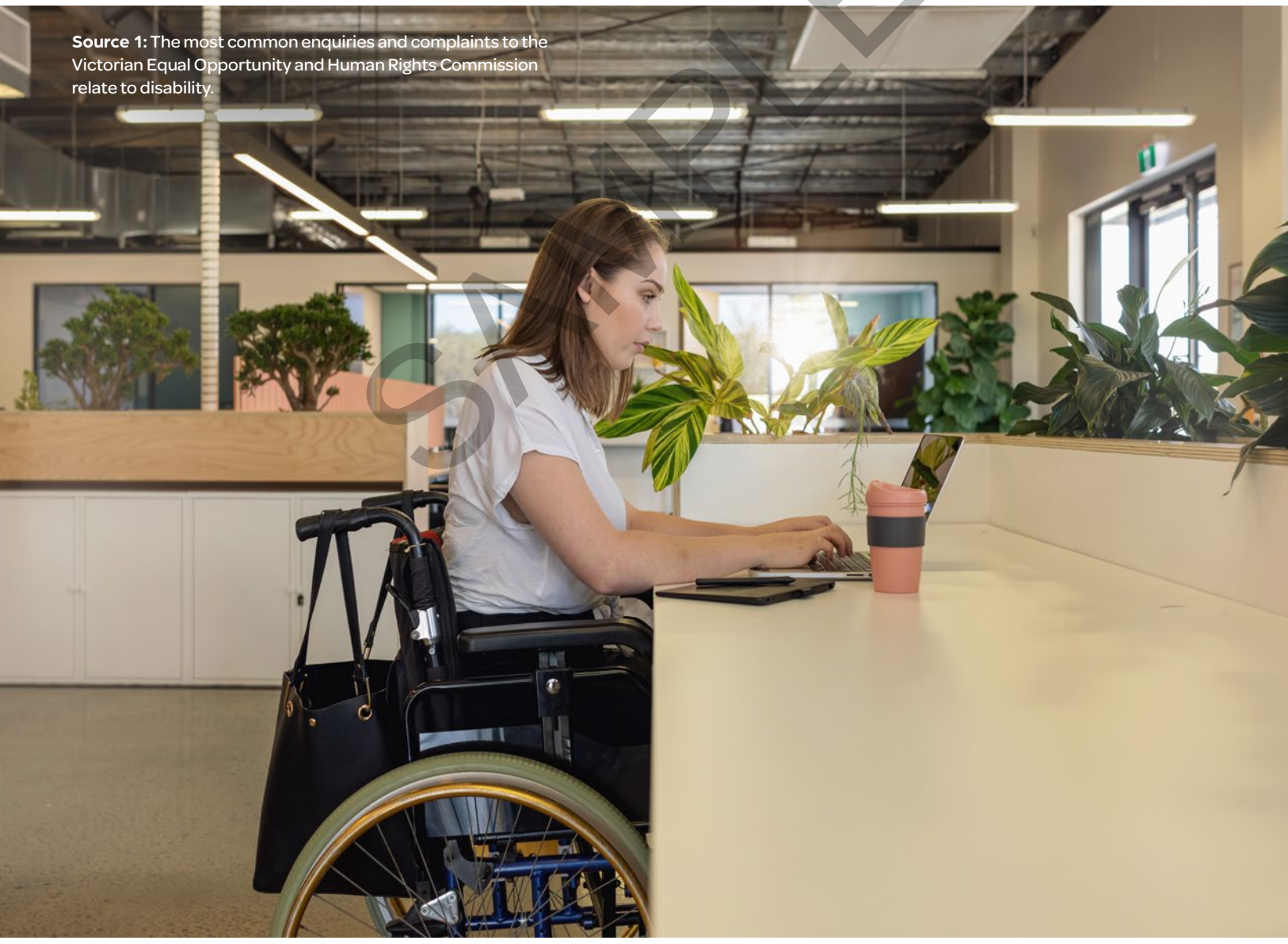
Learning Ladder CC1.3

Rights in Australia

1. What kinds of cases does the High Court of Australia adjudicate?
2. Why is it important that people can appeal their cases to the High Court?
3. How did the Mabo case change Australian law?
4. How did the Mabo case change Australian society?
5. Do you think Australia needs a bill of rights? Refer to *Lange v Australian Broadcasting Corporation* (1997) in your answer.

How does Victoria attempt to uphold human rights?

Victoria upholds human rights through the Charter of Human Rights and Responsibilities Act 2006, which outlines fundamental rights and freedoms for all individuals. Public authorities, including government departments and police, are required to act consistently with these rights. The Victorian Equal Opportunity and Human Rights Commission plays a crucial role in promoting these rights, addressing discrimination and providing support for those who have experienced violations.



Source 1: The most common enquiries and complaints to the Victorian Equal Opportunity and Human Rights Commission relate to disability.

The role of the Victorian Equal Opportunity and Human Rights Commission

The Victorian Equal Opportunity and Human Rights Commission is an independent organisation with responsibilities under Victoria's **human rights** laws. Its role is to protect and promote human rights in Victoria through a range of functions and services.

The Commission works to prevent **discrimination** and vilification by engaging in education and outreach with communities, employers, government and the Victorian public. When issues arise or human rights are at risk, it supports Victorians in exercising their rights by assisting with discrimination complaints and intervening in court cases. It also works towards **systemic change** through investigations, independent reviews, and advocacy for stronger protections and greater respect for human rights and equality.

According to the Commission's 2022–2023 annual report, thousands of Victorians submit omplaints each year, with more than 8000 individuals contacting the Commission in the 2022–2023 period alone. Disability remains the most common issue, with 1414 enquiries received that were related to disability.

The Victorian Charter of Human Rights and Responsibilities

The Victorian Charter of Human Rights and Responsibilities was established to address the lack of clear legal protections for fundamental rights in Australia, particularly in the context of the Australian Constitution, which does not contain a comprehensive bill of rights. This gap meant that essential rights, such as freedom of speech and protection from discrimination, were often unprotected, which led to calls for a formal framework to ensure these rights were prioritised by the government.

The Charter enshrines civil, political and cultural rights and requires public authorities to act consistently with these principles. By providing a structured approach to human rights, the Charter aims to enhance accountability and promote a culture of respect for rights within the Victorian community.

While it is an important tool for the protection of human rights in Victoria, the Charter is by no means a settled issue and is subject to a number of challenges. Some of these are described in Source 2.

Source 2: Strengths and weaknesses of Victoria's human rights system

Strengths	Weaknesses
Legal framework: Provides a clear legal basis for human rights protections, guiding legislation and government actions.	**Limited enforcement:** The Charter lacks strong enforcement mechanisms, making it difficult to hold authorities accountable.
Public awareness: Increased awareness and understanding of human rights among the public and government bodies.	**Interpretation challenges:** Courts have faced challenges in interpreting the Charter, leading to inconsistencies in its application.
Systemic change: Facilitates systemic change through investigations and advocacy for stronger protections.	**Scope limitations:** Some rights are not fully protected, and there are gaps in coverage, particularly for marginalised groups.
Guidance for policy: Serves as a framework for good lawmaking and policy development.	**Political resistance:** There has been political resistance to fully embracing the Charter, affecting its implementation and effectiveness.

Learning Ladder CC1.4

Rights in Australia

1. Identify one way Victoria attempts to uphold human rights.
2. Describe the aim of the Victorian Equal Opportunity and Human Rights Commission.
3. Explain the importance of the Victorian Charter of Human Rights and Responsibilities.
4. Source 2: Discuss the strengths and weaknesses of Victoria's human rights system.
5. What are some contemporary challenges to human rights in Victoria?

What impacts do international courts have on Australia's legal system?

International courts influence Australia's human rights system by providing frameworks and standards through treaties and conventions that Australia has ratified. While these international decisions are not directly binding, they guide domestic courts and lawmakers in interpreting and applying human rights laws.

International treaties

Australia's international ties have seen it enter into a number of **treaties** and accords. The federal government has the power to enter into international treaties as per section 61 of the Australian Constitution. A treaty is a formal written agreement that has been reached by different countries. They are sometimes called conventions or protocols. Treaties can be **bilateral** (between two countries) or **multilateral** (among more than two countries).

Treaties can cover any number of areas, such as protecting the environment or human rights. Signing international treaties directly impacts domestic laws and government policy. A treaty can take a long time to develop, as foreign delegations from each of the nations involved will negotiate its terms and provisions.

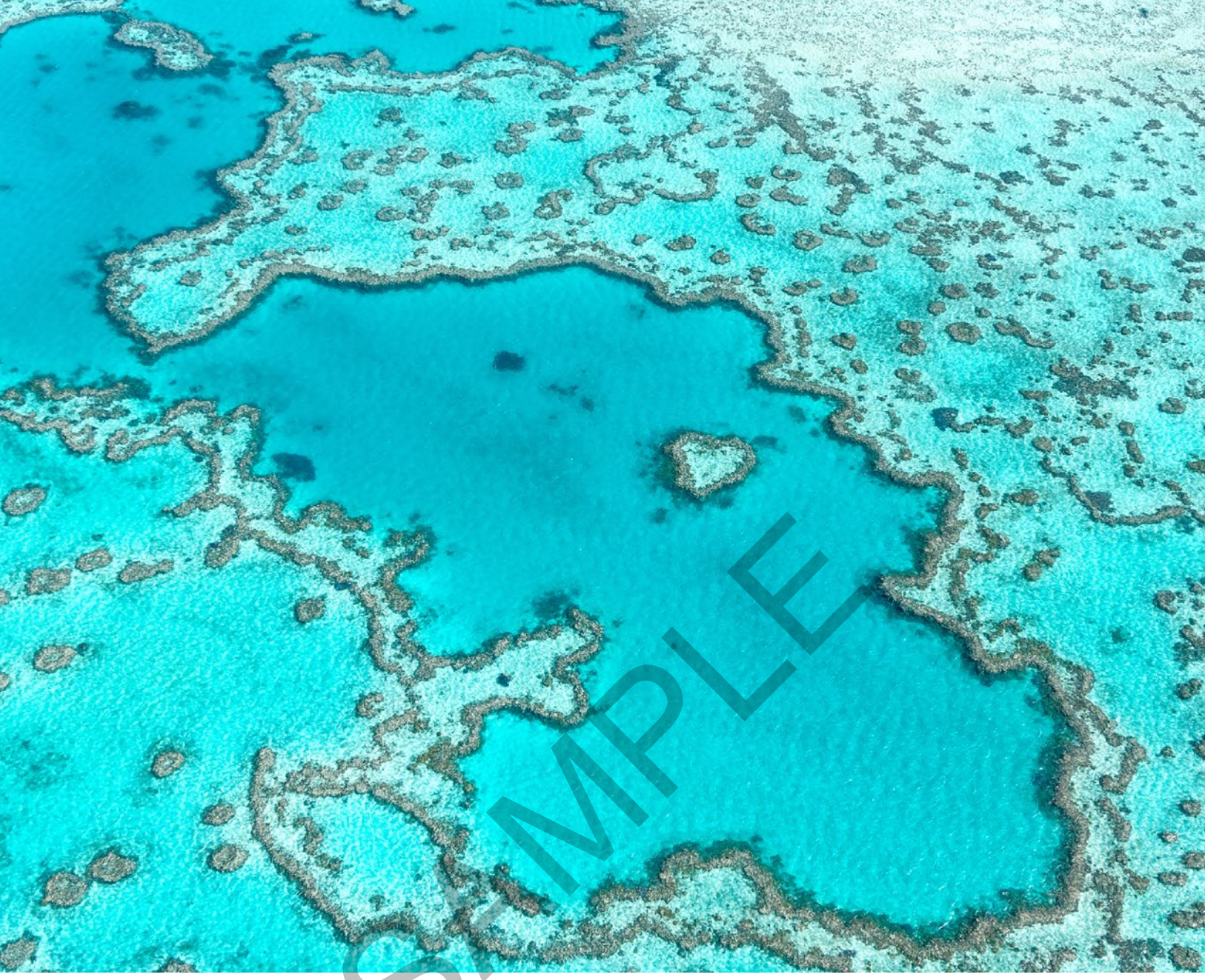
The parties creating the treaty will determine its contents. When signing a treaty, Australia is showing the world that it intends to be bound by its terms and provisions; however, at this stage it is under no obligation to implement them. It is important to note that this could result in other nations putting political pressure on Australia and can result in bad press, diminishing Australia's reputation as a diligent global citizen.

Ratification of treaties

Once a treaty is signed it does not automatically become law in the countries that have signed it. For this to occur it must first be ratified. **Ratification** is a process where the terms of the international agreement are incorporated into local laws. When Australia ratifies a treaty, it becomes formally bound by its provisions. Parliament will also examine and scrutinise the treaty to determine its contents and what Australia must do to ensure it meets its requirements. To meet the terms of the agreement, sometimes new laws will need to be enacted, or existing laws will need to be amended so that they do not contradict the treaty. Sometimes no change is necessary at all.

Source 1: Australia has entered into a number of multilateral treaties, a majority of which have been ratified.

Multilateral treaties entered into by Australia
The International Covenant on Civil and Political Rights (ICCPR)
The International Covenant on Economic, Social and Cultural Rights (ICESCR)
The Convention on the Rights of the Child (CRC)
The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment of Punishment (CAT)
The Convention on the Elimination of All Forms of Racial Discrimination (CERD)
The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
The Convention on the Rights of Persons with Disabilities (CRPD)
Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES)
The Convention for the Protection of the World Cultural and Natural Heritage



Source 2: One of the roles of the Convention for the Protection of the World Cultural and Natural Heritage, ratified by Australia and many other countries, is to establish and protect World Heritage sites, such as the Great Barrier Reef in Queensland.

Australia and the UN Convention on the Rights of the Child

In international law, a reservation is defined as a unilateral statement made by a state when ratifying a treaty, allowing it to exclude certain provisions. Australia has a reservation regarding the UN Convention on the Rights of the Child; specifically, Australia does not fully agree to the rule that children in detention should be kept separate from adults unless it is in their best interests. This reservation is controversial because it raises concerns that children might be placed with adults in detention, which can be unsafe, and critics argue that it undermines the Convention's goal of protecting children's rights.

Learning Ladder CC1.5

International law

1. What is a treaty?
2. What is the effect of ratification? Describe how this affects local laws.
3. Are treaties binding? Explain your answer.
4. Source 1: Select and research one of the treaties featured in the table and explain how Australia meets its terms.

What are the key principles of justice?

The principles of justice emphasise fairness and equality, ensuring that every individual has the same basic liberties and opportunities. They also advocate for positive discrimination to benefit the least advantaged members of society, promoting a just and morally acceptable society.

The key principles of justice

Justice is an integral feature of our legal system, but what is justice? This can be a hard question to answer, because what constitutes justice varies from person to person and can sometimes be dependent on one's circumstances. For example, the victim of a crime may feel justice is served when the perpetrator is punished, while a judge may view justice as having occurred when a fair trial is conducted in their court, regardless of whether the defendant is found guilty or innocent.

In our legal system, the idea of justice centres around three key principles: **fairness**, **equality** and **access**.

Fairness

Fairness relates to the idea that no party will have an unequal advantage over another. For example, if a defendant in a criminal case does not speak English, an interpreter will be provided to ensure that the defendant is able to contribute to their defence and understand the proceedings. Other examples of fairness in our legal system include the right to have legal representation and the right to appeal court decisions that one may find unjust.

Equality

Equality relates to the idea that everyone is treated the same by the law and before the courts. This means that personal attributes and characteristics (such as sex, gender, religion, race, and so on) do not play a role in how one is treated under the law.

Equality is represented in a number of ways in our legal system. One example is having cases heard by an unbiased **judiciary**. This means that any judge or jury hearing a case must remain impartial, and should not have any preconceived notions about the case based on the characteristics of the parties involved. Anti-discrimination laws also promote equality in our society and legal system.

Some people may perceive fairness and equality as similar concepts. However, the principle of equality is distinct from fairness; for example, fairness can mean a person receives special provisions to ensure an equal playing field.

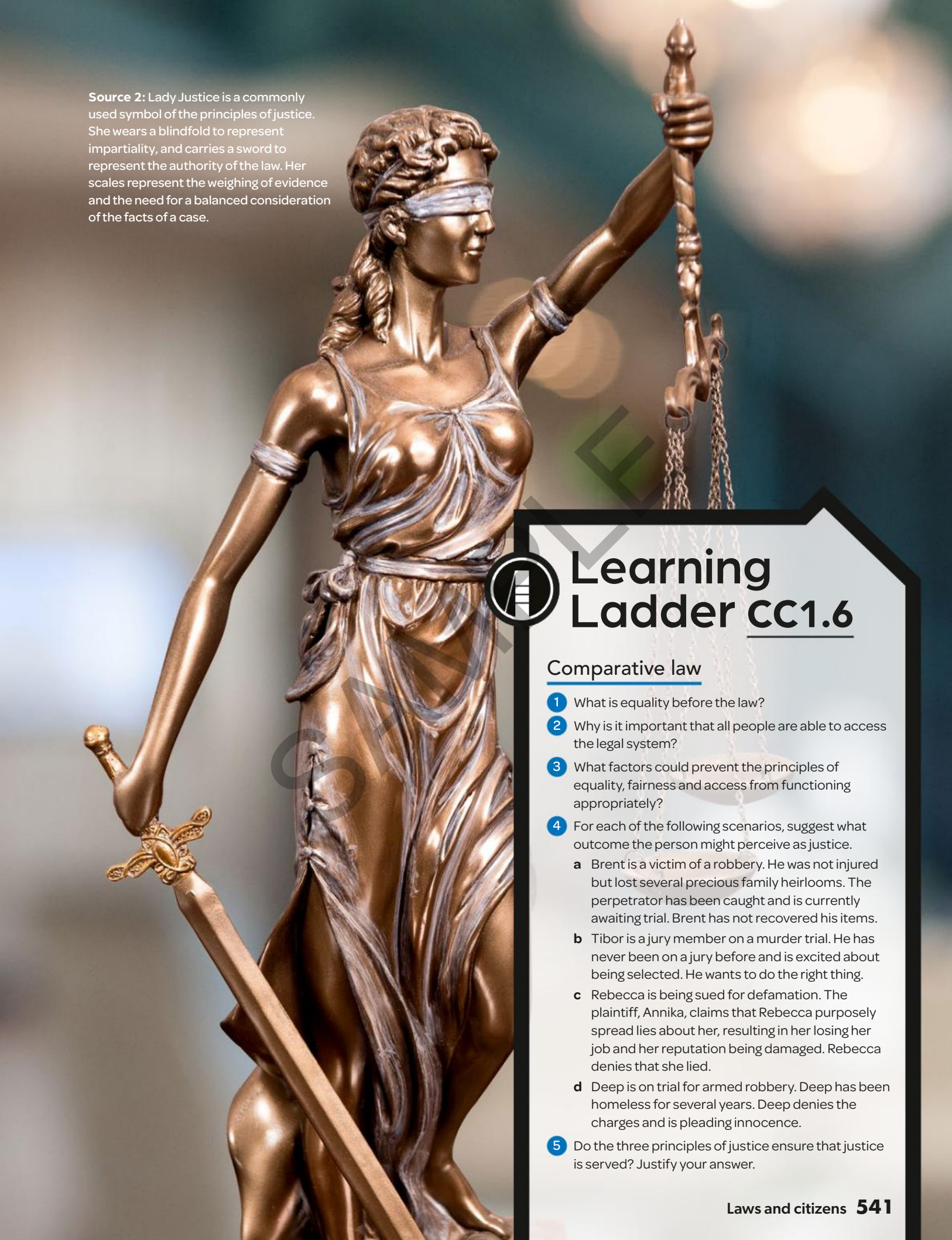
Access

Access relates to the idea that everyone within society should have the means, understanding and opportunity to participate in the legal system and the institutions and processes it encompasses.

There are many ways that our legal system aims to provide society with access. Legal Aid is one such example. Usually, hiring a legal representative is very expensive. Victoria Legal Aid is a statutory authority that provides information, legal advice and legal representation to disadvantaged citizens. The provision of interpreters is an example of access as well as fairness.

All three principles – fairness, equality and access – are applied together to ensure that justice is achieved through our legal system.

Source 1: The key principles of justice ensure that everyone is able to participate in the legal system and is treated equally by the law.



Source 2: Lady Justice is a commonly used symbol of the principles of justice. She wears a blindfold to represent impartiality, and carries a sword to represent the authority of the law. Her scales represent the weighing of evidence and the need for a balanced consideration of the facts of a case.

Learning Ladder CC1.6

Comparative law

1. What is equality before the law?
2. Why is it important that all people are able to access the legal system?
3. What factors could prevent the principles of equality, fairness and access from functioning appropriately?
4. For each of the following scenarios, suggest what outcome the person might perceive as justice.
   - **a** Brent is a victim of a robbery. He was not injured but lost several precious family heirlooms. The perpetrator has been caught and is currently awaiting trial. Brent has not recovered his items.
   - **b** Tibor is a jury member on a murder trial. He has never been on a jury before and is excited about being selected. He wants to do the right thing.
   - **c** Rebecca is being sued for defamation. The plaintiff, Annika, claims that Rebecca purposely spread lies about her, resulting in her losing her job and her reputation being damaged. Rebecca denies that she lied.
   - **d** Deep is on trial for armed robbery. Deep has been homeless for several years. Deep denies the charges and is pleading innocence.
5. Do the three principles of justice ensure that justice is served? Justify your answer.

How does Australia's legal system compare with other countries in the Asia–Pacific region?

Australia's legal system differs from the systems of many countries in the Asia–Pacific region in a number of important ways. Unlike some countries in the region, Australia does not use capital punishment. Also, Australia uses a common law legal system, while many other countries in the region use a codified civil law system.

Capital punishment

The status of the death penalty in South-East and North-East Asia varies significantly compared to Australia. In South-East Asia, countries like Singapore, Indonesia and Malaysia actively retain and implement the death penalty, often for drug-related offences, although Cambodia and the Philippines have abolished it. In North-East Asia, China and Japan still maintain **capital punishment**, with China performing one of the highest number of executions, although exact execution numbers are often state secrets. In contrast, Australia has abolished the death penalty in all jurisdictions as of 1985 and has a strong **bipartisan** commitment against its reintroduction, viewing it as a violation of human rights.

Codified civil law and common law

Many countries in the Asia-Pacific region operate based on a codified civil legal system, while Australia uses a common law system. The philosophical origins of common law and **codified civil law** stem from different historical and cultural contexts. Common law, which developed in England, is rooted in the idea of judicial precedent, where past court decisions guide future rulings. This tradition emphasises the role of judges in interpreting the law based on specific cases, reflecting a pragmatic approach to justice that values individual circumstances and societal norms.

In contrast, codified civil law emerged from the Roman legal tradition, emphasising comprehensive written statutes that provide clear and systematic rules for legal processes. This approach is grounded in the belief that laws should be accessible and predictable, promoting stability and uniformity in legal interpretations.

In Vietnam and Thailand, the legal systems are primarily codified, with Vietnam's Civil Code and Thailand's Civil and Commercial Code outlining laws in a structured manner, emphasising clarity and accessibility. Conversely, Australia operates under a common law system, where judges interpret laws and set precedents that influence future cases, which allows for more flexibility but also potential inconsistencies. This contrast highlights how different legal traditions approach the creation and application of laws, impacting how justice is administered in each country.

The **rule of law** is essential for ensuring justice, accountability and the protection of rights within a society. In Thailand, the legal system benefits from codified civil laws that provide clarity, but faces challenges from political instability and corruption. Officials were accused of embezzling around 2 billion baht (approximately $60 million) that was intended for purchasing medical supplies during the COVID-19 pandemic. This case highlights ongoing issues of corruption within government procurement processes, undermining public trust and accountability in the Thai government.

Vietnam's comprehensive Civil Code enhances legal clarity, yet the judiciary's lack of independence and restrictions on civil liberties undermine its effectiveness. Vietnam's judiciary is not fully

independent due to several factors, primarily the influence of the Communist Party. Judges are appointed based on their loyalty to the Party, which compromises their ability to make impartial decisions. Additionally, the judiciary is often subject to political pressures, which limits its capacity to uphold the rule of law and protect individual rights.

Source 1: A statue of Ho Chi Minh, the founder of the Communist Party in Vietnam, in the city that was named after him in 1976. Judges in Vietnam must demonstrate their loyalty to the Party, which restricts their ability to judge cases impartially.

Source 2: There are ongoing issues of lack of public trust in the Thai government. Here, protesters demonstrate in Bangkok, Thailand, calling for political reform as part of the 'Bangkok Shutdown' protests in 2014.

Learning Ladder CC1.7

Comparative law

1. Identify some countries that use the death penalty.
2. What are the main differences between common law and codified law, and how do these differences affect the legal systems in Australia and the Asia-Pacific region?
3. What problems do Thailand and Vietnam face in their legal systems, even though they have clear written laws?
4. Research what judicial precedent means in common law systems. How does this idea affect how laws are applied in Australia?
5. How does the political influence in Vietnam affect its judges and the fairness of its legal system?

How do I conduct an investigation?

Now that you've finished the chapter, it is time to conduct your own investigation on government and democracy. Throughout the chapter you have developed knowledge and understanding of government and democracy. Background knowledge is important because it helps you make connections to new information, ask better questions and consider different perspectives. As you progressed through the chapter, you have gathered information through classroom discussion, highlighting, note taking and answering questions. Now you are ready to start planning your own investigation into contemporary issues!

An investigation gives you the opportunity to be an active participant in contemporary civics and citizenship issues: investigating, evaluating and communicating your findings.

The chapter has covered the principles and features of government in Australia and the roles of the key participants in democratic institutions. What would you like to know more about?

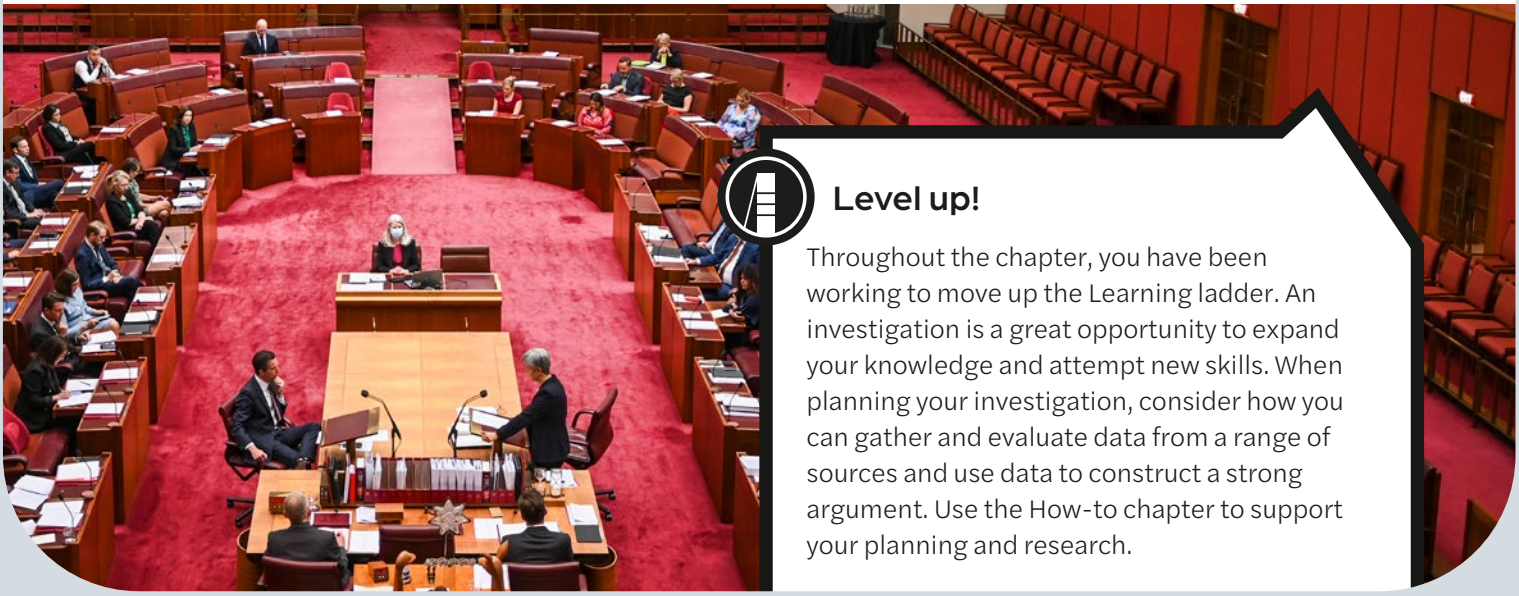
- How government works in Australia, page 462
- How elections operate, page 466
- The role of political parties, page 468
- How ideas become policy, page 470
- Participation in Australia's democracy, page 474

Return to the relevant pages in the chapter and read them again.

Next, complete the 'see, think, wonder' process to help develop ideas you might cover in your inquiry.

Jot down your answers to these questions. Your answers will help you to formulate your own research ideas. Once you have worked through this process, you are ready to start your investigation.

Refer to pages 496–8 of the How-to chapter for a step-by-step guide to this process.



Level up!

Throughout the chapter, you have been working to move up the Learning ladder. An investigation is a great opportunity to expand your knowledge and attempt new skills. When planning your investigation, consider how you can gather and evaluate data from a range of sources and use data to construct a strong argument. Use the How-to chapter to support your planning and research.

Civics & Citizenship How-to

CC3

Civics and citizenship skills are based on investigating issues to evaluate different perspectives, actively engaging in democratic decision-making, and effectively communicating ideas.

How to develop civics and citizenship skills

The skills described in this How-to will help you participate in Australia's democracy as an active and informed citizen who questions, understands and contributes to your community and beyond. There are five levels of difficulty for each skill. Each skill is described and a model is provided that demonstrates how to master the skill at each level. Learning skills at the lowest level of difficulty will help you to master the skills at the highest level.

Investigating

Investigating is an important skill in civics and citizenship. It allows us to ask questions, gather information and evaluate different perspectives. By developing strong investigative skills, we can understand how democracy works, how people express their identities, and how to assess issues such as diversity, inclusion and active citizenship.

1 I can ask open-ended questions

Open-ended questions help us explore issues in detail. They do not have a simple 'yes' or 'no' answer. Instead, they begin with words like *why*, *how*, *what* or *to what extent* and encourage discussion and deeper research.

Example

Instead of asking 'Is Australia a multicultural country?' (which can be answered with yes or no), you could ask:

- How has multiculturalism shaped Australian identity?
- What challenges do migrants face when integrating into Australian society?
- In what ways does the Australian citizenship pledge reflect the country's values?

2 I can plan an investigation

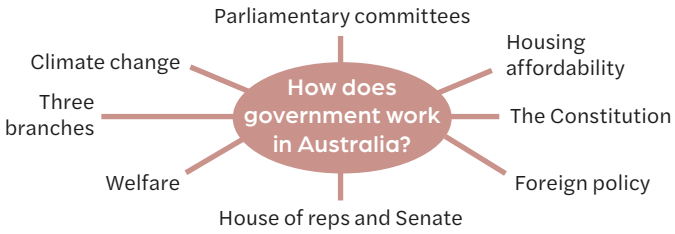
Planning an investigation involves selecting a topic, deciding what information you need and choosing where to find it. A well-planned investigation ensures you gather relevant and reliable data.

Example

Inquiry question: How does active citizenship improve social cohesion?

Planning steps:

1. Identify key aspects of the question (e.g. what is active citizenship, what is social cohesion, and how are they linked?).
2. Consider sources:
   - primary sources: government websites, interviews with community leaders.
   - secondary sources: news articles, reports, academic studies.
3. Develop sub-questions:
   - What examples of active citizenship exist in Australia?
   - How do community groups help to build inclusion?



Source 1: Jot down key information in a brainstorm cloud.

3 I can gather information from secondary sources

Secondary sources are sources that have already been created by someone else. These include books, articles, government reports and databases.

Example

Inquiry question: Why do migrants become Australian citizens?

You might gather information from:

- the Australian Bureau of Statistics (ABS) for migration trends
- government websites explaining the citizenship process
- news articles about recent citizenship ceremonies.

Tip: Always check if your sources are up to date and come from trustworthy organisations.

4 I can sort and represent data and information

Once you gather information, you need to organise it in a way that makes sense. This may include using tables, graphs, charts or summaries to present key findings.

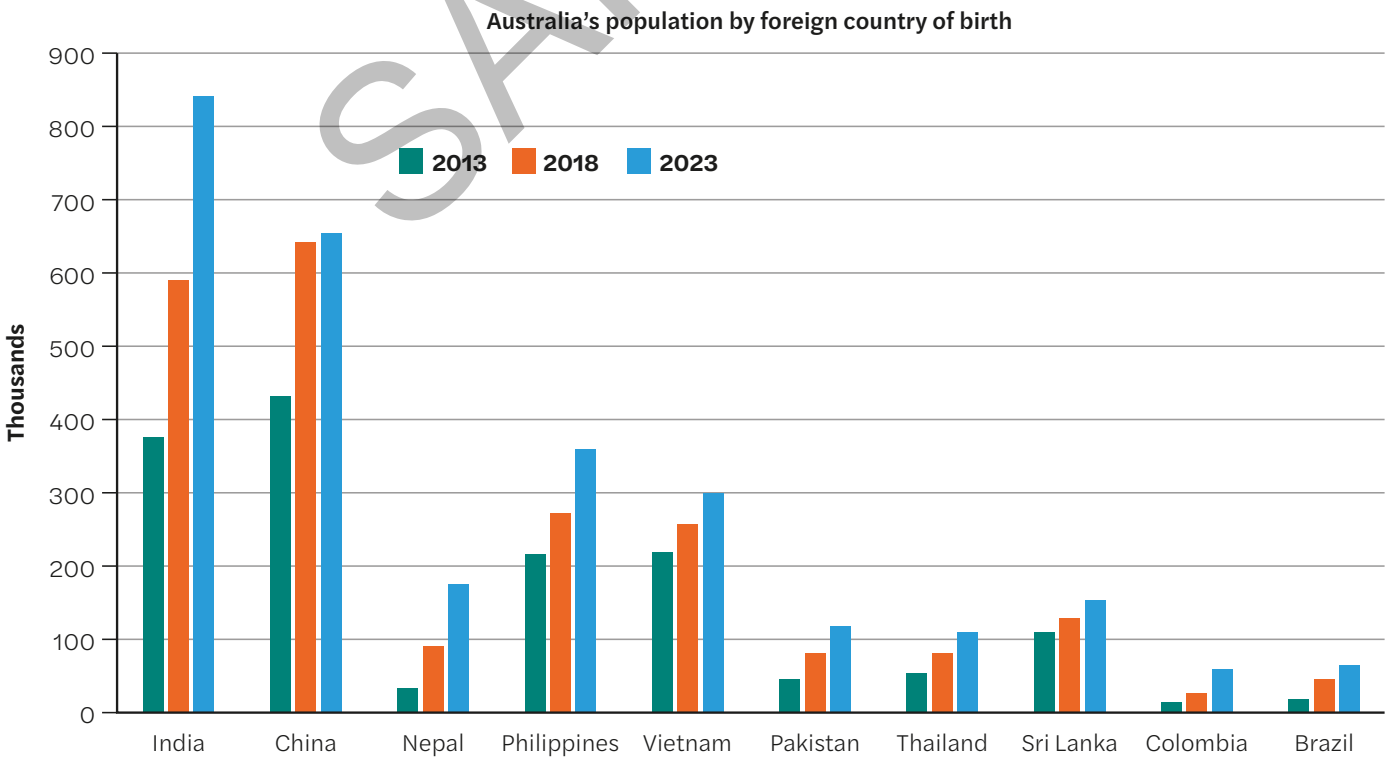
Source 2 shows the top 10 countries of birth for migrants to Australia from 2013, 2018 and 2023. This information could be represented as:

- a bar graph comparing migration numbers over time
- a table listing the top countries and their population changes
- a short summary explaining trends (e.g. 'Migration from Nepal has increased significantly in the last decade').

5 I can evaluate information from a range of sources

Evaluating sources means checking whether information is reliable, biased or outdated. It also involves comparing different perspectives to form a balanced understanding of an issue. Reliable information comes from trustworthy sources, is supported by evidence and is as up-to-date as possible.

Bias occurs when information is presented in a way that favours a particular viewpoint. This can happen deliberately (to persuade or influence) or unintentionally (due to personal experiences shaping the way someone interprets information). Even researchers must be aware of their own personal bias when evaluating sources, as our background, beliefs and experiences influence how we interpret information.



▲ **Source 2:** Top 10 countries of birth for migrants to Australia, 2013–2023

Source: Australian Bureau of Statistics

Example

Inquiry question: Is First Nations identity represented in Australian identity?

To evaluate this issue, you need to assess different types of sources:

- statements from First Nations leaders (perspective from First Nations peoples)
- government policies on reconciliation and recognition
- public opinions from social cohesion reports.

Each source has different levels of reliability and potential bias.

How to evaluate bias and reliability in sources

When analysing sources, you can ask the following questions:

1 Who wrote this?
   - Was it created by the government, an academic, an activist group or a journalist?
   - Does the author have a particular agenda or motivation?
   - Are they an expert in the field, or are they expressing a personal opinion?

2 What is their perspective?
   - Every source is influenced by the author's background, values and beliefs.
   - Government sources may present official policies in a way that highlights achievements while downplaying ongoing issues.
   - Activist groups may focus on problems that still exist and argue that more action is needed.
   - First Nations leaders may provide first-hand perspectives, but different individuals and communities may have varying views on identity and representation.

3 Is the information current?
   - Policies and public attitudes change over time, so older sources may not reflect the current situation.
   - Checking publication dates helps determine if information is still relevant.

Personal bias

Even when evaluating sources objectively, you must recognise your own personal bias.

- Background and experiences: Someone with strong connections to First Nations communities may be more understanding to First Nations perspectives, while someone without personal experience may struggle to fully appreciate the issue.
- Preconceived beliefs: Someone who already believes that First Nations identity is not represented in Australia may only focus on evidence that supports their view and ignore sources that suggest otherwise (this is called confirmation bias).
- Choice of sources: The selection of sources influences the conclusion. For example, using only government reports on a land management issue without First Nations perspectives may not give a balanced view.

Example

Source type	Strengths	Potential biases and limitations
First Nations leader statement	First-hand perspective from a First Nations person. Represents lived experience.	May focus on a specific viewpoint within First Nations communities. Different leaders may have different opinions.
Government policy on First Nations recognition	Official stance of Australia's legal and political system. Shows what laws or policies are in place.	May be written to make the government look successful in addressing issues, downplaying criticisms.
Public opinion poll on First Nations identity	Reflects the feelings of a broad section of society. Can show trends in changing attitudes.	People's opinions can be influenced by media, misinformation or lack of knowledge. Some voices may be overrepresented or underrepresented.

Evaluating

Evaluating information is an essential skill for understanding government decisions, foreign policy and international relations. By developing this skill, you can assess key ideas such as Australia's role in the Asia–Pacific region, determine the reliability of sources and form well-supported conclusions about how Australia engages with the world.

1 I can identify data relevant to a question

Not all information is useful for answering a question. This skill helps you choose relevant data from sources such as government reports, statistics and expert analysis. Being selective about data ensures you focus only on what answers the question.

Example

Inquiry question: How does Australia support Pacific nations through foreign aid?

Relevant data includes:

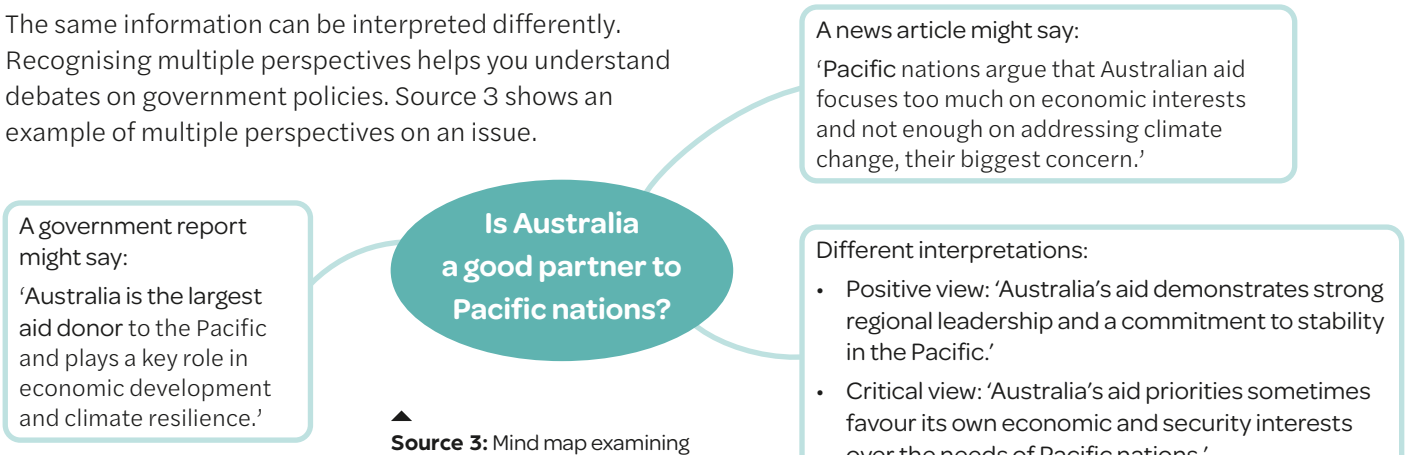
- the total amount of aid Australia gives to Pacific nations
- specific projects funded, such as infrastructure, education and disaster relief
- statements from the Department of Foreign Affairs and Trade (DFAT) about aid priorities.

Irrelevant data might include:

- Australia's domestic welfare policies (which are not related to international aid)
- military spending that is unrelated to aid programs.

2 I can describe different interpretations

The same information can be interpreted differently. Recognising multiple perspectives helps you understand debates on government policies. Source 3 shows an example of multiple perspectives on an issue.



Source 3: Mind map examining multiple perspectives on an issue

3 I can write evidence-based conclusions

Evidence-based conclusions are supported by facts, rather than opinions or assumptions. A strong conclusion summarises key findings and is backed by data.

Example

Inquiry question: How does Australia contribute to regional security through ASEAN?

Evidence

- Australia has been a dialogue partner of ASEAN (Association of Southeast Asian Nations) since 1974.
- It supports counter-terrorism, cybersecurity and maritime security programs.
- It participates in joint military training and disaster response initiatives.

Conclusion

Australia plays a key role in strengthening security in the Asia–Pacific region by working with ASEAN on counter-terrorism and disaster response. While this strengthens regional partnerships, some critics argue that Australia should also prioritise human rights and environmental issues in its ASEAN engagement.

4 I can analyse the reliability of information

Not all sources are reliable. Being critical of sources helps avoid misinformation. Analysing credibility involves checking:

- Who wrote it? (Government, academic, media, social media?)
- Is it recent? (Outdated data can be misleading.)
- Does it present bias? (Does the author have a particular agenda?)

Example

Inquiry question: How does Australia's trade relationship with China impact diplomacy?

Sources:

- Australian Government website: highlights benefits of trade with China, such as economic growth.
- Independent think tank report: examines both positive and negative aspects, such as trade disputes and political tensions.
- Social media post: claims 'Australia is too dependent on China', but provides no data.

Which source is most reliable?

- The think tank report is likely the most balanced.
- The government website may be reliable but could be biased in promoting only positive aspects.
- The social media post lacks evidence and should be fact-checked.

5 I can evaluate how institutions enhance democratic values and participation

Democratic institutions (such as parliaments, courts and foreign affairs agencies) help uphold Australia's role in global diplomacy and regional stability. Evaluating them means assessing how well they support democratic values.

Example

Inquiry question: How does Australia support democratic values through the United Nations (UN)?

Australia's contributions:

- Human Rights Council: advocates for freedom of speech and gender equality
- UN peacekeeping missions: sends personnel to help stabilise conflict zones
- Climate agreements: signs global agreements, but faces criticism for domestic policies.

'Australia plays an active role in the UN by promoting democratic values and human rights. However, its global leadership is sometimes questioned due to its environmental policies and stance on refugee issues.'

Participating

Participation in civics and citizenship involves actively engaging in democratic decision-making, such as reaching consensus, voting and contributing to civic discussions. It means taking part in processes that shape laws, policies and community decisions at the local, state and national levels.

Participation can include:

- voting in elections to choose representatives
- engaging in discussions and debates about civic issues
- reaching consensus through collaboration and compromise
- taking action on community concerns, such as signing petitions or attending public meetings.

By participating, you can help shape society and influence decisions that impact your life and the wider community.

1 I can identify outcomes

Identifying outcomes means understanding how democratic participation – such as reaching consensus and voting – affects decision-making on civic issues. This involves recognising the results of different methods of civic engagement at local, state and national levels.

Example

Inquiry question: How has social media influenced public attitudes towards multiculturalism in Australia?

Outcomes of social media influence:

- ✓ Positive: platforms like TikTok and Instagram celebrate multicultural festivals (e.g. Lunar New Year, Diwali), increasing public awareness of cultural diversity.
- ✓ Positive: campaigns like #RacismNotWelcome highlight discrimination and promote inclusion.
- ✗ Negative: misinformation spreads quickly, reinforcing stereotypes and fuelling division.
- ✗ Negative: some online platforms allow the spread of hate speech and extremist views.

By identifying these outcomes, you can assess whether social media is helping or harming attitudes towards diversity.

2 I can describe a strategy to achieve outcomes

A strategy is a planned action to influence attitudes or behaviours. Describing a strategy involves explaining how a media campaign or initiative works. By describing the impact, you can begin to determine whether a strategy is truly effective or needs improvement.

Example

Inquiry question: How can media platforms help prevent misinformation about migrants and refugees?

Strategy used:

- Fact-checking partnerships: Facebook works with fact-checkers to flag false posts.
- Educational content: NGOs and government agencies share real stories of migrants to combat stereotypes.
- Community guidelines and moderation: social media companies remove hate speech and misinformation.

Why this strategy?

- ✓ Helps people identify and reject false information.
- ✓ Encourages more positive and fact-based discussions about migration.
- ✓ Reduces online harassment and hate speech.

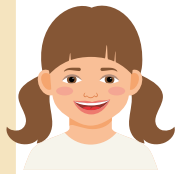
3 I can discuss the impact of a strategy

The impact of a strategy is measured by how much it changes attitudes or behaviour.

Does positive social media representation change attitudes towards diverse communities?

There was a range of positive impacts:

- ✓ There is increased visibility of diverse voices and stories in the media.
- ✓ More young Australians are engaging with multicultural content.
- ✓ There are reports of lower levels of discrimination in online spaces.



There was a range of challenges:

- ✗ Some users still face online hate and cyberbullying.
- ✗ Not all platforms enforce community guidelines effectively.

4 I can design strategies to achieve outcomes

Designing a strategy means developing a plan to respond to an issue and its effects. You need to think about what has already happened, what needs to change and how to make that change happen. A strong strategy is clear, realistic and based on good information, not just opinions.

When you design a strategy, ask yourself:

- What is the issue I'm trying to fix?
- What has already happened because of this issue?
- Who is affected, and what do they need?
- What actions will actually make a difference?
- How will I know if my strategy is working?

Example

Inquiry question: How can media better represent diverse identities in Australia?

Proposed strategy:

- diversity quotas in TV, film and newsrooms to ensure different communities are represented
- public campaigns encouraging brands and influencers to feature diverse voices
- educational programs teaching media literacy in schools to help students spot bias
- government policies that support diverse and inclusive media content.

Expected outcomes:

- greater representation of different cultural backgrounds in media
- reduction in harmful stereotypes and biases
- more inclusive content reflecting diversity.

5 I can evaluate the strategies used to make decisions

Evaluating strategies means assessing their effectiveness, strengths and weaknesses.

Example

Inquiry question: Has TikTok successfully reduced racist content and promoted diversity?

Key strategies used:

- Banning hate speech: TikTok removes racist and harmful content.
- Promoting diverse creators: TikTok's algorithm highlights content from minority voices.
- Collaborating with advocacy groups: groups advise TikTok on anti-racism policies.

Evaluation:

- ✓ Many users feel safer and more included.
- ✓ Positive campaigns like #BlackVoices and #IndigenousTok have increased awareness.
- ✗ Some racist content still slips through moderation.
- ✗ Algorithm bias may still exist, limiting exposure for minority voices.

While TikTok has taken important steps to reduce racism and promote diversity, there is still work to be done in improving content moderation and addressing bias.

Communicating ideas

Communication is a key part of being an active citizen. Whether you are discussing a legal issue, debating a civic topic or analysing political decisions, how you communicate your ideas matters. It is important to be able to describe, reflect, compare, explain and construct arguments.

1 I can describe civics and citizenship issues

Being able to describe civics and citizenship issues means explaining what a legal or political issue is, who it affects and why it matters. A good description is clear, factual and based on reliable sources.

Example

What are the key differences between criminal and civil law in Australia?

- Criminal law deals with offences against society (such as theft, assault or murder). The government prosecutes the accused, and punishments can include fines, community service or imprisonment.
- Civil law deals with disputes between individuals or organisations (such as contract disputes, property damage or defamation). The goal is usually compensation, not punishment.

2 I can reflect on my own and others' perspectives

Reflecting on perspectives means thinking about how different people see the same issue. It helps you understand why people have different views and how your own experiences shape your opinions. Reflecting on these perspectives helps you see the bigger picture, avoid bias (see page 498) and engage in more informed discussions.

Inquiry question: Should Aboriginal and Torres Strait Islander customary law be recognised alongside Australian law?

3 I can compare different methods of communication

Different legal and civic issues are communicated in different ways – some formal, some informal. Comparing these methods helps us understand how information is shared, who it reaches and whether it is effective.

Example

Inquiry question: How do courts and the media communicate legal issues differently?

Method of communi-cation	Strengths	Weaknesses
Court judgment (official legal document)	Provides detailed, factual and legally accurate information	Uses technical legal language that may be hard to understand
News article	Translates legal language into simpler terms for the public	May focus on dramatic details instead of facts, leading to bias
Social media posts	Quick and easy to share Can spread awareness about legal issues	Often lacks full context Can spread misinformation

A high-profile criminal trial may be explained in a judge's sentencing remarks, summarised in a news article and debated on X. Each format influences public perception differently.

4 I can explain different perspectives using data

Instead of relying on opinions, strong communication uses facts to explain why different people see an issue in different ways. By using real data, you can explain perspectives fairly, without bias, and let the audience draw their own conclusions.

Example

Controversial topic: Should Australia introduce tougher penalties for youth offenders?

One perspective: Harsher penalties reduce crime.
Data:

- Data from government crime reports shows that increasing police presence has lowered youth crime rates in some areas.
- Surveys indicate that many Australians believe tougher sentences deter crime.

Another perspective: Rehabilitation is more effective than punishment.
Data:

- Studies show that countries focusing on rehabilitation (like Norway) have lower reoffending rates.
- Youth diversion programs in Australia have reduced repeat offences in some communities.

5 I can use sources to construct evidence-based arguments

An evidence-based argument uses facts, legal cases and statistics to support a claim. It is not just about stating an opinion – it is about proving your point with reliable information. By using reliable sources, you can create a convincing, fact-based argument that can be used in debates, essays or civic discussions.

Example

Inquiry question: Should Australia raise the age of criminal responsibility from 10 to 14?

Claim: 'Australia should raise the age of criminal responsibility to 14 because scientific and legal evidence shows that young children lack the capacity for full criminal responsibility.'
Evidence:

- Medical research: Studies show that children's brains are still developing, affecting decision-making.
- International law: The UN recommends 14 as the minimum age for criminal responsibility.
- Legal precedent: Countries like Germany and Sweden have already raised their criminal responsibility age.

Business and entrepreneurship

EB1

HOW CAN BUSINESSES DEVELOP A COMPETITIVE ADVANTAGE? xx

WHAT ARE SOME STRATEGIES USED BY FIRST NATIONS-OWNED BUSINESSES TO COMPETE SUCCESSFULLY IN GLOBAL MARKETS? xx

HOW CAN ENTREPRENEURS RESPOND SUCCESSFULLY TO CHANGES IN GLOBAL AND DOMESTIC ECONOMIC AND MARKET CONDITIONS? xx

EB1.0

How can I study business and entrepreneurship?

Businesses use marketing to create and maintain a competitive advantage. Businesses must also consider dynamic marketplaces and how rapid shifts can impact their bottom line. Luckily, there is a range of strategies that businesses can implement to adjust to the ever-changing world of business.

learning ladder

The Learning Ladder lists the economics and business content, concepts and skills you learn in this chapter. Each area has five levels of progression. To progress to higher levels, you need to practise activities at the earlier levels. This will help you develop abilities to complete tasks that are more involved.

Steps in knowledge progression	Competitive advantage	Investigating	Interpreting
	Knowledge	**Skills**	
5	I can evaluate the effectiveness of different strategies for creating and maintaining a competitive advantage.	I can evaluate information from a range of sources.	I can evaluate data and data sources for authenticity and validity.
4	I can analyse the costs and benefits of different strategies for creating and maintaining a competitive advantage.	I can sort and represent data and information.	I can predict change to patterns.
3	I can compare strategies for creating and maintaining a competitive advantage.	I can gather information from secondary sources.	I can explain cause-and-effect relationships.
2	I can describe strategies for creating and maintaining a competitive advantage.	I can plan an investigation.	I can describe trends.
1	I can identify strategies for creating and maintaining a competitive advantage.	I can ask open-ended questions.	I can read tabulated data and graphs.

Source 1: Businesses must consider marketing strategies and other ways of differentiating themselves in the market.

Steps in skill progression	Decision-making	Communicating ideas
5	I can draw conclusions and justify responses.	I can use sources to construct evidence-based arguments.
4	I can evaluate responses using cost–benefit analysis or other criteria.	I can explain different perspectives using data.
3	I can develop responses to economic and business issues.	I can compare different methods of communication.
2	I can describe the criteria to respond to an issue.	I can reflect on my own and others' perspectives.
1	I can identify an economic and business issue.	I can describe economic and business issues.

Skills

EB1.1

How can businesses use marketing to create and maintain a competitive advantage?

Marketing is crucial for companies as it helps them understand consumer needs, build relationships and enhance brand value, giving them a competitive edge in a rapidly changing marketplace. The 6 Ps of marketing – product, price, promotion, place, people, and presentation – provide a comprehensive framework for developing effective strategies that align offerings with consumer preferences, driving engagement and sales.

Marketing strategies

Marketing has evolved significantly from its early days, which focused on simple trade and barter, to a sophisticated discipline that emerged during the Industrial Revolution, emphasising mass production and **consumer** engagement. Throughout the 20th century, marketing strategies became more refined, incorporating **market research** and targeted communication to build brand loyalty and drive sales.

Today, effective marketing is crucial for companies to not only help them understand consumer needs but also foster relationships that enhance brand value and **competitive advantage** in a rapidly changing marketplace.

Importance of the 6 Ps

The 6 Ps of marketing – **product**, price, promotion, place, people, and presentation – are essential because they provide a comprehensive framework for developing effective marketing strategies. By carefully considering each element, companies can better align their offerings with consumer needs and preferences, ultimately driving engagement and sales.

Additionally, a well-integrated approach to the 6 Ps enhances brand visibility and fosters **customer** loyalty, which are crucial for long-term success in a competitive marketplace.

Source 1: The 6 Ps of marketing

The 6 Ps	Description	Example
Product	The item or **service** being offered, designed to meet customer needs	Apple iPhone: A smartphone that combines advanced technology with user-friendly design
Price	The cost consumers pay for the product, reflecting its value and market demand	Netflix subscription: Offers various pricing tiers to cater to different consumer preferences and budgets
Promotion	The methods used to communicate the product's value and attract customers	Coca-Cola's 'Share a Coke' Campaign: Personalised bottles encouraged social sharing and engagement
Place	The distribution channels through which the product is sold	Amazon: An online platform that provides easy access to a vast range of products globally
People	The individuals involved in the marketing and sales process, impacting customer experience	Barista at your local cafe: Plays a crucial role in creating a welcoming atmosphere and providing personalised customer service
Presentation	The visual and aesthetic aspects of the product and its marketing materials	Nike's branding: Striking logos and impactful advertising campaigns that resonate with consumers

Source 2: Companies such as Apple often use cheaper labour in countries like China to manufacture components of their products. In this factory in Shenzhen, China, workers manufacture parts for products produced by various technology companies including Apple, Hewlett-Packard and Dell Inc.

Multinational corporations like those referred to in Source 1 rely on international **supply chains** to facilitate the production, transport and sale of their goods and services.

Globalisation allows multinational corporations to optimise international supply chains by sourcing materials and labour from countries with lower costs, which enhances profitability. For example, Apple designs products in the United States but manufactures components of the products in China, benefiting from cheaper labour. Additionally, companies like Coca-Cola adapt their strategies to local markets, ensuring efficient distribution and responsiveness to consumer preferences.

Source 3: Coca-Cola is a multinational company that adapts its marketing strategies for different world markets.

However, multinational corporations also face disadvantages, including vulnerability to geopolitical tensions and supply disruptions, as seen during times of disruption such as Russia's invasion of Ukraine or during the COVID-19 pandemic, when shortages impacted many industries. Additionally, reliance on international suppliers can lead to longer lead times and increased complexity in logistics, which can affect how quickly a company can respond to market changes.

Learning Ladder EB1.1

Competitive advantage

1. What are the 6 Ps of marketing?
2. What is one example of a product mentioned in the text?
3. How has globalisation benefited multinational corporations like Apple and Coca-Cola?
4. Why is effective marketing crucial for companies today?
5. Compare the advantages and disadvantages of multinational corporations relying on international supply chains. How do these factors impact their operations during global disruptions?

How can businesses develop a competitive advantage?

Building a competitive advantage is crucial for a business because it helps attract more customers, increase profit margins and maintain brand loyalty. It also ensures the business can outperform its competitors, leading to long-term success and stability.

Competitive advantage

A competitive advantage is a unique attribute or capability that allows a **business** to outperform its competitors, often leading to increased market share and profitability. By leveraging certain strategies, businesses can create a sustainable competitive edge that enhances their market position and profitability.

Businesses can gain a competitive advantage through several key strategies.

Cost leadership

By minimising operational costs, companies can offer lower prices than their competitors. For example, Aldi achieves this through efficient supply chain management and a no-frills shopping experience, allowing it to attract customers across Australia who are seeking a lower-cost supermarket alternative.

Differentiation

Offering unique products or services that stand out in the market can attract customers willing to pay a premium. Koala is a company that provides eco-friendly, customisable furniture with a strong focus on sustainability, which fosters customer loyalty among environmentally conscious consumers.

Focus strategy

Targeting a specific market segment can help businesses cater to niche needs more effectively. For example, Gelatissimo focuses on delivering high-quality, artisanal gelato, differentiating itself from mass-market ice cream brands and appealing to dessert lovers who seek premium, authentic flavours.

Exceptional customer service

Providing outstanding customer experiences can lead to higher customer retention and referrals. Bendigo Bank has built a reputation for personalised service by empowering local branches to make decisions that best serve their communities.

Source 1: Aldi is a popular low-cost supermarket with branches in most states of Australia.

Case study

IKEA as an industry leader

IKEA maintains cost leadership by optimising its supply chain and production processes. It achieves this through bulk purchasing, flat-pack furniture design, and sourcing materials from low-cost countries, allowing it to offer stylish, functional products at significantly lower prices than its competitors. This strategy has been successful, as evidenced by IKEA's strong market presence and high sales volume, making it a leader in the global furniture market.

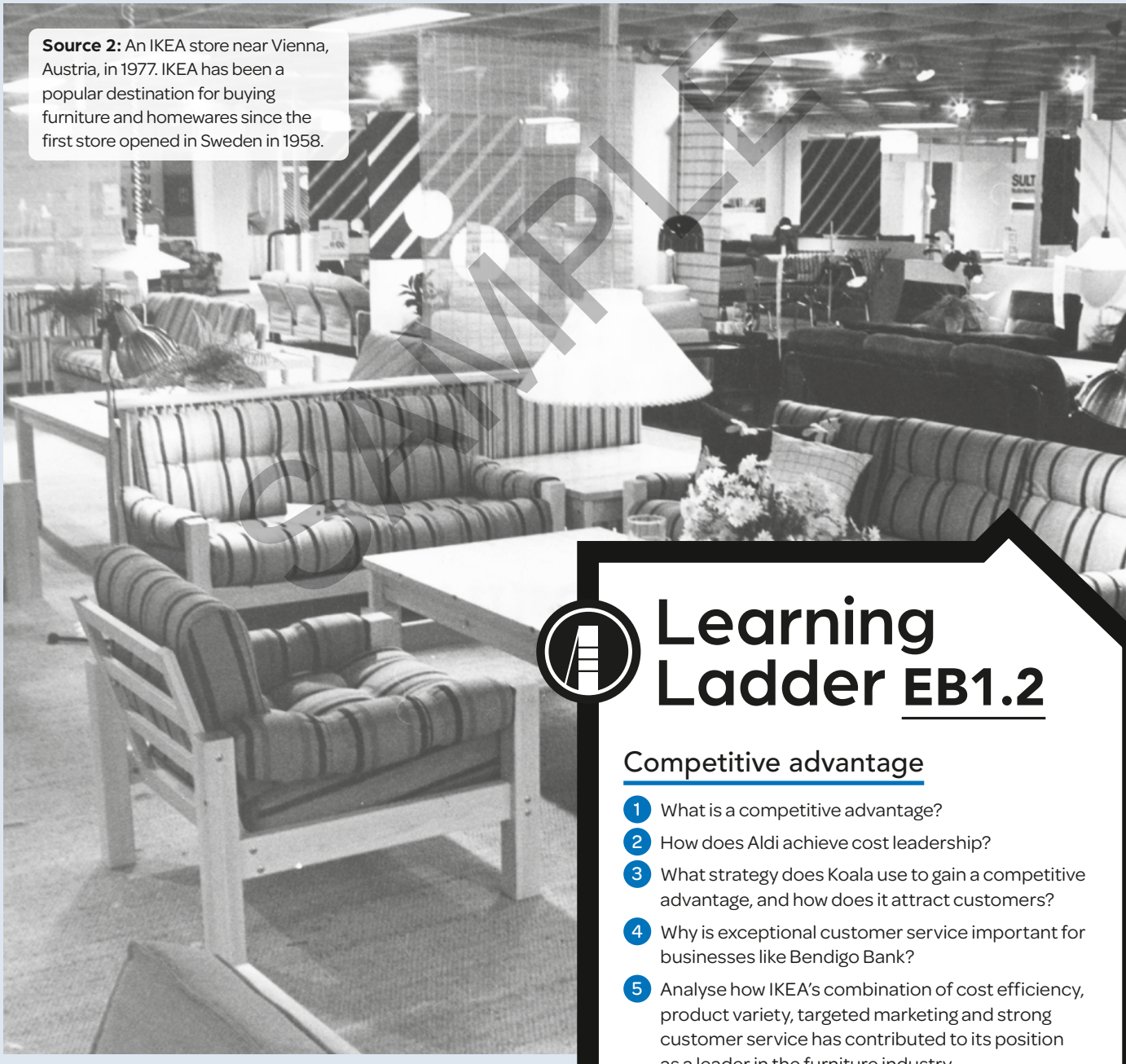
IKEA differentiates itself by offering a wide range of innovative and customisable products, appealing to diverse consumer tastes. The company launches thousands of new items annually and emphasises

sustainable design, which resonates with environmentally conscious customers. This approach has fostered a loyal customer base and positioned IKEA as a go-to destination for home furnishings.

IKEA employs a focus strategy by targeting specific market segments, such as young families and urban dwellers seeking affordable, stylish solutions. Its store layouts and product offerings are designed to cater to these demographics, providing a one-stop shopping experience. This targeted approach has proven successful, as IKEA continues to expand its footprint in both established and emerging markets.

IKEA enhances customer service through its self-service model, allowing customers to explore and select products at their own pace. Additionally, the company offers assembly services and extensive online resources, which improves the overall shopping experience.

Generally, IKEA's strategies have been highly successful, as reflected in its global sales exceeding 45 billion euros and its presence in more than 60 countries. The combination of cost efficiency, product variety, targeted marketing and strong customer service has solidified IKEA's position as a leader in the furniture industry. Its ability to adapt to changing consumer preferences and market conditions further underscores its competitive advantage.



Source 2: An IKEA store near Vienna, Austria, in 1977. IKEA has been a popular destination for buying furniture and homewares since the first store opened in Sweden in 1958.

Learning Ladder EB1.2

Competitive advantage

1. What is a competitive advantage?
2. How does Aldi achieve cost leadership?
3. What strategy does Koala use to gain a competitive advantage, and how does it attract customers?
4. Why is exceptional customer service important for businesses like Bendigo Bank?
5. Analyse how IKEA's combination of cost efficiency, product variety, targeted marketing and strong customer service has contributed to its position as a leader in the furniture industry.

What are some strategies used by First Nations–owned businesses to compete successfully in global markets?

The First Nations Chamber of Commerce and Industry (FNCCI) aims to enhance First Nations business participation in economic development by collaborating with existing industry groups and creating cohesive networks. First Nations businesses like Koodaideri Innovation and Technology and Muru Office Supplies leverage strategies such as B2B marketing and joint ventures to access larger markets and improve their operations.

The First Nations Chamber of Commerce and Industry (FNCCI)

There can be a lack of leadership, policy and strategy to guide meaningful and sustainable First Nations business participation. To address this, the FNCCI was founded to improve and increase First Nations business participation in economic development. The organisation aims to work in partnership and collaboration with existing Chambers of Commerce and Industry groups, and to develop networks across industry and government to create a cohesive working relationship between all sectors.

Source 1: HydraTune's product improves workplace safety by allowing mechanics to service heavy mining machinery remotely.

Source 2: Muru Office Supplies is Australia's largest First Nations supply company.

Business strategies adopted by First Nations businesses

Business to business (B2B) marketing presents significant opportunities for First Nations entrepreneurs in Australia by facilitating access to larger markets and fostering partnerships. Started by First Nations entrepreneur Shane Lewis, Koodaideri Innovation and Technology (KIT) is the parent **company** of HydraTune, which has developed a wireless hydraulic tuning system that allows technicians to make adjustments to machinery via an app from up to 100 metres away. The company manufactures a hardware product in Perth called SafeAdjust, which includes a series of actuators and adapters to tune equipment controlled by the app. KIT secured a grant of close to $1 million from the West Australian government, which will be used to add 3D metal printing to **manufacturing** operations so the SafeAdjust device can be tailored to thousands of different machines across sectors such as agriculture, oil and gas, and shipping.

Joint ventures provide a strategic opportunity for First Nations businesses to leverage existing supply chains. Founded in 2014, Muru Office Supplies (MOS) is a joint venture of the Muru Group and Complete Office Supplies. MOS is Australia's largest First Nations supply company, specialising in end-to-end workplace supplies. With nine distribution centres across Australia, next-day delivery and a dedicated mission to provide next-level customer service, MOS is one of the only national First Nations-owned and -operated office products companies.

Learning Ladder EB1.3

Competitive advantage

1. What is the main goal of establishing the FNCCI?
2. Who started Koodaideri Innovation and Technology (KIT)?
3. How does B2B marketing benefit First Nations entrepreneurs in Australia?
4. What is the purpose of the grant received by KIT from the West Australian government?
5. Discuss the strategic advantages of joint ventures for First Nations businesses, using Muru Office Supplies as an example.

How can entrepreneurs respond successfully to changes in global and domestic market conditions?

The rise of e-commerce has transformed global and local markets, pushing businesses to adapt their strategies and logistics to meet the demands of a digital marketplace. Technological advancements like artificial intelligence (AI) and 5G have driven innovation, creating new opportunities for businesses and entrepreneurs to enhance efficiency and customer experiences.

Changes to global markets

One significant change to global market conditions over the last ten years is the rise of **e-commerce**, which has transformed how businesses operate and reach consumers. The growth of online shopping platforms, driven by advancements in technology and changing consumer preferences, has led to a dramatic increase in global retail sales conducted online. This shift has also accelerated the need for businesses to adapt their marketing strategies and logistics to meet the demands of a digital marketplace.

Source 1: South Korea-based e-commerce service Coupang, headed by Bom Kim (right), has partnered with US personal care product company The Honest Company, co-founded by actress Jessica Alba (centre) and Christopher Gavigan (left), to sell its products online in South Korea.

The impact on businesses and entrepreneurs has been profound, as many traditional retailers have had to pivot to online sales to remain competitive. Small businesses, in particular, have found new opportunities to reach global markets through platforms like Shopify and Amazon, allowing them to scale their business without the overheads of physical stores. However, this shift has also intensified competition, requiring businesses to invest in digital marketing and customer engagement strategies to stand out in a crowded online space.

Changes to local markets

The rise of e-commerce has significantly impacted local businesses in Australia by transforming consumer shopping habits and increasing competition. With more than 9.4 million Australian households purchasing physical goods online, many traditional retailers have had to adapt their strategies to remain relevant, often enhancing their online presence and digital marketing efforts. This shift has also led to the growth of new e-commerce **startups**, providing opportunities for **entrepreneurs** to enter the market with innovative products and services.

Changes in technology

Changes in technology have significantly driven innovation across various industries by enabling new business models, enhancing efficiency and improving customer experiences. For example, the advent of **artificial intelligence (AI)** has transformed sectors like healthcare, where companies use AI to analyse medical data and assist in diagnosing diseases, leading to more accurate and timely treatments. Similarly, the rise of 5G technology has facilitated advancements in 'smart cities', allowing for real-time data collection and improved infrastructure management. For example, there are almost 450 solar smart bins in the City of Melbourne. Each bin is solar-powered and contains a sensor that alerts contractors when it needs to be emptied (before the bin is full).

These technological advancements have opened up numerous opportunities for businesses and entrepreneurs. For instance, startups can use AI tools to create personalised marketing strategies to enhance customer engagement and drive sales. Additionally, the integration of technology in traditional industries, such as precision farming techniques in agriculture, allows farmers to optimise yields and reduce waste. This showcases how innovation can lead to sustainable practices and increased productivity.

Source 2: New e-commerce start-ups provide opportunities for entrepreneurs to enter the market.

Learning Ladder EB1.4

Competitive advantage

1. What is one significant change to global market conditions over the last ten years?
2. How has the rise of e-commerce impacted local businesses in Australia?
3. What opportunities have small businesses found through platforms like Shopify and Amazon?
4. How has artificial intelligence (AI) transformed the healthcare sector?
5. Discuss how technological advancements like AI and 5G have created new opportunities for businesses and entrepreneurs. Provide examples from the text.

How do I conduct an investigation?

Now that you've finished the chapter, it is time to conduct your own investigation on economics and business. Throughout the chapter you have developed knowledge and understanding of financial literacy. Background knowledge is important because it helps you make connections to new information, ask better questions and consider different perspectives. As you progressed through the chapter, you have gathered information through classroom discussion, highlighting, note taking and answering questions. Now you are ready to start planning your own investigation into contemporary issues!

An investigation gives you the opportunity to be an active participant in contemporary economics and business issues: investigating, interpreting and communicating your findings.

The chapter has covered the principles and features of economic literacy and how it equips you with skills to make good decisions. What would you like to know more about?

- What is economic decision-making?, page 508
- How do producers and consumers interact in markets?, page 510
- What is the impact of supply and demand?, page 512
- What is the role of governments in markets?, page 514

Return to the relevant pages in the chapter and read them again.

Next, complete the 'see, think, wonder' process to help develop ideas you might cover in your inquiry.

Jot down your answers to these questions. Your answers will help you formulate your own research ideas. Once you have worked through this process, you are ready to start your investigation.

Refer to pages 532–4 of the How-to chapter for a step-by-step guide to this process.

Level up!

Throughout the chapter, you have been working to move up the Learning ladder. An investigation is a great opportunity to expand your knowledge and attempt new skills. When planning your investigation, consider how you can gather and evaluate data from a range of sources and use data to construct a strong argument. Use the How-to chapter to support your planning and research.

Economics and business

EB2

Work

HOW CAN BUSINESSES TRY TO IMPROVE PRODUCTIVITY? xx

WHAT DECISIONS DO BUSINESSES MAKE WHEN EMPLOYING PEOPLE? xx

WHAT ROLE HAVE UNIONS PLAYED IN IMPROVING WORKING CONDITIONS? xx

WHAT IS AN EXAMPLE OF A NOTABLE UNION? xx

How can I study work?

A majority of the population will spend a large part of their lives working. Businesses must consider their needs as well as the needs of their employees when hiring and managing staff. Australia has a long history of employer–employee relations that has developed a modern market-based economy where employees are able to bargain with employers for better working conditions.

learning ladder

The Learning Ladder lists the economics and business content, concepts and skills you learn in this chapter. Each area has five levels of progression. To progress to higher levels, you need to practise activities at the earlier levels. This will help you develop abilities to complete tasks that are more involved.

Steps in knowledge progression	Human resources (HR)	Trade unions	Investigating	Interpreting	Decision-making
5	I can evaluate the effectiveness of strategies that improve productivity through HR management.	I can evaluate the extent to which trade unions have improved working conditions.	I can evaluate information from a range of sources.	I can evaluate data and data sources for authenticity and validity.	I can draw conclusions and justify responses.
4	I can analyse strategies that improve productivity through HR management.	I can analyse the importance of the trade union movement.	I can sort and represent data and information.	I can predict change to patterns.	I can evaluate responses using cost-benefit analysis or other criteria.
3	I can compare strategies that improve productivity through HR management.	I can explain important trade union movements.	I can gather information from secondary sources.	I can explain cause-and-effect relationships.	I can develop responses to economic and business issues.
2	I can explain strategies that improve productivity through HR management.	I can describe how the role of trade unions has changed over time.	I can plan an investigation.	I can describe trends.	I can describe the criteria to respond to an issue.
1	I can identify strategies that improve productivity through HR management.	I can identify the role of trade unions.	I can ask open-ended questions.	I can read tabulated data and graphs.	I can identify an economic and business issue.
	Knowledge		Skills		

Source 1: The Fair Work Commission oversees workplace relations and ensures fair treatment for all workers. Workers can also be protected by unions.

Communicating ideas

Steps in skill progression

I can use sources to construct evidence-based arguments.	5
I can explain different perspectives using data.	4
I can compare different methods of communication.	3
I can reflect on my own and others' perspectives.	2
I can describe economic and business issues.	1

How can businesses try to improve productivity?

Human resource management (HRM) helps organisations attract, develop and retain talented employees, ensuring they have the skills and motivation needed to achieve business goals. Effective HRM practices also foster a positive workplace culture, enhance employee engagement and ensure compliance with labour laws, contributing to the overall efficiency and success of the organisation.

Human resource management

Human resource management (HRM) uses a strategic approach to managing an organisation's workforce, focusing on **recruitment**, training, performance management and **employee** relations. It aims to maximise employee performance and align their goals with the overall objectives of the organisation. Effective HRM practices help create a positive workplace culture, enhance employee engagement and ensure compliance with **labour laws**. By fostering a supportive environment, HRM plays a crucial role in driving business success and operational efficiency.

HRM can improve business operations by attracting and retaining top **talent**, which is essential for maintaining a competitive edge. Implementing robust training programs can enhance employee skills and **productivity**, leading to better performance outcomes. Effective HRM practices, such as regular feedback and recognition, can boost employee morale and reduce **turnover**, ultimately resulting in lower recruitment costs and a more stable workforce.

Source 1: Workplace training equips employees with the skills and confidence they need to perform their jobs competently.

Improving productivity

HRM can significantly improve productivity through various strategies, including training, motivation and recruitment.

Training

Effective training programs equip employees with the necessary skills and knowledge to perform their jobs efficiently. For example, Qantas invests heavily in training its staff, from pilots to customer service representatives, ensuring they are well-prepared to meet high service standards. This commitment to training not only enhances employee competence but also boosts confidence, leading to improved performance and productivity.

Motivation

Motivating employees is crucial for maintaining high levels of engagement and productivity. Companies like Google implement various motivational strategies, such as flexible work hours, wellness programs and recognition initiatives, to create a positive work environment. By fostering a culture of appreciation and support, Google encourages employees to perform at their best, resulting in higher productivity and innovation.

Recruitment

Strategic recruitment focuses on attracting the right talent that aligns with the company's goals and culture. For example, Atlassian, an Australian software company, emphasises hiring individuals who not only possess the required skills but also fit well within the collaborative culture at the company. By selecting candidates who are a good cultural fit, Atlassian enhances team dynamics and productivity, as employees are more likely to work effectively together.

Learning Ladder EB2.1

Human resources (HR)

1. What are the main focuses of human resource management (HRM)?
2. How can effective HRM practices benefit a workplace's culture?
3. How does Qantas improve employee performance and productivity through training?
4. Why is motivation important for maintaining high levels of employee engagement and productivity?
5. Discuss how strategic recruitment can enhance team dynamics and productivity, using Atlassian as an example.

EB2.2

What decisions do businesses make when employing people?

There are many decisions for businesses to make before hiring employees. Employers must assess organisational needs, budget and job market conditions to ensure they make informed decisions. Throughout the hiring process, from advertising vacancies to conducting interviews and finalising offers, employers should focus on clear communication, compliance with laws and creating a welcoming environment to attract and retain top talent.

Initial considerations before advertising

Before deciding to hire employees, employers must consider several key factors. Initially, they need to assess their organisational needs, including whether there is a genuine requirement for additional staff based on workload, business growth or skill gaps. Employers should also define the specific roles and responsibilities of the position to clarify what they are looking for in a candidate.

Before advertising job vacancies, employers should evaluate their budget for hiring, including **salary**, benefits and training costs. They should also consider the current job market conditions, such as salary benchmarks and competition for talent, to attract suitable candidates. It is also important to ensure that the job description is clear and comprehensive and outlines the necessary qualifications and expectations.

Advertising job vacancies

When advertising vacancies, employers must choose the right platforms to reach their target audience effectively, such as job boards, social media or industry-specific sites. They should craft compelling job advertisements that highlight the company culture, values and benefits of working for the organisation to make the position appealing to potential candidates. To avoid legal issues, employers must comply with employment laws and regulations in their job postings.

Source 1: The interview is an important part of the hiring process.

Receiving applications

Once applications start coming in, employers should establish a systematic process for screening resumes to identify qualified candidates efficiently. This includes setting criteria for evaluating applications, such as relevant experience, skills and cultural fit. Employers should also consider using an **applicant tracking system (ATS)** to streamline the process and ensure no qualified candidates are overlooked.

The interview process

During the interview process, employers must prepare structured interview questions that assess both the technical skills and the cultural fit of the candidate. It is important to create a welcoming environment to help candidates feel comfortable, as this will allow them to showcase their abilities effectively. Involving multiple team members in the interview process can provide diverse perspectives on the candidate's suitability.

The final hiring process

In the final hiring process, employers should conduct thorough background checks and reference checks to verify candidates' qualifications and past performance. They must also consider the overall **compensation** package, including salary, benefits and any additional perks, to ensure it aligns with industry standards and attracts the best talent. Finally, clear communication with the selected candidate about the next steps and **onboarding** process is essential to set the stage for a successful employment relationship.

Learning Ladder EB2.2

Human resources (HR)

1. What should employers assess before deciding to hire employees?
2. Why is it important for employers to have a clear and comprehensive job description?
3. How can employers effectively reach their target audience when advertising job vacancies?
4. What are some key considerations during the interview process to ensure a good fit for the position?
5. Discuss the importance of conducting thorough background and reference checks in the final hiring process. How does this contribute to a successful employment relationship?

What role have unions played in improving working conditions?

Unions have significantly shaped Australia's economy by advocating for workers' rights, leading to key legislative changes and the formation of the Australian Labor Party. Despite facing new challenges in a changing economic landscape, unions continue to play a crucial role in protecting workers' rights and ensuring fair treatment in the workplace.

The early history of unions in Australia

Unions have played a crucial role in shaping Australia's market-based economy, particularly since the early 20th century. The development of unions in Australia began in the 1830s, but significant growth occurred in the early 1900s, driven by the establishment of compulsory arbitration systems that facilitated union organisation and **collective bargaining**. This period saw the emergence of key movements such as the eight-hour day campaign, which was pivotal in advocating for better working conditions and wages, reflecting similar labour movements in countries like the United States and the United Kingdom.

In the pre-war period, notable union movements included the Australian Workers' Union (AWU) and the Amalgamated Engineering Union, which represented a diverse range of workers, including shearers and metalworkers. These unions were instrumental in organising **strikes** and advocating for workers' rights, leading to significant legislative changes, such as the establishment of **minimum wage** laws following the Harvester Judgment in 1907. This period also saw the formation of the Australian Labor Party (ALP), which emerged from the labour movement to represent workers' interests in politics.

Post–Second World War developments

After the Second World War, Australia's economy shifted from agriculture to a more diversified industrial base, and the role of unions also evolved. Unions gained increased influence in the post-war reconstruction era, particularly through the Conciliation and Arbitration Commission, which helped formalise labour relations and protect workers' rights. During this time, unions played a vital role in negotiating better wages and conditions, contributing to the establishment of a strong middle class and a more equitable society.

As Australia transitioned from an agriculture-based economy to a diversified one, particularly during the Liberal Government in the late 1970s (led by Malcolm Fraser) and the 1980s Labor Government (led by Bob Hawke and then Paul Keating). The Hawke–Keating Government implemented significant economic reforms, including **floating** the Australian dollar and reducing **tariffs**, which aimed to integrate Australia into the global economy. While these reforms led to increased competition and efficiency, they also prompted unions to adapt their strategies to protect workers' rights in a rapidly changing economic landscape.

Timeline of significant improvements in Australian workers' rights

1894: Formation of the Australian Workers' Union (AWU)

The AWU was established to represent the interests of workers in various industries, advocating for better wages and working conditions. This union became one of the largest and most influential in Australia.

1946–1949: The Pilbara strike

More than 800 Aboriginal stockmen and pastoral workers walked off stations in the Pilbara region of Western Australia, demanding better pay and working conditions. This strike was significant in raising awareness of First Nations workers' rights and labour issues.

1972: The Equal Pay Case

The Australian Conciliation and Arbitration Commission ruled in favour of equal pay for women, marking a significant step towards gender equality in the workplace.

This decision helped to address wage disparities and promote fair treatment for female workers.

1983: The Hawke Government and industrial relations reform

Under Prime Minister Bob Hawke, significant reforms were introduced to improve workers' rights, including the establishment of the Industrial Relations Commission. These reforms aimed to enhance collective bargaining and protect workers' **entitlements**.

1996: The Workplace Relations Act

This legislation aimed to create a more flexible **labour market** while ensuring minimum standards for workers. It established frameworks for **collective agreements** and improved protections for employees.

2009: *The Fair Work Act*

The *Fair Work Act 2009* replaced the previous industrial relations system, providing a comprehensive framework for workplace rights and protections. It established the Fair Work Commission to oversee workplace relations and ensure fair treatment for all workers.

Unions today

Unions continue to play a vital role in today's workplaces by advocating for workers' rights and negotiating better wages and conditions through collective bargaining. Despite reduced participation in recent years, they provide a platform for employees to voice concerns and address workplace safety issues. Key unions in Australia include the Australian Council of Trade Unions (ACTU), which represents a wide range of affiliated unions. Overall, unions remain essential in ensuring that workers' voices are heard and their rights are protected in an evolving labour market

Source 1: Prime Minister Bob Hawke with Diana, Princess of Wales during the 1983 royal tour. Bob Hawke's government introduced significant reforms to workers' rights.

Source 2: Unions and workers protest on the steps of Victoria's Parliament House in Melbourne for better wages and increased job security.

Learning Ladder EB2.3

Trade unions

1. When did the significant growth of unions in Australia occur?
2. What was the purpose of the eight-hour day campaign?
3. How did the post-Second World War period transform unions' influence in Australia?
4. What were some of the economic reforms implemented by the Hawke–Keating government, and how did they impact unions?
5. Discuss the role that unions have played in influencing modern labour relations in Australia.

What is an example of a notable union?

Major Australian unions advocate for better wages, working conditions and workplace rights. The Shop, Distributive and Allied Employees' Association (SDA) has achieved significant milestones, including equal pay for women and reduced working hours.

The Shop, Distributive and Allied Employees' Association

The Shop, Distributive and Allied Employees' Association (SDA) is one of Australia's largest unions, representing workers in the retail, fast food and warehousing sectors. Its primary role is to advocate for better wages, working conditions and workplace rights for its members, which number more than 200 000. The SDA has been linked to power in Australia through its influence in shaping labour policies and its ability to mobilise workers for **collective action**, thereby impacting negotiations with major employers.

During the war years of the 1940s the retail industry changed from being a substantially male occupation to having large numbers of women. The SDA was instrumental in achieving equal pay for women in 1975, with women comprising more than 65 per cent of the SDA's membership as of 2010.

The union was heavily involved in achieving the 44-hour working week in 1945 and then the 38-hour week in 1984. Other achievements include winning redundancy pay in 1986, four weeks' annual leave in 1974 and 12 months' maternity leave in 1979.

Source 1: The Shop, Distributive and Allied Employees' Association represents retail workers

Source 2: The SDA led a successful campaign for the abolishment of youth wages for workers aged between 18 and 20.

In 1987, the SDA helped facilitate compulsory employer payments of 3 per cent **superannuation** for employees, paid into the industry fund REST Super with joint union–employer directors.

Youth wages

Australia operates a system of **youth wages** where it is legal for workers under the age of 21 to be paid a percentage of the adult **wage** rate for their job. The SDA has campaigned for the abolition of junior wages for decades.

In 2013 the SDA began a national campaign to end youth wages for workers aged 18 to 20 in the retail industry. This commenced with a case at the Fair Work Commission to remove the 90 per cent rate for 20 year olds in the retail award. The Fair Work Commission ruled in favour of the SDA's application in 2014 and the 20-year-old rate began to phase out in the retail award from 2015.

Customer violence and abuse

In 2017, the SDA launched a national public awareness campaign called 'No One Deserves a Serve' to combat what the union described as the growing problem of violence and abuse directed at retail workers by customers. A survey conducted by the union of 6000 retail and fast-food workers found that more than 85 per cent had experienced abuse from customers. Almost three-quarters (74 per cent) of respondents were women, and 65 per cent of respondents worked in front-end services (like cashiers and registers). Just over half (51 per cent) of respondents said that no action was taken after they reported an incident.

In 2018, the SDA launched its campaign 'Don't Bag Retail Staff' in response to the highly publicised ban of free single-use plastic bags that was introduced in some states.

Learning Ladder EB2.4

Trade unions

1. What sectors does the SDA represent?
2. When did the SDA achieve equal pay for women?
3. What was the goal of the SDA's 2013 national campaign regarding youth wages?
4. How did the SDA address the issue of customer violence and abuse in 2017?
5. Discuss the impact of the SDA's achievements on working conditions and employee rights in Australia. How have these efforts shaped the labour market?

How do I conduct an investigation?

Now that you've finished the chapter, it is time to conduct your own investigation on business and economics. Throughout the chapter you have developed knowledge and understanding of government and democracy. Background knowledge is important because it helps you make connections to new information, ask better questions and consider different perspectives. As you progressed through the chapter, you have gathered information through classroom discussion, highlighting, note taking and answering questions. Now you are ready to start planning your own investigation into contemporary issues!

An investigation gives you the opportunity to be an active participant in contemporary business and economic issues: investigating, interpreting and communicating your findings.

The chapter has covered the issues important to you as a consumer. What would you like to know more about?

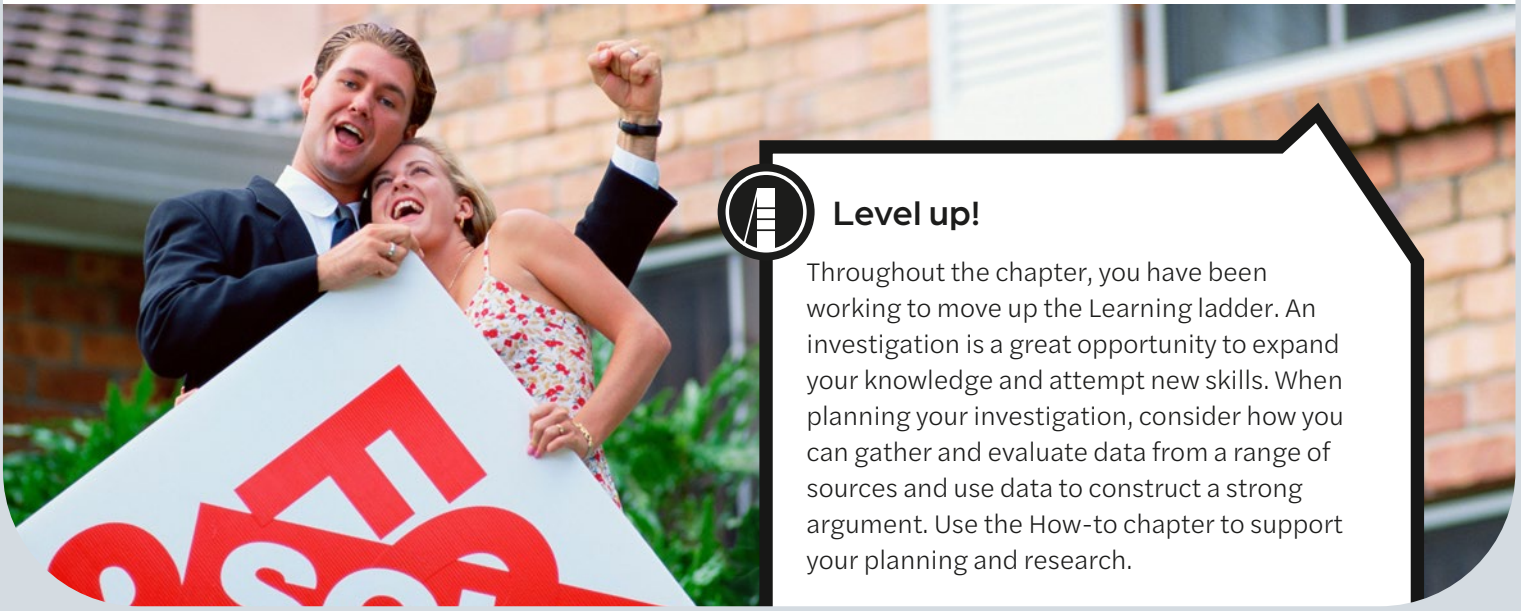
- What are your rights and responsibilities as a consumer?, page 520
- How can you become a smart online shopper?, page 522
- How does Australia's taxation system work?, page 524

Return to the relevant pages in the chapter and read them again.

Next, complete the 'see, think, wonder' process to help develop ideas you might cover in your inquiry.

Jot down your answers to these questions. Your answers will help you to formulate your own research ideas. Once you have worked through this process, you are ready to start your investigation.

Refer to pages 532–4 of the How-to chapter for a step-by-step guide to this process.

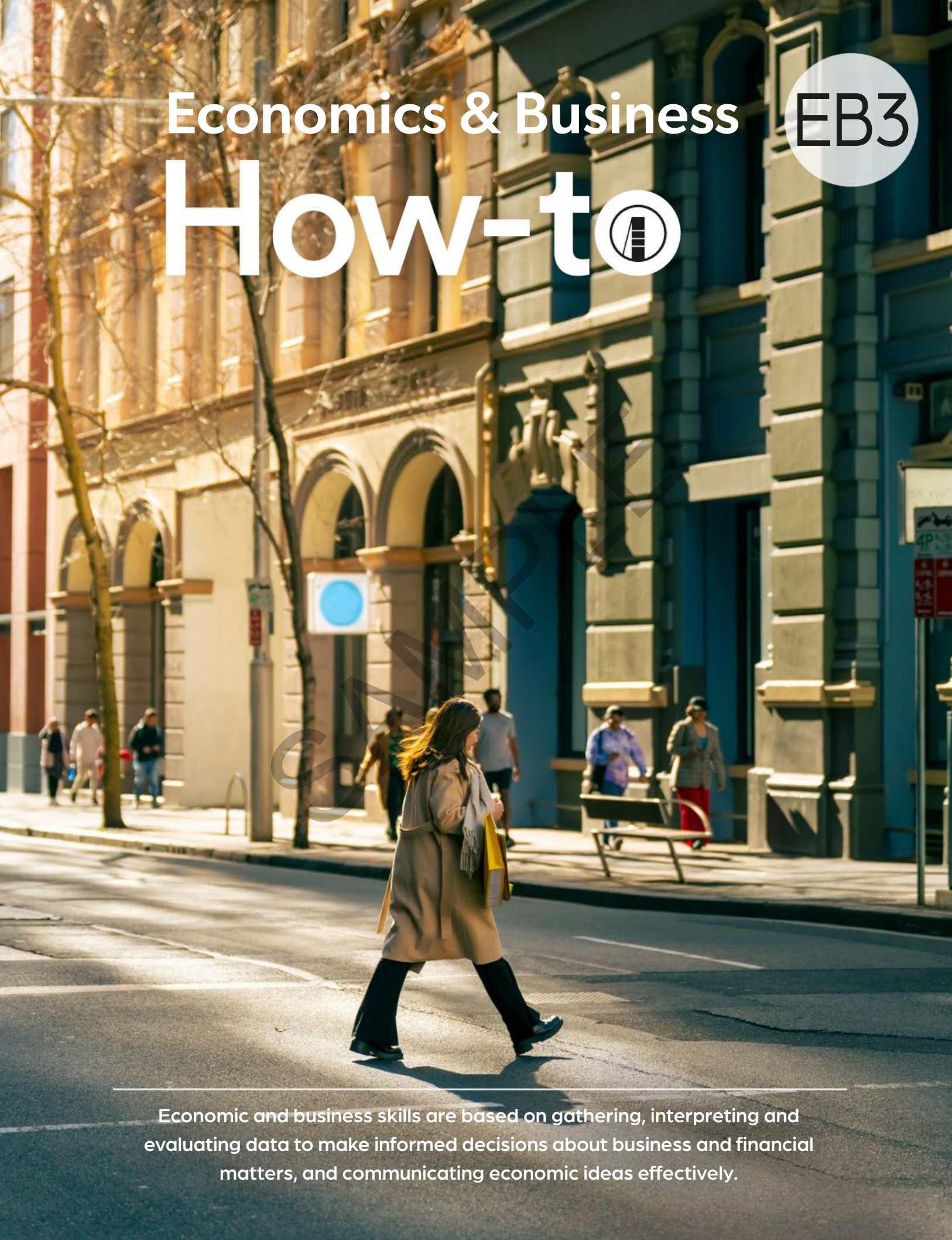


Level up!

Throughout the chapter, you have been working to move up the Learning ladder. An investigation is a great opportunity to expand your knowledge and attempt new skills. When planning your investigation, consider how you can gather and evaluate data from a range of sources and use data to construct a strong argument. Use the How-to chapter to support your planning and research.

Economics & Business How-to

EB3



Economic and business skills are based on gathering, interpreting and evaluating data to make informed decisions about business and financial matters, and communicating economic ideas effectively.

How to develop economic and business skills

The skills described in this How-to will help you to lead a productive and financially stable life as an Australian citizen, voter and participant in the economy. There are five levels of difficulty for each skill. Each skill is described and a model provided that demonstrates how to master the skill at each level. Learning skills at the lowest level of difficulty will help you to master the skills at the highest level.

Investigating

Developing strong investigative skills in economics and business enables you to ask meaningful questions, locate reliable information and analyse data effectively. These skills are essential for understanding economic and financial systems, evaluating business decisions and recognising market trends.

1 I can ask open-ended questions

Open-ended questions encourage deeper thinking and cannot be answered with a simple 'yes' or 'no'. They require explanation, reasoning or further investigation. Well-structured questions guide research and help you explore complex economic and business issues.

Example

If you are investigating supermarket success, you might ask:

- What factors influence consumer choices in grocery shopping?
- How do pricing strategies impact customer loyalty?

2 I can plan an investigation

Planning an investigation ensures that your research is structured and relevant. This process includes defining a clear research question, identifying key variables and selecting appropriate research methods.

Example

If you are examining the effects of inflation on young consumers, your plan might include the following elements:

- Research question: How does inflation affect the spending habits of teenagers?
- Key factors to consider: inflation rates, disposable income levels, spending patterns
- Methods of data collection: surveying peers, analysing consumer spending reports, reviewing news articles.

3 I can gather information from secondary sources

Reliable sources provide accurate and objective information. These sources may include government reports, economic research and reputable news organisations.

Example

If you are researching fuel price fluctuations, you may refer to:

- Australian Bureau of Statistics (ABS) for historical fuel price data
- Reserve Bank of Australia (RBA) for insights on inflation and interest rate influences
- news publications such as the ABC or *The Age* to examine recent economic developments.

4 I can sort and represent data and information

Organising data effectively helps you identify patterns, trends and relationships in economics and business studies. Sorting data involves categorising and structuring information so that it is easier to analyse. Representing data visually, through graphs, charts or tables, makes complex information clearer and more accessible. Collecting data from multiple sources allows you to compare perspectives and draw more reliable conclusions.

How do you sort economic data?

Economic data can be sorted in various ways.

- **Categorise by time period:** arrange data chronologically to identify trends over time, such as inflation rates or employment figures.
- **Group by economic sector:** separate data into relevant sectors, such as retail, finance and manufacturing, to compare industry performance.
- **Use statistical measures:** calculate averages, percentages and growth rates to summarise key findings.
- **Compare across regions:** identify economic differences between locations, such as city and rural employment rates.
- **Analyse different sources:** collect and compare data from multiple sources, such as official inflation rates as well as personal experiences of price changes, to highlight differences in perspectives.

How do you represent economic data?

There are multiple ways of representing economic data visually:

- **Line graphs** show changes over time, such as trends in petrol prices or consumer spending habits.
- **Bar charts** compare different categories, such as GDP per industry or company profits.
- **Pie charts** illustrate proportions, such as household spending on various expenses.
- **Tables** present precise numerical data, such as exchange rates or inflation figures.
- **Scatter plots** show relationships between two variables, such as income and savings rates.

Example

If you are investigating price rises for a group of products, you might:

- collect data from multiple sources, such as government reports, news articles and personal observations
- present this information in a table to compare price changes over different time periods or between locations
- identify patterns or differences, such as higher price increases in urban areas compared with rural areas
- use a line graph to show the trend of price changes over time
- compare official inflation rates with personal experiences and highlight these differences in a visual representation.

5 I can evaluate information from a range of sources

Ensuring that the data and information you use is accurate, up to date and reliable is crucial in economics and business research. Different sources may present varying viewpoints, so it is important to check for consistency and bias. Evaluating sources helps you make informed judgements about the credibility of the information and prevents misinformation from influencing your conclusions.

How do you evaluate economic and business sources?

There are several important factors to consider when evaluating resources.

- **Check the source's credibility:** identify whether the source is a government report, academic research, a reputable news outlet or a commercial blog. Government and academic sources are generally more reliable than opinion-based sources.
- **Assess for bias:** consider whether the source has a particular agenda. For example, a business advocating for deregulation may present data in a way that favours its position.

- **Compare multiple sources:** cross-check data from different sources to ensure consistency. If one report claims inflation is 3 per cent while another source says it is 6 per cent, investigate why there is a discrepancy.
- **Verify statistical data:** look at how data was collected, who conducted the research and whether the methodology is sound. Data from independent research institutes is generally more reliable than data from social media or informal reports.
- **Consider timeliness:** ensure that the data is recent and relevant to your investigation. Economic trends and business conditions change quickly, and outdated data may not reflect current realities.

How do you compare data from different sources?

Data from different sources can be compared using the following methods:

- Collect data on an issue such as property price changes over time from different sources (for example, government housing reports, real estate websites and newspaper articles).
- Present the information in a table to highlight similarities and differences in the data.
- Identify patterns, such as there being price increases in some areas while other areas remain stable.
- Compare official statistics with personal experiences, such as inflation rates reported by government agencies versus individual perceptions of price rises.

Example

If you are analysing the impact of fast fashion on small businesses, you might review:

- a government trade report on retail sector trends – offering objective economic data
- an industry journal article from an independent economic research institute – providing analysis and expert opinion
- a blog post from a fashion retailer – potentially biased in favour of the industry.

By comparing these sources, you can determine which information is most reliable.

Interpreting

Interpreting economic and business information is a key skill that helps us make sense of the world around us. It allows us to examine data, understand trends and make informed decisions about financial and business matters. Whether you are looking at a supermarket price comparison, analysing how consumer behaviour shifts over time or evaluating the impact of government policies, the ability to interpret information effectively is essential.

This section will guide you through five levels of interpreting economic data, from basic comprehension to advanced analysis. By mastering these skills, you will be better equipped to understand market forces, business strategies and economic policies that affect individuals and society as a whole.

1 I can read tabulated data and graphs

Understanding economic information often starts with interpreting data in tables and graphs. These can show economic indicators such as inflation rates, employment figures and supply and demand patterns.

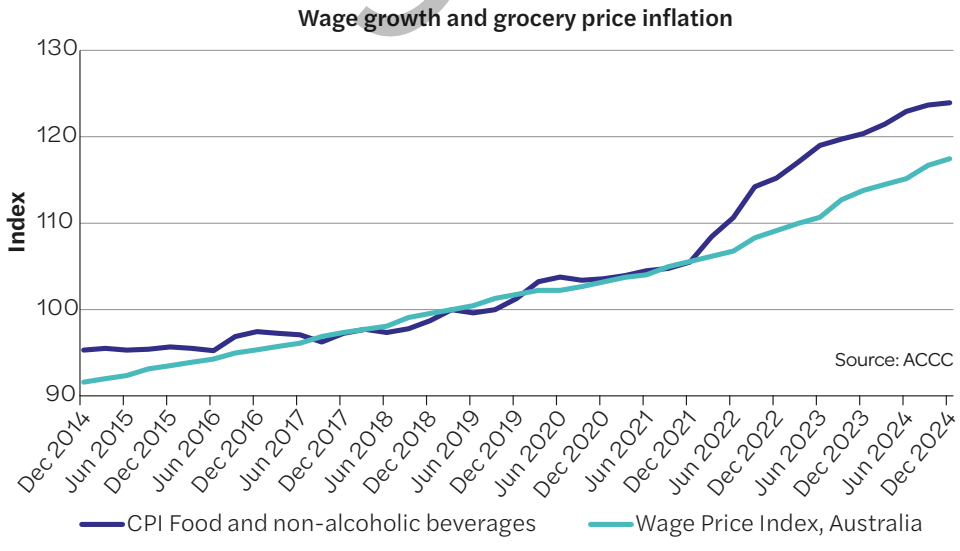
To effectively read data, follow these steps:

1. **Identify the data source.** Is the table or graph from a reliable source, such as the Australian Bureau of Statistics (ABS) or the Australian Competition and Consumer Commission (ACCC)?
2. **Understand labels and units.** Check the title, axes labels and units of measurement.
3. **Look for key figures and comparisons.** Identify the highest and lowest values, as well as any averages or totals.
4. **Note patterns and outliers.** Are there any unusual data points?

Example

This graph shows how grocery prices and wages have changed over time from 2014 to 2024. From 2014 to 2021, both lines move up at about the same speed. This means that as food prices increased, wages also increased at a similar rate. People could still afford groceries without a big change in their budgets.

In 2024, the grocery price line is not rising as quickly as it did in 2022; however, grocery prices are still much higher than they were before 2022, while wages have not increased at the same rate, meaning that food is now more expensive compared to wages.



▲ **Source 1:** Wages have not kept up with grocery price inflation since late 2021.

These sentence starters may help you structure a response:

- 'This table shows that ...'
- 'According to the graph, the trend in prices suggests ...'
- 'The highest/lowest value recorded is ...'

2 I can describe trends

A trend is a pattern in data that shows how something changes over time. Describing trends involves identifying increases, decreases, fluctuations or stability. To do this effectively, follow these steps:

1. **Identify the general direction of change.** Is it increasing, decreasing, fluctuating or remaining stable?
2. **Use specific time periods.** Mention whether the trend occurs over months, years or decades.
3. **Compare different categories.** Are there differences between groups or regions?
4. **Identify key drivers of the trend.** What factors are influencing the change?

Example

Over the past five years, the cost of nearly everything in Australia has increased. The cost of food and drinks (measured by something called the Consumer Price Index, or CPI) has increased even more than other goods, and is about 24 per cent higher than five years ago. However, wages (how much people earn) haven't increased as quickly. From 2018 to 2021, food prices and wages were increasing at a similar pace. But after that, food prices started rising much more quickly than wages – more than double the rate of wage growth by 2022–2023. While price increases have slowed slightly since 2024, groceries are still much more expensive compared with wages than they were a few years ago.

These sentence starters may help you structure a response:

- 'Over time, the data shows ...'
- 'There is a clear upward/downward trend in ...'
- 'The data fluctuates between ... and ...'

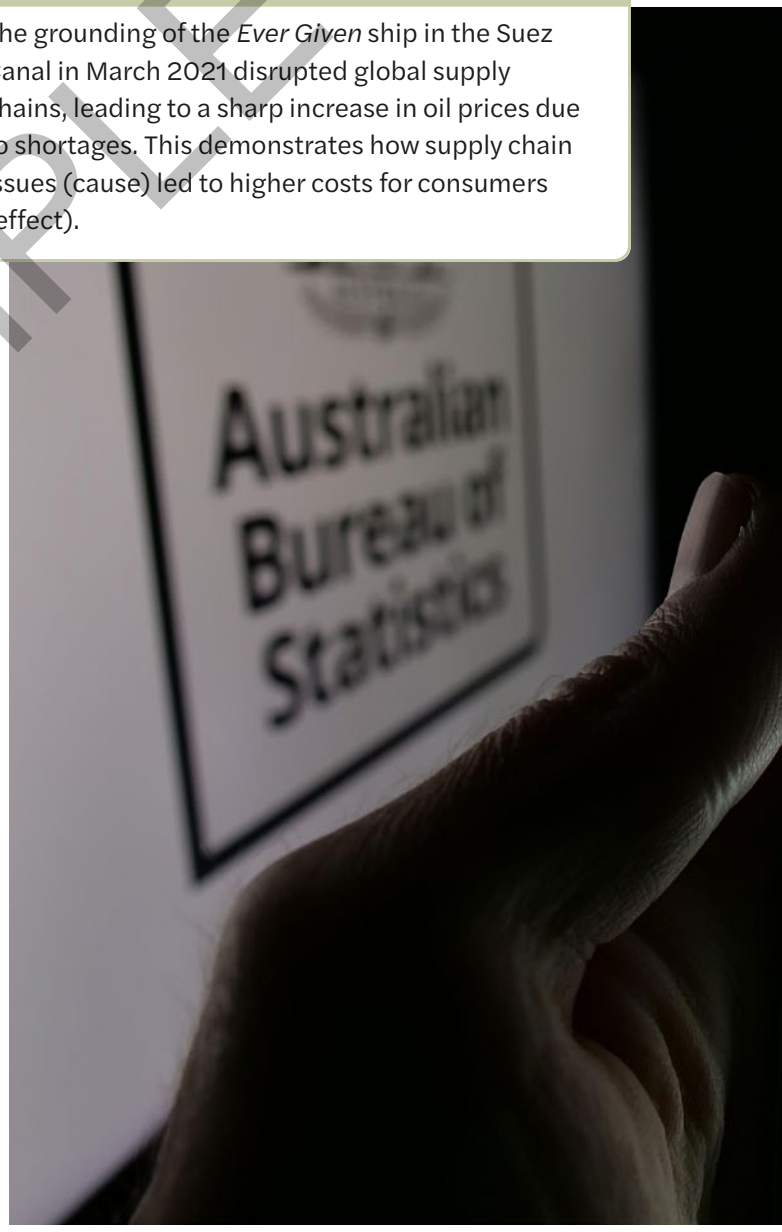
3 I can explain cause-and-effect relationships

Economic changes often have identifiable causes and consequences. Understanding these relationships helps explain why certain patterns occur. To do this, follow these steps:

1. **Identify the cause (why the change happened).** What factors contributed to this change?
2. **Identify the effect (what happened as a result).** What were the consequences of this change?
3. **Use real-world examples.** Refer to case studies or news reports.
4. **Support with data.** Use numbers or graphs to justify explanations.

Example

The grounding of the *Ever Given* ship in the Suez Canal in March 2021 disrupted global supply chains, leading to a sharp increase in oil prices due to shortages. This demonstrates how supply chain issues (cause) led to higher costs for consumers (effect).



These sentence starters may help you structure a response:

- 'If this trend continues, we can expect ...'
- 'Based on past data, it is likely that ..."
- 'An increase in ... may result in ...'

4 I can predict change to patterns

By analysing past trends and current data, we can make informed predictions about future economic changes. To do this effectively, follow these steps:

1. **Review historical trends.** What has happened in the past in similar situations?
2. **Consider influencing factors.** Look at government policies, technological advancements and global events.
3. **Use models or theories.** Economic principles such as supply and demand can help predict changes.
4. **Account for uncertainty.** Acknowledge that multiple factors can influence predictions.

Example

If grocery prices continue rising at their current rate, many consumers will switch to discount supermarkets like Aldi. A consumer trend graph already shows increasing market share for Aldi in response to higher food costs.

5 I can evaluate data and data sources for authenticity and validity

Evaluating sources ensures that economic information is reliable, unbiased and based on accurate data. To evaluate sources, follow these steps:

1. **Check the publisher.** Government agencies, academic institutions and reputable organisations are more trustworthy than unknown blogs.
2. **Look for bias.** Is the source funded by a company that benefits from the data?
3. **Compare multiple sources.** Are other reports showing similar findings?
4. **Check the date.** Economic data changes quickly; outdated data may no longer be relevant.

Example

A report from the Australian Bureau of Statistics on employment trends is more reliable than a social media post about job losses. The ABS provides regularly updated data based on national surveys.

Decision-making

Economic and business decision-making involves analysing information, assessing options and making choices that impact individuals, businesses and governments. Every decision has consequences, and understanding how to approach decision-making systematically is crucial.

1 I can identify an economic and business issue

The first step in decision-making is recognising an issue that affects individuals, businesses or governments. Economic and business issues often arise from factors such as changing consumer behaviour, shifts in market conditions, or government policies.

1. **Observe real-world economic events.** Look for headlines about inflation, employment, business closures, or new government regulations.
2. **Identify who is affected.** Consider whether consumers, workers, businesses or policymakers are involved.
3. **Recognise the cause of the issue.** Determine what factors are influencing the problem, such as supply chain disruptions, changing consumer preferences or new competitors.
4. **Use data to confirm the issue.** Economic issues often have supporting evidence, such as unemployment statistics or sales figures.

Example

A fast-food chain notices that fewer people are buying its meals. After analysing the market, it realises a new health-conscious competitor is attracting its customers. This highlights how businesses must adapt to changing consumer preferences to stay competitive.

2 I can describe the criteria to respond to an issue

It is important to establish criteria to evaluate possible responses. Criteria help in comparing different options based on their impact, cost and feasibility.

1. **Consider economic efficiency.** Will the response make the best use of resources?
2. **Evaluate financial impact.** How much will it cost, and who will pay for it?
3. **Assess social and ethical implications.** Will it benefit people fairly?
4. **Look at sustainability.** Will it have long-term positive or negative effects?

Example

To compete with a new healthy food trend, a fast-food company decides whether to add more nutritious menu items or invest in a marketing campaign to improve its image. A key criterion would be whether the strategy attracts health-conscious consumers without losing existing customers.

3 I can develop responses to economic and business issues

Solutions should address the problem effectively while considering potential trade-offs.

1. **List possible solutions.** Consider different ways to address the issue.
2. **Weigh advantages and disadvantages.** Compare the benefits and drawbacks of each response.
3. **Consider short-term and long-term effects.** Will the response be effective immediately, or will it take time?
4. **Use real-world examples.** Refer to case studies or economic principles that support the response.

Example

A business facing competition could:

- improve its marketing by using social media influencers to reach younger customers
- offer discounts or loyalty rewards to attract returning customers
- expand its product range to include healthier options.

Each response has trade-offs. While marketing increases visibility, it requires a large budget. Discounts may attract customers but reduce profits.

4 I can evaluate responses using cost–benefit analysis or other criteria

Economic and business decisions require careful evaluation of responses. Cost–benefit analysis (CBA) is a common tool used to compare the advantages and disadvantages of each option.

1. **Identify costs.** What are the financial, social or environmental costs?
2. **Identify benefits.** What are the positive outcomes, and who benefits?
3. **Use quantitative data.** If possible, assign monetary values to the costs and benefits.
4. **Compare options.** Which response provides the greatest overall benefit?

Example

A clothing brand wants to increase sales and considers two strategies: launching a new eco-friendly clothing line or offering a major sale on existing stock.

Response	Costs	Benefits
Launching an eco-friendly clothing line	New product development requires research and sustainable materials.	Eco-friendly products appeal to environmentally conscious customers.
Offering a major sale on existing stock	Sales reduce profit margins.	Discounts attract budget shoppers.

Evaluating these factors helps determine which strategy provides the best long-term advantage.

5 I can draw conclusions and justify responses

A strong conclusion should be supported by data and logical reasoning. This structured approach to decision-making will help you analyse economic and business issues critically, particularly in understanding how businesses create and maintain a competitive advantage.

1. **Summarise findings.** What did the evaluation reveal about the best response?
2. **Justify the decision.** Use data, economic principles or case studies to explain why this is the preferred response.
3. **Acknowledge limitations.** Recognise any uncertainties or challenges in implementing the decision.
4. **Consider alternative perspectives.** Would different groups (for example, businesses, consumers, government) see this decision differently?

After evaluating strategies, a company may decide that investing in marketing is the best way to attract new customers and maintain a competitive advantage.

Communicating ideas

Communicating economic ideas clearly and effectively is a crucial skill in economics and business. It involves using correct terminology and structured reasoning, and supporting your points with evidence. Whether presenting an argument, writing a report or participating in a class debate, strong communication skills help you explain economic issues with confidence and credibility.

1 I can describe economic and business issues

The first step is being able to describe what is happening in the economy or a business context using clear and accurate language.

1. **Identify the issue.** What is the economic or business problem?
2. **Use economic vocabulary.** Use terms appropriate to the topic you are discussing, such as 'inflation', 'unemployment', 'monetary policy', 'interest rates' and 'subsidies'.
3. **State who is affected.** This might be individuals, businesses, governments or communities.
4. **Use real examples.** Refer to current events or textbook case studies.

Example

The Reserve Bank of Australia (RBA) increased interest rates to combat inflation. This policy affected households with mortgages, as their mortgage repayments increased, leading to reduced spending in the economy.

These sentence starters may help you structure a response:

- 'An economic issue that is currently affecting people is ...'
- 'This issue is important because ...'
- 'The key people or groups affected are ...'

2 I can explain arguments

Explaining arguments means giving reasons for why an issue is occurring or why a response may or may not work.

1. **Give logical reasons.** Explain why something is happening.
2. **Link to economic principles.** Use ideas such as supply and demand, inflation control or fiscal policy.
3. **Develop both sides of the argument.** What are the benefits and potential drawbacks?

Example

One argument in favour of the government offering rebates for solar panel installation is that it encourages clean energy use and reduces long-term electricity bills. A counter-argument is that such schemes cost taxpayers money and may not reach low-income households effectively.

- What is the reasoning behind this argument?
- Who benefits from this policy, and who might be disadvantaged?
- Are there alternative viewpoints or opposing arguments?

3 I can support explanations with data

Adding evidence makes your argument stronger and more convincing.

1. **Use statistics and examples.** Find relevant graphs, tables or real-world data.
2. **Quote credible sources.** Use reports from the Australian Bureau of Statistics (ABS), the Reserve Bank of Australia (RBA) or Treasury.
3. **Show how the data supports your argument.** Explain what the numbers mean.

Example

According to ABS data, inflation reached 7.8 per cent in late 2022. In response, the RBA raised the cash rate multiple times in 2023. This data supports the idea that the RBA uses monetary policy to reduce inflation and stabilise prices.

4 I can explain arguments using data

It's not enough to have an opinion – you need to back it up with facts. Being able to explain arguments using data means you can take complex information, such as statistics, graphs or tables, and use it to strengthen your reasoning. This shows that your conclusions are not just guesses but are supported by real-world evidence.

Explain what the data shows using the following steps.

1. **Spot the pattern or trend**. Instead of just saying 'unemployment was 7 per cent', you might say: 'Unemployment rose from 5 per cent to 7 per cent between March and July, which shows a sharp increase that was likely caused by business closures during the COVID-19 lockdowns.'
2. **Explain the cause or effect**. Link the data to what's happening in the economy. For example: 'The rise in unemployment suggests that fewer people were working, which would reduce household income and impact living standards.'
3. **Make a judgement or comparison**. Use the data to compare different time periods, policies or options. For example: 'After the JobKeeper program started, unemployment fell from 7 per cent to 6 per cent. This suggests that the policy helped people stay employed.'
4. **Connect to a bigger idea**. Show why the data matters in context. For instance: 'Lower unemployment helps maintain living standards and supports economic stability, so the JobKeeper program played an important role in economic recovery after the COVID-19 pandemic.'

You may also use data to compare options – how does the data support one response over another?

Example

During the COVID-19 pandemic, the Australian Government introduced the JobKeeper wage subsidy to protect employment. ABS data shows that unemployment remained lower than expected in 2020 due to this support. A line graph comparing unemployment rates before and after JobKeeper was introduced supports the argument that government fiscal intervention helped maintain economic performance and protect living standards. Similarly, RBA cash rate charts from 2022 to 2024, alongside consumer spending data, help explain how monetary policy was used to slow inflation.

5 I can use evidence from sources to evaluate economic and business issues

In the real world, economic and business decisions are rarely simple. There are usually multiple viewpoints, conflicting data and different priorities involved. Being able to assess all of this information and come to a balanced conclusion is a powerful skill. It shows that you can think critically, consider different perspectives, and communicate clearly based on the *quality* of the evidence – not just the quantity.

Example

In 2023, in response to the rising cost of living, the government introduced targeted energy bill relief. To evaluate its effectiveness, you could examine ABS data on energy price trends, a Treasury report on household savings and an article from the ABC summarising public responses. If all sources indicate a reduction in pressure on low-income households, you can conclude the policy improved living standards for those most affected.

Use this table to help structure your evaluation of an economic or business issue. It guides you through collecting evidence, comparing sources, checking reliability and drawing a well-reasoned conclusion.

Step	What to do	Helpful prompts	Example
1 Identify the issue.	Clearly state the economic or business issue you are evaluating.	What is the key question or problem?	Is the government's energy bill relief effective in reducing cost of living pressures?
2 Gather sources.	Find at least 2–3 different types of sources (e.g. data, reports, media).	Are the sources recent, reliable and relevant?	ABS energy prices data, Treasury report, ABC News article on public opinion
3 Summarise each source.	Briefly explain what each source says about the issue.	What is the key message from each source?	ABS data: energy prices stabilised in 2023. Treasury: household savings slightly improved.
4 Compare the evidence.	Look for similarities or differences between sources.	Do they agree? Do any contradict each other?	All sources suggest reduced pressure on low-income households.
5 Assess reliability.	Evaluate how trustworthy each source is.	Who created it? Is there bias? Is it up to date?	ABS and Treasury are government sources (highly reliable), ABC is a reputable news outlet.
6 Draw a conclusion.	Decide which argument is best supported and explain why.	What does the strongest evidence show?	Based on all sources, the energy bill relief appears to have improved living standards for vulnerable households.

Key questions:

- How reliable and up to date are the sources used?
- What evidence supports each point of view?
- Does the data from different sources agree or conflict?