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10

CAMBRIDGE HUMANITIES AND SOCIAL SCIENCES

FOR WESTERN AUSTRALIA

Emilie Ingate, Anthony Lunt, Nathan McKenzie, Jessica Threlfo

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About the cover



Pictured is the 29-metre-tall *Spanda* sculpture by Christian de Vietri in Elizabeth Quay on Perth's waterfront. *Spanda* was unveiled in January 2016 and is currently known as the world largest free-standing carbon-fibre structure.

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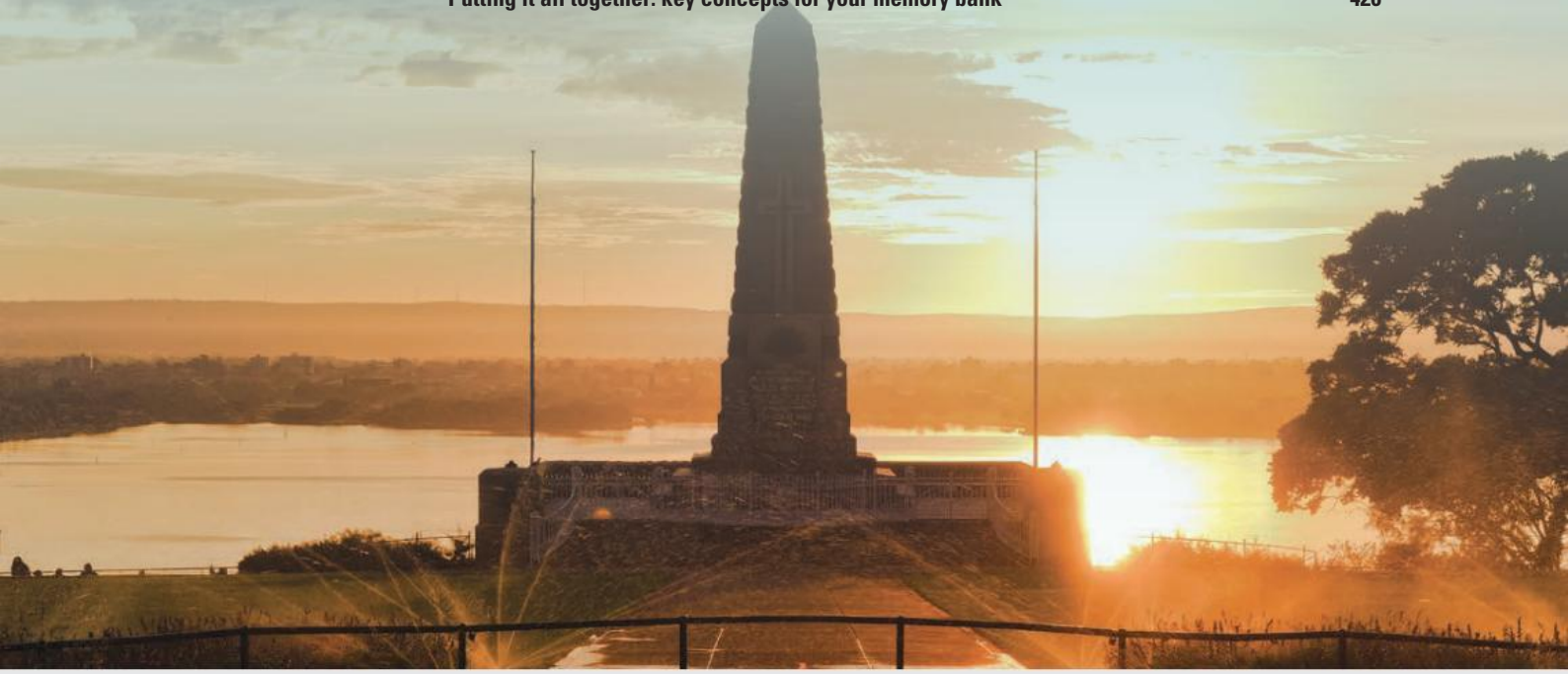
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About the authors



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



Anthony Lunt (History author) has taught History for 30 years, in government, independent and Catholic schools. He has postgraduate qualifications in heritage studies and is currently completing a PhD in History at the University of Western Australia. Anthony has been a Western Australian Certificate of Education (WACE) marker for many years, and presented numerous seminars for both students and fellow teachers. He is currently teaching History at Trinity College in East Perth.

Anthony would like to thank his wife, Susannah, for her patience and support during the writing of this book.



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



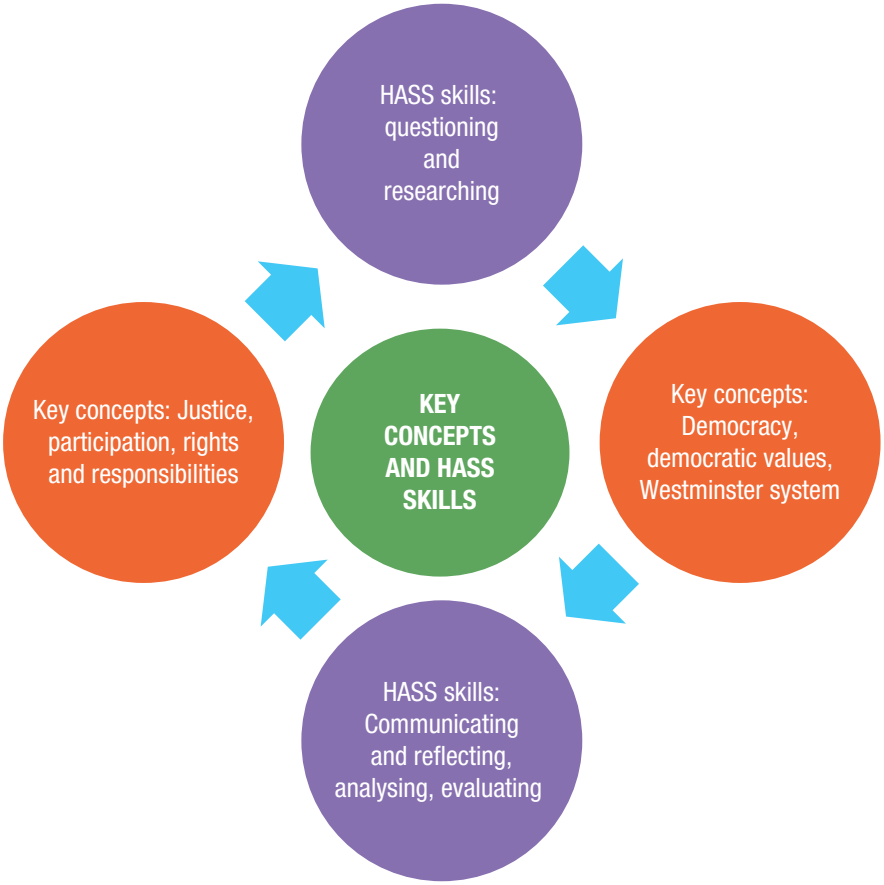
Jessica Threlfo (Geography author) is a Senior Teacher in the HASS department at her current school. She has taught a range of Humanities subjects in Western Australian public secondary schools for more than 11 years, including ATAR Geography and General Career and Enterprise. Jessica is a passionate advocate for the inclusion of skills-based learning and ICT into Geography education.

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Key concepts and HASS skills

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

It is important to realise that, in each subject, the HASS skills and Key concepts should be interrelated. For example, the following diagram demonstrates how the relationship between concepts and skills can work in the study of Civics and Citizenship.



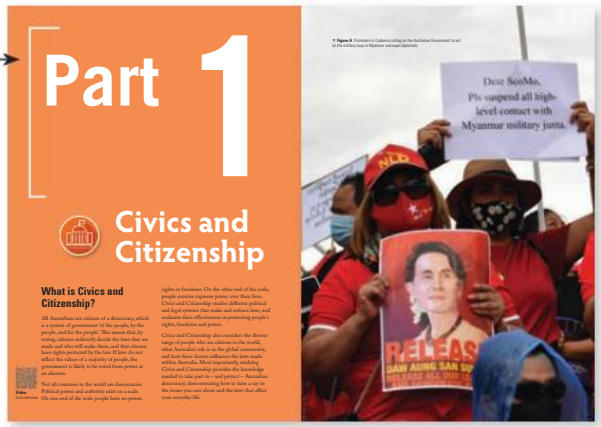
Please note: further example diagrams of how this relationship works for the other HASS subject areas (Economics and Business, Geography and History) can be found in the digital versions of this text.

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

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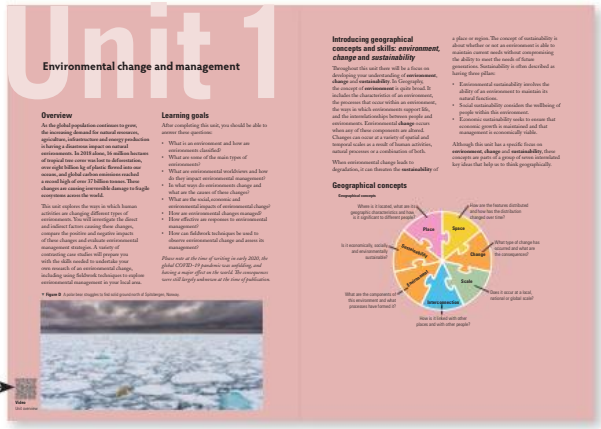
How to use this resource

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



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

The **QR code** gives you instant access, via your phone, to videos introducing units or depth studies. Historical overviews also include detailed videos.



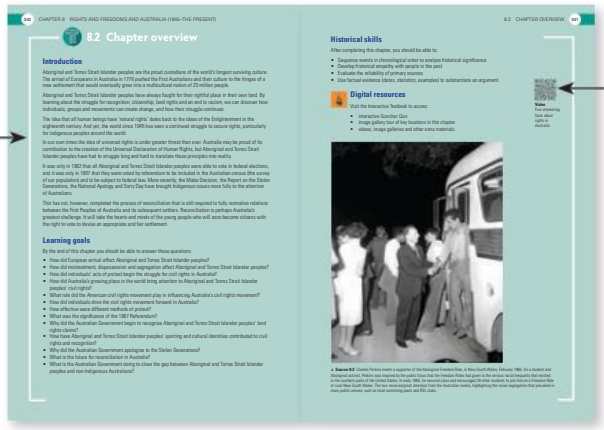
Each part of the book begins with a range of overview pages introducing you to the subject at hand.

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



Chapters open with a short **Setting the scene** story to hook you into the new topic, along with a **Making thinking visible** activity to get you thinking.

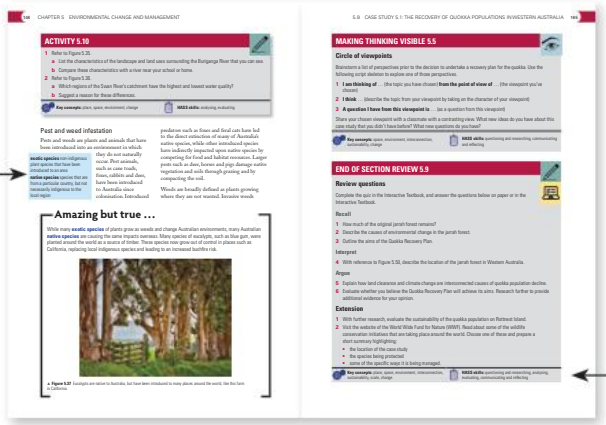
Chapter overview pages provide an Introduction, list of Learning goals, and Digital resources available for the chapter. Some chapters also include a list of skills you will develop by working through the topic.



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

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

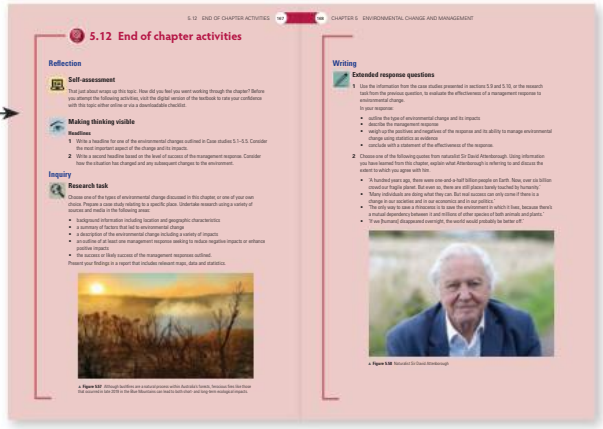


A variety of **activities** explore key concepts and enable you to develop HASS skills while engaging with the topic.

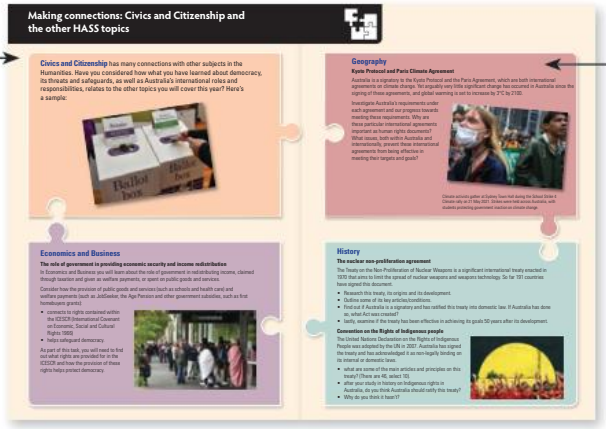
History and Geography chapters also include many **skill-based activities** aligned to the curriculum.

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

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



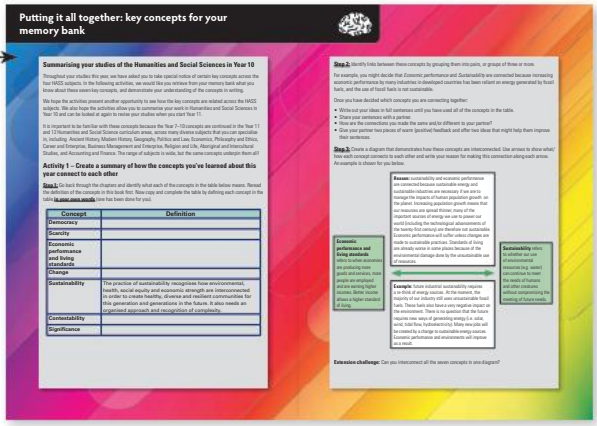
Making connections between the HASS topics: at the end of each topic area we include a range of activities to help students and teachers make connections between the topics and expand their understanding of HASS concepts.



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

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


Putting it all together: key concepts for your memory bank

Summarising your studies of the Humanities and Social Sciences in Year 10

Throughout your studies this year, we have asked you to take special notice of certain key concepts across the four HASS subjects. In the following activities, we would like you retrieve from your memory bank what you know about these seven key concepts, and demonstrate your understanding of the concepts in writing.

We hope the activities present another opportunity to see how the key concepts are related across the HASS subjects. We also hope the activities allow you to summarise your work in Humanities and Social Sciences in Year 10 and can be looked at again to revise your studies when you start Year 11.

It is important to be familiar with these concepts because the Year 7–10 concepts are continued in the Year 11 and 12 Humanities and Social Science curriculum areas, across many diverse subjects that you can specialise in, including: Ancient History, Modern History, Geography, Politics and Law, Economics, Philosophy and Ethics, Career and Enterprise, Business Management and Enterprise, Religion and Life, Aboriginal and Intercultural Studies, and Accounting and Finance. The range of subjects is wide, but the same concepts underpin them all!

Activity 1 – Create a summary of how the concepts you've learned about this year connect to each other

Step 1: Go back through the chapters and identify what each of the concepts in the table below means. Reread the definition of the concepts in this book first. Now copy and complete the table by defining each concept in the table in your own words (one has been done for you).

Concept	Definition
Democracy	
Scarcity	
Economic performance and living standards	
Change	
Sustainability	The practice of sustainability recognises how environmental, health, social equity and economic strength are interconnected in order to create healthy, diverse and resilient communities for this generation and generations in the future. It also needs an organised approach and recognition of complexity.
Contestability	
Significance	

Step 2: Identify links between these concepts by grouping them into pairs, or groups of three or more.

For example, you might decide that *Economic performance* and *Sustainability* are connected because increasing economic performance by many industries in developed countries has been reliant on energy generated by fossil fuels, and the use of fossil fuels is not sustainable.

Once you have decided which concepts you are connecting together:

- Write out your ideas in full sentences until you have used all of the concepts in the table.
- Share your sentences with a partner.
- How are the connections you made the same and/or different to your partner?
- Give your partner two pieces of warm (positive) feedback and offer two ideas that might help them improve their sentences.

Step 3: Create a diagram that demonstrates how these concepts are interconnected. Use arrows to show what how each concept connects to each other and write your reason for making this connection along each arrow. An example is shown for you below.

Economic performance and living standards refers to when economies are producing more goods and services, more people are employed and are earning higher incomes. Better income allows a higher standard of living.

Reason: sustainability and economic performance are connected because sustainable energy and sustainable industries are necessary if we are to manage the impacts of human population growth on the planet. Increasing population growth means that we are using more energy, and one of the most important sources of energy we use to power our world (including the technological advancements of the twenty-first century) are therefore not sustainable. Economic performance will suffer unless changes are made to sustainable practices. Standards of living are already worse in some places because of the environmental damage done by the unsustainable use of resources.

Example: future industrial sustainability requires a re-think of energy sources. At the moment, the majority of our industry still uses unsustainable fossil fuels. These fuels also have a very negative impact on the environment. There is no question that the future requires new ways of generating energy (i.e. solar, wind, tidal flow, hydroelectricity). Many new jobs will be created by a change to sustainable energy sources. Economic performance and environments will improve as a result.

Sustainability refers to whether we use of environmental resources (e.g. water) can continue to meet our needs, and those and other creatures, without compromising the meeting of future needs.

Extension challenge: Can you interconnect all the seven concepts in one diagram?

The Interactive Textbook includes a range of additional digital resources including videos, image galleries, interactive activities, Scorcher quizzes and more.

Digital resources

- This series uses the interactive Edjin platform, and includes both a student and a teacher edition.

In the **Interactive Textbook** version of this book students will find the following key resources:

- Self-assessment checklists (aligned to each chapter's Learning goals), for students to rate their progress
- Interactive Chapter quizzes and Scorcher quizzes (timed, competitive and fun tests of knowledge)
- Suggested solutions to all activities (enabled by teacher)
- A PDF downloadable version of the student textbook.

In the **Online Teaching Suite**, teachers will find:

- Guidance on using the digital versions of the book
- Teaching programs and teaching tips
- Curriculum grids for each topic area
- Additional activity worksheets.

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Part 1



Civics and Citizenship

What is Civics and Citizenship?

All Australians are citizens of a democracy, which is a system of government 'of the people, by the people, and for the people'. This means that, by voting, citizens indirectly decide the laws that are made and who will make them, and that citizens have rights protected by the law. If laws do not reflect the values of a majority of people, the government is likely to be voted from power at an election.

Not all countries in the world are democracies. Political power and authority exist on a scale. On one end of the scale people have no power, rights or freedoms. On the other end of the scale, people exercise supreme power over their lives. Civics and Citizenship studies different political and legal systems that make and enforce laws, and evaluates their effectiveness in protecting people's rights, freedoms and power.

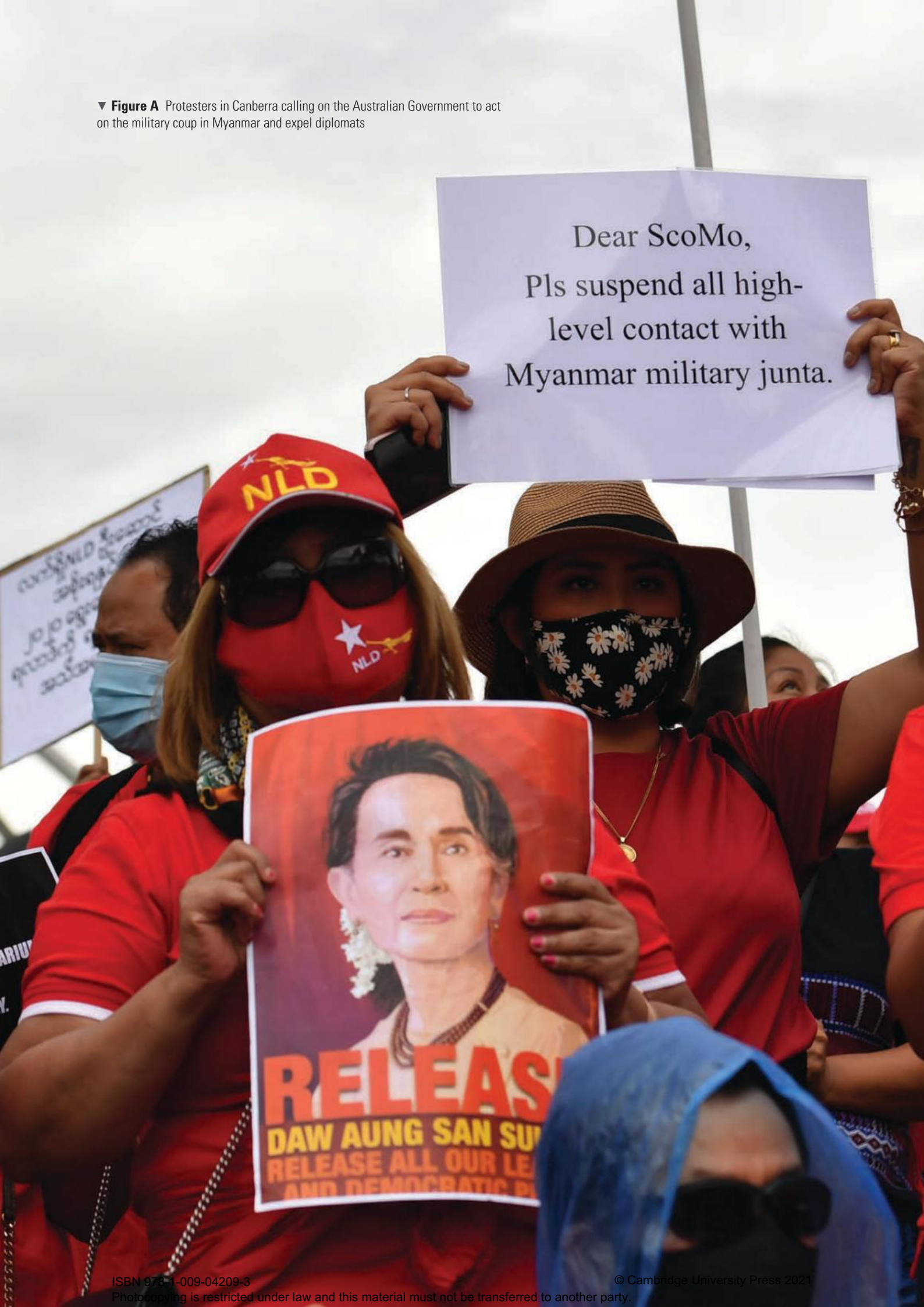
Civics and Citizenship also considers the diverse range of people who are citizens in the world, what Australia's role is in the global community, and how these factors influence the laws made within Australia. Most importantly, studying Civics and Citizenship provides the knowledge needed to take part in – and protect – Australian democracy; demonstrating how to have a say in the issues you care about and the laws that affect your everyday life.



Video
Unit overview

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▼ **Figure A** Protesters in Canberra calling on the Australian Government to act on the military coup in Myanmar and expel diplomats



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CHAPTER 1

Safeguarding democracy

1.1 Setting the scene: the 6 January 2021 mob attack on US democracy

On 6 January 2021, a mob attacked the US Capitol building in an attempt to stop the certification of Joe Biden's election as the 46th President of the United States. Since election night, Republican rival US President Donald Trump had condemned what he called the 'most corrupt election in American history'. Trump made many claims of voter fraud, which included that voters were using dead people's votes, that there was manipulation of the voting system that flipped votes to Biden, and that Republican officials were unable to observe vote counts. All these claims were unsubstantiated. Yet the claims encouraged Trump's supporters to storm the Capitol, cause damage and threaten to kill legislators. Five people died in this riot that many consider was incited by Trump. Even now, four out of five Republican voters believe the election was fraudulent. This did not change the outcome, and Joe Biden was inaugurated as US President on 20 January 2021.

This event represents two significant issues in the world today: the failings of democratic nations and executives to uphold democratic principles, and the increasing number of populist governments being elected. Throughout Trump's presidency, many incidents appeared to indicate his disregard for the American Constitution and a lack of accountability in his role as president. These included the impeachment charges Trump faced of using his power to influence a foreign government (Ukraine) for his own political benefit, and of 'inciting insurrection'. Many of Trump's other actions within office were condemned, including harassing the media and not suspending his business interests while president. There were concerns about actions prior to his presidency, including allegations of sexual assault and collusion with foreign agents to win the 2016 election.

To many, the scandals suggest that Trump used his position to continue to generate wealth and build his power. His ability to appeal to a particular group of working-class people who had lost faith in politicians to address their needs is not unique. In many countries in Europe and South America, identity politics and social media have allowed populist politicians to push agendas and regimes that have on one hand encouraged voters to take interest in democracy, and yet on the other led to misinformation, division and animosity between political parties. This has also led to powerful executives who manipulate and subvert the institutions that are meant to keep them accountable, such as the judiciary and the media. Yet a democracy allows for hope; elections promise change if they are free and fair. A democracy inspires others to protest and defy authoritarian rule, such as has been seen in recent times in Russia, Belarus, Hong Kong and Thailand.

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▲ **Figure 1.1** Supporters of then-US President Donald Trump, including Jake Angeli (also known at Yellowstone Wolf, centre), a member of the QAnon conspiracy group, breached security and entered the US Capitol in Washington, DC on 6 January 2021.

MAKING THINKING VISIBLE 1.1

Red light, yellow light

Find a news article about the material you read in 'Setting the scene'.

1. Read the article.
2. Find quotes or statements from the article that are fact or opinions. Highlight the opinions as red and the facts as yellow, for example:
   - one-sided arguments
   - generalisations
   - bold claims (no argument or explanation)
   - angry claims
   - opinions
   - lacking expertise or evidence.
3. How trustworthy and accurate is the article based on what you have highlighted? Share your thoughts with the class.
4. Why is compromise in a democracy important?
5. How should a democracy protect itself?

Key concepts: democracy, democratic values

HASS skills: questioning and researching, analysing, evaluating

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1.2 Chapter overview

Introduction

This chapter examines Australia's democratic system of government, its principles and ideals, and compares this system with other governments within the Asia-Pacific region. It investigates Australia's international roles and responsibilities as well as the international treaties, conventions and agreements that shape laws and government policies in Australia. It describes the role of the High Court in Australia, including how it interprets the Australian Constitution and other laws, and the impact this has on our democracy and international obligations. It analyses international and domestic issues, and how they may threaten democracy in Australia. Finally, it assesses citizen participation in Australia and how this can help safeguard democracy.

Learning goals

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

- What are the key features of Australia's system of government?
- How does Australia's system of government compare to its closest neighbours in Asia?
- What are the threats to Australian democracy and the operation of democracy in the world?
- How can Australia ensure the continued operation of democracy within our society?
- How does Australia participate in the global community?
- How do international and domestic issues impact democracy in Australia?
- How do international agreements and obligations, such as conventions and treaties on human rights and the environment, shape Australian law and government policies?
- What is the role of the High Court, particularly in protecting democracy and people's rights and freedoms?



Digital resources

Visit the Interactive Textbook to access:

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

Video
Five interesting facts about Australian democracy

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1.3 Australia's democracy and how it compares to governments in Asia

FOCUS QUESTIONS

- What are the key features of Australia's system of government?
- How does Australia's system of government compare to its closest neighbours in Asia?

Winston Churchill once said, 'No-one pretends that democracy is perfect or all-wise. Indeed, it has been said that democracy is the worst form of government, except for all those other forms that have been tried from time to time.'

Churchill, as leader of a democratic nation fighting fascist Nazi Germany in World War II, understood the importance of protecting democracy. He acknowledged that while democracies did not always fulfil their aspirations, their core values – such as limiting government and protecting the power, rights and freedoms of their people – created a far more inclusive and representative system than the oppressive rule of **totalitarian**, non-democratic governments.

Key to democracy is the concept of limited government. Democracy stems from the ancient Greek terms 'demos' (meaning 'people') and 'kratos' (meaning 'to rule'). In this respect, the people in a community or society should have the power; any authority the people give to a ruling government should be restricted. In Australia, a **representative democracy**, the parliament, is given power through elections to act on behalf of citizens. Citizens can renew or remove this power by voting for the same or new representatives in the next election. There are two significant concepts that contribute to a limited government and are the basis of a democratic system. The first important concept is 'rule of law' and the second is 'separation of powers'.

Rule of law refers to the idea that the law is supreme and applied equally to all, including the lawmakers. This ensures that the government does not abuse its powers by making laws that benefit itself or particular groups. It also ensures that people are treated fairly and are more likely to follow laws. Separation of powers is a concept developed by French philosopher Baron de Montesquieu, who believed that any person with power was likely to abuse it. He developed a method of prevention whereby the powers of government could be separated, and each branch of government would be checked and held accountable by the others, ensuring that no one branch had too much power or could influence the actions of another. The three branches of government in Australia are the **legislative** (the parliament) with the power to make laws, the **executive** (the Queen, Governor-General, government) with the power to enforce and carry out laws, and the **judiciary** (courts) with the power to judge, interpret and apply those laws (Figure 1.2). In Australia, the Constitution outlines the three branches of government. These branches are able to check each other in several ways: the government may try to introduce a law that the parliament can refuse to support if it is deemed unacceptable, while a law introduced by parliament may be taken to the High Court, which can decide whether it is unconstitutional or **ultra vires**. It is important to note that in Australia the concept of separation of powers is not clearly defined, in that the executive (the government) is also a part of the legislative (parliament). In fact, the executive only attains its position through its dominance or majority within the House of Representatives. The executive also has influence over presiding judges on the High Court; as each judge retires, the current government can select a replacement.

totalitarian the political system where control of government is absolute and no opposition party/ies are allowed, with strict control over society

representative democracy citizens vote for representatives to act on their behalf in parliament (legislative body)

legislative the branch of government responsible for developing and amending statute laws

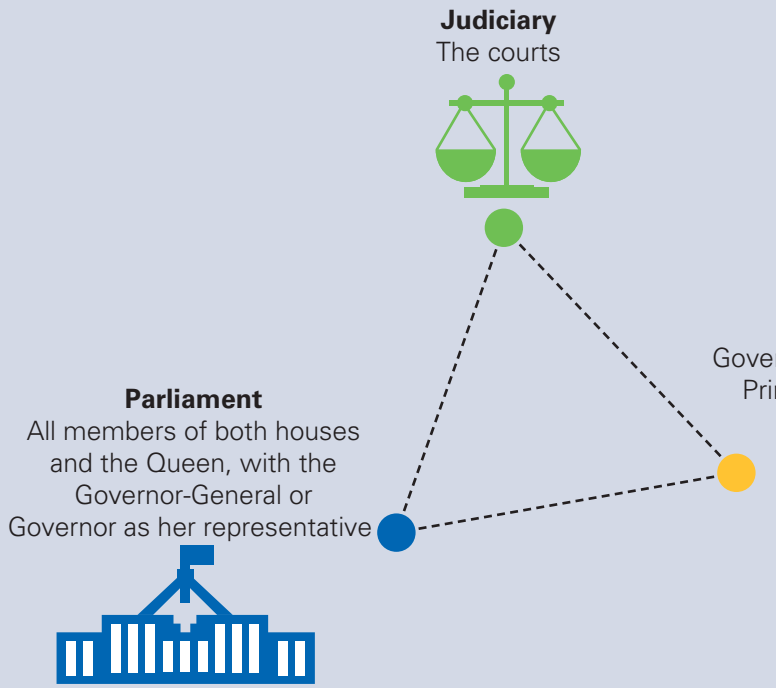
executive the branch of government responsible for governing and enforcing the laws. In Australia, this includes the Queen, Governor-General, Prime Minister and government.

judiciary the branch of government responsible for determining the validity of laws as well as making decisions when individuals break the law

ultra vires when a parliament or government acts beyond the authority given to them

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SEPARATION OF POWERS IN AUSTRALIA



▲ **Figure 1.2** The separation of powers as it operates in Australia. The three branches of government have separate and distinct roles in helping to govern the country.

Amazing but true …

A 'rule book for government', a constitution is a document in which the powers, structure and responsibilities of government are detailed. It can also include the rights and freedoms of the citizens of a nation. A constitution is designed to limit the powers of government by – ideally – addressing how the branches of government are determined, what the branches of government are responsible for, the methods of review and resolution against the actions of government, the rights and freedoms of citizens, and how the constitution can be changed. Many constitutions are considered the highest law, and all laws within a country must align with what its constitution contains.

Democratic ideals and features of Australian representative democracy

A society's ideals are the features or values to which it aspires. Democratic ideals are important in making sure people hold some power over their lives. A modern democracy is not simply the ability to vote in an election. It means the healthy ideals of open political participation, free and fair elections, representative parliaments, accountable and majority executives, just and fair legal systems and the protection of rights and freedoms.

Open political participation means that people are able to contribute to the political system by voting, forming political parties and organisations, and assembling and protesting peacefully. In Australia, citizens who are 18 years old and over can vote for candidates at federal, state/territory, and local parliaments, or councils. The right to vote in federal elections is protected in the Australian Constitution, which outlines that each house will be 'directly chosen by the people'. Citizens are able to vote for a wide variety of political parties, and can also choose to run as parliamentary candidates if they meet the requirements. People can also voice their opinions through interest or lobby groups, and use freedom of assembly and association to organise demonstrations, which aim to influence parliament.

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Free and fair elections make sure that the voting process does not disadvantage any citizen or candidate. This means that no voter is pressured by intimidation, threats of violence or imprisonment. It also means that citizens have a choice in who they vote for; there should be many parties and candidates to select from. In Australia, over 500 political parties are registered. Elections are watched and run by the Australian Electoral Commission (AEC). The AEC is an independent organisation that creates rules about voting and the eligibility of candidates. It ensures that practices such as bribery are outlawed, that party representatives stay six metres away from the polling entrance on election day, and that each voter only votes once.

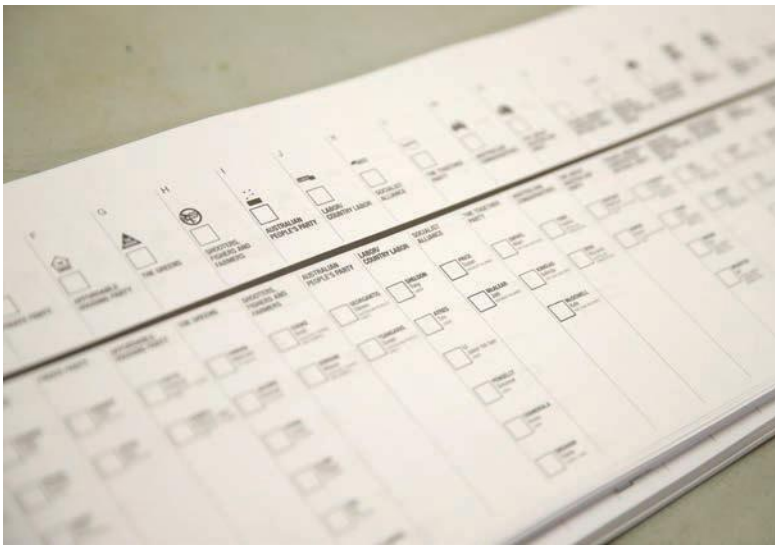
Amazing but true …

The AEC travels thousands of kilometres to remote communities to ensure all eligible voters have an opportunity to vote in elections, no matter their location.

Representative parliament means that those making the laws are similar to the people who have voted them into parliament. This means having representatives from all communities, states and regions. It can also refer to the number of women, migrants and Indigenous people within a parliament. Representation in Australia is often criticised, although it has improved over time. The House of Representatives is dominated by the two major political parties: the Australian Labor Party (ALP) and the Liberal Party of Australia (which generally governs in a Coalition with the National Party when in government). A number of minor parties and independents make up the crossbench.



▲ **Figure 1.3** Federal election votes being cast at the Arnhem Land outstation in the Northern Territory thanks to the AEC's remote polling program



▲ **Figure 1.4** A ballot paper for the Senate in Australia's 2019 federal election shows the choice of parties above the black line and the eligible candidates from each of those parties below the line.

balance of power a concept where a small amount of individuals or members of a group can determine if a bill will pass or government remain in power

Due to the different voting system used, the Senate has far greater representation of political parties. No party has an absolute majority in the Senate, and smaller parties like the Greens often have the **balance of power**. In 1988, 11 per cent of representatives in the Australian parliament were born outside of Australia. By 2018, this had not changed, even though 33 per cent of Australians were born overseas. In 1988, there were no Aboriginal or Torres Strait Islander representatives in parliament. This had increased to 2.2 per cent in 2018. In 1988, women in parliament numbered 11.6 per cent, and while this number had increased to 33.2 per cent in 2018, it is yet to mirror the 50 per cent of women that make up Australia's population.

In Australia, the government is formed by the majority party (or coalition) in the House of Representatives (lower house). Because this ensures the government represents the majority of citizen votes, it also ensures that the government is accountable by voting. In the House, each state and territory has a number of electorates reflecting its population. The smaller the population, the less electoral representation a state or territory will have, and vice versa. This allows for the majority of Australians to be represented by the majority of representatives. Each state is also guaranteed five seats in the House of Representatives no matter the size of its population. This is significant for Tasmania,

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whose population is less than its representation in the House. The party or coalition that has the majority of the 151 electoral seats – that is, 76 seats – will form the government. At elections, citizens can either vote the government back into power, or vote in a new government by voting for the opposition.

A fair legal system needs a democracy, to ensure it can follow and protect the rule of law, while providing everyone access to the courts and dispute resolution methods. The court system should be independent from influence by the legislative and executive, while judges should have no bias when deciding cases. As discussed before, the rule of law and separation of powers are key principles that protect democracy.

statutes parliament-made law

common law court-made law, a body of law derived from the decisions of cases tried in court

due process the concept in which everyone is allowed 'a day in court' to resolve disputes or present their case, as well as the fair and equal trial process for both parties

right to appeal the right to have the outcome of a trial reviewed by a higher court

A democracy must also protect rights and freedoms, so that the above features can exist. Such rights include the right to vote, and freedom of expression, association and assembly. These can be protected through the Constitution, legislation or parliamentary **statutes**, international agreements, conventions and court resolutions. The Australian Constitution expressly protects the right to religious choice, trial by jury and free trade between states. Other rights are indirectly implied by the Constitution, and have been validated through decisions made by the High Court, such as the implied right to political communication. Other rights are protected by legislation and created by parliament, such as the *Racial Discrimination Act 1975*, the *Sex Discrimination Act 1984* and the *Disability Discrimination Act 1992*. These laws ensure people cannot be discriminated against based on race, ethnicity, gender or disability. The courts also protect some rights within **common law**. These include the right to a timely trial without undue delay, limited right to legal representation, **due process**, access to interpreters and the **right to appeal** unjust decisions.

ACTIVITY 1.1

Check your understanding

Create a table like the one below.

Democratic	Undemocratic	Unsure – more information needed

Place the following ideas/activities into the column you think they belong within your table. If you do not know, place them in the 'Unsure' column. Think of three more ideas to place within the columns.

- Paying money to a political representative so they can put forward a motion relevant to your business interests
- All citizens over the age of 18 can vote
- Being able to form a political party
- Independent and impartial election monitoring body
- Flexible election terms for political representatives
- Imprisonment for an indefinite time with no charge
- The Prime Minister selecting the Governor-General
- No time limit between elections
- A government or leader chosen by the most votes, even if they have less than 50 per cent (this is called 'first past the post')
- Only one political party to vote for

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- Ability to protest decisions of parliament
- A government member funding projects within their electorate
- Treating people equally
- Punishment given without trial in a court

Share your ideas with the class and be prepared to explain your choices.

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

HASS skills: analysing, evaluating

CASE STUDY 1.1

How democratic is Australia?

In 2018, Australia implemented the Community Sport Infrastructure Grant program, which allowed sporting clubs to apply for up to $500 000 to improve their facilities. A government agency assessed applications from clubs that had the most merit, or were most suitable for the grants, and gave the assessment to Sport Minister Bridget McKenzie (a National Party representative). An inquiry found that McKenzie allocated funds to clubs in marginal electorates, which the Liberal-led coalition hoped to win in the 2019 election, or clubs where Coalition (Liberal and National Party members) MPs were members, including a gun club where McKenzie was a member. After the inquiry, McKenzie resigned her ministerial position although she maintains there was no wrongdoing in her administration of the scheme.

ANALYSIS QUESTIONS

1. Read the case study and identify what actions were committed that were wrong.
2. Using the democratic ideals discussed, outline which ideals have been upheld and which have been broken and justify your answers. The democratic ideals are: separation of powers, rule of law, open political participation, free and fair elections, accountable and majority executives, representative parliaments, just and fair legal systems, protection of rights and freedoms.
3. Do you think Bridget McKenzie was right to resign in this situation? Why/why not?

Key concepts: democratic values

HASS skills: analysing, evaluating

Comparing Australia's system of government to its neighbours

The constitutional monarchies

A constitutional monarchy is a system of government in which a king or queen is limited in their power and authority through a constitution, or a document that sets up the rules, structure and powers of the government.

Thailand's head of state is His Majesty King Maha Vajiralongkorn, who inherited the role in 2016. The head of government is the Prime Minister, who is selected by the parliament and approved by the king. Like Australia, Thailand has a **compulsory voting** system for citizens over 18. Elections are held every four or five years, depending on which house of parliament is due for re-election. There are two houses of parliament: the House of Representatives and the Senate, whose members are chosen by the military. The judiciary is selected by an independent commission, but all nominations must be approved by the king. The judiciary has the power to remove elected officials, dissolve political parties and **veto** legislation created in parliament.

compulsory voting an electoral system where eligible citizens are legally required to vote in elections

veto to decide against or reject a proposal

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▲ **Figure 1.5** King Maha Vajiralongkorn of Thailand (left) and Emperor Naruhito of Japan (right)

In 2018, Thailand had over 100 registered political parties. Thailand's constitution has been rewritten several times. The country experienced political turmoil through 2006 and 2014, with military coups that restricted political parties from meeting and campaigning. In 2019, Thailand held its first national elections since the 2014 coup.

The **Japanese** constitution was created in 1946 after World War II, and helped to transfer decision-making power from the emperor to an elected parliament. Japan's head of state is Emperor Naruhito, who ascended the throne in 2019 after his father **abdicated**. As in Australia, the head of government is the prime minister; the leader of a party or coalition with the majority of seats in the House of Representatives. Japanese citizens over the age of 18 are allowed to vote. Elections are held every three or four years, depending on which house of parliament is due for re-election. There are two houses of Japan's Parliament (the 'Diet'): the House of Councillors and the House of Representatives. The judiciary is selected by the **cabinet**, but all nominations must be approved by the emperor, and reconfirmed by a referendum of the people after their appointment. The judiciary has the power to review legislation created in parliament and interpret the constitution. Although Japan has many parties, the Liberal Democratic Party has governed almost continuously since 1955. Japan's constitution states that all people are to be treated equally under the law, and have the rights to vote, to freedom of religion, conscience and thought, as well as access to the courts.

abdication to formally resign from a royal position of authority

cabinet a group of senior ministers responsible for determining government policy

caste a hierarchical structure of social status formerly used in Hindu society determined by birth

sovereignty a nation or country that is able to govern itself

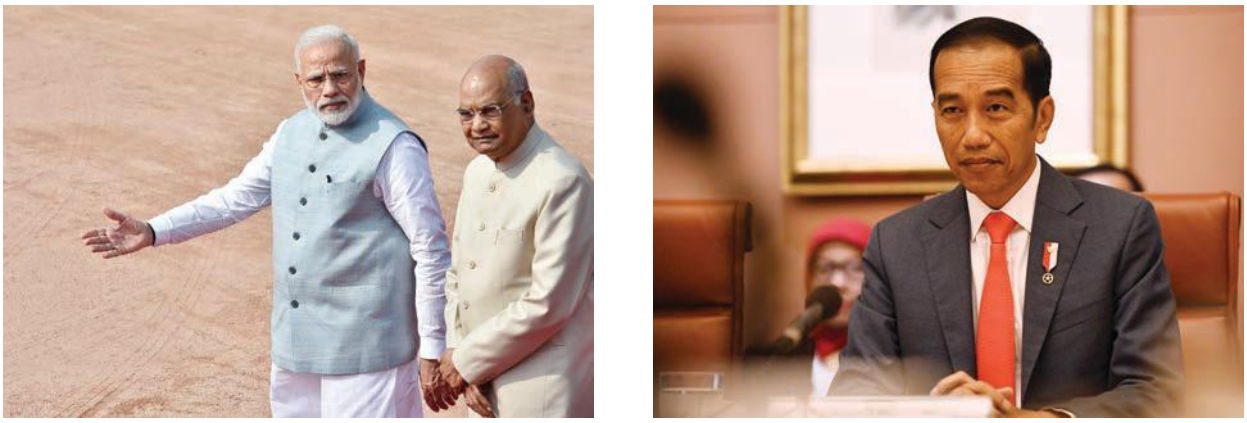
The republics

A republic is a system of government where the head of state is elected by the people, as well as the legislative body. The head of state is often titled the President.

India gained independence from the British Empire in 1947. India's head of state is the president, who is selected by a process involving members of parliament. The head of government is the prime minister, who is selected from the majority party in the House of the People ('Lok Sabha'). Indian citizens over 18 are eligible to vote, with parliamentary elections held every five years. There are two houses of parliament: the Council of States and the House of the People. The Council of State's members are chosen by regional assemblies, with 12 chosen by the president. The president also selects the judiciary, which has the power to review parliamentary legislation, interpret the constitution and declare laws invalid. India enjoys a multi-party system. Its constitution protects equality before the law, freedom of religion, freedom from slavery, freedom to live in any part of India and freedom from discrimination based on **caste**. India assigns quotas to ensure members of particular groups have access to education, and government jobs, although discrimination still occurs.

Indonesia was a colony of the Dutch Empire from the seventeenth century until it gained **sovereignty** in 1949. Transition to democracy has not been straightforward in Indonesia, which has experienced largely authoritarian rule until 1988. The current head of state is President Joko Widodo, who was directly elected by the people. To gain this position, a candidate must achieve an absolute majority of votes (50%+1). Indonesian citizens over 17 are allowed to vote. Elections

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▲ **Figure 1.6** Prime Minister of India Narendra Modi and President Ram Nath Kovind (left) and Indonesian President Joko Widodo (right)

for the parliament and presidency are held every five years. There are two houses of parliament: the Regional Representative Council and the House of Representatives. This is also known as the People's Consultative Assembly. The judiciary is selected by the Judicial Commission, but all nominations must be appointed by the President and confirmed by the Assembly. The judiciary has the power to review parliamentary legislation, interpret the constitution and dissolve political parties. Indonesia has many political parties, but parties can only put forward presidential candidates if they have 25 per cent of the national vote or 20 per cent of seats in the Assembly. The Indonesian constitution ensures equal treatment under the law, the right to work, and freedom of assembly, association and expression. It does not guarantee freedom of religion, with Article 29 of the constitution stating that the 'state shall be based upon the belief in the One and Only God'. This recognises many faiths, including Catholicism, Protestantism, Hinduism, Buddhism and Confucianism. In regions such as Aceh, Sharia (Islamic) law dictates the behaviours and actions of residents, and punishments for breaking Sharia can include public shaming and caning.

Communist republics

The **People's Republic of China** was established in 1949 under the autocratic rule of Mao Zedong, leader of the Chinese **Communist** Party (CCP). While the country's official name suggests that people hold the political power in China, the reality is somewhat different. The CCP strictly controls life within the country. China's head of state is the president (currently Xi Jinping), who is selected by the National People's Congress (NPC) for five-year terms. A two-term limit has been abolished, effectively allowing the president the position for life. China's constitution describes its system as 'democratic centralism'. Citizens over 18 can vote every five years, but only for regional congresses. These **provincial** congresses then elect representatives to the 3000-strong Congress, which convenes for two weeks of the year to approve legislation. Citizens have few parties to vote for; the dominant CCP not only controls the eight smaller parties, but must **vet** any of their candidates. The NPC selects the judiciary, which is recommended to conform to the principles and values of the CCP. Most judicial officials are CCP members. Individual rights and freedoms are rarely protected in the Chinese state, because the nation's authority comes first. The Chinese Constitution does state that power belongs to the people, that all are equal, and all have the right to private property, freedom of speech, press, assembly and association. Yet this contrasts with the wider limitations on people within the country. For example, the CCP controls all Chinese media. Many social media sites that Australians enjoy are blocked in China, such as Facebook, Twitter and YouTube. Freedom of religion is allowed, unless it interferes with the purposes, aims and goals of the CCP. The country is criticised for its treatment of groups such as the Falun Gong, Uighur Muslims and Tibetan Buddhists. Those considered undesirable, or critical of the central government, are often imprisoned and sent to re-education camps. Even within the justice system, trials are often closed to the public, and many suspected of crimes are held in detention before charges are laid, without access to lawyers.

communism/communist an economic ideology in which the factors of production or resources are owned by the state or the community

provincial/province a region within a nation

vet examine or investigate something to ensure it meets requirements

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▲ **Figure 1.7** Chinese President Xi Jinping (left) and North Korean Supreme Leader Kim Jong Un (right)

state the organisation of a community or society that is governed, such as a country or nation

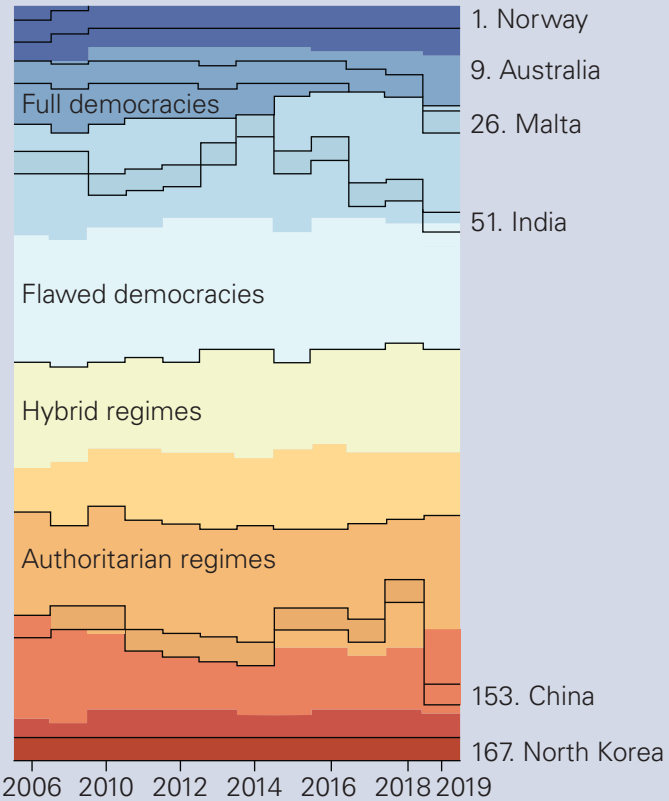
emigration to leave your country of origin and live elsewhere permanently

espionage to spy on others to gain information

incitement to provoke negative or criminal behaviour

The **Democratic People's Republic of North Korea**, in its official name, suggests that it adheres to the principles and ideals of democracy, but the single-party **state** ruled by a hereditary leader contradicts this notion. After the Korean War in the 1950s, the Korean peninsula was split into two countries. South Korea gradually became democratic and North Korea took on the principles of communism. Its head of government is Kim Jong Un, who assumed the position from his deceased father in 2011, being elected through the Supreme People's Assembly (SPA). In 2016, Kim Jong Un was given a new title of 'supreme representative of all the Korean people and the supreme leader of the republic'. The SPA, the main parliamentary body, is elected by the people. Those who are 17 and over must vote. SPA candidates belong to either the Korean Workers' Party or another of its smaller parties and organisations. Each candidate runs alone with no opposition, limiting citizens' ability to choose their representatives. Similarly to China, the ruling SPA selects the judiciary. As the constitution requires courts to conform to the principles and values of the SPA, the powers are not truly separated. The North Korean constitution states that power of the people is exercised through the SPA, and that citizens enjoy equal rights. It also mentions the people's freedom of religion, speech, press, assembly, association and travel. The last right is contradicted by the fact that most **emigration** is banned for North Koreans. Expression is limited, as media is controlled by the state. Smuggling foreign media into the country is harshly punished. Foreign visitors are also at risk, with no legal rights if they break North Korean law. Australian Alek Sigley was accused of **espionage** in 2019, due to his reporting of his life as a university student in Pyongyang. He was detained and charged with **incitement** against the North Korean Government, before being deported.

LEVELS OF DEMOCRACY



▲ **Figure 1.8** The level of democracy in different countries

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ACTIVITY 1.2

Research task

Access the Freedom House website and view the freedom scores for the countries of the world listed under the 'Countries' tab and accessible via https://cambridge.edu.au/redirect/9693.

1 Select a country from the list.
2 Read the report and find out:
   a What is the country's overall freedom score out of 100?
   b What are its scores for political rights and civil liberties?
3 Outline the system of government from the overview.
4 Read the sections (free and fair elections) A1, A2, (Open Political participation) B1, B2, B3, B4, (Accountable governments) C1, C2, C3, (Rights and Freedoms) D1, D2, F1, F2, and note down in a table the positives and negatives you see.
5 Once you have compiled your list, write an evaluation about whether this country would be a good place to live. You could further your research and look into the history of the country to determine how this has influenced its level of democracy and freedom.

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

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

Key concepts for your memory bank

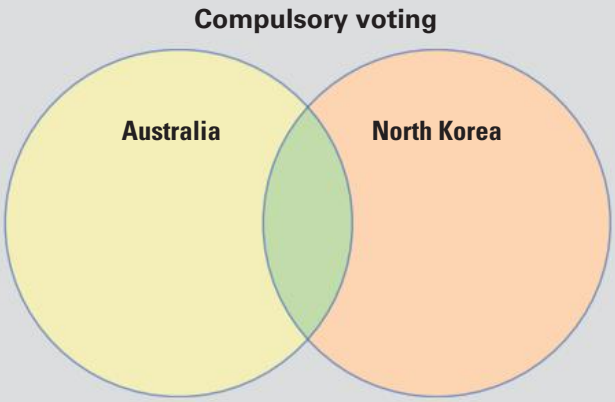
Democracy is a key concept that is woven throughout studies of Civics and Citizenship and underpins the structure of the Australian political and legal systems that influence your day-to-day life, including going to school. It is a system of government based on the belief of equality between people with the freedom to make choices about their lives. Power is either held by elected representatives or directly by the people themselves. *Pop this concept into your memory bank – at the end of this book is an activity which will test your understanding of this, and other key HASS concepts!*

ACTIVITY 1.3

Check your understanding

1 Create a Venn diagram for Australia and North Korea's systems of government (like the one presented here). Place all aspects of government unique to Australia in one circle, and those unique to North Korea in the other. Where the circles overlap, place the similarities between the two countries.

   To what extent (minimally, moderately, significantly) are the systems of government for Australia and North Korea alike? Provide evidence from your diagram.



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2 Using the examples of Australia, Thailand, Japan, India, Indonesia, China and North Korea, place each country on a spectrum like the one below. Justify your placements.

Most democratic — **Undemocratic**

People have all the power — People have no power

Key concepts: democracy, democratic values

HASS skills: analysing, evaluating, communicating and reflecting

END OF SECTION REVIEW 1.3

Review questions

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

Recall

1 Define 'separation of powers'.
2 Identify three features of free and fair elections.
3 How can a constitution limit the power of a government?
4 Outline one advantage and one disadvantage of a government elected by the majority of people.

Interpret

5 Australia, Japan and Thailand are all constitutional monarchies. Explain why constitutional monarchies have both democratic and non-democratic features.

Argue

6 Explain why voting and elections are not the only requirements for a functioning democracy. Use examples from the text to justify your ideas.

Extension

1 Access the 2018 article 'What is it like to live in a well-goverened country?' by Lindsey Galloway from the BBC, via https://cambridge.edu.au/redirect/9527.

Read the article and answer the following questions:

a What three factors do well-governed countries score highly in?
b What needs does the Government of Denmark provide its people? Who are the people?
c How does the Danish Government provide these services?
d In what areas does New Zealand fare better than Australia? Provide an example of a service New Zealand provides its citizens.
e Compare Japan, Botswana and Chile. Which country would be better to live in, and why? Justify and explain your ideas with evidence from the article.

2 Using the World Justice Project Rule of Law Index website via the link at https://cambridge.edu.au/redirect/9528, look at the global insights interactive graphic of the world map (which shows countries' Rule of Law Index score).

a Which regions of the world have stronger adherence to the rule of law?
b Which regions of the world have weaker connections to the rule of law?
c Investigate the factors that influence the scores of each country (there are eight factors and they are listed on the left-hand side of the webpage). How do the scores change as you switch between factors?

Key concepts: democracy, democratic values, the Westminster system

HASS skills: questioning and researching, analysing, evaluating

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1.4 Threats to Australia's democracy

FOCUS QUESTION

What are the threats to Australian democracy and the operation of democracy in the world?

Challenges to sustaining a resilient democracy

In the early hours of 1 February 2021, democratic representatives of Myanmar's parliament were detained by the military, just as they were due to meet for the first time since November 2020 elections. Myanmar's (Burma's) political history is fraught with conflict. In the 1960s, Burma's military seized control of the country and set up a police state. In 1990, elections were held, and the National League for Democracy (NLD) won by a significant majority. The military then arrested the party leader, Aung San Suu Kyi, and asserted its rule. It thwarted any attempts to rewrite the constitution, and cracked down on protests in 2007. In 2008, a new constitution guaranteed the military 25 per cent of the parliamentary seats, meaning it could control changes to the constitution. In 2010, the **military junta** released Aung San Suu Kyi and allowed the first elections in 20 years. Yet it banned the NLD from running until 2012. In the 2012 and 2015 elections, the NLD won the majority of seats in parliament. Myanmar's government then faced scrutiny for its brutal treatment of Rohingya Muslims in the period up to the 2020 elections, which the NLD dominated. The military claimed the election was fraudulent, enabling the recent coup of 2021. To prevent people from organising against the coup on social media, internet and mobile networks were shut down. This did not stop thousands from protesting in the streets of the capital, Yangon, wearing red, the colour of the National League for Democracy.



▲ **Figure 1.9** Myanmar's deposed pro-democracy leader, Aung San Suu Kyi (left), and military chief Senior General Min Aung Hlaing (right)

military junta a government led by a committee of military leaders

MAKING THINKING VISIBLE 1.2

Connect, extend, challenge

1. How are the ideas and information about Myanmar's government **connected** to what you have already learned about democratic ideals?
2. What new ideas **extended** your thinking or pushed it in new directions?
3. What is still **challenging** or confusing for you? What questions or puzzles do you now have?

Key concepts: democracy, democratic values

HASS skills: analysing, evaluating

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▲ **Figure 1.10** Pauline Hanson's One Nation Party has seen a resurgence in the last 10 years due to voters' disappointment with the major political parties. This popularity is a consequence of a rise in populism and distrust felt by voters.

post-colonial the legacy and consequences of colonisation and imperialism on the local people of colonised nations

The example of Myanmar highlights the difficulties in maintaining a democracy when it has not been the system of government for long, an issue faced in many **post-colonial** nations such as Libya, Zimbabwe, Uganda and Chile. These countries have seen military leaders gain power through violence, corruption and suppression. The challenges faced in sustaining Australian democracy are different, but also often difficult to overcome, as the same measures used to protect democracy can also restrict its effectiveness.

The many challenges faced by Australian democracy include:

- divisions in the community and a rise in populist politics centred on identity
- the threat of terrorism
- the increasing digitalisation of the media, distrust of politicians and indifference of voters.

Populism and the rise of identity politics

Populism refers to the view that society is comprised of two groups: the people and an elite. Populist leaders claim to represent the many against a small, powerful group such as politicians or bankers. They can be identified by a few features: an 'us and them' mentality, atypical political behaviour, bad manners towards opposition, and using a 'crisis', negative perspective or a constant enemy to promote their policies or agendas. In Australia, Pauline Hanson and Clive Palmer have used such tactics. Hanson controversially entered the Senate chamber wearing a burqa (a traditional Muslim dress), claiming she wished to start a debate about face coverings. The widely condemned stunt highlights that although populism can exist across the political spectrum, it is often associated with far-right and conservative groups. Some associate populism's rise with growing multiculturalism and globalism – trends that should, in essence, support democracy as they involve more values and beliefs being heard, and compromises occurring through the democratic process. However, many populist politicians promote highly divisive arguments and policies, which instead of representing the 'people', aim to exclude minority and ethnic groups. In Australia, support for populist groups is spread across several parties, which limits their ability to gain positions in the parliament because their votes are not concentrated towards one political group.

Terrorism

Terrorism is the intentional use of violence to further political or religious goals. It is usually directed towards civilians and aims to produce a state of fear. Terrorist acts breach the human rights to life, freedom of religion and belief, and freedom of assembly and association. Acts of terrorism can destabilise political and legal systems, both because this is usually the perpetrators' aim and because government counter-terrorism measures can often breach rights and freedoms. While global deaths from terrorism have decreased over recent years, domestic far-right terrorist acts have begun to rise. The Christchurch shootings in New Zealand in 2019 are an example of a far-right terrorist attack targeting a minority ethnic or religious group. Muslims in Christchurch were attacked while praying in a mosque. Fifty-one people died and 40 were injured. This attack was carried out by a white supremacist from Australia, who attacked unarmed and defenceless people based on his extremist beliefs and hatred of those different to himself. The terrorist was sentenced to life imprisonment in 2020.

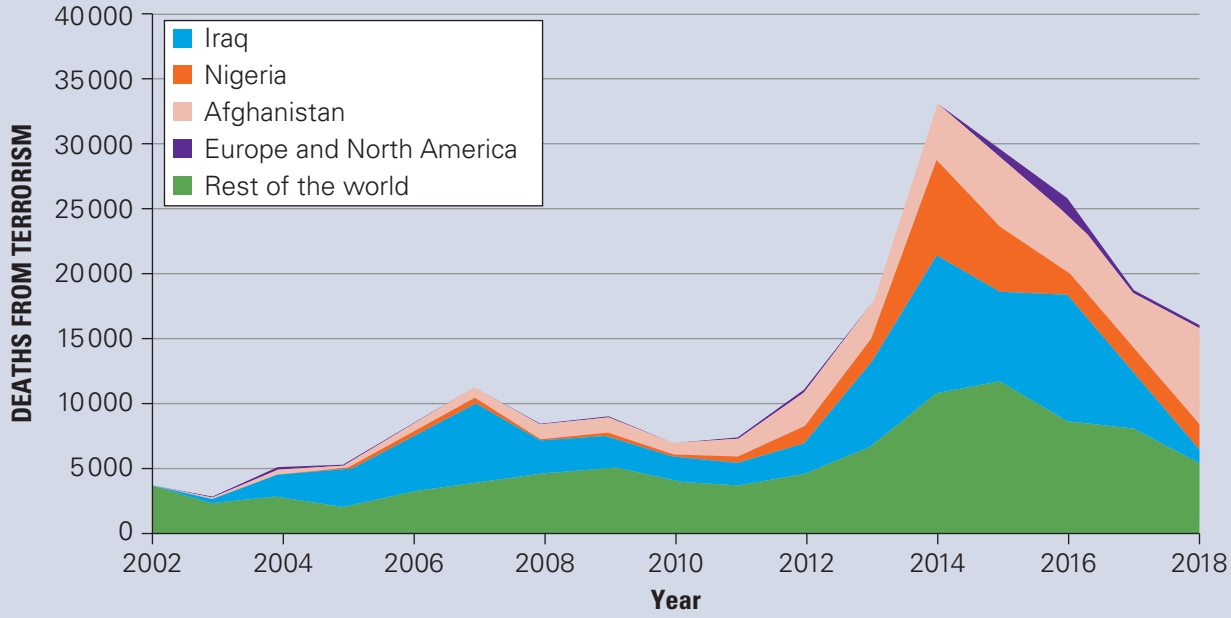
The USA has the highest number of terrorist attacks of all developed nations, with 53 in 2019 causing 39 deaths. The majority of those deaths were caused by neo-Nazis, ultra-nationalists and white supremacists.

Most countries that experience terrorism are developing countries enduring protracted periods of conflict, such as Afghanistan and Syria. Australia has implemented a number of counter-terrorism

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laws that are controversial, especially for what they mean to human rights. The laws are intended to protect Australian democracy by targeting terrorist organisations, threats and acts. They strip citizenship from convicted terrorists, and a *Counter-Terrorism (Temporary Exclusion Orders) Act 2019* (Cth) ('*TEO Act*') was passed by Parliament in July 2019, receiving royal assent and coming into effect on 30 July. The Act empowers the relevant Minister to make a 'temporary exclusion order' ('TEO') preventing a person from entering Australia for a specified period of up to two years. While these methods are intended to prevent terrorism, critics argue that excluding people from Australia risks further driving others into communities of extremism. Arguably, targeting the risk of one individual committing terrorist acts could lead to the radicalisation of larger numbers.

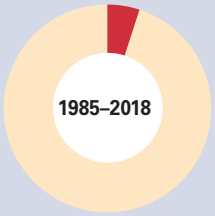
DEATHS FROM TERRORISM, 1998–2018



FAR-RIGHT TERRORISM

320% ↘

The total number of far-right terrorist incidents have increased by 320% over the past five years.



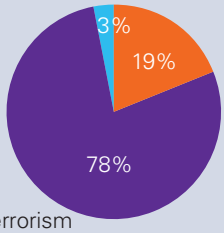
GENDER & TERRORISM

5%

Female suicide attacks are still a small percentage of all terrorist attacks, accounting for only 5% of suicide attacks from 1985 to 2018.

MASS SHOOTINGS AND TERRORISM, 1982–2019

Just under 20% of mass shootings in the US since 1982 were classified as terrorism.



▲ **Figure 1.11** Data from the Global Terrorism Index that shows where terrorist acts occur and the level of deaths resulting from those acts. It also demonstrates that while deaths from terrorism have decreased 52 per cent since their peak in 2014, far-right terrorism has increased dramatically.

Digitisation of media

The internet and social media have made communication far more effective and allowed people to become more easily engaged in politics. However, they have also increased the risk of misinformation, raising questions about the reliability of sources of political information, and enabling platforms for divisive and extreme views. We can see this in the way Twitter enabled Donald Trump to advance a point of view about the 2020 US presidential election without evidence, and allowed radical conspiracy theories to find audiences online, culminating in the Capitol riots. Twitter and Facebook were criticised for their roles, although they swiftly banned Trump after the event. While restricting radical social media activity may prevent such groups from disseminating information and recruiting members, it may also drive these groups into a more isolated and extreme position. And even as social media promises to open people to a wider array of political perspectives, its algorithms mainly match people to their likes and interests.

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vested interests individuals or groups that benefit directly from a government decision or change in the law

This can create online bubbles that only reinforce users' points of view, undermining democratic discussion. Some also believe that by allowing the extreme left and right to voice their views loudly, more moderate political views on social media are gradually drowned out.



▲ **Figure 1.12** A notification from Twitter by US President Donald Trump that the social media platform says violated its policy on 29 May 2020 in San Anselmo, California

Distrust and indifference

According to the Australian Electoral Study, the proportion of citizens who think 'people in government … can be trusted to do the right thing nearly all the time' fell from 43 per cent in 2007 to 26 per cent in 2016. Voter indifference and distrust of politicians presents a difficult challenge for democracy. It contributes to the rising number of people who feel better connected with 'outsider' parties, while disillusioned voters may disengage from the democratic process completely. Disengaged voters do not make informed votes, if they vote at all, allowing for sitting governments to retain power rather than be held accountable for their actions. Although the Howard Government was called into question about asylum seekers in the 2001 'children overboard' scandal, it remained in power until 2007. The Gillard Government came under fire for misuse of Health Services Union funds. The current Morrison Government has had to confront the sports funding and robodebt (see page 26) scandals. In these incidents, very few people were held accountable, and no government resigned for the part it played.

Indifference is reflected in a 2017 Lowy Institute poll that showed only 60 per cent of voters (52 per cent of 18-year-olds) believe that democracy is preferable to other systems of government. The 'crisis of democracy' is in part due to the division, inaction and instability described in the examples in this section, but also from a feeling that democratic governments are making decisions for the benefit of **vested interests** rather than the majority of citizens. The perceived influence of lobbyists and political donations, as well as ministerial scandals, all contribute to this feeling. Yet the more engaged and informed voters are, the more likely they are to hold leaders responsible by ballot. By disengaging from politics, people are making it likelier that the issues that disillusioned them could continue or worsen.

ACTIVITY 1.4

Check your understanding

The Democracy 2025 project (a collaboration of the Museum of Democracy and the University of Canberra) warns that, 'Across the world, trust in democracy is in retreat. Urgent action is needed'. The 2018 project report notes that satisfaction in democracy has more than halved to 41 per cent since 2007, and trust in key institutions and social leaders is eroding. Australians with the lowest incomes are least satisfied with how democracy works. The report warns that by 2025, if nothing is done and current trends continue, fewer than 10 per cent of Australians will trust their politicians and political institutions, and that this would result in ineffective and illegitimate government, and declines in social and economic wellbeing.

Consider the list of potential reforms to Australian democracy as suggested by Australians in the report, 'How Australians imagine their democracy: the "power of us"'.

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The top 10 democratic reforms

Q. What could be done about it?

What Australians think:

- citizens' juries
- online plebiscites
- citizens' legislature
- a lower voting age
- a maximum voting age
- optional preferential voting or 'none of the above'
- caps on political advertising and donations
- party democratisation
- increase role for local decision-makers
- right for recall for MPs
- reducing the size of electorates
- allowing all MPs a free vote in Parliament.

Choose one of the democratic reforms that you believe would be the best option to restore trust in our political system.

1 Describe what you think it would look like.
2 How might it work?
3 Why it would be an effective option for changing people's opinions about politicians and democracy? Outline the impacts it would have.
4 Present your ideas to the class.

Key concepts: democracy, democratic values, the Westminster system, participation

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

Amazing but true …

Australia is one of only 22 countries where voting is compulsory. This means that by law, eligible voters must vote in elections. In practice, voters are only required to attend the polling place, where – because voting is secret – no one knows if or how they complete the ballot. Usually, over 90 per cent of eligible voters participate in Australian elections. This is much higher than countries with voluntary voting, such as the US, where roughly half of those who are eligible vote. Supporters argue that this ensures that Australian politicians represent a true majority of the population. Critics claim that making voting compulsory breaches civil rights, and lowers the standard of political debate, as politicians attempt to attract the support of voters who are disinterested or uninformed.



▲ **Figure 1.13** It is compulsory to attend the polling place and collect your ballot, but what is written on it is secret. This may explain the high number of informal (invalid) votes: over 5 per cent.

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END OF SECTION REVIEW 1.4

Review questions

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

Recall

1 List two challenges to sustaining democracy in Australia.
2 What percentage of Australian 18–29-year-olds believed that democracy is the best form of government?
3 Outline how social media can be a positive and a negative force in democracy.
4 Define the term 'populism'.

Interpret

5 Why do you think there has been an increase in far-right terrorist acts in the world?
6 Why is the influence of vested interests over government decision-making a challenge to effective democracy?

Argue

7 *Social media is not a force for good in democracy*. Discuss two arguments in support of this statement and two arguments against this statement. Start your response by looking at the purpose of social media and the impact that social media has in a democratic society.

Extension

1 Design and conduct a survey assessing other young people's knowledge of and interest in Australia's democratic political system. Consider asking questions about the strengths and weaknesses of Australia's system of democracy. Collate your responses. What do they tell you about young people's engagement in politics?

Key concepts: democracy, democratic values, participation

HASS skills: analysing, evaluating

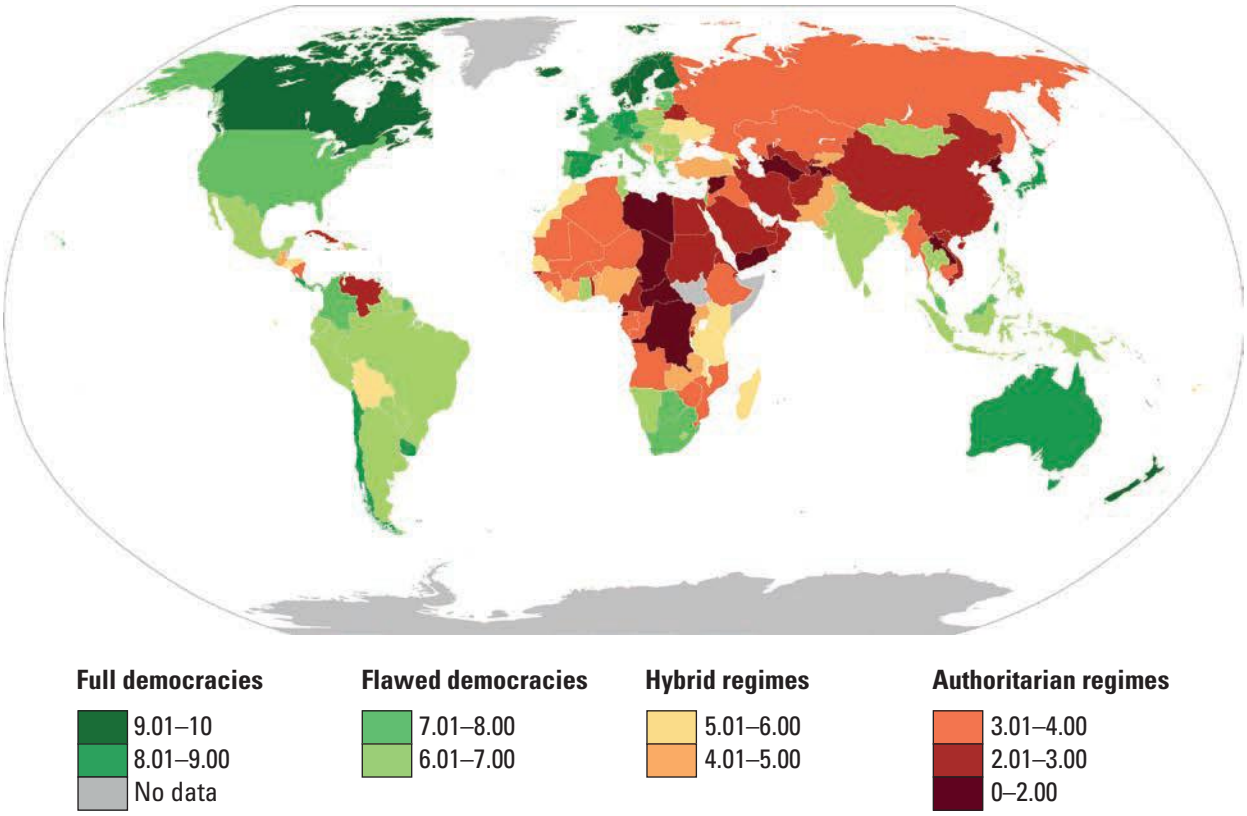
1.5 Safeguarding Australia's democracy

FOCUS QUESTION

How can Australia ensure the continued operation of democracy within our society?

The earlier example of Myanmar's coup illustrates how democracy can be fragile when its principles and institutions are not protected. The greatest safeguard to democracy is the people, who – by democracy's very definition – are the highest authority, and grant leaders legitimacy through free and fair elections. For democracy to flourish, people from across society must be able to take part in civic, social and economic life. This can include peaceful protest, joining political parties and community organisations, and fair treatment in society through the courts, at work and in school. Through an open and free media, the public can access (and communicate) information that is important for political decisions; for instance, information on government corruption. This also requires strong and independent institutions that can hold governments accountable, such as the judiciary. Finally, it requires laws that protect whistleblowers from government persecution and limit the influence of lobbyists within politics.

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▲ **Figure 1.14** The Democracy Index of different countries and territories adapted from the Economist Intelligence Unit, using 2020 data

Rights and freedoms (civil liberties) – association, assembly and expression

While in jail for his **activism**, Martin Luther King Jr wrote a letter to religious leaders who criticised his activities against segregation. He wrote: 'One may well ask, "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws, just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws.'

King spoke of the rule of law, believing citizens should follow laws that are designed for the good order of society and do not unfairly disadvantage individuals and groups. However, he also advocated for assembly and peaceful protest. Through history, the most significant changes that helped democracy flourish have relied on the activism and engagement of the community, which is only possible through the freedoms of association, assembly and expression. Freedom of association allows individuals with similar beliefs to organise as groups. In Australia, **political parties**, such as the ALP and the Liberal Party, are formed with the goal of having their members elected to parliament and forming government. **Interest** or **pressure groups** are formed to influence government policies and laws. Groups motivated by a particular issue are known as 'single issue' interest groups. For example, the Friends of Point Peron group formed to clean the bushland around a marine park in Rockingham, Western Australia, and have lobbied government to prevent harmful development. Other groups represent the interests of a certain section of the community, such as a geographic area, an industry, a religion or a broad policy area.

activism activities and efforts aimed to support or oppose a controversial issue

political parties groups of people with similar views who join together, with the aim of having their members elected to parliament, or forming government

interest/pressure groups groups of people formed to promote change to the law in a particular area or issue

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Examples of these 'sectional' interest groups include the Centre for Asylum Seekers, Refugees and Detainees, which provides support and **advocacy**; the Minerals Council of Australia, representing the mining industry; the Australian Christian Lobby, advocating for the values of conservative Christians; and Greenpeace, campaigning on a broad range of environmental issues.

advocacy to help protect and promote the rights of an individual or group

demonstration a public gathering of citizens in support of a change to the law

petition a collection of signatures from citizens in support of a proposal or law

lobbyist a person employed to persuade members of government to make decisions in favour of a particular group or individual

Through freedom of assembly and expression, interest groups attempt to pressure the decisions of governments in many different ways. Traditionally, they have sought to draw public attention to their causes through rallies, **demonstrations** and protest, by gathering signatures for **petitions**, or making appearances in media such as newspaper or television. These methods show government and other members of parliament the strength of public support for an issue. Direct representations can also be made to members of parliament, or via **lobbyists** employed to make representations on the cause's behalf. The internet has provided interest groups with new methods for gathering support via social media, or placing pressure on governments through online petitions and emails.

People power – Russia and Belarus

In a democracy, majority rule is considered just. This does not mean that minority views can be dismissed; rather, freedom of expression lets individuals present any ideas that do not infringe on the rights of others. In flawed democracies or authoritarian systems, people may seek power in expression, demonstration and protest. This undermines the legitimacy of a government that reacts in a violent and repressive way. Youth activist Malala Yousafzai has said that 'we realise the importance of our voices only when they are silenced'.

In August 2020, mass protests broke out in Belarus against President Alexander Lukashenko, who claimed his sixth election win. Lukashenko had used internet blackouts, detained journalists, and arrested opposition figures and forced them to flee the country to maintain his control. Protestors, denying the election was free or fair, rallied behind opposition leader Svetlana Tikhanovskaya. Despite a violent police reaction, protesters continue to speak out, focusing on local and neighbourhood demonstrations.

In Russia, similar scenes have played out in support of opposition leader Alexei Navalny. After a poisoning attempt and months spent recovering in a German hospital, Navalny returned to Russia in January 2021, where he was arrested. Navalny's associates then released his documentary on the excess of Russian President



▲ **Figure 1.15** An inflatable whale placed in the streets of Sydney by Greenpeace activists protesting against Japanese whaling in the Southern Ocean



▲ **Figure 1.16** Police arrest and detain protestors in Russia supporting opposition leader Alexei Navalny

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Vladimir Putin and his secret palaces. Thousands gathered across Russia to protest Navalny's arrest and the **Kremlin's** corruption. Similar to Belarus, journalists, critics and opposition have been detained, and the police have reacted with violence to break up the protests. While the outcome of both movements remains to be seen, they demonstrate that people will risk their freedom for things they believe in.

Free media

The Australian Press council states that, 'In a truly democratic society open debate, discussion, criticism and dissent are central to the process of generating informed and considered choices… A free press is a symbol of a free people. The people of Australia have a right to freedom of information'. In Australia, many media organisations aim to inform the people with expert analysis and opinion, while also reporting on the actions of government. The media observes parliament in action from the press gallery, and within public committee hearings and press conferences. It can request information from government members and departments. It also relies on information from whistleblowers – government employees who wish to reveal confidential information. In the USA, freedom of the press is guaranteed in its **Bill of Rights**, as an essential measure of government accountability. This is not the case in Australia. In fact, in the 2021 World Press Freedom Index, Australia ranked 26th in the world, down from 19th in 2018. This is due to the restrictive laws surrounding national security, and poor protections for those that provide information to the media – even, arguably, their criminalisation.



▲ **Figure 1.17** Front covers of Australian newspapers that have been blacked out to represent the Australian Government's censorship of publication about its actions.

The media provides people with diverse perspectives from many sources. On one hand, this can help people to critically analyse information. On the other, it has increased the amount and ease with which people obtain information, which is often shared with little contemplation of where it has come from. We should check the accuracy of what we read and hear, and be aware of media bias.

Kremlin the symbol of Russian power and authority, as it is the residence of the President of Russia

Bill of Rights a list of rights of citizens of a country that is usually incorporated into a constitution

Your right to know or a criminal action? The case of Annika Smethurst and the ABC

Part of the media's role is to inform the public about the actions of government, exposing corruption and wrongdoing. In 2017, the ABC published the 'Afghan files', which alleged that Australian forces committed many human rights abuses in Afghanistan, including killing unarmed civilians. In 2018, Annika Smethurst reported that the Australian Signals Directorate was considering obtaining digital information from Australians without a warrant. This would expand its powers beyond simply gathering information overseas, and put ordinary Australians' privacy at risk. Although both stories were considered to be in the public interest, the Australian Federal Police (AFP) conducted raids on the ABC and Smethurst's private residence. Warrants claimed that journalists had obtained information in breach of the Commonwealth *Crimes Act 1914*. These raids led international media to portray Australia's press freedom as restrictive. Under the media coalition Your Right to Know, newspapers organised a front page blackout. They demanded wider protections for whistleblowers, reform of Freedom of Information laws, and the creation of laws to prevent unwarranted police raids or prosecution of journalists and their sources. The tagline on the group's website asks, 'When government keeps the truth from you, what are they covering up?' Smethurst and the ABC challenged the actions of the AFP in the High Court. Smethurst succeeded in having the raids on her property declared invalid. The ABC, meanwhile, was unsuccessful in claiming that the warrants were illegal.

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Strong institutions founded on democratic values – limiting corruption by limiting the power of government

In 2020 the Dutch Rutte Government resigned over a scandal where citizens were falsely accused of illegally claiming child welfare. These citizens received fraudulent debts, totalling thousands. Many people, who were financially and emotionally affected, received compensation. A similar situation occurred in 2016 in Australia, commonly known as 'robodebt'. The Commonwealth Government implemented an online compliance scheme that aimed to make debt recovery fully automatic. The system was flawed; one in five letters claiming a person had a debt to Centrelink was based on false information, generating $721 million in debts. While the government acknowledged the problems in the system, and was sued for $112 million towards the 400 000 victims, the government did not resign. The two democracies faced similar situations, but these resulted in two different outcomes for government accountability.

Limited government is a concept essential to a democracy, as it constrains a government's influence over the decisions and lives of its people. This can be achieved through **constitutionalism** that incorporates checks and balances between the branches of government, and **bicameralism**. In the USA, checks and balances have been expressly written into the constitution, so that no one branch can influence or overpower another. For example, Congress (parliament) can limit the President's actions through its control of funding, while the President (executive) can only nominate officials that the Senate approves. Veto power enables the President to stop a bill before it becomes a law, Congress can also veto a Presidential order with a two-thirds majority vote, and the Supreme Court (judiciary) can declare laws made by Congress unconstitutional. The most significant check and balance in the USA is the power of impeachment, which allows Congress to investigate a President or a judge for misconduct. Impeachment's effectiveness as a measure of accountability is debatable; while a guilty individual may lose their position, no impeached president has ever lost power. This includes Donald Trump, who was impeached twice.

constitutionalism an idea in which governments and countries are bound by the limits written in a constitution

bicameralism when two chambers of parliament share law-making responsibility

The Australian Constitution is the rulebook for government in Australia. It divides the government into three branches, and outlines the roles and functions of each. It tells us how the branches will be structured, the powers they have and how they can check the other branches. Such checks include the Governor-General's ability to dismiss or appoint ministers (including the Prime Minister) for whichever term they see fit. Such dismissals rarely occur, as ministers have been directly elected by the people. In 1975, however, the Governor-General John Kerr dismissed Prime Minister Gough Whitlam, claiming Whitlam's government was unable to effectively do its job. This was controversial, as Whitlam still had a majority in the House of Representatives prior to his dismissal, and Kerr appointed the Opposition leader Malcolm Fraser as leader of the caretaker government.

Bicameralism means that Australia has a House of Representatives and a Senate chamber, and both houses must pass a bill before it becomes law. Because the government holds a majority in the House of Representatives, it can initiate bills and pass them through the House easily. However, the Senate must then review the bill. The Senate often has more diverse political parties represented among its members, and no government majority, which ensures bills can be scrutinised fairly and critically. In this way, the Senate checks the power of the government.

The judiciary – independent and impartial – is the third branch of government, and one of the more significant checks and balances. The Constitution allows the High Court to declare laws unconstitutional or outside of parliamentary responsibility (ultra vires). This is further clarified in section 1.8 on the High Court at the end of this chapter. The High Court is also able to review decisions of government. Individuals, groups and states can bring cases to the High Court where seven judges determine if government has breached a law, if a law is beyond the responsibility of the parliament or whether a law meets the wording or intentions of the Constitution.

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CASE STUDY 1.2

Protection of the state or threat to democracy and the rule of law? Clive Palmer, Mineralogy and the WA Government

In 2012, the Western Australian Government provided Clive Palmer's Minerology company with a list of requirements to develop his mining lease in the state. Palmer disputed the requirements, claiming they limited the site's operation and earning potential. He filed a claim in the courts for $30 billion in compensation. In August 2020, a new WA Government led by Premier Mark McGowan implemented the *Iron Ore Processing (Minerology Pty Ltd) Agreement Amendment Bill 2020*. The Bill was designed to prevent Palmer from making any court claim that could severely impact Western Australia's finances. It invalidates earlier compensation agreements and protects the government from any criminal or civil liability in Palmer's case.



▲ **Figure 1.18** Clive Palmer (centre) sits in the Gallery during Question Time in the House of Representatives on 12 February 2019.

This law contradicts several democratic safeguards such as the rule of law, **natural justice**, judicial review and freedom of information. By targeting a specific individual or organisation it undermines the principle that the law rules equally over everyone. By preventing Palmer from suing the government, and having his case **adjudicated** by an impartial third party, it obstructs natural justice. By preventing media organisations from gathering information about these events, it has limited citizens' right to know about matters of public interest. Although Palmer's court case could be financially crippling for Western Australia, and the Australian Constitution allows parliament to protect the peace and good order of the state, this could be considered an abuse of power, where the McGowan Government tried to put itself above the law.

natural justice the concept of due process or fair court process for anyone who seeks to resolve a dispute

adjudicate to make a decision on an issue after hearing information and evidence

MAKING THINKING VISIBLE 1.3

Peel the fruit

Read the case study above.

1. Determine the **surface** issues at hand. Why did the government enact the law that it did? Was this decision a good one?
2. Consider the implications or **flesh** of the issue. What principles of democracy or safeguards are threatened by this law? Is this unfair to the individual or group targeted?
3. Get to the **core** of the issue. How could this impact other individuals or groups in the future, such as yourself? Do you agree with the government's actions?
4. Has your opinion changed as you have considered the issue?

Key concepts: democratic values, justice, rights and responsibilities

HASS skills: analysing, evaluating, communicating and reflecting

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Amazing but true …

A measure of accountability in a democracy is its anti-corruption commissions, which investigate misconduct and **corruption** within the public sector. Australia's world ranking in the Global Corruption Perception Index has dropped – previously it sat in the top 10 and now sits at 11th position. While this could be considered a good standing, a decrease means that trust in government is declining. Corruption undermines democracy by giving the powerful or wealthy the ability to unfairly influence laws, exploit the vulnerable in society and take advantage of weaknesses in institutions. This can include using public money or resources to fund personal activities, or accumulating wealth through one's position, and taking bribes to influence outcomes. Anti-corruption commissions can hold government accountable by requiring public sector employees, politicians and police officers to answer questions about suspected corruption, and then recommending consequences or further action, such as court proceedings. In Western Australia, the Corruption and Crime Commission (CCC) was created in 2004. Its role is to investigate allegation of misconduct, examine witnesses, gather evidence for prosecution and confiscate unexplained wealth. Many states in Australia have a form of the CCC. However, there is no federal or Commonwealth anti-corruption body. A draft bill is in process to develop one, but so far is limited in its investigative powers. The national Auditor-General is an independent organisation that can investigate Commonwealth departments, financial activities and performance to ensure they are meeting standards. Its funding has been reduced over the past few years, limiting its ability to effectively investigate all claims.

corruption abuse of power or criminal action through dishonest means, for personal benefit or that of vested interests

ACTIVITY 1.5

Check your understanding

Use a Venn diagram or similar graphic organiser to compare and contrast the checks and balances in the Australian and US Constitutions. Which country has the most effective system for limiting abuses of power? Use evidence from your diagram to justify your response.

Key concepts: democracy, democratic values

HASS skills: analysing, evaluating, communicating and reflecting

END OF SECTION REVIEW 1.5

Review questions

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

Recall

1 Identify three safeguards to democracy.
2 Using examples, describe how individuals and groups can protest against the actions and power of governments.
3 Outline how an anti-corruption commission holds governments accountable.
4 Describe why a 'free and open media' is essential to a democracy.

Interpret

5 The American statesperson John Madison said, 'In framing a government which is to be administered by men over men, the great difficulty is this: You must first enable the government to control the governed; and in the next place, oblige it to control itself.' Explain what you think he meant and why this helps ensure democracy is protected.

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Argue

6 In Australia there is an implied freedom of political communication, based on interpretation of the Constitution by the High Court. In 2021, social media organisations such as Twitter and Facebook restricted and banned a number of individuals such as Donald Trump and extremist groups from posting information, and Facebook also controversially banned the sharing of news in Australia, including essential government media releases, and those of non-profit organisations in response to its opposition to a proposed law requiring it to pay for Australian news content.

Do these actions by social media companies protect democracy by limiting publication of misinformation, or do they demonstrate an abuse of power by restricting the publication of information? Discuss.

7 Using examples from the text, explain why courts are an essential safeguard to democracy. Refer to principles such as separation of powers, rule of law and natural justice.

Extension

1 Investigate the actions of the Russian and Belarusian governments in response to opposition and dissent in their countries regarding Alexander Navalny and the results of the 2020 elections, respectively. How have people responded to the governments in each instance? Does the government reaction undermine government power or increase it?

2 In class, investigate one of the following cases involving Australian whistleblowers:

- *Comcare v Banerji*
- Witness K and Bernard Collaery
- Richard Boyle
- Nauru and Manus Island employee laws against revealing information
- Julian Assange.

Find out what information the person had revealed or made public and how the government responded. After weighing up the evidence, debate whether the government action is appropriate or if the person has been unfairly targeted.

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

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

1.6 Australia's roles and responsibilities at a global level

FOCUS QUESTION

How does Australia participate in the global community?

Australia's participation in the world

Within a democratic country, citizens enjoy rights, but also have responsibilities to ensure that democracy functions effectively and that they can live freely. These rights and responsibilities include voting, paying taxes and following the law. As the world has become increasingly connected through trade and migration, rights and responsibilities have evolved on a global scale. Through their governments, nations must act as global citizens to promote the freedom and prosperity of everyone who lives in the world community.

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NGOs non-government organisations created by citizens, often in support of community building or humanitarian projects

disarmament reducing, limiting or abolishing weapons

demobilisation moving towards peace through disarming soldiers and disbanding military and militia groups

Australia participates in the global community in many ways: cooperation with other countries through international organisations such as the United Nations, support of peaceful resolutions to conflict by providing peacekeeping forces, foreign aid to developing countries, and support of **NGOs** (non-government organisations), whose aims include health, education and economic development.

Conflict disrupted the global community a number of times in the twentieth century, causing extensive instability, economic and humanitarian crises. At the end of World War II, many nations had the goal of creating an organisation to prevent such a tragedy reoccurring, and to create a world based on peace, security and universal human rights. Australia has been an integral member of that organisation, the United Nations, since its founding in 1945. The UN is comprised of 193 nations with five common goals: peace and security, protecting human rights, delivering humanitarian aid, working towards sustainable development and upholding international law. Australia has agreed to pursue these five goals and work with other nations to achieve them through several agencies, treaties and conventions. Such agencies include the World Health Organization (WHO), World Food Program, United Nations Children's Fund (UNICEF), United Nations Environmental, Scientific and Cultural Organization (UNESCO) and United Nations High Commissioner for Refugees (UNHCR). Australia was a member of the UN Human Rights Council from 2018 until its position ended in 2020. The council sets human rights standards and authorises investigations into human rights issues. Some of the issues Australia has presented before the council include the humanitarian crisis in Myanmar against Rohingya refugees, in Xinjiang in China against Uigher Muslims, and ongoing conflicts in Yemen and Syria. As a UN member, Australia is also subject to a five-year review of its own human rights record. In past years, Australia has been asked to address its treatment of asylum seekers and refugees, its high incarceration rates of Aboriginal and Torres Strait Islander peoples, and its strict anti-terrorism legislation.



▲ **Figure 1.19** The Murray Islands in the Torres Strait are at significant risk of erosion, inundation and more frequent weather events due to climate change. Eight residents have appealed to the United Nations Human Rights Council, saying the lack of action against climate change breaches their rights to life and culture.

Peacekeeping

The term peacekeeping means what it sounds: to keep the peace. After World War II, it became a core priority of the UN to ensure that disputes between nations and groups did not escalate into armed conflict. The UN will often step in and deploy peacekeepers, including military personnel, doctors, engineers, diplomats and political advisers, to resolve conflict, maintain ceasefires and help areas transition to peace. Peacekeeping units will protect civilians, assist in the **disarmament**, **demobilisation** and reintegration of former combatants into non-combative roles, and support the implementation and organisation of elections. Peacekeepers must be impartial, and only use force in self-defence. According to the Department of Foreign Affairs and Trade, Australia has participated in more than 50 UN peace and security missions involving over 65 000 personnel, and there are more than 3500 Australians currently serving in missions around the world. Australia has been a leader in missions in the Solomon Islands, Timor-Leste (East Timor), and Bougainville in Papua New Guinea. Australia has most recently sent a contingent of ADF personnel to the UN Korean Command where Australian Vice Admiral Stuart Mayer was appointed Deputy Commander.

▼ **Figure 1.20** An Australian member of the INTERFET forces plays football with children at a refugee camp in Dili, Timor-Leste



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CASE STUDY 1.3

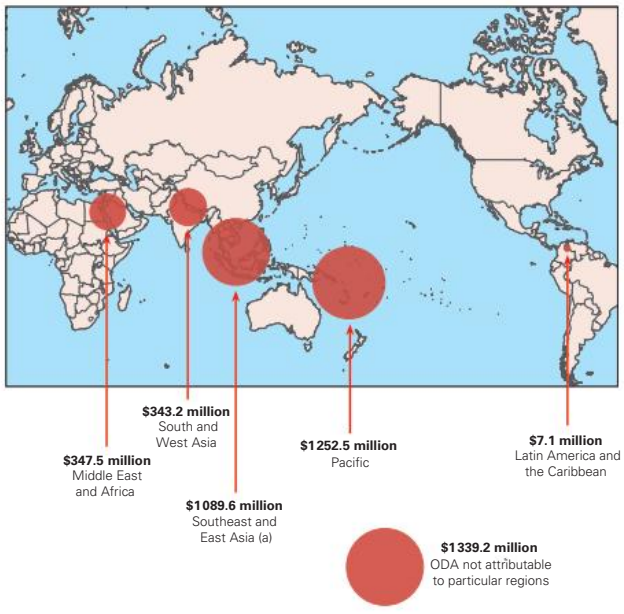
INTERFET and foreign aid

militia an armed group formed of ordinary citizens that may engage in rebel or terrorist actions

After decades of Portuguese rule, East Timor became an independent nation in 1975, but was invaded by Indonesia. Under Indonesian rule, East Timor was one of the poorest provinces, and its people were often treated unfairly and harshly. In 1999, the East Timorese voted for independence in a referendum organised by a UN mission. Pro-Indonesian **militia** forces reacted violently to the outcome, killing or displacing many East Timorese in the violence. The International Force in East Timor (INTERFET) was a group of 22 countries and 10 000 people, led by Australian Major General Peter Cosgrove (who would later become Governor-General). INTERFET helped disarm militias, provided medical and humanitarian assistance, and assisted the UN personnel already in the country. INTERFET was dissolved in 2000, and Timor Leste achieved formal independence in May 2002.

Fair prices for resources and foreign aid are essential to developing the world's nations and reducing inequality. Monetary aid can be provided directly to governments or NGOs to fund programs and build important infrastructure. Development aid aims to reduce poverty and improve living conditions, while emergency aid may be given during humanitarian crises such as earthquakes and floods. The two regions receiving the majority of aid from Australia are South-East and East Asia, as well as the Pacific, particularly Australia's closest neighbours, such as Papua New Guinea. You can see in Figure 1.21 that

TOTAL AUSTRALIAN OFFICIAL DEVELOPMENT ASSISTANCE BY REGION OF BENEFIT, 2018–19



AUSTRALIAN OFFICIAL DEVELOPMENT ASSISTANCE 2030 AGENDA



▲ **Figure 1.21** Overview of Australia's foreign aid funding by region and by Sustainable Development Goal

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aid can also be prioritised based on the UN's development goals. The greatest portion of funding is for education and health and wellbeing programs. Australia often provides aid to NGOs, which have their own expertise and connection to local, and perhaps remote, areas. As they are separate to government, NGOs can theoretically develop their own policies and priorities without government influence. Some NGOs include the Australian Red Cross, Oxfam Australia, World Vision Australia and SurfAid Australia. While Australia contributed $4.044 billion in aid in 2019, this has been steadily decreasing since a peak in 2013–14. In proportion to its GNI (gross national income), Australia's aid contribution is only 0.21 per cent of what it earns, and this is far less than the UN commitment of 0.7 per cent. The complexities of COVID-19 have also made the delivery and implementation of aid more difficult for NGOs – for instance, face-to-face fundraising has reduced.

ACTIVITY 1.6

Research task

Access the list of accredited NGOs from the DFAT (website) via https://cambridge.edu.au/redirect/9529.

Select one NGO from the list and conduct research on its work. Find out: its goal/aim/mission statement, the places and locations it works, an example of a project or projects it has implemented, and the impact it has had in the region (use personal stories or statistics and data).

Key concepts: justice, participation, rights and responsibilities

HASS skills: questioning and researching, analysing, evaluating

END OF SECTION REVIEW 1.6

Review questions

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

Recall

1 Identify the five aims of the United Nations.
2 Describe three actions of peacekeeping forces.
3 Distinguish between development aid and emergency aid.
4 Describe why NGOs are often better prepared and organised to assist in the development of poorer countries.

Interpret

5 Refer to Australia's Report Card on its global citizenship and participation created by the UNAA in 2013 (see Figure 1.22). Identify the areas Australia performed well in and areas where it required improvement, using evidence from the source to justify your answer.
6 Explain why Australia would provide more aid funding to regions such as South and South-East Asia and the Pacific than say, Latin America. What would be the benefits of doing so?

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EXECUTIVE SUMMARY

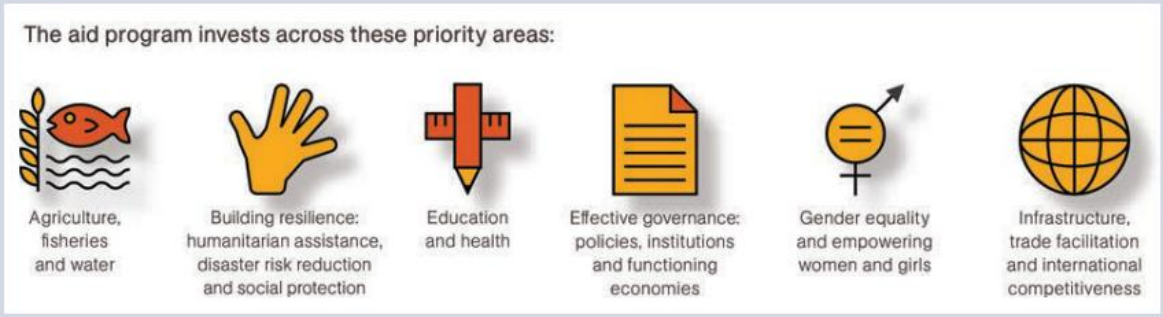
SECURITY COUNCIL AND GENERAL ASSEMBLY	• It was significant, and a credit to Australia's diplomacy, that we were elected to the Security Council on the first ballot with 140 votes in October 2012. • Australia plays a positive and constructive role in the UN General Assembly. Of particular note is the role that Australia played with the *Arms Trade Treaty.*	A
HUMANITARIAN ASSISTANCE AND DEVELOPMENT AID	• Australia's record on overseas aid is very mixed. • In 2012-13 Australia's official development assistance as a percentage of Gross National Income stood at 0.37%, with Australia ranking 13th out of the 28 countries that make up the OECD Development Assistance Committee.	B
CLIMATE CHANGE	• The Australian economy's dependence on fossil fuel exploitation has grown, and is projected to grow further. • Australia must raise its mitigation ambition, increase its share of international climate finance and develop a transformative national energy policy that can orchestrate a shift towards a low carbon economy.	D+
DISARMAMENT AND NON-PROLIFERATION	• Australia has had a mixed history with nuclear weapons and has demonstrated a lack of consistency both internationally and domestically. • The root of Australia's reluctance to follow through on its commitment to nuclear disarmament is undoubtedly its relationship with the United States. • Australia has been an important player in other areas of arms control, including in particular its efforts on this year's *Arms Trade Treaty.*	B
PEACEKEEPING AND PEACEBUILDING	• Australia's contribution to UN peacekeeping has dwindled since the 1990s. • More recently, Australia has demonstrated a clear preference for deploying forces outside the UN framework. • Australia is the 12th largest donor to the UN's Peacebuilding Fund and served as a member of the UN Peacebuilding Commission in 2010.	B
HUMAN RIGHTS	• Australia has been a strong advocate across a broad range of issues including promoting the unique and valuable role of national human rights institutions. • The treatment of refugees and asylum seekers in Australia remains one of the most significant human rights challenges. • The unacceptable level of disadvantage experienced by many Aboriginal and Torres Strait Islander peoples is another issue of concern.	B
INDIGENOUS PEOPLES	• A number of positive steps have been taken towards implementing the *United Nations Declaration on the Rights of Indigenous Peoples.* • The passing of the *Aboriginal and Torres Strait Islander Peoples Recognition Act 2013* unanimously through both houses of Parliament in February 2013 indicates strong bipartisan support for constitutional recognition of indigenous peoples.	C+
GENDER EQUALITY	• Australia is an active participant in UN Forums on gender equality, including the Commission on the Status of Women and the Convention on the Elimination of Discrimination Against Women Committee. • Gender equality is now a critical cross-cutting theme of Australia's aid program. • Australia continues to face challenges in the advancement of gender equality. In particular, women still face significant challenges with respect to economic security, leadership opportunities and living free from violence.	B
REFUGEES AND ASYLUM SEEKERS	• The new Pacific Solution began in August 2012. Australia has been legislatively excised from its own migration zone, so that anyone arriving by boat without a visa is liable to be sent (against their will) to Nauru or to Manus Island in Papua New Guinea. • Australia's response to asylum seekers in the past 12 months has been marked by increasing hostility and a near-total absence of any concern by the major political parties to put the matter in perspective.	F

▲ **Figure 1.22** Australia's Report Card

7 The image from DFAT (Figure 1.23) lists its priorities for providing foreign aid. Describe one benefit of each priority and how it would contribute to democracy or human wellbeing, and provide one example of work or a project that could fit in each priority; for example – agriculture, fisheries and water, by helping poor communities deal with drought, they will be able to farm more effectively and feed themselves, rather than rely on food aid. A project might include irrigation development that utilises runoff and wells to provide water to farmland.

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INVESTMENT PRIORITIES



▲ **Figure 1.23** DFAT's investment priorities
Source: DFAT website

Argue

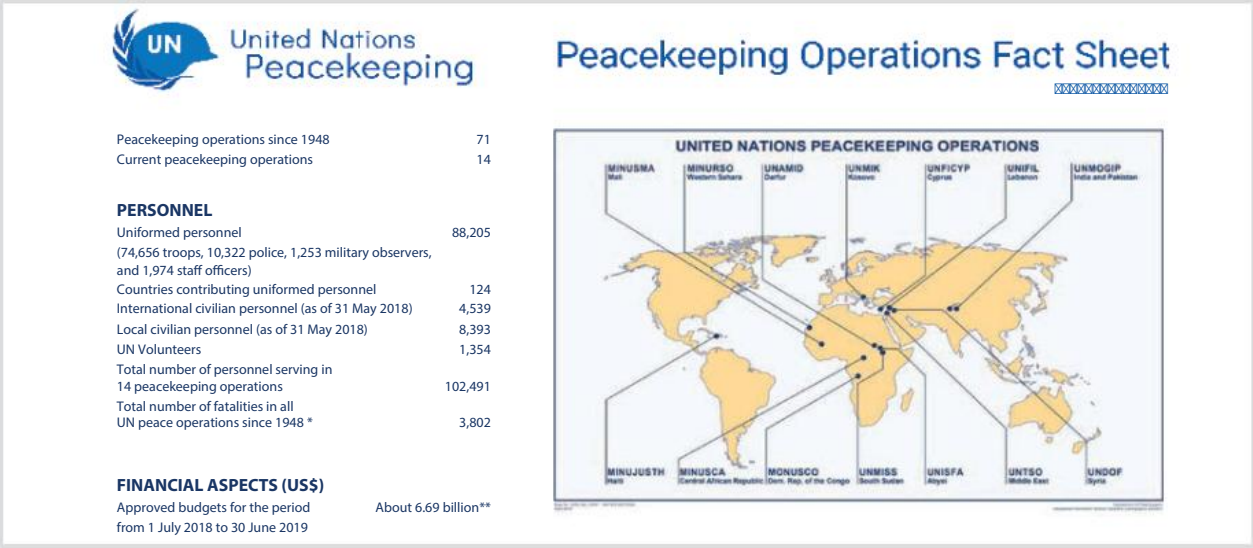
8 In 2018, the United States left the Human Rights Council, claiming it was ineffective, and that the actions of some member states (China, Cuba, Venezuela and the Democratic Republic of the Congo) contradicted the very aims of the council. Do you think the US was justified in leaving the political body for believing it was not doing its job? Or do you think it is important for all nations and countries to participate in political discussions and debate in order to effect change?

9 *Foreign aid is not money well spent.*

Discuss arguments in support of this statement and arguments against. Find evidence to support each argument. You could consider amounts spent on aid and where it is spent, and how development targets have changed or been achieved over time.

Extension

1 The following infographic comes from the United Nations.



▲ **Figure 1.24** United Nations Peacekeeping operations fact sheet from 31 January 2019. You can use the digital versions of the book to zoom in on this image, as needed.

Utilising the information, answer the following questions:

a How long have peacekeeping operations been in place?

b What is the current number of UN peacekeeping operations?

c Which mission is the longest running and which has the greatest number of personnel? Do any of these missions also have the largest budget?

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d In which continent are these two operations taking place? Can you suggest a reason why so many resources are directed here?

e What might be the impacts in these places if funding for peacekeeping missions were reduced or simply not paid?

f Do you think the large funding is justified for peacekeeping missions?



Key concepts: justice, participation, rights and responsibilities



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



1.7 Australia's international agreements and obligations

FOCUS QUESTIONS

- How do international agreements and obligations, such as conventions and treaties about human rights and the environment, shape Australian law and government policies?
- How do international and domestic issues impact democracy in Australia?

Imagine that Perth requires a new energy source. The government decides to build a new hydroelectric dam, but to do this, it will need to dam the Swan River.

The consequences will be:

- flooding of residential and commercial land
- loss of natural habitat
- less reliance on coal for energy
- new transport routes in and out of the city.

How would you feel about this? How do you think other stakeholders, such as farmers, Indigenous groups, environmental groups and river residents, would feel about this decision?

A similar situation occurred in Tasmania in 1983. The Tasmanian Government wanted to build a hydroelectric dam on the Franklin and Gordon rivers. Many groups protested this, claiming that a dam over sacred Indigenous land would destroy important artefacts, flora and fauna. In agreement, the incoming federal government, under Labor leader Bob Hawke, ratified the earlier World Heritage Convention of 1972, which encouraged governments to list significant sites on the World Heritage list, and added areas of the Franklin and Gordon rivers. Still, Tasmania's government went ahead with the construction, and the Commonwealth Government took the case to the High Court. The court ruled in favour of the federal government, asserting it had the power to create laws that implemented international treaties domestically. This decision highlights how Australia as a global citizen not only participates in the global community but is internally affected by it.

International treaties and conventions

International obligations are the responsibilities Australia has as a member of the international community, such as peacekeeping and foreign aid. Just as citizens of a country are expected to obey the law and respect the rights of other citizens, countries have an obligation to act as 'good international citizens'. This involves the responsibility to consider the rights and welfare of people in other countries, and the formal obligation to abide by international law. **Treaties** (also known as *conventions* or *protocols*) are the main form of international law. These are binding agreements between two countries (a bilateral treaty) or more (a multilateral treaty). Most multilateral treaties are negotiated by **international organisations** such as the UN. Countries demonstrate their support for a treaty when they **sign** it.

treaty a binding agreement reached between two or more countries

international organisations organisations with a membership of two or more countries established to manage and resolve international issues

sign signing a treaty demonstrates a country's support for the intention of a treaty

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If they then **ratify** the treaty, they agree to incorporate the terms of the treaty into the country's laws. Australia, as a global citizen, signs these treaties with the intention to abide by them and help bring awareness to the international community whenever another country breaches them. A treaty does not become law in Australia – even if it is signed by the government – unless parliament makes it law. Since helping to establish the UN, Australia has signed and ratified over 480 treaties covering many areas, including human rights, security, trade and the environment. In 1948, for instance, Australia signed the Universal Declaration of Human Rights. Although some rights and freedoms are not ratified by specific Australian laws, they are already protected in various sections of its constitution, statute and **common law rights**. Treaties can cause conflict in Australia, when governments attempt to pass laws that enforce the treaties or noticeably fail to uphold them.

ratify a country agreeing to be bound by the terms of a treaty and to incorporate them into its own laws

common law rights rights individuals have within court, such as the presumption of innocence, in addition to decisions made in courts that set precedent for future cases



▲ **Figure 1.25** Steps to ratification of international treaties and conventions

INTERNATIONAL AND DOMESTIC RIGHTS LAWS

International convention	Australian law
International Covenant on Civil and Political Rights (ICCPR)	
International Covenant on Economic, Social and Cultural Rights (ICESCR)	
International Convention on the Elimination of All Forms of Racial Discrimination (CERD)	*Racial Discrimination Act 1975* (Cth)
Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)	*Sex Discrimination Act 1984* (Cth)
Convention on the Rights of the Child (CRC)	
Convention on the Rights of Persons with Disabilities (CRPD)	*Disability Discrimination Act 1992* (Cth)
Convention Against Torture and Other Cruel, Inhumane or Degrading Treatment or Punishment (CAT)	
World Heritage Convention	*World Heritage Properties Conservation Act 1983* (Cth)

▲ **Table 1.1** International laws and corresponding domestic laws

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Australia, as a democracy, encourages the diversity of opinions, beliefs and people found in our **pluralist society** to participate in the political system. However, this variety of viewpoints can sometimes create conflict in the community or lead to policy inaction. In an increasingly interconnected world, these are often global issues that have effects or causes beyond Australia's borders, such as refugees, terrorism or the climate crisis.

The Refugee Convention of 1951

After the atrocities of World War II, the nations of the world developed the Refugee Convention, which outlined the rights of refugees and **asylum** seekers, and the responsibilities of countries towards them. A refugee is a person who has been processed and found to be in genuine risk of persecution, torture, imprisonment or death in the country they are fleeing from. An asylum seeker is someone with the same fears, who is not yet documented as a refugee. Both may have faced persecution for their religion, race, nationality, sexuality, membership of a particular group or political opinion. Refugees and asylum seekers should be given protections in the country they seek asylum in. The principle of non-refoulement also forbids any country from deporting refugees back to where they fled. Australia's *Migration Act 1958* determines the requirements of those seeking to enter the country, and how the government will deal with them.

pluralist society a society comprised and tolerant of a diverse range of cultural and social groups

asylum a country providing protection to a refugee from another country

The Australian Government accepts refugees from third world countries, and resettles them in Australia using special humanitarian visas. Others may arrive in the country by plane, and apply for refugee status after landing. In contradiction of our international obligations, **asylum** seekers and refugees that arrive by boat are deemed irregular maritime arrivals. Australia does not permit them entry, and instead sends them to offshore detention centres on Manus Island and Nauru. Australia has been widely criticised for this treatment, and many stories of neglect, abuse and self-harm due to the conditions in the offshore detention centres have been revealed.



▲ **Figure 1.26** A young Congolese refugee at a UNHCR camp in Uganda

CASE STUDY 1.4

Australia's international legal obligations: the case of the Biloela family

Tamil couple Nades and Priya Murugappan met in Australia after arriving separately by boat in 2012 and 2013. They sought protection in Australia as refugees, and moved to the central Queensland town of Biloela, where their two daughters Kopica and Tharnicaa were born. Nades worked in the local abattoir and Priya volunteered in an opportunity shop. In 2018, after unsuccessfully challenging the finding in the courts, the couple's claim for 'refugee status' was denied. They were detained by Border Force officers, and taken to an immigration centre in Melbourne to await deportation to Sri Lanka. The couple's plight attracted widespread support, with the local Biloela community, refugee advocates and various politicians calling for the government to reverse the decision and allow the family to remain in Australia.



▲ **Figure 1.27** Protesters marching in support of Nades, Priya and their children at a rally in Melbourne on 1 September 2019

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The Commonwealth Government refused these requests, and on 29 August 2019 the family were placed on a Sri Lanka-bound flight. A last-minute injunction (court order) forced the flight to land in Darwin. The family was subsequently taken to the Christmas Island immigration detention centre, awaiting the outcome of a court challenge. The Federal Court ruled that by not processing her claim for refugee status, the Australian Government had not provided the youngest daughter Tharnicaa procedural fairness. The family remained in detention while the government appealed to the full bench of the Federal Court. However, the appeal in 2021 upheld the original decision. Until today, the government has made no indication whether it will process Tharnicaa's claim for refugee status or appeal to the High Court to deport the family. The government maintains that no one in the family was found to be owed protection and that no one who attempts illegal maritime travel to Australia will be settled here. The family has been temporarily given community detention in Perth after Tharnicaa contracted an infection in her blood while in detention and was flown to Perth with her mother to receive treatment.

The story of Nades, Priya and their children's fight against deportation reflects the themes of this chapter. It raises questions of Australia's obligations under international law and human rights principles to assist others. It also highlights the role of the courts in interpreting legislation and engaging in judicial review to ensure justice, and illustrates how individuals and groups influence Australian democracy. If Nades and Priya were found to meet the convention's definition of a refugee (i.e. someone in genuine fear of persecution in their own country), the Australian Government would have been obliged to let them remain in the country. The court challenge to the deportation was also based in part on a treaty – the Convention on the Rights of the Child – with the family's lawyers stressing the government's signed obligation towards the 'best interest of the child'. Australia's treatment of maritime refugees has caused tension between supporters and opponents, from the 'turning back' of boats to the **offshore detention** of boat arrivals. Nades and Priya's case highlights the issue of whether asylum seekers who have already become part of the community should be deported if their claims for refugee status are unsuccessful.

offshore detention where asylum seekers arriving in Australia are sent to another country, such as Nauru or Papua New Guinea, and detained for processing

MAKING THINKING VISIBLE 1.4

Red light, yellow light

Find a news article about the story in Case study 1.4. Find the issues regarding truth and accuracy in the article.

1. Read the story.
2. Find quotes or statements from the article that are fact or opinions. Highlight the opinions as red and the facts as yellow, for example:
   - one-sided arguments
   - generalisations
   - bold claims, no argument or explanation
   - angry claims
   - opinion
   - lacking expertise or evidence.
3. How trustworthy and accurate is the article based on what you have highlighted? Share your thoughts with your class.
4. What are the rights of children born in Australia whose parents are not Australian citizens or permanent residents?
5. Should the family have been deported?

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

HASS skills: questioning and researching, analysing, evaluating

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▲ **Figure 1.28** An Australian lifeboat, now moored in Indonesia, used by the Australian Navy to 'turn back' 34 asylum seekers attempting to reach the Australian territory of Christmas Island.



▲ **Figure 1.29** Former Australian Prime Minister Malcolm Turnbull (right) and French President François Hollande (left) at the 2015 United Nations Climate Change Conference in Paris, France

CASE STUDY 1.5

The climate crisis, human rights and the Torres Strait 8

In 2007, Labor leader (and later Prime Minister) Kevin Rudd proclaimed climate change the 'great moral, environmental and economic challenge of our age'. Despite this, there has been little agreement over the importance of the issue and how to handle it within Australia. The Australian Government signed the 2015 Paris Agreement, along with 195 other countries, agreeing to meet nationally determined contributions, reduce greenhouse gas emissions and move to more sustainable methods of energy production. Many Australians support climate action, and believe in its long-term benefit, while others are discouraged by the short-term trade-offs. Some are **sceptics**, who deny or downplay the connection between human activity and rising global temperatures. There are also industries that worry climate action will affect their profits – notably, coal – while people located around these industries worry how the loss of jobs will impact upon their communities. The conflict of views and interests over the climate crisis has contributed to Australia's political instability, with six different prime ministers holding office between 2007 and 2019 (including Kevin Rudd twice). This instability is reflected in government policies on climate change. The Rudd Government's Emissions Trading Scheme was blocked in the Senate. Julia Gillard's Labor Government introduced a carbon tax that was overturned on the election of the Abbott Coalition Government. The Abbott and Morrison governments introduced 'Direct Action' policies to tackle climate change. The Morrison government has yet to agree to a net zero carbon emissions target for Australia by 2050, even though many of Australia's contemporaries such as Britain, France and New Zealand have already implemented legislation to bring this into action. With failure to reach a consensus on the climate crisis, new groups have emerged to campaign on the issue. These include school students, inspired by Swedish climate activist Greta Thunberg, who organised a series of strikes in 2019 across the country to demand government action. Some Australians have even taken their case against government inaction to the UN.

sceptic a person who doubts accepted beliefs, values or ideas

The Torres Strait Islands are a group of 274 islands located in the Torres Strait to the north of Cape York in Queensland. Inhabitants of these low-lying islands have long worried about the impact of rising sea levels on their way of life. Climate change not only threatens to erode (shrink) these islands, but to intensify the area's storms, contaminate freshwater sources and reduce traditionally hunted species such as dugongs and turtles. The continued negative impacts of climate change will force residents to leave their homes and become climate

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refugees. Eight islanders have taken the unprecedented step of making a claim to the United Nations Human Rights Committee. They have accused Australia's government of failing to protect their rights to life, water, food and cultural identity by not adequately addressing climate change. The government has denied the claims, arguing that it cannot be individually held responsible for a global (and future-based) problem. A decision is yet to be made, but it will set the standard around the world for governments' climate action and their responsibility to protect citizens from future impacts.



▲ **Figure 1.30** A view of Saibai Island, which is one of the more than 250 islands that make up the Torres Strait, on 26 March 2021. These islands are highly vulnerable to climate change. As sea levels continue to rise, tides have become more destructive and coastal erosion is occurring at a faster rate.

ANALYSIS QUESTIONS

At the time of writing the United Nations had not yet ruled on the claims made by the Torres Strait Islander peoples against the Australian Government. In pairs, choose a side to support and debate whether the claims will be successful or if the government's denial has substance. Consider what you think it will mean in the future if your chosen side wins.

Key concepts: democratic values, participation, justice

HASS skills: analysing, evaluating

Enforcing international law

While Australia has signed many commitments to the global community, there need to be methods to ensure it lives up to them. Individuals and groups can use the High Court to ensure international rights and obligations are upheld. This will be further explored in the next section. Within Australia, the Human Rights Commission (HRC) and the Joint Parliamentary Committee on Human Rights are two ways people can ensure Australia is acting responsibly. The role of the HRC is to investigate complaints regarding human rights issues in employment. When people have been discriminated against based on gender, race, age or disability, they utilise the international covenants and treaties Australia is party to, as well as Commonwealth law, to make recommendations and carry out conciliation. While the HRC's decisions are non-binding, it can provide evidence for courts that are binding. The HRC also provides education and training resources for Australians and international groups, provides research into human rights issues and pressures the government to consider human rights in its laws. It also acts as a monitoring body and scrutinises Australia's human rights performance, regularly reporting to the UN. The parliament also has a committee that scrutinises bills before parliament, to ensure

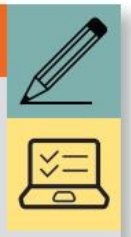
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they meet human rights standards. Drafters of legislation need to be able to document that the bills submitted to parliament are compatible with human rights.

International treaties and conventions are only as effective as their signatories make them. The UN has a judicial branch known as the International Court of Justice, or ICJ. The ICJ was established in 1945 and resides in The Hague, Netherlands. Its major role is to resolve disputes between nations, using international laws and conventions. One limitation is that court cases must be voluntary; if a nation does not consent to action, a case cannot proceed. Australia has been a party to a number of ICJ cases. In 2010, Australia brought Japan to the ICJ, claiming that its annual whale hunts for scientific purposes breached several international laws. Commercial whaling had been banned since 1986, and Australia helped establish a Southern Ocean whale sanctuary. In 2010, it claimed that Japan exploited a loophole allowing for scientific research and the killing of whales in the sanctuary area. Japan does not recognise any of Australia's claims to the Southern Ocean. In 2014 the ICJ determined that Japan had to cease this whaling. Japan withdrew itself from the International Whaling Convention, and resumed commercial whaling in 2019. It claims that its whaling operations will only be within its territorial waters in the north Pacific Ocean.

In 2014, Timor-Leste took Australia to the ICJ, claiming Australia had spied on the Timorese Prime Minister to gain the advantage in maritime border negotiations. These negotiations concerned vast gas fields between the two nations in the Timor Sea, which were worth billions of dollars. The Australian Government took the security operative who leaked the information to court, over breaches to national security. The Timorese Government eventually dropped the case in 2015, after the Australian Government returned documents it had requested. The treaty was resolved in 2017, with a new agreement determining maritime rights to the gas fields.

END OF SECTION REVIEW 1.7



Review questions

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

Recall

1 Identify two international treaties Australia has signed and ratified into domestic law.
2 Describe why treaties and conventions are important in the global community.
3 Define the term 'non-refoulement'.
4 Outline the role of the International Court of Justice.

Interpret

5 Distinguish between signing an international treaty or convention and ratification of a treaty or convention.
6 Using an example from the text, explain how Australia's obligations under international treaties and conventions can conflict with what happens in reality.
7 Discuss how individuals and groups in Australia can hold the government to account or to be responsible for its actions under international law.

Argue

8 The Australian Government has signed the UN Declaration on the Rights of Indigenous Peoples but accepts this as non-legally binding and has not ratified this convention into Australian law. Why do you think the government has not ratified this convention?

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Extension

1 Go to the UNHCR website and use the information to prepare a pamphlet or other resource informing young people about the agency. The resource should include:
- the history and role of the UNHCR
- current statistics on refugees and asylum seekers
- the type of assistance the UNHCR offers refugees
- a story from at least one refugee/family.

2 Go to the Human Rights Watch website and the Australian page. Click on the most current HRW report.

Read through the report and outline the areas that have been identified as areas of improvement for Australia as a nation in upholding its international obligations. Choose one of the areas and delve deeper into it.
- Find out what our international obligations are according to international conventions and treaties
- Australia's current laws regarding the issue
- Statistics or data that demonstrate Australia's performance
- A case study of an individual or group impacted by this issue
- Possible resolutions to deal with the issue.

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

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

1.8 The role of the High Court

FOCUS QUESTION

What is the role of the High Court?

hierarchy a structure arranged from low to high based on importance or power

jurisdiction the type of cases a court has the right to hear

original jurisdiction a court's right to hear a legal dispute for the first time

appellate jurisdiction a court's right to hear a trial on appeal from a lower court

Australia's courts are the main institutions used to resolve legal disputes. In adjudicating disputes as the third branch of government, courts play another important role: they (the judiciary) must independently check the powers of government (executive) and parliament (legislative). This role was demonstrated in the case of Nades and Priya Murugappan, with the courts suspending the government's decision to deport the family.

The High Court is established by Chapter 3 of the Australian Constitution. According to the Constitution, the High Court is at the top of a **hierarchical** system, meaning the courts are ranked based on their **jurisdictions**, and the type and seriousness of the cases they adjudicate. The High Court is the only court that can hear cases regarding constitutional law and interpretation. The jurisdiction of the High Court is classified by whether it is an **original** or **appellate** case. The original and appellate jurisdictions of the High Court are shown in Table 1.2.

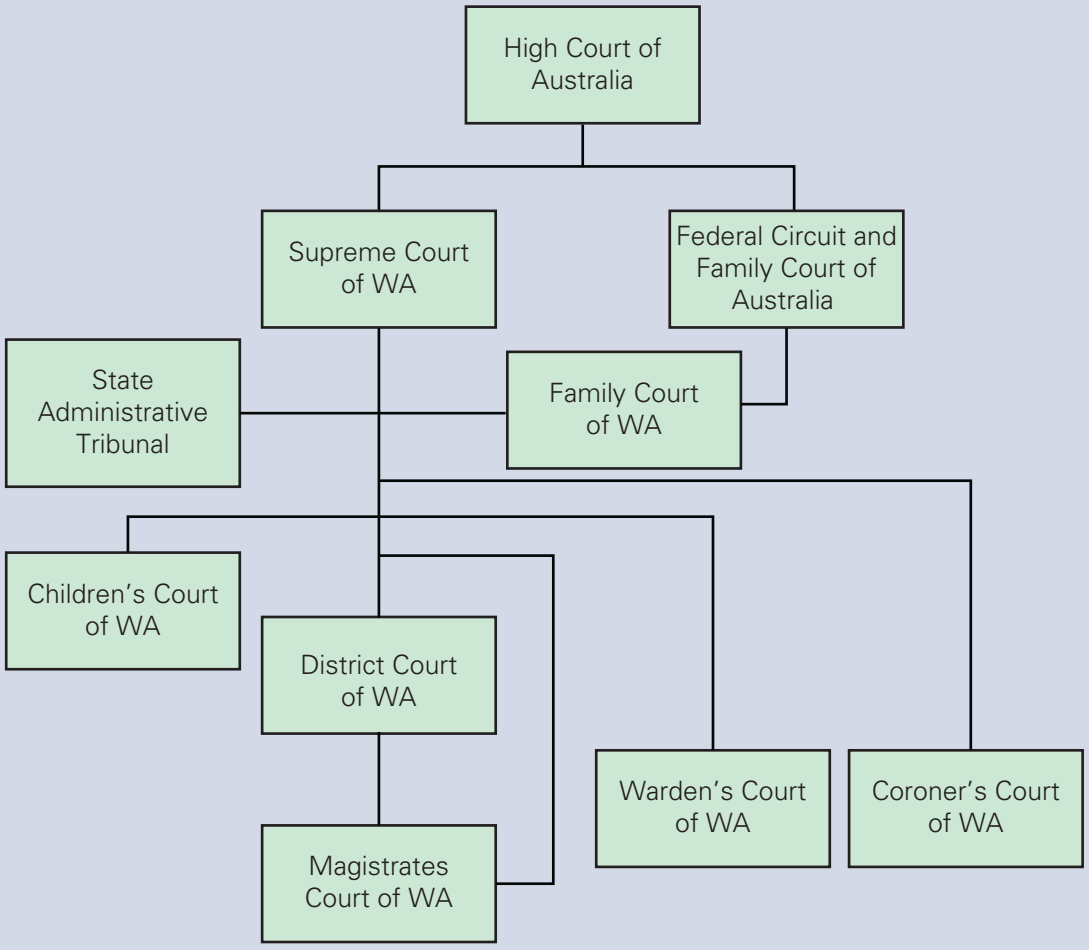
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ORIGINAL VS APPELLATE JURISDICTION

Original jurisdiction	Appellate jurisdiction
Treaty matters	Cases from the federal courts
Cases involving consuls and diplomats	Cases from State Courts of Appeal
Cases where the Commonwealth is being sued or suing another	Cases from the High Court
Disputes between the states/territories in Australia	
Writs of mandamus – cases to stop or halt a government action	
Constitutional cases (including interpretation)	
Laws made by parliament	
Conflict between state/territory and Commonwealth laws	

▲ **Table 1.2** The original and appellate jurisdictions of the High Court

COURT HIERARCHY



▲ **Figure 1.31** The Australian court hierarchy

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The High Court has seven judges who are able to hear disputes between states/territories and the Commonwealth where their powers clash, or where a citizen believes a law has breached their rights or is outside the parliament's law-making jurisdiction. Appeals to the High Court can be made from the highest courts in the state and federal hierarchies – for instance, the Supreme Court of Western Australia or the Federal Court. The decision of the High Court in an appeal is final; there are no further options to review the case. Nades and Priya Murugappan unsuccessfully appealed the decision to deny them refugee status through all levels of the Federal Court hierarchy, to the High Court. For this reason, the order to detain and deport the family could be given only after their appeal to the High Court was unsuccessful.

The High Court has an additional role in the *Electoral Act 1918*. This is known as the Court of Disputed Returns, where the High Court can make decisions about the disqualification of elected candidates after an election. In 2020, two new High Court Justices were announced due to the pending retirement of two existing Justices. Justices Jacqueline Gleeson and Simon Steward will replace Justices Virginia Bell and Geoffrey Nettle, who must retire from their positions, as prescribed by the Constitution, when they turn 70 years of age. Justices are nominated by the Prime Minister and appointed by the Governor-General.

amended/amendment a change to legislation



▲ **Figure 1.32** A new justice is sworn into the High Court in Canberra

The role of the High Court in protecting the Westminster system

Section 44 of the Constitution outlines the causes for disqualification as a representative in parliament. Some of these reasons for disqualification include allegiance to a foreign power – sometimes thought to mean dual citizenship – treason, criminal conviction, bankruptcy, insolvency, and receiving funds from a Commonwealth organisation. In 2017, the High Court was asked to determine whether seven elected officials could sit in parliament, given they potentially held citizenship in another country. Barnaby Joyce (Nationals), Malcolm Roberts (One Nation), Larissa Waters (Greens), Fiona Nash (Nationals) and Scott Ludlam (Greens) were disqualified. They had to renounce their secondary citizenship and stand for re-election in 2019.

The role of the High Court in protecting democratic values

Rule of law and separation of powers

The High Court has an essential role in protecting key democratic values. As mentioned, rule of law means that the law should apply equally to everyone. In 1951, the Commonwealth Government under Robert Menzies introduced a law that banned the Communist Party in Australia, confiscating their property, and preventing those found to be Communists from working in particular jobs. This law treated those who belonged to the Communist Party differently to other political parties, and effectively criminalised them. The High Court declared this law unconstitutional. It stated that while parliament was able to make laws to protect Australia against threats, it acted outside its powers by determining specifically who was a threat. That was a decision for the courts. This demonstrates the checks and balances that the High Court carries out under the separation of powers.

Democracy and participation

In 2006 Prime Minister John Howard's government **amended** the Commonwealth *Electoral Act 1918*, prohibiting all prisoners from voting in federal elections. Prior to this amendment, only those serving sentences

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over three years were prohibited from voting. Imprisonment in Australia is skewed towards Indigenous Australians, who at 3 per cent of the country's population, account for 27 per cent of its prisoners. This change would have unfairly impacted Indigenous communities. In the High Court case *Roach v the Electoral Commissioner* (2007), Vicki Roach, an Indigenous woman who had been imprisoned, challenged the amendment. The court found that imprisonment was not a substantial enough reason to ban citizens from their constitutional right to vote, a key feature of our representative democracy. The law reverted back to the original ban on sentences over three years.

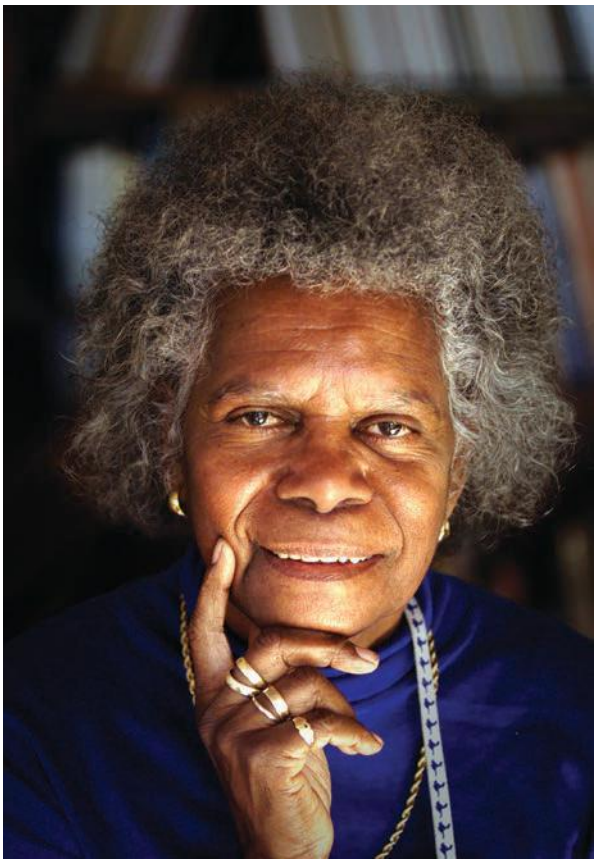
Rights and responsibilities

One of the most significant High Court decisions involving rights was the Mabo decision, which found that Aboriginal people had the right to **native title**, a system of ownership over their traditional lands. Prior to the decision in *Mabo v Queensland (No 2)* (1992), ownership of land was considered 'terra nullius', or land belonging to no one. Colonisers had used this principle to deny Indigenous ownership of land. The Murray Islands in the Torres Strait, to the north of Australia, had been reserved as lands for the Indigenous inhabitants. In 1982, Eddie Mabo took his case to the High Court to claim ownership over the land, seeking recognition of past and current rights to it. In 1985 the Queensland Government enacted a law that made the islands 'crown' or government land. Eddie took his fight back to the High Court, which found that the Meriam people of the Murray Islands were entitled to possession, occupation, use and enjoyment of the islands ('native title') and that the Queensland law was inconsistent with the Commonwealth *Racial Discrimination Act 1975*, which prevented laws from discriminating against groups based on their race. This case established native title, where Indigenous groups that could show a continuous connection to their traditional lands (through culture and law) could claim ownership.

The role of the High Court in upholding international laws

By checking other branches, the High Court can ensure Australia's international commitments to the rights of groups and individuals. The 2010 Malaysia Solution was a controversial executive decision of the Gillard government. It involved a bilateral deal where Australia would resettle 800 asylum seekers who arrived by boat (including children) to Malaysia. In return, Australia would take in 4000 refugees from Malaysia. This was controversial because Malaysia had never signed the Refugee Convention of 1951. As a signatory to the convention, Australia is obliged to ensure that asylum seekers are not sent anywhere they might be treated inhumanely. This meant that Malaysia had to meet three requirements under the *Migration Act 1958* before Australia could send asylum seekers there, these being that the country is legally bound by international law to:

1 provide access to procedures to be assessed as refugees
2 provide protection while they are being processed
3 provide protection once processed as a refugee.



▲ **Figure 1.33** Bonita Mabo in Canberra on the anniversary of the Mabo decision that established native title in Australia. Her husband Eddie, the lead plaintiff in the case, sadly died before the final decision was handed down.

native title a system of ownership by Indigenous people over their traditional lands

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injunctions legal methods to stop someone from doing something

Injunctions were put in place to stop the removal of asylum seekers from where they were being held on Christmas Island to Malaysia. Lawyers working on their behalf claimed that the Gillard government could not guarantee that Malaysia was a suitable place, and the agreement could not guarantee their safety before and after processing, or that processing would be swift and just. As Malaysia was not legally bound to the UN Refugee Convention, the High Court found that it failed the requirements on page 45 and, therefore, Australia must cancel its agreement. The Malaysia Solution was abolished.

END OF SECTION REVIEW 1.8

Review questions

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

Recall

1 Describe the main role of the judiciary.
2 Identify two types of cases each that exist under the High Court's original and appellate jurisdiction.
3 Describe the High Court's function as the 'court of disputed returns'.

Interpret

4 Using an example, explain how the High Court has protected rights and democratic values in Australia.
5 Discuss one argument for and one argument against High Court Justices being nominated by the Prime Minister.
6 Explain how the High Court upholds international laws. Provide an example.

Argue

7 '*The High Court plays an essential role in protecting and safeguarding the democratic principles and values that underpin Australia's political and legal system.*'

To what extent is the above statement accurate? Outline in two or more paragraphs the role of the High Court, examples of cases it has heard and how well it has achieved its role.

Extension

1 Choose one of the following High Court cases:
- *Dietrich v Queen* (1992)
- *Rowe v Electoral Commissioner* (2010)
- *Commonwealth v Tasmania* (1983)
- *Commonwealth v Australian Capital Territory* (2013)
- *Al-Kateb v Godwin* (2004)
- *Lange v Australian Broadcasting Corporation* (1997)

Find out: who were the parties to the case? What were the facts of the case? What did the High Court have to decide? What was the outcome of the case? How does the case demonstrate the High Court's role in protecting either democratic values, democracy or rights?

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

HASS skills: questioning and researching, analysing, evaluating

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1.9 Conclusion: why does it matter?

Democracy is not easy. To develop, maintain and sustain an effective democratic society is hard work. A government of the people and for the people requires compromise and negotiation, between different goals and viewpoints. This requires respect for others, and the ability to critically analyse and process information to make decisions that will benefit all people. We can see this throughout history. The process of building a successful democracy does not happen overnight. Some of the most successful democracies took hundreds of years to move from absolute monarchies to representative democracies. Monarchs ruled Britain with absolute power until the signing of the Magna Carta. Even today, Britain remains a constitutional monarchy but a strong, representative democracy. France was one of the first nations in the 1700s to move to republicanism, with executive government and legislative parliaments elected solely by the people. Yet under Napoleon Bonaparte in 1804, it returned to dictatorship for decades to come. The United States threw off the chains of colonial rule to establish a strong democracy, founded on principles of separation of powers, rule of law and accountability. Even robust democracies, like those established in Australia and the United States, have not always fulfilled their core principles of equality and inclusivity. In Australia, Indigenous peoples were not allowed to be citizens until the late twentieth century, 200 years after colonisation. The right to vote was not universally recognised in Australia until 1965. African Americans were segregated, discriminated against and abused in the Southern states until the US implemented its *Civil Rights Act* in 1964.

Democracy has never been static; it grows and changes, ebbs and flows. The period after World War I saw many countries aim for a more democratically organised world, removing kings from power, and establishing international bodies to monitor actions of governments. Yet many countries prior to World War II collapsed, due to the very structures and processes required to keep them alive: elections and government chosen by the people. Germany became a democracy after World War I, but voters in the 1930s elected the Nazi party, which then broke the rule of law and abused its power to implement the dictatorship of the Führer, Adolf Hitler. Italy and Spain then followed suit.

In the past few years, a decline in democracy has become evident. Populist political parties have gained majorities, and instead of serving the people, they have sought to create social division, exclude opponents from power, and pass laws that threaten civil and political freedoms. COVID-19 has intensified these issues by limiting peoples' ability to achieve a good quality of life. Many minority groups have been further discriminated against and their opportunities squashed. Those in power have made decisions that benefit themselves, without consequences for misconduct; the actions of President Trump discussed at the start of this chapter are one example.

Franklin D. Roosevelt once said, 'Democracy cannot succeed unless those who express their choice are prepared to choose wisely, the real safeguard of democracy, therefore is education'. It is more important than ever that this message is understood and acted upon. The advent of social media has given all citizens the ability to discuss ideas, mobilise and be agents of social change, a safeguard to democracy. However, it can also produce misinformation and breed hate groups that aim to infringe the rights of others. By educating ourselves about what makes a good democracy, how we are a part of that process and analysing how democracies can fail, we are better prepared to ensure that the democracy we have in Australia is not only protected, but benefits all of us who live here.

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1.10 End of chapter activities

Reflection

Self-assessment

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

Writing

Australia's democratic value

Research Australia's democratic performance by going online and utilising current data from a number of indexes such as:

- Freedom House
- Human Rights Watch
- Corruption Index
- Reporters Without Borders
- World Press Freedom Index
- Rule of Law Index.

Using the data you gather, write a report card for Australia and how it has done in meeting its democratic values and safeguards (separation of powers, rule of law, strong democratic institutions, civil and political rights, free and fair elections, open and free press). Provide a grade, a percentage/result, areas of strength and areas for improvement.

Participating in Australia's democracy

You have been appointed Minister for the Environment, with the responsibility of handling government policies on climate change. You know that we have agreed with other nations in the world to reduce carbon emissions and limit global warming. Gather information from different groups in the community and stakeholders such as business, consumers, youth, environment groups and mining groups about what they would like to happen. Using this information, develop a policy on tackling climate change that you think would be acceptable to all groups and why. Present your strategy to the class as a speech, report or other format agreed with your teacher.

Analysis

Problems with democracy

Thomas Jefferson said, 'A democracy is nothing more than mob rule, where fifty-one percent of the people may take away the rights of the other forty-nine.' Explain what you think Thomas Jefferson means. Using examples from the past and present, discuss why he might be accurate.

Rule of law – does it exist?

Look at the following examples of current contexts/situations and determine if rule of law is being applied. Provide justification for your response.

- The *Marriage Act 2009* has been amended to include marriage between same-sex couples.
- There is no mention of Indigenous people in Australia's constitution (the law book of Australian government).
- Children attend a 'Children's court' and are subject to different sentencing rules to adults.
- Australians who work for government defence or security organisations can be prosecuted for revealing information about their experiences while employed by the government, even if actions of government and employees are of interest to the public or considered wrongdoing.
- There is no independent body to which complaints about judges and justices can be made. A Federal or High Court judge can only be removed if both houses of parliament agree to it.

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Democratic principles

Which democratic principle applies in the below list of scenarios? These could include limited government, free and fair elections, rights and freedoms, rule of law, separation of powers and just and fair legal systems:

- explains what kind of government a country has
- no one is above the law
- divides power among several branches of government
- makes sure even small and unpopular groups are treated fairly
- makes sure no one part of government gets too much control
- explains the rights and responsibilities of citizens (not limited to this though)
- happens when citizens use their votes to affect government
- requires even the government to follow the law
- limits the power of the majority.

Inquiry



Research an issue

Investigate one area of policy or an issue that is contested or has created conflict in the Australian community. This could be an issue covered in this chapter (such as refugees, age of criminal liability, Indigenous incarceration rates, the climate crisis and the Torres Strait 8, or anti-terrorism laws) or another topic that interests you. Then complete the following tasks:

Conduct research to discover the following:

- an overview of the issue
- international treaties ratified by Australia that cover the issue
- the different views on the issue in the community (including from at least two political parties and one interest/pressure group) and examples of how these groups have attempted to influence government decision-making and public opinion on the issue
- examples of media coverage from both 'traditional' and 'social media' and an assessment on how the coverage has shaped attitudes to the issue
- a court case related to the issue (outline the facts of the case and court it was heard in).

Free press

Research the stories of the following whistleblowers, journalists or news and journalism in particular countries – finding out what happened/is happening to them, what was the government response to their actions, two arguments in support of what the media/journalist was doing/did and two arguments against what they do/did.

Evaluate if their role in society is important to public knowledge and information. Within your discussion consider: what do good journalists do? What does it mean to be a responsible consumer of news? How can the media help people be politically active citizens?

- Jamal Khashoggi
- Edward Snowden
- Julian Assange and WikiLeaks
- journalists in Turkey
- journalists in Russia
- Facebook deleting news and media in Australia 2021.



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



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

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Making connections: Civics and Citizenship and the other HASS topics

Civics and Citizenship has many connections with other subjects in the Humanities. Have you considered how what you have learned about democracy, its threats and safeguards, as well as Australia's international roles and responsibilities, relates to the other topics you will cover this year? Here's a sample:



Economics and Business

The role of government in providing economic security and income redistribution

In Economics and Business you will learn about the role of government in redistributing income, claimed through taxation and given as welfare payments, or spent on public goods and services.

Consider how the provision of public goods and services (such as schools and health care) and welfare payments (such as JobSeeker, the Age Pension and other government subsidies, such as first homebuyers grants):

- connects to rights contained within the ICESCR (International Covenant on Economic, Social and Cultural Rights 1966)
- helps safeguard democracy.

As part of this task, you will need to find out what rights are provided for in the ICESCR and how the provision of these rights helps protect democracy.



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Geography

Kyoto Protocol and Paris Climate Agreement

Australia is a signatory to the Kyoto Protocol and the Paris Agreement, which are both international agreements on climate change. Yet arguably very little significant change has occurred in Australia since the signing of these agreements, and global warming is set to increase by 3°C by 2100.

Investigate Australia's requirements under each agreement and our progress towards meeting these requirements. Why are these particular international agreements important as human rights documents? What issues, both within Australia and internationally, prevent these international agreements from being effective in meeting their targets and goals?



Climate activists gather at Sydney Town Hall during the School Strike 4 Climate rally on 21 May 2021. Strikes were held across Australia, with students protesting government inaction on climate change.

History

The nuclear non-proliferation agreement

The Treaty on the Non-Proliferation of Nuclear Weapons is a significant international treaty enacted in 1970 that aims to limit the spread of nuclear weapons and weapons technology. So far 191 countries have signed this document.

- Research this treaty, its origins and its development.
- Outline some of its key articles/conditions.
- Find out if Australia is a signatory and has ratified this treaty into domestic law. If Australia has done so, what Act was created?
- lastly, examine if the treaty has been effective in achieving its goals 50 years after its development.

Convention on the Rights of Indigenous people

The United Nations Declaration on the Rights of Indigenous People was adopted by the UN in 2007. Australia has signed the treaty and has acknowledged it as non-legally binding on its internal or domestic laws.

- what are some of the main articles and principles on this treaty? (There are 46, select 10).
- after your study in history on Indigenous rights in Australia, do you think Australia should ratify this treaty?
- Why do you think it hasn't?



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Part 2



Economics and Business

What is Economics and Business?

Have you ever considered why some occupations are highly paid and others are low-paid? Do you wonder why the government doesn't just provide money to everyone, and wonder what would happen if they did? Do you notice that the prices of some goods and services seem to be increasing over time? As a Year 10 student, you are probably either in the workforce part-time or have friends who are thinking about their careers. What training should be provided for young job-seekers and how should it be made available?

When you hear about 'Australia's economy', what does that mean and how is it measured? And how is Australia's economy performing compared to other countries?

Economics and Business is the study of how the decisions made by millions of individuals and by groups contribute to the wellbeing of everyone. The answers to many of the questions above come from analysing these decisions and identifying trends. We will investigate how the performance of the Australian economy is measured, and what indicators are most revealing, as well as understand what businesses and governments do to try to improve that performance. We will also analyse how consumers make decisions and the



Video
Unit overview

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consequences of these choices. Once you have completed this course, you should be able to look critically at Australia's economy and understand the causes and effects of the way we live.



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CHAPTER 2

Economic performance and living standards

2.1 Setting the scene: the state of living in Australia

Australia is statistically one of the wealthiest, healthiest and most developed countries in the world. To be born in Australia in the twenty-first century means, on average, to earn more, live longer and be better educated than the vast majority of the world's population. This does not mean, however, that everyone in this country has the same opportunities or is guaranteed to live a uniquely privileged life.

Australia has the second-highest median level of wealth in the world. Studies show that the average wealth per adult is around $411 000. This wealth is not evenly spread among people, however, and it is estimated that 13.2 per cent of Australians live in poverty, unable to afford basic amenities such as food, water or shelter. This trend of inequality is increasing, with the top earners becoming richer and those at the bottom becoming poorer.



◄ **Figure 2.1** While many Australians are very wealthy, there are thousands living in poverty.

Most Australians participate in the workforce and are well educated. Seventy-two per cent of people between the ages of 15 and 64 have a paid job, and 81 per cent of adults have completed secondary school, both above the OECD average. While this seems positive, reports show that Australia's educational achievement is well below many similar countries and has been falling over time. This is a major concern for government and huge amounts of money and resources are being allocated to address this decline. In addition, while Australians are well-paid, they report experiencing a poor work–life balance, and tend to spend more time at work than people in other countries.

Australia also has one of the best health care systems in the world. All residents have access to public health care, and the country has elite research facilities that are developing treatments for many common and rare conditions. As such, the life expectancy for Australians is 83 years,

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the sixth highest in the world. This health care costs billions of dollars each year, which comes from taxes on businesses and households. How this money is used is sometimes an area for political and social debate.

All these statistics give rise to a number of important questions. Who benefits most from Australia's highly developed status? How do we address the inequalities that exist between countries and within them? Why is Australia so well off to begin with? And what are the responsibilities of individuals in the wider economic environment? The answers are complex, but essential, to your understanding of your place in the world.



▲ **Figure 2.2** Australia has one of the most developed health care systems in the world.

MAKING THINKING VISIBLE 2.1

Think, puzzle, react

In groups of three to four students, share ideas and questions in response to the following prompts.

What do you know about this topic?

- Write a list of things you know about Australia's economic performance. Draw upon your personal experiences or use things you have heard about from recent current events.

What questions are there?

- Look at the questions posed in 'Setting the scene'. Discuss these with your group and see if you can begin to come up with answers to some of them. Create a list of further questions you have about this topic.

How do you react to this information?

- How does the information in the text make you feel? What do you think about Australia's status? What other important issues does it relate to?

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

HASS skills: questioning and researching, communicating and reflecting

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2.2 Chapter overview

Introduction

In this chapter you will begin to understand how the performance of the Australian economy is measured, what we mean by economic growth, and how Australia's economy and standard of living compare with the rest of the world. You will also analyse links between economic performance and living standards, with a focus on the way income and wealth are distributed through the economy. Finally, you will learn about and evaluate the ways that governments manage the economy to improve this performance, with the aim of improving the lives of all Australians.

Learning goals

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

- How are economies measured?
- What is economic growth and what does it mean to grow sustainably?
- How do we measure unemployment?
- What is inflation and how is it measured?
- What are living standards and how are they measured?
- How do we compare the performance of economies and how does Australia perform?
- How are wealth and income distributed in Australia?
- How do governments act to improve economic performance?
- How successful are governments in their involvement in the economy?



▲ **Figure 2.3** Prime Minister Scott Morrison and Treasurer Josh Frydenberg. The government plays a major role in Australia's economic performance and development.

Digital resources

Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- image gallery tour of key locations in this chapter
- videos, image galleries and other extra materials.

Video
Five interesting facts about economic performance and living standards

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2.3 Indicators of economic performance

FOCUS QUESTION

How are economies measured?

The performance of any economy is of great interest and importance to those who participate in it. Workers want to know if there are opportunities for promotion or change, while businesses need to understand the risks of making decisions based on the underlying **trends** occurring in the wider business environment. Measuring the economy is a precise science, but analysing the trends is more subjective and can be open to interpretation. The three main indicators of economic performance, as listed by the Reserve Bank of Australia, are **economic growth**, **unemployment** and **inflation**.

These key indicators are known as **quantitative indicators**, meaning that they can be counted, measured and expressed using numbers. Data is collected regularly from individuals and businesses and collated by a number of organisations, then presented to the public in order to communicate the state of the economy. As the numbers increase and decrease over time, predictions can be made and decisions taken by governments, businesses and individuals with more certainty than if the economy was not being measured at all.

Australia is a medium-sized, open economy, which means that changes overseas have a significant impact on its performance. If China experiences economic expansion, Australia will export more resources and increase its economic output. If interest rates in Japan increase, investors might move some of their Australian savings to Japan, changing the financial markets in both countries. It is important to understand that we live in a globalised world and there are numerous external and internal factors that influence Australia's economy.

trend the overall direction of movement in a set of information or data. Trends are usually increasing, decreasing, stable or fluctuating

economic growth an increase in the value in the goods and services produced by an economy over time. It is usually measured as a percentage change in real GDP

unemployment those of working age who are not in employment and are willing and able to work

inflation a general rise in the level of prices in an economy over time

quantitative indicator information that can be counted or measured numerically



▲ **Figure 2.4** The Australian Bureau of Statistics (ABS) is a national agency providing trusted official statistics on a wide range of economic, social, population and environmental matters.

Key concepts for your memory bank

Living standards and economic performance is a key concept in Economics and Business. Improving the living standards of people over time is an economic objective of government. The level of economic performance, which influences people's living standards, is measured by key indicators such as gross domestic product, the unemployment rate and the inflation rate. *Pop this concept into your memory bank – at the end of this book is an activity which will test your understanding of this, and other key HASS concepts!*

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MAKING THINKING VISIBLE 2.2

The headlines matter

Search 'Australian economy' and select 'news' results in a search engine. Scan your eye down the page and read the headlines of recent articles about Australia's economic performance.

Then, as a class, use a word cloud generator and each write down five key words that come across in the headlines. Analyse the word cloud as a class and discuss what this tells you about the state of Australia's economy.

Key concepts: interdependence, economic performance and living standards

HASS skills: questioning and researching, analysing

Economic growth and GDP

Since the middle of the twentieth century, the most important indicator of economic performance has been gross domestic product (GDP). While there has been some recent criticism of the emphasis given to GDP as an economic measure, it is still the most widely used statistic for economies worldwide.

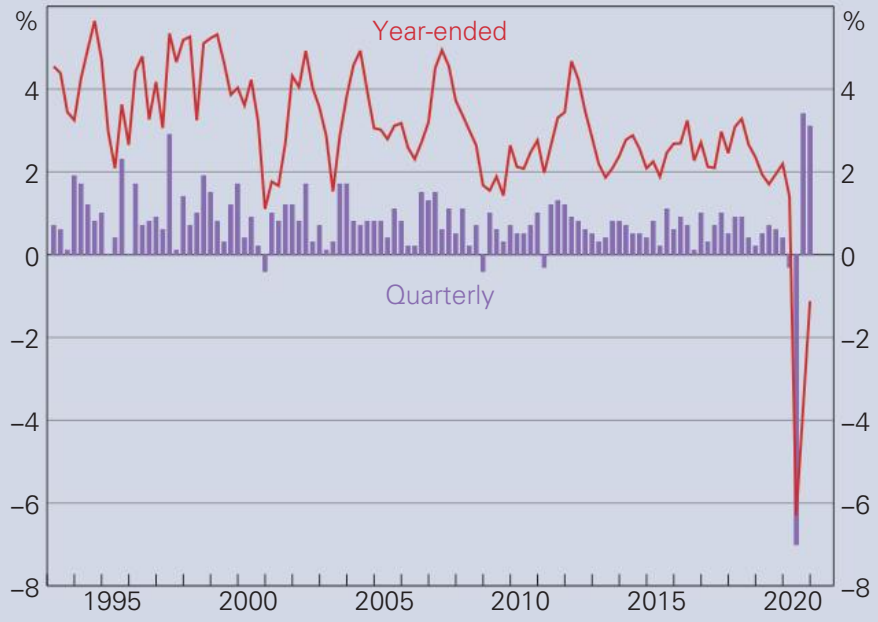
GDP measures the entire output of an economy in a given year. It is a monetary figure representing the value of all goods and services produced and everything that is produced in it. This means that by comparing this year's GDP with previous years, economic growth can be measured. Growth in GDP is important, as it means we are producing enough goods and services to keep up with population increases, improving the quality and quantity of the products we consume, and creating a society in which there are a wide range of opportunities.

sustainable economic growth a rate of growth which can be maintained without creating other significant economic problems, especially for future generations

parameter a guideline, boundary or outer limit

There is a limit, however, to the level of economic growth that is viable. If the economy grows too fast (above 4 per cent per year), it puts pressure on our natural and human resources, which can lead to environmental damage and inequality. This is why economists refer to **sustainable economic growth**, which is where GDP increases by between 2 and 4 per cent each year. Within these **parameters**, the needs of Australians today are satisfied without creating significant problems for future generations. In the 2010s, Australia's GDP growth each year was between 2.2 and 3.9 per cent.

GDP GROWTH



◄ **Figure 2.5** Australia experienced many years of sustainable GDP growth until the economic recession resulting from the COVID-19 pandemic. **Source**: ABS

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▲ **Figure 2.6** Western Australia's gross state product (GSP) of $285.6 billion in 2018–19 was 15 per cent of Australia's GDP

Amazing but true …

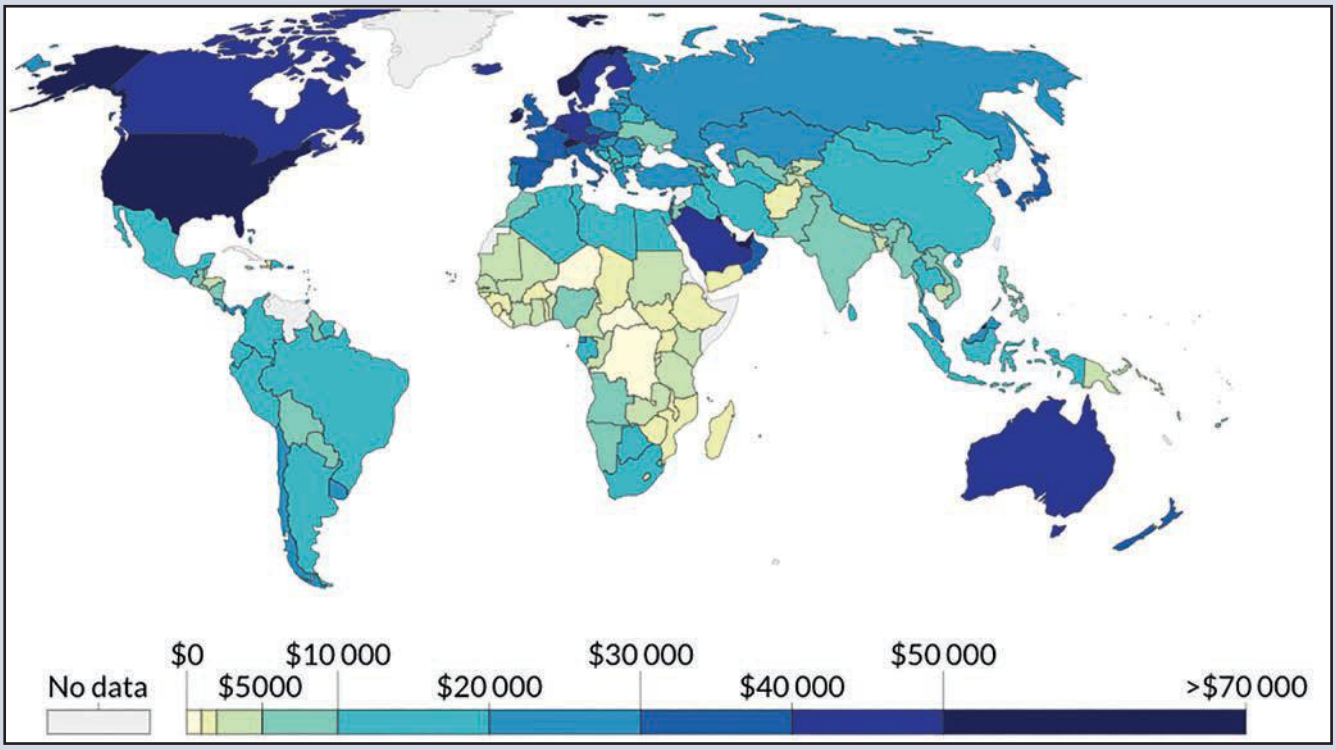
In 2019, Australia's GDP was US$1.4 trillion, which ranked it as the 13th-largest economy in the world.

GDP per capita

While GDP is an important measure of economic performance, it does not always tell the whole story. A country's population is also a very important factor when measuring overall wellbeing. It would be expected, given the fact that India's population is 1.3 billion people and Australia's is 25 million, that India would have a higher GDP and, in fact, India produces around twice as much as Australia each year. But the population of India is 52 times larger than Australia's. So, we use a measure known as **GDP per capita**, which takes a country's GDP and divides it by the population, to provide more context as to the wellbeing of each person in a country. Under this measure, Australia's GDP per capita is $55 000 USD while India's is only $2100 USD. An average Indian therefore is 26 times poorer than an average Australian, even though as a country they produce more.

GDP per capita a measure of a country's economic output that accounts for its number of people. It divides the country's gross domestic product by its total population

GDP PER CAPITA BY COUNTRY



▲ **Figure 2.7** GDP per capita can be a more accurate measure of the wellbeing of a country than GDP alone.
Source: Our World in Data

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▲ **Figure 2.8** The Kalgoorlie Super Pit. Industries such as mining contribute greatly to Australia's GDP, but have some negative consequences for the environment.

Limitations of GDP

There has been a lot of recent criticism about the narrow focus on GDP and economic growth by governments, partly due to their limitations as measures of performance and the wellbeing of citizens. There are factors that we would consider important to people's wellbeing which are not calculated in GDP, and there are also activities included in GDP which many would consider as not productive. Some are listed below.

Labour Force Survey a monthly survey that collects information about the employment status of Australians aged 15 and over

Factors not included in GDP:

- caring for young or sick relatives
- volunteer work
- housework and maintaining a pleasant neighbourhood
- leisure time
- quality of the natural environment.

Factors that are included in GDP:

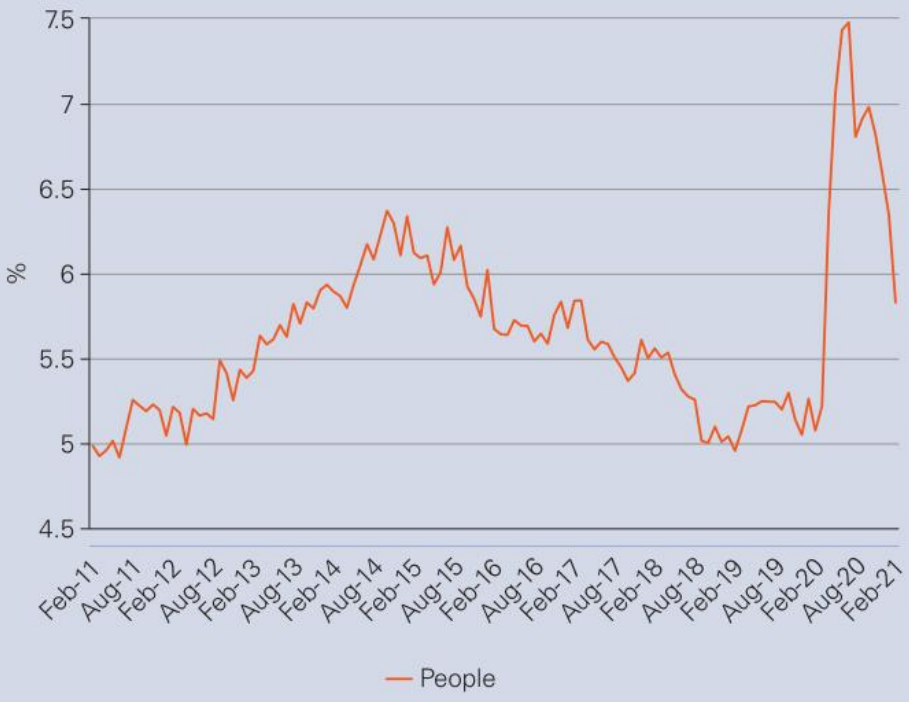
- rebuilding after a natural disaster
- production of weapons
- production of unhealthy food, drink and tobacco
- production of pollutants such as coal.

While GDP and economic growth rates are important indicators of how an economy is performing, they must be looked at in combination with a range of other factors, which will be explored later in this chapter.

Unemployment

The second significant indicator of economic performance is the unemployment rate. It is important to individuals, as it allows people to make decisions about whether to take the risk of finding a different job. It is important to businesses, providing evidence for making hiring decisions, and important to government for issues such as taxation and welfare.

UNEMPLOYMENT RATE, SEASONALLY ADJUSTED



▲ **Figure 2.9** Australia's unemployment rate is usually between 5 and 6 per cent

Source: Australian Bureau of Statistics, Labour Force, Australia in February 2020

The unemployment rate is not strictly a measure of how many people in Australia are working. Many people choose not to work, such as students, stay-at-home parents and sick or injured individuals. These people are not included in the unemployment rate. The Australian Bureau of Statistics (ABS) conducts the **Labour Force Survey** each month and asks a series of questions of people to calculate the following information:

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The labour force = everyone in Australia who is either working or actively seeking work
Employed = people working at least one hour per week (including self-employed)
Unemployed = people actively seeking work but not currently working

$$\textit{Unemployment rate} = \frac{\textit{Number of unemployed people}}{\textit{Labour force}}$$



▲ **Figure 2.10** The COVID-19 pandemic caused a major increase in unemployment in Australia in 2020.

fluctuating changing or varying frequently between one level and another

The unemployment rate is calculated by dividing the number of unemployed people by the number of people in the labour force. Australia's unemployment rate over the past decade **fluctuated** between 5 and 6.5 per cent, but in 2020 it rose as high as 7.5 per cent due to the impact of COVID-19. A high unemployment rate usually corresponds with a decrease in economic growth and leads to an overall lower standard of living for the population.

Amazing but true …

Young people tend to be much more likely to be unemployed. The youth unemployment rate in Australia in 2019 was 12 per cent, around double the overall rate. This is because young people often find it difficult to convince employers they have the skills and experience to be selected for a job.

Types of unemployment

Not all unemployment is the same. Economists consider some unemployed people more desirable for a healthy economy than others. Consider the situations described in Table 2.1.

TYPES OF UNEMPLOYMENT

Type of unemployment	Explanation	Example
Frictional	Occurs when people are unemployed between finishing one job and starting another, or entering the workforce for the first time	Someone who was working as a receptionist but is now seeking work as a lawyer
Structural	Occurs due to changes in the way goods and services are produced, leading to a mismatch of skills	Someone who was working in a factory but whose job was replaced by an automated technology
Cyclical	Occurs when the level of spending in the economy falls	A business is making fewer sales so has to cut employees
Seasonal	Results from the termination of jobs at the same time each year due to the regular change in seasons	Someone working as a fruit picker, sheep shearer or ski-lift operator

▲ **Table 2.1** Different kinds of unemployment, when they occur and examples

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MAKING THINKING VISIBLE 2.3

Unemployment across Australia

Research data on unemployment across Australia. You could compare states, age brackets, income and education levels or gender differences.

Create an infographic to present your findings. Make sure to include graphs, maps and other visual elements.

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

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

A small amount of frictional unemployment is important in an economy because it means people are seeking opportunities and are able to change jobs if they wish. Cyclical and structural unemployment, however, are less desirable because they indicate jobs being lost to economic problems or a mismatch of skills. Automation and outsourcing are a major cause of structural unemployment in Australia and tend to disproportionately affect lower-paid and lower-skilled jobs.

Inflation

Have you ever noticed that the prices of common goods have increased since you were young? Or have older friends and relatives mentioned how they might have paid only a few cents for things that are far more expensive today? This phenomenon is known as inflation. Prices do increase over time, and this is a sign of a healthy economy because it means there are a lot of

Amazing but true …

There have been times throughout history where prices have increased at incredible rates, known as hyperinflation. In Germany in the 1920s, for example, inflation reached 29 500 per cent per month, and prices doubled every 3.7 days. A loaf of bread that cost 250 marks in January 1923 had risen to 200 000 million marks in November 1923. This caused a catastrophic failure of the economy and eventually the creation of an entirely new currency.





▲ **Figure 2.11** The price of Coca-Cola has increased significantly over time, just like almost every other consumer good and service. On the left is a bookmark from 1905 advertising Coca-Cola for 5 cents a bottle, and on the right is what you might see at a typical modern supermarket for over 30 times that cost.

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transactions occurring and we are adding value to what we produce and consume. The Reserve Bank has an inflation target of between 2 and 3 per cent per year, on average.

Even within this low inflation target, prices increase significantly over time. For example, a basket of goods which cost $100 in 1990 would have cost exactly double at $200 in 2019. People's incomes, though, have also increased, so economists refer to **real wages** and **real GDP** in order to take inflation into account when comparing performance over time.

Inflation is calculated by the ABS, using the **consumer price index (CPI)**. This is a measurement of the prices of around 1000 commonly used goods and services which shows the overall changes in prices. It is important to note that the CPI is an average. Some items, such as electronics and clothing, have seen large decreases in prices over time, while others, such as education, have increased significantly.

Causes of inflation

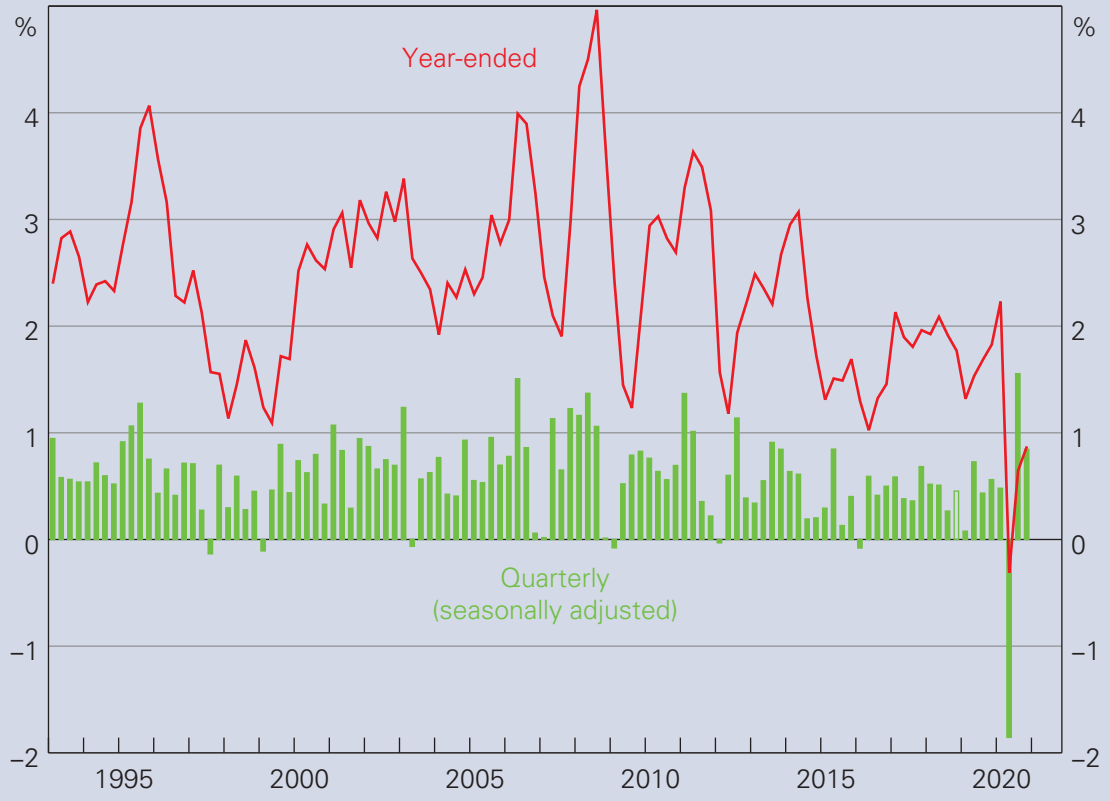
real wages income expressed in terms of purchasing power as opposed to actual money received

real GDP a measure of a country's gross domestic product that has been adjusted for inflation

Consumer Price Index (CPI) a measure of the average change over time in the prices paid by households for a fixed basket of goods and services

Prices increase for two main reasons. The first is due to consumer activity. As people increase their demand for goods and services, prices increase. This is one of the fundamental laws of economics. If demand increases across the whole economy, inflation will occur. The second cause of inflation is increasing costs. Over time, if the costs of land, labour or capital increase, these costs are passed on in the form of higher prices for the things those resources go to producing. An example is the price of oil. Oil is a factor of production for many other products, and Australia imports all the oil it consumes. Therefore, if oil prices rise, the price of many other goods will rise too.

CONSUMER PRICE INFLATION*



* Excludes interest charges to the September quarter of 1998; adjusted for the tax changes of 1999–2000

▲ **Figure 2.12** Australia's inflation rate fluctuated between 1 and 4 per cent per year during the 2010s, until the impact of the COVID-19 pandemic temporarily caused prices to fall, known as deflation

Source: ABS; RBA (https://www.rba.gov.au/chart-pack/aus-ination.html)

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CASE STUDY 2.1

The rising costs of living: the price of bread

Bread is a great example of how prices rise over time. This product has changed little for hundreds of years, yet we pay a lot more now for it than our parents or grandparents did. This is mostly due to the increased costs of wheat and labour that go into producing bread. Look at the information presented in Table 2.2 and consider whether the price increases reflect what you know about inflation. Do you notice the price increases getting larger or smaller over time? What do you predict will happen over the next decade?

PRICE OF BREAD

Year	Price per loaf
1970	$0.21
1980	$0.54
1990	$1.37
2000	$2.33
2010	$2.99
2020	$3.40

▲ **Table 2.2** The rising price of bread from 1970–2020
Source: State Library of Victoria

ANALYSIS QUESTIONS

1 How many times more expensive was bread in 2020 compared with 1970?
2 Describe the trend in the price increases. Have prices been increasing at a faster or slower rate in recent decades?
3 Would this increase in the price of bread impact low-income or high-income families more? Explain your answer.

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

HASS skills: analysing, evaluating

END OF SECTION REVIEW 2.3

Review questions

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

Recall

1 State Australia's three main indicators of economic performance and the target rates for each.
2 Explain the difference between GDP and GDP per capita.
3 Define unemployment and state the formula for calculating the unemployment rate.
4 Explain two reasons why inflation occurs.

Interpret

5 Outline the limitations of GDP as a measure of a country's wellbeing and development.
6 Provide your own example for each type of unemployment listed in the text.

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Argue

7 What action should be taken in Australia to reduce youth unemployment rates? What could governments, businesses and education providers do to help more young people find work?

8 Is inflation good for the economy? Wouldn't it be better if prices stayed the same? Discuss.

Extension

1 Using the Reserve Bank of Australia's inflation explorer via the link at https://cambridge.edu.au/redirect/9530, track the changes in prices for goods and services over time. Write a short answer to compare the inflation rates of two categories of your choice, suggesting reasons for the similarities or differences you observe.

2 English economist Kate Raworth has proposed a different way of thinking about the economy as an alternative to economic growth. Her framework, called doughnut economics, includes factors such as environmental damage, food security and gender equality, along with traditional measurements of economic activity.

Research Raworth's ideas and her economic model and hold a class debate to argue for or against the following statement:

Australia should replace its economic growth target with a doughnut economics framework.

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

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

2.4 Living standards

FOCUS QUESTION

What are living standards and how are they measured?

Living standards and human development

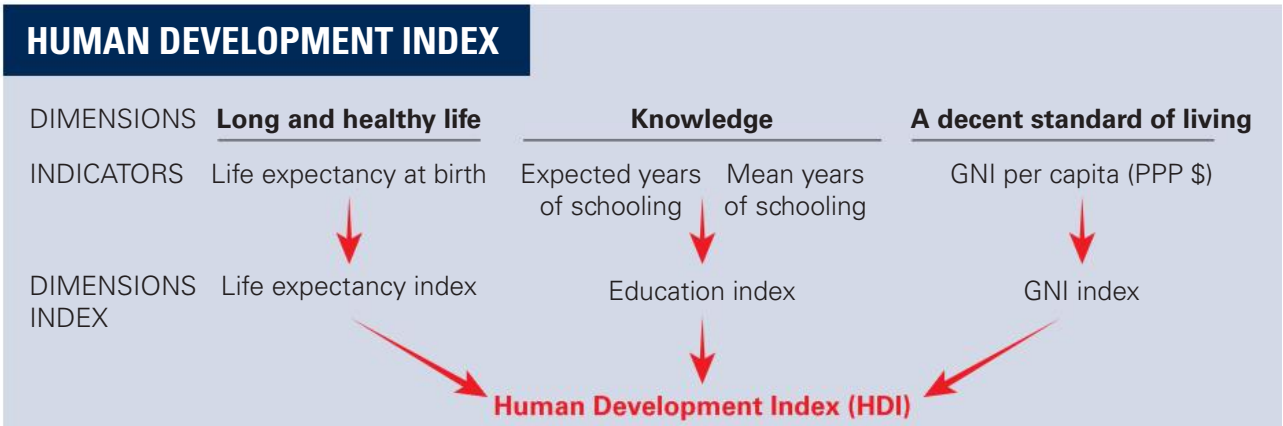
While measuring things such as economic growth and unemployment are important, the fundamental objective of modern societies is to ensure a high **standard of living** for all its members. This goal is related to the economic objectives of the previous section, and can also include other factors such as health, education and environment.

Many experts consider the **UN Human Development Index (HDI)** to be an important tool for comparing the standard of living among countries. The HDI was created to emphasise that people and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone. It includes indicators such as life expectancy, education and income to present a final numerical value of a country's development. As can be seen in Figure 2.14, countries from the north and west of Europe tend to rank highly, while Australia was placed a credible 8th in 2019.

standard of living the quantity and quality of material goods and services available to a given population

Human Development Index (HDI) a statistic composite index of life expectancy, education and per capita income indicators

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▲ **Figure 2.13** The Human Development Index (HDI) is one of the most used measures of living standards around the world. It combines income, education and health outcomes.

Rank	Country	HDI value (2019)	Life expectancy at birth (years) SDG 3	Expected years of schooling (years) SDG 4.3	Mean years of schooling (years) SDG 4.6	Gross national income (GNI) per capita (PPP $) SDG 8.5
1	Norway	0.957	82.4	18.1	12.9	66 494
2	Ireland	0.955	82.3	18.7	12.7	68 371
2	Switzerland	0.955	83.8	16.3	13.4	69 394
4	Hong Kong China (SAR)	0.949	84.9	16.9	12.3	62 985
4	Iceland	0.949	83.0	19.1	12.8	54 682
6	Germany	0.947	81.3	17.0	14.2	55 314
7	Sweden	0.945	82.8	19.5	12.5	54 508
8	Australia	0.944	83.4	22.0	12.7	48 085
8	Netherlands	0.944	82.3	18.5	12.4	57 707
10	Denmark	0.940	80.9	18.9	12.6	58 662

Source: Human Development Report Office 2020

▲ **Figure 2.14** Australia ranked 8th globally on the HDI index in 2019

Quality of life

While it is important to measure people's material standard of living, to get a full picture we must also consider the quality of people's lives. This involves analysing **qualitative indicators**, or those which are not easily measured or counted. Some of the things that many people would consider important are the vibrancy of culture, equal rights for people of all backgrounds and freedom of expression.

qualitative indicator information that cannot easily be counted or measured numerically; often subjective measures

These factors are challenging to measure as they are subjective; that is, people feel differently about them depending on their situation. It is, however, easy to see the connection between factors such as high incomes, quality infrastructure and productivity and the quality of people's lives. Of course, even in the richest countries there is relative poverty and millionaires exist in the world's poorest nations, but when we look at countries as a whole the trends are clear – high economic performance tends to equal high quality of life.

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MAKING THINKING VISIBLE 2.4

What's important to you?

Many factors contribute to a high quality of life. Using the list below, rank them from 1–10 by how important you believe they are for a good life. Compare your list with a partner or small group and discuss why you ranked them as you did.

Feeling safe walking around your local area	Having a network of family and social connections	Being employed in a job which gives you satisfaction	Earning a very high income	A clean environment, including air and water
Access to training, education and development opportunities	Equal rights for all people	Freedom of speech, religion and ideas	Great transport and infrastructure	Having a good balance between work and personal time

Key concepts: making choices, interdependence

HASS skills: evaluating, communicating and reflecting

Causes of variation in living standards

Many factors contribute to the differences in living standards between and within countries, and often there are underlying historic causes for these variations. Countries that were colonial powers, such as Britain, France and the USA, have high standards of living in part because they used their power and influence to obtain resources from other countries, which they then used to drive their own economies.

Similarly, nations with a history of war and political upheaval tend to have lower standards of living. Many developing nations borrow large sums of money to build infrastructure, but if these funds are not managed well the countries can become stuck in a **debt trap** and see their development stall.

The reality is that wealth accumulates over time, and nations that developed earlier than others attract more foreign investment, skilled migrants and trade partners than those which are still developing. The rapid recent economic rise of countries such as China, Japan and Korea is in part due to productivity growth and a flow of European and American investment into these economies. This money has been used to create industry and encourage businesses to open and grow.

Within Australia, the variations are also complex and open to debate. Some economists consider inequality to be a result of political failures throughout the past decades, while others argue that living standards vary because of entrenched biases and the fact that wealth and privilege accumulate over time. The most important determinant of future wealth is property ownership. Many Australians simply cannot afford to buy property and therefore cannot grow their stock of wealth. These concepts will be further explored in the next section.

debt trap a situation in which a debt is difficult or impossible to repay, typically because of high interest payments

CASE STUDY 2.2

The performance of the Australian economy

The following is an article from *The Conversation* website from 2020 written by Kristy Muir, Isabelle Saunders and Megan Weier.

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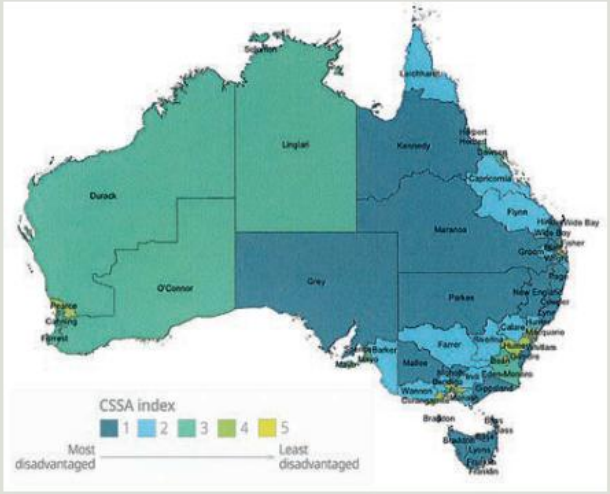
Today's GDP figures won't tell us whether life is getting better – here's what can

We are a country that has become richer than we possibly ever could have imagined. We have had 29 years of unprecedented, world-record holding economic growth.

Although economically things are a little precarious in the midst of the coronavirus outbreak and our worst bushfires in recorded history, ahead of the first gross domestic product (GDP) announcement for the year, it's worth acknowledging this remarkable achievement.

But what has it meant for people's lives? The figures tell us little about whether life is getting better.

In 1991, the last time GDP went backwards for two consecutive quarters, 258,226 babies were born in Australia.



▲ **Figure 2.15** CSSA disadvantage index for Australian electorate (you can zoom in on this map in the digital versions of this book)
Source: ANU Centre for Social Research and Methods

Samantha and Andrew

Let's call one of them Samantha, born in Bently, an area of high socioeconomic disadvantage in Western Australia, and the other Andrew, born in the suburb of Griffith in the Australian Capital Territory.

During the first two years of their lives, around one in 10 families with children were in a jobless household.

Andrew's parents had jobs. Samantha's didn't.

By the time Samantha and Andrew were 25, in 2016, average household disposable income was twice what it had been when they were born, even after accounting for higher prices.

But it's not hard to see that, despite economic growth, their lives were different.

Samantha had less education, was underemployed, in housing stress and skipping meals to feed her kids. Andrew had higher education, was employed full-time, lived with high-income parents and was saving for a deposit for a place of his own.

While economic growth made us wealthier as a country, it hasn't been good for all of us.

We need a measure that sits alongside gross domestic product that tells us whether we are actually getting better off.

What matters is whether we are really better off

The idea of a broader measure of social progress isn't new – a collaboration called the Australian National Development Index has been underway a few years now, and the Australian Bureau of Statistics used to publish 'Measures of Australia's Progress' until budget cuts in 2014.

New Zealand introduced a 'well-being budget' last year, targeting mental health, child welfare, Indigenous reconciliation, the environment, suicide, and homelessness, alongside traditional measures of productivity and investment.

Labor's treasury spokesman, Jim Chalmers, has promised to do the same when Labor is next in office.

Australia's Social Progress Index, launched last month by the Centre for Social Impact at UNSW Sydney and the Social Progress Imperative will go further, and much further than the national accounts to be released today.

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It will enable the well-being and opportunities to be ranked and compared by location and time.

The online tool enables anyone to explore how we are tracking on 12 components grouped into three domains: basic human needs, foundations of well-being, and opportunity.

Finding the components wasn't easy.

We needed to consider data availability, data detail, sample sizes, and reliability. We considered more than 400 possibilities.

While it is by no means the only (or perfect) way of understanding Australian living standards, it pushes us significantly beyond GDP.

It asks and answers universally important questions, such as:

- Do people have adequate housing with basic utilities?
- Do people have access to an educational foundation?
- Are people free to make their own life choices?
- Is this society using its resources so they will be available to future generations?

Economic growth doesn't tell us much

The results show a stark disconnect between economic and social progress. While our GDP has been rising, we have fared poorly on environmental quality and access to information and communications.

At a state and territory level, despite having high gross state product per capita, Western Australia and the Northern Territory ranked 7th and 8th on most of the indicators.

The rising tide has not lifted all boats.

This is evident in Andrew and Samantha's lives (the Australian Capital Territory ranks first overall, Western Australia 7th) and also in the aftermath of the bushfires.

People were cut off from power, information, communication, and access to resources. Many struggled to breathe. We lost much of our ecosystem.

The economy is fundamental to improving our well-being and fuelling our social progress, but it isn't everything and it isn't necessarily inclusive.

If we had inclusive growth we wouldn't be able to predict babies' futures by the postcodes in which they were born. We would be able to meet basic human needs regardless of how much was spent and earned each quarter.

Today's national accounts will be important, as a spur to asking other important questions, rather than as the final answer.

Source: Kristy Muir, Isabelle Saunders and Megan Weier, 'Today's GDP figures won't tell us whether life is getting better – here's what can', *The Conversation*, 4 March 2020.

ANALYSIS QUESTIONS

1 Describe the overall performance of the Australian economy since 1991.

2 Outline the key differences in standard of living between Samantha and Andrew.

3 Suggest reasons for the differences you have outlined in Question 2.

4 What are some alternative measures of whether a country has a high quality of life as suggested in the article?

5 Explain what the authors of the article mean by 'economic growth doesn't tell us much'.



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



HASS skills: analysing, evaluating, communicating and reflecting

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END OF SECTION REVIEW 2.4

Review questions

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

Recall

1 What is meant by a high standard of living?
2 What does the Human Development Index measure?
3 Describe the difference between standard of living and quality of life.

Interpret

4 Using an example, outline why each of these factors is important in measuring standard of living:
   a life expectancy
   b educational achievement
   c income.
5 Explain some of the reasons why some countries are rich and others are poor.

Argue

6 Should Australians be more concerned about improving material standards of living such as income or focusing on quality of life factors such as equality? Does improving the material standard of living in a country automatically lead to improved quality of life? Why/why not?
7 Some people suggest that rich countries should simply 'wipe out' the debt owed to them by poorer countries so that they can escape the debt trap. Do you agree with this? Research both sides of the debate and write a paragraph outlining your opinion.

Extension

1 Select a country and research the historical reasons for its living standards. You should frame your research around the following questions:
   a Describe the living standards in your chosen country. Use data to support your description.
   b Provide three reasons why this country's living standards are as you described in Question a.
   c Explain how the living standards in your chosen country are interconnected with the history of one other country.
   d Outline two ways that your chosen country's living standards have changed over time, and suggest reasons for these changes.

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

HASS skills: analysing, evaluating, communicating and reflecting

2.5 Distribution of wealth and income

FOCUS QUESTION

How are wealth and income distributed in Australia?

It is obvious when you walk down the street, turn on your television or scroll through your smartphone: some people have higher standards of living than others. Across the globe, the difference is vast in the extreme. The world's richest people live in opulent mansions, own

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planes and yachts and control the lives of thousands through their wealth and influence. At the other extreme, millions of people live on a few cents each day and suffer from starvation and preventable disease. In this section, we focus on the distribution of wealth and income within Australia and discover what the government can do to address this issue.



▲ **Figure 2.16** Western Australia is home to vast amounts of wealth and privilege; however, these are not spread evenly. In this image, waterfront mansions in Applecross contrast with homelessness in Fremantle.

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Wealth and income

wealth the stock of assets a person owns, including savings, properties, shares or valuable items

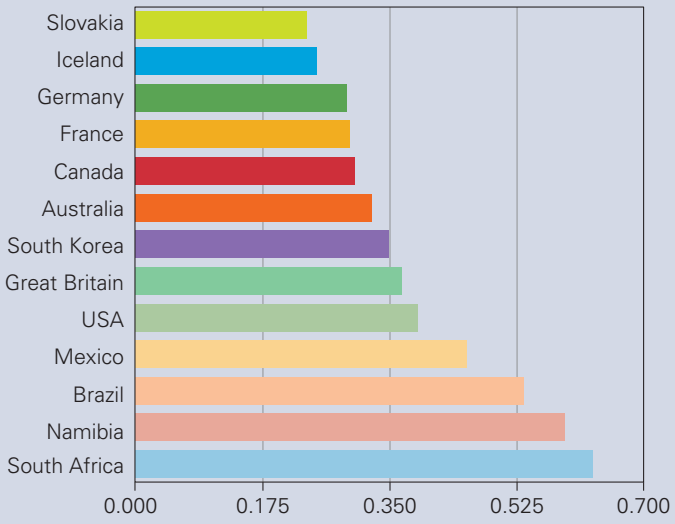
income the flow of money a person earns from providing their labour or other productive resources

Before exploring the concept of inequality, it is essential to understand the difference between **wealth** and **income**. Income is what people earn from work. It is often in the form of an hourly wage or a yearly salary and is a regular flow of money. Wealth refers to the stock of assets a person owns. This includes savings, properties, shares in businesses or other valuable items. Many people with high wealth also earn an income from these assets, such as being paid rent for owning property or dividends from shares. In this way, wealth can generate more wealth and is therefore spread out more unevenly than income.

Gini coefficient

The Gini coefficient is a way of measuring and comparing income inequality between countries. It is calculated by comparing people at different levels of income across a population. A country in which every resident has the same income would have an income Gini coefficient of 0. A country in which one resident earned all the income, while everyone else earned nothing, would have an income Gini coefficient of 1. See the chart in Figure 2.17 to compare the income inequality of some selected countries.

SELECTED COUNTRIES' GINI COEFFICIENTS



▲ **Figure 2.17** Australia's Gini coefficient tends to be around 0.33, which indicates relatively low inequality.



▲ **Figure 2.18** Many people use their wealth and assets to generate future income

Distribution of income

If you think about the professions that are the highest paid in Australia, you might come up with a list including television and sports stars, corporate executives and specialist surgeons. These people can be paid millions of dollars each year in exchange for their labour, but there are only very few individuals who earn this much. As indicated in Figure 2.21, around 40 per cent of all Australians earn between $37 000 and $80 000 each year, while only 3 per cent earn over $180 000. This suggests that Australia's income is relatively evenly distributed; however, if Australia's population was split into five equal parts:

- the highest-earning 20 per cent would have an average income of $280 000 per year
- the lowest-earning 20 per cent would have an average income of $24 000 per year
- the highest-earning 20 per cent would earn 48 per cent of the total income – almost as much as the other 80 per cent of households combined
- the lowest-earning 20 per cent would earn only 4 per cent of the total income in Australia.

These numbers demonstrate that there is a wide gap between the highest- and lowest-earning households in Australia, and unfortunately inequality of income has been increasing over time.

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INDIVIDUALS – TOP 10 OCCUPATIONS, BY AVERAGE TAXABLE INCOME

Profession	Average taxable income	Number of individuals
Surgeon	$394 303	4150
Anaesthetist	$386 065	3412
Internal medicine specialist	$304 752	9559
Financial dealer	$275 984	4720
Psychiatrist	$235 558	3001
Other medical practitioners	$222 933	28 404
Judicial or other legal professionals	$188 798	3866
Mining engineer	$184 507	8856
Chief executive officer or managing director	$164 896	190 386
Engineering manager	$159 940	25 578

▲ **Figure 2.19** According to the ATO, in 2018–19 the average taxable income for all Australians was $62 549. The table above gives a snapshot of the highest earning professions. Choose one profession and research what you would have to do to become qualified for such a job.

Source: ATO, Taxation Statistics 2018–19, Individuals Statistics, published June 2021

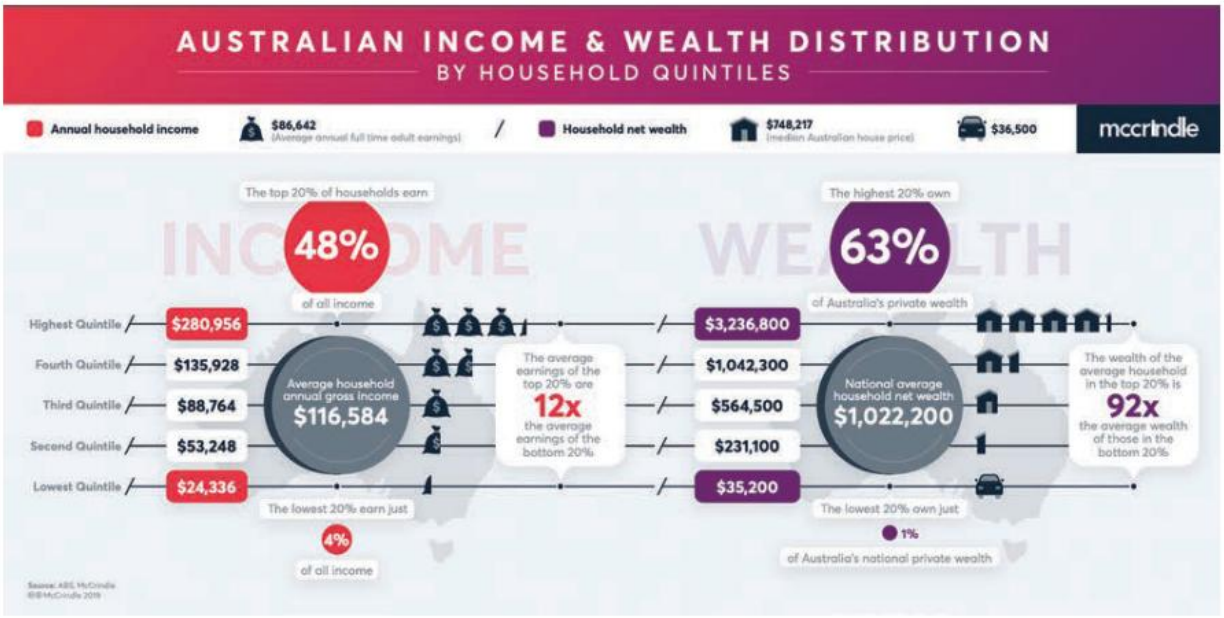
Distribution of wealth

People use their income to buy goods and services, but also to save for assets which contribute to their wealth. Because wealth is a stock value, it increases over time. This is why wealth is far less equally distributed than income. Lower-income earners often cannot afford to buy houses or shares, so they never build up their wealth, while the highest earners continue to generate multiple sources of income. Compare the wealth of the top 20 per cent of households, at over $3.2 million, with the bottom 20 per cent at only $35 000. That's 92 times more wealth. And the top 1 per cent of households in Australia each own over $14 million in assets. Some might argue that those households deserve their high wealth, while others consider it the responsibility of the rich to contribute back to those in need. This is an ongoing debate in government.



◄ **Figure 2.20** Gina Rinehart and Andrew Forrest are Western Australia's wealthiest individuals, worth an estimated $15.66 billion and $7.82 billion, respectively, in 2019.

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▲ **Figure 2.21** Data around wealth and income inequality is regularly published in Australia, and trends show that there has been limited progress in reducing inequality.
Source: ABS, McCrindle, 2019.

MAKING THINKING VISIBLE 2.5

Visualising inequality

Take 100 tokens and distribute them among your class based on the distribution of income in Australia. If you have a class of 25 students, each representing one million Australians, the tokens should be spread out as follows:

- 1 person receives 18 tokens
- 4 people receive 8 tokens each
- 5 people receive 4 tokens each
- 5 people receive 3 tokens each
- 5 people receive 2 tokens each
- 5 people receive 1 token each

Then engage in a class discussion about inequality based on this activity.

Key concepts: economic performance and living standards **HASS skills:** analysing, communicating and reflecting

The role of government in income distribution

Governments, and indeed most citizens, around the world consider some income inequality to be desirable, as it provides an incentive for people to work hard, develop their skills and take entrepreneurial risks. Too much inequality, however, can lead to significant social issues. This is why Australia operates a **progressive tax system** combined with **social welfare**. The highest income earners pay more of their income as tax, and much of this money is redistributed to lower income earners to help them satisfy their basic needs for food, housing and utilities.

progressive tax system imposes a greater percentage of taxation on people at higher income levels

social welfare a type of government support intended to ensure that all members of a society can meet basic human needs

While different governments choose to make adjustments to the system, the basic principle remains the same. The tax system operates using income brackets, as illustrated in Table 2.3. Individuals earning in the lowest bracket pay no tax at all, and as income rises more of it is taxed. In 2019, the government spent around $191 billion of this tax revenue on a broad range of payments and services including:

- income support payments such as pensions and allowances (for example, JobSeeker)
- family payments such as Family Tax Benefit
- paid parental leave pay
- child care fee assistance payments
- funding for aged care services
- funding for disability services
- payments and services for veterans and their dependants.

This government involvement in the economy helps to redistribute some income from those with the most to those with the least.

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RESIDENT TAX RATES 2020–21

Taxable income	Tax on this income
0–$18 200	Nil
$18 201–$45 000	19 cents for each $1 over $18 200
$45 001–$120 000	$5 092 plus 32.5 cents for each $1 over $45 000
$120 001–$180 000	$29 467 plus 37 cents for each $1 over $120 000
$180 001 and over	$51 667 plus 45 cents for each $1 over $180 000

▲ **Table 2.3** The five tax brackets in 2020–21, with the percentage of tax on income increasing the more people earn
Source: Australian Taxation Office

MAKING THINKING VISIBLE 2.6

Comparing income levels

Use the 'Compare your income' online tool accessible via https://cambridge.edu.au/redirect/9694 to analyse how different levels of income compare to others in Australia and around the world.

If you are unsure of your household income, estimate or search online for average incomes for the occupations held by income earners in your household.

Discuss your results with a partner or in small groups.

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

HASS skills: analysing, evaluating, communicating and reflecting

END OF SECTION REVIEW 2.5

Review questions

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

Recall

1 Explain the difference between income and wealth and describe their relationship.
2 How does the progressive tax system work in Australia?
3 List the ways the government redistributes income using social welfare.

Interpret

4 Using the resident tax brackets in Table 2.3, calculate the amount of tax paid by individuals earning the following yearly incomes:
   a $12 000 **b** $29 500 **c** $72 000
   d $145 750 **e** $450 000.
5 Research Western Australia's wealthiest individuals. How did they become so wealthy? What (if anything) are they doing to share their wealth with others?

Argue

6 Do you consider the distribution of wealth and income in Australia to be at an acceptable level? If not, what distribution would you argue is ideal and how would you propose to reach this target?
7 Which types of government action do you think are most effective in reducing income inequality in Australia? Are there any that you think are ineffective? Write a paragraph to explain your answer.

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Extension

1 Select a country (other than Australia) and conduct research into its income and wealth inequality. Prepare a report to present your findings, which should include:
   - **a** income inequality statistics (including Gini coefficient)
   - **b** wealth inequality statistics
   - **c** trends in inequality over the last 25 years
   - **d** causes of inequality
   - **e** government action to redistribute income.

Key concepts: interdependence, economic performance and living standards

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

2.6 Management of the economy

FOCUS QUESTIONS

- How do governments act to improve economic performance?
- How successful are governments in their involvement in the economy?

As discussed in the previous section, government involvement in the economy helps to redistribute income and reduce inequality. In Australia, the government also plays several other important roles in economic management. It encourages businesses to be productive and upskill their workforce, with the aim of increasing the living standards of all Australians.

Productivity

Businesses are always trying to be more productive, and improved economic performance is a direct result of an increase in production.

Governments, therefore, aim to aid businesses in their efforts. This includes investment in road and rail infrastructure, as well as projects such as the NBN. These initiatives by government seek to help businesses save time and money, improving their output and the performance of the economy overall.

The government also encourages businesses to seek productivity improvements by providing incentives. Businesses that minimise waste or are able to reduce pollution receive payments from the Western Australian Government, helping the economy and the environment.

CASE STUDY 2.3

Community and business grants

The following is a media statement given by Stephen Dawson, the WA Minister for Mental Health; Aboriginal Affairs; Industrial Relations.

Waste reduction grants for WA businesses, NFPs, local governments and community groups

Monday, 3 August 2020

More than $1.5 million in community and business based grants is being made available by the McGowan Government as part of its commitment to reducing waste in Western Australia.

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Announcing the $1.54 million fund today, Environment Minister Stephen Dawson has called for applications from infrastructure based projects that can deliver better waste management practices and education projects which can improve awareness of the need to reduce waste.

Grants of up to $250,000 are available to support investment in local recycling infrastructure, and of up to $50,000 for educational programs. The grants are available to businesses, charitable recycling organisations, local governments, regional councils, peak industry bodies, not-for-profit organisations and research and educational institutions.

The WasteSorted Grants – Infrastructure and Community Education 2020–21 replaces the Community and Industry Engagement program, which since 2017 has invested $4.5 million in Western Australian programs which improved the recovery and reuse of focus materials including plastics, construction and demolition waste, textiles, and food organics and garden organics.

For more information on the WasteSorted Grants or to apply for funding, visit the Waste Authority's website. Applications close at 12pm on September 14, 2020.

Comments attributed to Environment Minister Stephen Dawson:

'Getting our waste sorted is important for the McGowan Government, and we have already made progress with initiatives such as the ban on lightweight single-use plastic bags and the container deposit scheme.

'The WasteSorted Grants provide an opportunity to support projects that address the State Government's waste management priorities to help Western Australia become a more sustainable low waste community, create local jobs and help get the economy back on track.

'I encourage organisations to apply for funding for projects that tackle issues such as reducing waste generation, diverting waste from landfill and improving community and industry education.'

Source: Media statement given by Stephen Dawson, the WA Minister for Mental Health; Aboriginal Affairs; Industrial Relations, 3 August 2020.



▲ **Figure 2.22** Local sporting clubs, including those that cater for junior cricket, are often the recipients of funding via community grants.

ANALYSIS QUESTIONS

1 What is a community and business grant?
2 Who is eligible for these payments and what do they need to do in order to receive them?
3 Why has the WA Government decided to invest $1.54 million dollars in this way?
4 Explain how reducing waste can improve productivity in the Western Australian economy.

Key concepts: making choices, interdependence, allocation and markets

HASS skills: analysing, evaluating, communicating and reflecting

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Training and development

A skilled and well-trained workforce is a must for an economy looking to improve its performance. The cornerstone of this is the education system, and governments provide billions of dollars each year to support the education of Australians young and old. The government also seeks to develop links between education providers and businesses, and workplace learning programs are an important feature of this aspect of education for adults.

human capital the skills, knowledge and experience possessed by an individual or population, viewed in terms of their value or cost to an organisation or country

underemployment occurs when a person works fewer hours than they would ideally like or takes a job that does not reflect their actual training and skills

The Western Australian Government provides a range of skilling solutions to help workers to learn, adapt and grow. These include:

- funding apprenticeships and traineeships
- short courses
- significant reduction in course fees at TAFE
- employer incentives
- Job Ready program that provides training pathways to employment and support industry attraction
- jobs and careers assistance.

There are a number of grants, payments and tax incentives available for taking on apprentices or providing training to staff across all industries. For example, the Apprenticeship and Traineeship Reengagement Incentive WA provides a one-off payment of $6000 for an apprentice and $3000 for a trainee. This is to maintain the supply of skilled workers across a range of trades and occupations that will be essential to Western Australia's economic recovery post-COVID-19.

Governments tend to focus on the objective of sustainable economic growth, as discussed in the previous sections. Training and development of **human capital** is one of the best ways to increase the output of the economy with very little or no negative impact on future generations. Money spent in this area tends to have a very high return on economic performance and is also rewarded in lower unemployment and **underemployment** figures.

END OF SECTION REVIEW 2.6

Review questions

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

Recall

1 List the ways that governments support businesses to increase productivity.
2 Why is training and development an important factor in improving economic performance?

Interpret

3 Explain how each of the following government initiatives can help to improve economic performance in Australia:
   - **a** encouraging skilled migrants to move to Australia
   - **b** building interstate highways
   - **c** maintaining positive relationships with other countries
   - **d** ensuring a fair tax system
   - **e** engaging with Indigenous Australian perspectives and promoting cultural collaboration.

4 Using the Jobskills website (access it via https://cambridge.edu.au/redirect/9531), choose an industry that interests you and find training courses you could complete to further your skills in this area. Record the details and locations of these courses and consider applying for them if you feel they are suitable.

Argue

5 Some people argue that providing incentives not to pollute and reduce waste doesn't solve the problem as such incentives simply encourage businesses to cheat the system for payments rather than act responsibly. Research both sides of this argument and write a paragraph to outline your opinion.

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Extension

1 Look up the website of your local state or federal member of parliament. Read about the policies they support that might improve productivity. Then summarise and critique them, based on how effective you think they would be for your local community. What are their strengths and weaknesses? Who do they benefit most?

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

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

2.7 Conclusion: why does it matter?

Having financial and economic literacy is more than simply being able to manage your own personal finances. It also means being able to read, interpret and understand wider economic information such as unemployment rates, economic growth and inequality figures. This knowledge will allow you to make better decisions in your own life, helping you to become a more thoughtful participant in the world. When citizens are able to critique government action designed to improve the wellbeing of Australians, only the best policies end up being put into action, benefiting you and those around you.



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2.8 End of chapter activities

Reflection

Self-assessment

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

Inquiry

Research task

You are to compare the performance of the Australian economy with another developed country based on the measures outlined in this chapter. You should produce a report that uses data, evidence and your own opinions to evaluate each country's success or failure against major key economic objectives.

Here are some online resources to help you:

- OECD data: https://cambridge.edu.au/redirect/9532
- United Nations Development Programme: https://cambridge.edu.au/redirect/9533
- Reserve Bank of Australia: https://cambridge.edu.au/redirect/9534
- Australian Bureau of Statistics: https://cambridge.edu.au/redirect/9536

You should structure your report based on the following headings and subheadings.

1 Introduction
- Overview of both economies, including size, main industries and economic system used.

2 Economic growth
- What are the economic growth rates of each country? Do you notice any patterns or trends?
- What are some of the causes of any changes in economic growth rates?
- Have Australia and your chosen country experienced sustainable economic growth? Explain your answer.

3 Unemployment
- What are the unemployment rates of each country? Do you notice any patterns or trends?
- What are the main types of unemployment in each country? Are there any industry trends you notice?
- How does unemployment in each country impact society?

4 Inflation
- What are the inflation rates of each country? Do you notice any patterns or trends?
- How is inflation measured in each country? List any similarities or differences.
- What are the main causes of inflation in each country?

5 Standard of living
- Describe the standard of living in each country using the HDI index.
- What major factors contribute to the standard of living in each country?

6 Income inequality
- How is income distributed in each country? Use evidence to support your points.
- How does the government in each country redistribute income? Is this successful?

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7 Conclusions
- Which country has experienced greater economic performance over the past 10 years? Provide reasons for your choice.
- What do you predict to be the trends in economic performance in each country over the next 10 years? Explain your answer.

Analysis

Australia's economic performance

With reference to the data provided in Figure 2.23, describe Australia's economic performance in terms of the government's goals for sustainable economic growth, price stability and full employment in March of 2021.



▲ **Figure 2.23** A snapshot of Australia's economy
Source: From the 'Australian Economy Snapshot', released on 5 March 2021 by the Reserve Bank of Australia.

Writing

Analysing the causes of unemployment

Explain the causes of unemployment and their effects on the Australian economy. You should structure your response as a series of paragraphs which include the following:

a a definition of 'unemployment'
b an explanation of how the unemployment rate is calculated, the Australian Government target and the current unemployment rate percentage
c two causes of unemployment, including examples
d two effects of unemployment (economic, social and/or political), including examples and data.

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

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CHAPTER 3

Consumer financial decisions

3.1 Setting the scene: the rise and rise of online shopping

Traditional marketplaces were almost always conducted within a physical space in face-to-face interactions between buyers and sellers. Consumers were able to see and touch a product and make decisions based on these experiences, often combined with a conversation held between themselves and an employee of the business. This has advantages, but also disadvantages. Some products are only available in certain places and comparing similar products in-store can be time-consuming.

As the power of computing and communication technology accelerates, the amount of shopping being done online is increasing considerably. The restriction of movement necessitated by the COVID-19 pandemic has only contributed to this trend. According to a 2020 IbisWorld market research report, online shopping in Australia increased by 17.3 per cent between 2015 and 2020, to a total value of $34 billion. This is around 10 per cent of all retail sales across the country. Importantly, the sector is estimated to employ over 73 000 people.

The online shopping experience continues to advance in its complexity. It is becoming increasingly important for businesses to connect the physical and digital shopping experience to create a seamless environment for the consumer. Shoppers can now compare similar products and read detailed reviews from other customers online. Most websites provide multiple images of the items for sale and offer virtual chat with sales representatives. Many companies also provide free returns for customers not fully satisfied with their decisions. Predictions about the future of online marketplaces include virtual reality and 3D body modelling technology to ensure the perfect fit for clothing purchases.

In the beauty sector, L'Oréal is one of many leading the way with its augmented reality app ModiFace. Consumers can use the app to test and try L'Oréal beauty products online. From lipstick shades to different styles of makeup, consumers can instantly see what products work best for their style and skin tone.



▲ **Figure 3.1** Groceries and household items are the fastest-growing sector for online shopping.



▲ **Figure 3.2** L'Oréal's ModiFace app augments reality for buying beauty products online and personalises the customer experience.

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The consequences of the rise of online shopping are significant. Whereas previous generations of shoppers had to spend time and energy finding the cheapest prices, this can now be done with the tip of a finger. This brings prices down for all consumers. Costs also fall because businesses are able to replace physical retail space with a digital presence, saving them money in rent. This also benefits smaller, boutique businesses. Without the need for expensive shop space, thousands of creative entrepreneurs have begun making and selling goods and services from their homes to customers all across the globe.

As businesses continue to see huge potential in the digital retail space, investment in this technology will continue and the experience will only improve for consumers. This multibillion dollar industry is set to keep expanding for many years to come.



▲ **Figure 3.3** Amazon, the world's largest online retailer, saves on costs by not having any physical retail stores. Instead, it distributes products through a vast supply chain straight to customers.

MAKING THINKING VISIBLE 3.1

Think, puzzle, predict

1 What do you think about this topic?
- Brainstorm all the ways you and the people you know use the internet for buying goods and services. This could include research, watching advertising or making purchases.

2 What questions do you have?
- What questions do you have about this topic? Write down a list of things you would like to know more about in relation to digital marketplaces and online shopping.

3 What does the future hold?
- Predict three trends in online shopping which you expect will happen in the next 15 years. Explain your reasoning for your predictions.

Key concepts: making choices, interdependence, allocation and markets

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3.2 Chapter overview

Introduction

In this chapter you will analyse both your own consumption decisions and those of the economy at large. The relationship between producers and consumers is complex, and businesses respond to the growing research into consumer behaviour through targeted marketing and an increased focus on ethical considerations. When you plan to make a significant purchase, such as a car, smartphone or holiday, chances are you do some research into the various options and make a well-considered decision. The decisions made by millions of consumers shape the economy and have long-term and short-term consequences for the country.

Learning goals

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

- What factors influence consumer financial decisions?
- How do these factors change over time?
- How and why do businesses target certain consumers?
- What are the consequences of the decisions made by consumers in the market?



▲ **Figure 3.4** Buying their first car is one of the most important financial decisions in a person's life

Digital resources

Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- image gallery tour of key locations in this chapter
- videos, image galleries and other extra materials.

Video
Five interesting facts about consumer decision-making

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3.3 Consumer decision-making

FOCUS QUESTION

What factors influence consumer financial decisions?

All consumer decisions require some consideration or planning. Even if you are only buying bread or milk, you might compare the prices of items next to each other on the shelves or read the nutritional information before selecting the product. Major purchases, such as cars, furniture or electronics, are determined by a wide range of factors that are specific to each individual consumer. Consider the last major purchase you made. You probably did some online research, talked to friends or family about your options and compared the features of the products available before making your final decision.

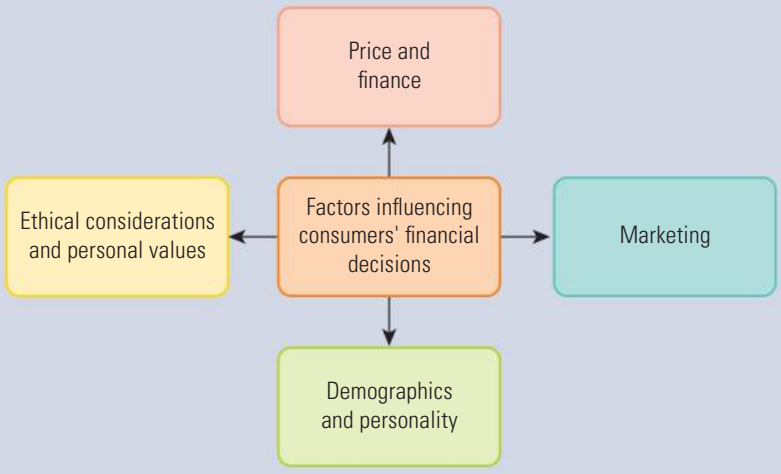
Price and finance

The first thing many consumers focus on when making a decision is the price of the product. This does not suggest that all consumers are looking for the cheapest possible option, but price can signal many things about a product and often be an indicator of quality or durability. Businesses aim to set prices in order to maximise their profits, and they make calculated predictions about consumer behaviour when doing so. A new, innovative product may have been very expensive to produce, but if there is high demand for it then the business can still charge well above the cost.

Consumers are very sensitive to price changes for certain products, but less so for others. The reasons depend on things like the availability of **substitutes** and how essential the product is. Consider a one-off concert by your favourite international music artist. To you, a huge fan, the concert is a must. There are also no substitutes for attending this event in person. You are likely to pay a high price and the concert provider will not be flexible at all in the cost of a ticket. Now consider pizza as an alternative example. If the price of pizza at one restaurant were to increase by 25 per cent, most consumers would decrease their consumption significantly. Pizza in general has many alternatives, and, at least in in cities, there are many pizza restaurants.

substitute a product or service that can be easily replaced with another by consumers

INFLUENCES ON CONSUMER DECISIONS



▲ **Figure 3.5** Factors influencing consumers' financial decisions



▲ **Figure 3.6** It has become much more convenient to make purchases using credit cards, but these forms of payment charge a high rate of interest and can end up being an expensive choice.

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elasticity an economic term describing the change in the behaviour of buyers and sellers in response to a price change for a good or service

finance money received from a financial institution in exchange for future repayment at a rate of interest

interest money paid regularly at a particular rate for the use of money borrowed

credit history a record of a person's ability to repay debts and demonstrated responsibility in repaying them

It is also not an essential product. This sensitivity to price is known in economics as **elasticity**.

Another major factor in making a buying decision is the cost and availability of **finance**. When buying high-cost items such as cars, electronics or furniture, often consumers will borrow the money from a finance provider and pay it back over time at a rate of **interest**.

If the rate is high, then the consumer might instead choose to buy a cheaper alternative or wait and save up the money to buy the product outright. Some finance providers also have strict requirements on income or **credit history** when making loans. If this restricts customers, they may also need to change their buying decision.

The overall conditions in the economy play a major role in the cost and availability of finance. If economic performance is high, interest rates can go up and make borrowing more expensive. In response to the COVID-19 pandemic, interest rates in Australia fell to record low levels to give consumers more incentive to borrow and spend.





▲ **Figure 3.7** Consumers tend to be less sensitive to price changes in essentials, such as staple foods, but much more sensitive to price changes in luxuries, such as jet skis.

MAKING THINKING VISIBLE 3.2

How sensitive are you to price?

Look at the list of goods and services below. Copy the continuum onto a separate piece of paper. On the continuum, place each good or service based on how much you would change your buying habits if the price for this product were to change. Consider the availability of substitutes and the necessity of the product.

Petrol	Coffee	Airline tickets
Soft drinks	Specialist surgery	Video games

Most sensitive to price change (elastic) ⟷ Least sensitive to price change (inelastic)

Key concepts: making choices, interdependence, allocation and markets

HASS skills: evaluating, communicating and reflecting

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Marketing and demographics

Every consumer is different. Your personal preferences for what you buy are unique to you, and they can change depending on your mood, the weather, your age or a range of other factors. It is possible, however, for businesses to group consumers together for similarities in what and how they buy.

Businesses know there are common buying behaviours among people of similar age, gender and economic status, and they market products to these groups accordingly. If you pay attention to advertising, it is easy to see this in practice. Whether you agree with the stereotypes or not, evidence shows that businesses clearly consider targeted marketing to work. Some organisations, especially in industries such as health and beauty, use gendered marketing to appeal to buyers' self-image and encourage them to make a specific purchasing decision. Often there will even be a difference in price for very similar products, depending on the target market.

Amazing but true …

Research suggests that globally women are responsible for $20 trillion in annual consumer spending. Women make the decision in the purchases of 94 per cent of home furnishings, 92 per cent of vacations, 91 per cent of homes and 60 per cent of automobiles.

In economics, this is known as price segmentation. Businesses charge different prices for the same product, knowing that this will draw out the highest price consumers are prepared to pay. Airline and concert tickets are priced in this way, but price segmentation also applies to student or seniors' discounts and loyalty offers. By offering a lower price for people who are not able or prepared to pay the full price, the business captures more of the market while also being able to charge the full price to those who can afford it.

Another significant influence on consumption decisions is one's peer group. Businesses tend to market products to consumers of different types with an understanding of people's need to fit in with others in that same group. Marketing to young people tends to fall into three main categories:

1. **aspirational**: a group that an individual would like to compare themselves with; for example, celebrities
2. **associative**: a group that represents the individual's current equals; for example, friends, co-workers
3. **dissociative**: a group that one would not like to be part of; for example, an older generation.

Many businesses know that people have a strong self-image, and this is a powerful influence on what we buy. Wanting to be part of a group or indicate that you are not part of a different group can be a factor in the clothing you wear, the car you drive and the food you eat.



▲ **Figure 3.8** Many businesses use highly gendered marketing to appeal to traditional views of what male and female consumers prefer

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MAKING THINKING VISIBLE 3.3

Find the marketing strategy

Using the internet or print media such as magazines, find and identify each of the following types of marketing strategy:

- gendered marketing
- aspirational marketing
- associative marketing
- dissociative marketing.

Share and discuss within small groups and compare your examples.

Key concepts: making choices, interdependence, allocation and markets

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



▲ **Figure 3.9** Associative and aspirational marketing are used to provoke an emotional response in consumers and get them to buy certain products.

ethical company one that is not causing damage to the environment, exploiting its workforce by paying low wages, using child labour or producing products that are harmful or dangerous

boycott to stop buying or using the goods or services of a certain company or country as a protest

Ethical and environmental considerations

As consumers become more aware of the social and environmental impacts of their buying decisions, many are choosing to purchase from **ethical companies** that align to their personal values.

With increased global communication and access, it is easier than ever to find out whether a business is treating its suppliers, employees and the environment ethically. This means paying a fair wage, making sure staff have safe and healthy working conditions, and not contributing to pollution or climate change. Many businesses promote their ethical behaviour directly, often through websites or social media. This communication technology also allows consumers to take action against companies which they believe are acting poorly, by coordinating **boycotts** and shaming on social media. This pressure encourages businesses to change their behaviour but can also have the negative effect of damaging their reputation beyond what is fair.

Amazing but true …

Research suggests that 63 per cent of people are willing to pay more for goods that demonstrate sustainability, and that more than six in 10 younger consumers closely consider a company's ethical values and authenticity before buying their products.

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CASE STUDY 3.1

Grouch & Co – an ethical WA business

▲ **Figure 3.10** Grouch & Co's logo

Coffee is a product with a high potential for unethical behaviour by businesses. The raw materials for coffee are sourced from developing countries, where it can be easy to mistreat workers, and coffee production processes have the potential for environmental damage. One Western Australian business is aiming to position itself at the other end of that spectrum; it supplies high-quality coffee, and prioritises ethical business practices and low environmental impact

Grouch & Co is a Perth-based coffee producer which is committed to minimising its carbon footprint through a number of innovative initiatives. The company chooses to compost its bio-waste and donates its packaging to local businesses for reuse. It also offsets its carbon emissions by contributing to native reforestation programs in Australia and New Zealand. These actions only cost the company a small amount financially but make a big difference to the environment.

In addition, Grouch & Co is conscious of its industry's impact on primary producers. According to co-owner Renata Taylor, 'We try not to buy from places where there are human-rights issues and we're involved with the International Women's Coffee Alliance.' The company also states on its website that it 'can provide a paper trail of everyone along the supply chain, especially the farmers being paid for their work'.



▲ **Figure 3.11** Perth's Grouch & Co are an ethical coffee producer who support the International Women's Coffee Alliance.

ANALYSIS QUESTIONS

1 Why is the coffee industry so vulnerable to unethical practices by businesses?
2 List three things Grouch & Co is doing to reduce its environmental impact.
3 Explain why Grouch & Co would choose to be involved in the International Women's Coffee Alliance. What does it expect to achieve from this partnership?
4 Predict how the coffee industry will look in 10 years. Will customers demand more ethical behaviour? If so, what would you expect?

Key concepts: making choices, interdependence, allocation and markets

HASS skills: analysing, evaluating

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Consequences of consumer decisions

The consequences of our buying decisions go far beyond our own consumption of goods and services. There is the immediate impact on the revenues of the business we have shopped at, which influences their ability to employ staff and produce more. The tax on what we buy also re-enters the economy, providing essential services. In a wider context, consumers signal to businesses how and what to produce, which has flow-on effects to the environment, our society and lifestyles.

Consider the way we produce energy. Since the Industrial Revolution, fossil fuels such as coal and oil have been burned to create electricity for houses and industries and power for vehicles. These methods, however, are contributing to climate change and causing other destructive environmental consequences. Governments can step in and regulate the industry, and provide payments for research and development of renewable alternatives, but change also depends on consumers putting pressure on businesses. Solar and wind power was at one time relatively expensive to set-up and unreliable, but as time goes on these methods of generating energy are becoming cheaper and more reliable. If consumers choose to use cheaper but more damaging alternatives, such as coal-fired energy, then businesses will continue to produce them. If more people instead decide they are prepared to pay a bit extra to use renewable energy, businesses will invest more in it and the price will fall in the long term.

food miles the distance food is transported from the time of its making until it reaches the consumer

Similarly, the decisions people make about what food they consume have a major impact on the wider world. Buying food out of season means that it needs to be stored or transported across long distances, which also contributes to climate change. The 'Buy West Eat Best' program, which is managed by the Department of Primary Industries and Regional Development, Western Australia, promotes the consumption of food and beverages from twelve local geographical areas within Western Australia. This not only helps the economic growth and development of the state, but also reduces **food miles** and the associated environmental impact of transporting food across the world. As an individual, it might not seem as though your decisions make much of a difference, but if you consider yourself one of the millions of other consumers that make up the economy, you can be part of significant change.



▲ **Figure 3.12** Consumer choices drive much of the production of renewable energy.



▲ **Figure 3.13** Buying local contributes to the economy and also reduces the environmental impact of consuming food. Pictured are fishermen in Fremantle unloading a delivery of freshly-caught rock lobsters.

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END OF SECTION REVIEW 3.3

Review questions

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

Recall

1 List the main factors that influence consumer purchasing decisions.
2 Explain how interest rates influence consumer decision-making.
3 Explain what is meant by ethical and environmental considerations.

Interpret

4 Research the current interest rates on the following types of finance. Write a list of positives and negatives of each when making purchases.
   a Credit cards **b** Car loan **c** Bank overdraft
5 Social media influencers have made a big impact on the marketing of brands. Find the names of three social media influencers and outline three brands or products they promote.
6 Visit the Buy West Eat Best website and find your food region. Summarise the types of food produced in this area and propose ways to include more of them in your own consumption.

Argue

7 Many people argue that gendered marketing to children is harmful and limits opportunities for free expression. Do you agree with this statement? Why/why not?
8 How much of an influence do consumers really have on global issues such as climate change? Write a paragraph comparing the different positive aspects of consumer action and the challenges involved.

Extension

1 Choose a consumer group based on age, gender, economic status or cultural background. Write a report profiling this group, responding to the following key questions:
   a How would you describe this consumer group?
   b What products appeal to this group?
   c How is this group marketed to?
   d What factors influence buying decisions for this group?
   e What are the opportunities for businesses in selling to this group?
   f What are the challenges for businesses in selling to this group?

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

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

3.4 Conclusion: why does it matter?

Being an informed consumer is critical to your ability to make choices in the market. Understanding how businesses are seeking to influence your behaviour and being able to determine the best use of your resources is difficult, but taking the time to ask questions and find out more about products you buy is a good start. In addition, if you work for or run a business you will need to put many of these concepts into practice in order to be successful. The power of consumers is only increasing with technological progress and there is much to be gained from acting ethically, for both yourself and society as a whole.

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3.5 End of chapter activities

Reflection

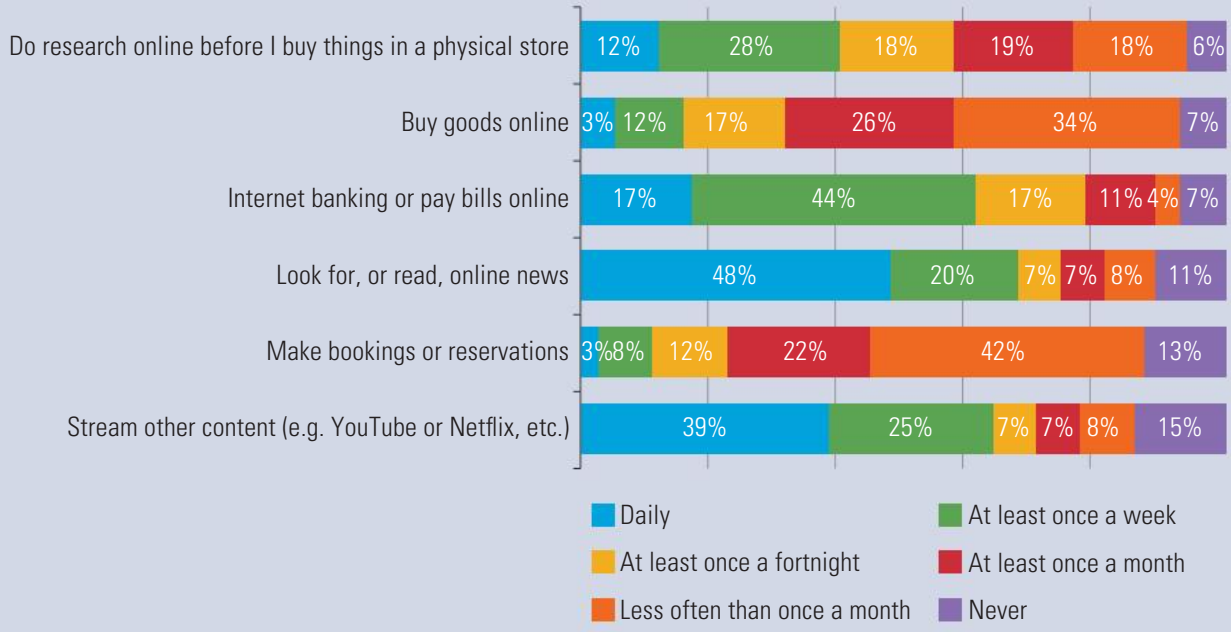
Self-assessment

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

Analysis

Using the data below from a 2018 Australian Competition and Consumer Commission (ACCC) report into consumer behaviour, answer the questions that follow.

FREQUENCY OF DIGITAL ACTIVITY



▲ **Figure 3.14** The frequency and type of digital activities undertaken by consumers
Source: Australian Competition and Consumer Commission

1. What percentage of consumers have bought goods online?
2. Which of the activities has the highest frequency of consumers engaging in this behaviour at least monthly?
3. Suggest which of these activities you think would be of most interest to businesses and why.
4. How do these activities interconnect? For example, does the frequency that someone streams content influence their willingness to buy goods online?
5. Suggest which of these activities you predict to increase in frequency over the next five to 10 years, and why.

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Inquiry and writing

Report task

At some point in the next few years, you will be in a position to make what will probably be the first major purchase of your life – your first car.

There are many things to consider when making this very important buying decision:

- the purpose of the car
- your budget
- whether to get a new or second-hand vehicle
- insurance and registration
- laws and regulations.



▲ **Figure 3.15** It is important to consider different advantages and disadvantages of different car brands and models when making your decisions. In Australia, there was once a traditional rivalry between local manufacturers, Holden and Ford. What are the most popular car brands today, and, if you were able to buy a car, which brand of car would you be interested in?

Your task: to create a guide which you could give to a Year 10 student to prepare them for this important purchase.

This guide must contain:

1. an introduction to the car buying process
2. the importance of budgeting and some information about finance for cars
3. factors to consider when buying a used car
4. factors to consider when buying a new car
5. recommendations for buying a vehicle from a dealership
6. recommendations for buying a vehicle from a private seller
7. a list of the types of vehicles P plate drivers are prohibited from driving, and three examples of these types of cars
8. a section explaining the importance of registration and insurance, and the different types of insurance for cars
9. a summary, including any other information you think would be relevant.

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

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

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CHAPTER 4

Business productivity

4.1 Setting the scene: productivity and mental health

Think about the way you are feeling today. Is your outlook positive or negative? Is your mind free from stress, anxiety and worry? Are you experiencing challenges that are occupying much of your mental and emotional energy? Now think about how the way you feel impacts on your productivity at school or work.

Over the past few years, people's mental health has begun to be recognised as critical when it comes to their ability to focus on tasks and be productive. Young adults also have the highest rates of mental illness of all age groups, right at the stage of life where they are juggling work, study and family commitments and transitioning into adulthood.

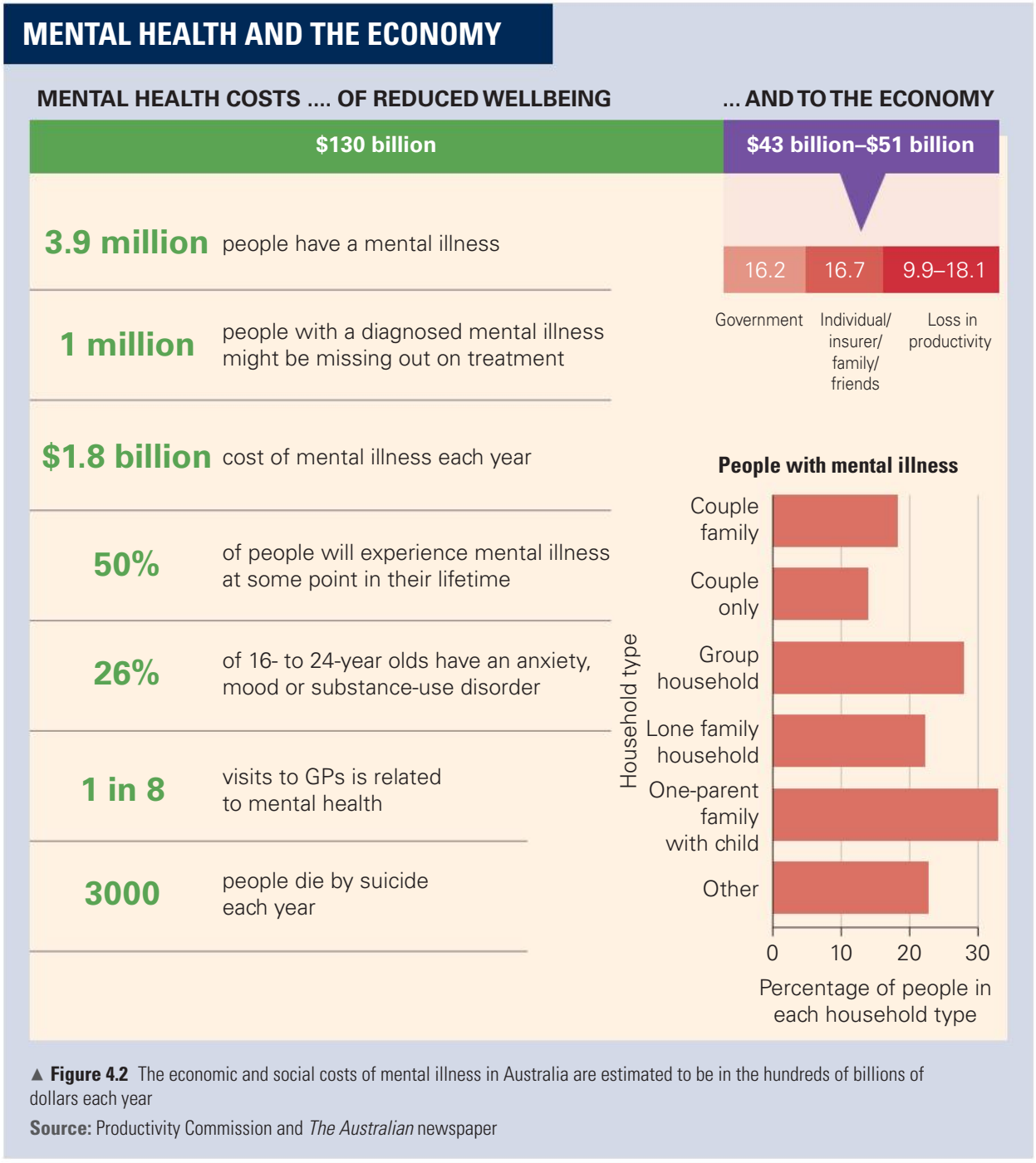
There are some huge economic costs involved with this issue. In total, mental illness is costing Australia about $200–220 billion per year. To put that in context, this is just over one-tenth of the size of Australia's entire economic production in 2019. The cost is between $550 million and $600 million per day.



▲ **Figure 4.1** Research suggests that happy, engaged workers take fewer days off and are generally more productive.

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The Productivity Commission, which is the federal government's primary review organisation into productivity across the economy, published its inquiry report on mental health in 2021, the first report of its kind in Australia. The report states that mental health is a key driver of economic participation and productivity in Australia, and hence has the potential to impact incomes, living standards, social engagement and connectedness. Improved population mental health could also help to reduce costs to the economy over the long term.



▲ **Figure 4.2** The economic and social costs of mental illness in Australia are estimated to be in the hundreds of billions of dollars each year

Source: Productivity Commission and *The Australian* newspaper

The report offers many recommendations, including:

- supporting the mental health and wellbeing of new parents
- supporting social and emotional wellbeing for school-age children
- improving mental health training and resources in the health care sector
- increasing people's participation in further education and work (especially young adults).

These changes seek to address mental health at the individual level, providing the support and opportunity for people to feel engaged with others, give their life meaning and enable them to be productive members of their own communities. By improving the wellbeing of people as individuals, the Productivity Commission predicts that there will be large-scale benefits to the country and economy as a whole, as employment figures rise and people's general ability to work to their potential is realised.

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▲ **Figure 4.3** Initiatives such as R U OK? are raising awareness of the importance of mental health in schools and workplaces.

Schools and workplaces are essential settings for these recommendations to take place. Over the coming years, businesses will be expected to adapt in the way they deal with staff wellbeing and the issues around mental health. While there may be short-term costs to this, the longer-term benefits from a happier, more engaged and ultimately more productive workforce must be the priority for all Australians.

MAKING THINKING VISIBLE 4.1

Think, evaluate, propose

What do you think about this topic?

- Individually, write a list of things you know about how mental health impacts productivity. Draw upon your personal experiences or use the information from the text in 'Setting the scene'.

What is being recommended?

- With a partner, look at the recommendations from the Productivity Commission report. For each recommendation, come up with a specific way that this could be put into practice. What are the best ways to get these recommendations implemented in the real world?

What should be done?

- Share with the class one of your ideas. If you were in a position of leadership, what one thing would you do straight away to address this issue? As a class, have a discussion and decide on the five best ideas.

Key concepts: scarcity, making choices, interdependence

HASS skills: analysing, evaluating, communicating and reflecting

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4.2 Chapter overview

Introduction

In this chapter the focus will be on businesses and how they organise themselves to improve productivity. Changing economic conditions offer opportunities for businesses and the way they respond to these developments often determines their success or failure. The economy as a whole also benefits from increased business productivity, as it often creates jobs and leads to the production of new and better-quality goods and services for consumers. The business environment is competitive, and those who are able to be innovative and creative can benefit in terms of increased profits and market share.

Learning goals

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

- How do businesses organise themselves to improve productivity?
- What processes and systems do successful businesses use?
- How do businesses respond to changing economic conditions?
- How do business decisions impact the economy and society as a whole?

Digital resources

Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- image gallery tour of key locations in this chapter
- videos, image galleries and other extra materials.

Video
Five interesting facts about business productivity



▲ **Figure 4.4** Training and development of the workforce is a key area for productivity growth.

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4.3 Business productivity

FOCUS QUESTION

How do businesses organise themselves to improve productivity?

Productivity refers to the efficiency with which resources can be converted into goods and services. From a business point of view this means getting the most out of their raw materials, workforce and management systems in order to produce as much as possible. Productivity in general has been increasing over time, with increases in skills and technology driving this improvement. Businesses aim to make profits, and by increasing their productivity they are able to earn more revenue and often reduce costs. This money can then be reinvested into the businesses to enable it to grow further.

Investment in training

The entrepreneur and philanthropist Bill Gates is quoted as saying that 'human capital is the main base of competition. The leading indicator of where you're going to be in 20 years is how you are doing on education and training'. This applies not only to economies and nations but to businesses as well. Development of people is one of the critical features of successful organisations and is a key driver of productivity.



▲ **Figure 4.5** Part of investing in human capital is providing staff with opportunities to demonstrate leadership and present their ideas.

Consider two businesses that are both producing the same product. One business spends time and resources training its staff to be more independent, gives them responsibility and promotes them within the business. Its staff are engaged and committed because they see their efforts being rewarded, and therefore the majority stay for many years. The other business tries to save money by cutting spending on training and prefers to limit opportunities for existing staff, instead contracting people from outside the business to do many higher-level tasks. This business has a high turnover of staff and its employees rarely do more than the minimum requirements.

It should be obvious that, over time, the first business will far surpass the productivity of the second. For a start, in the first business, staff will be continually improving their skills and using their time more effectively. In addition, its customer service should be much better as its staff know their customers well and can give lasting, quality service. Also, the costs of hiring new staff when employees leave can be high and will impact upon the second business' profits. It is clear that the benefits of training and upskilling staff go well beyond their individual capabilities and can lead to improvement of the entire company.

Amazing but true …

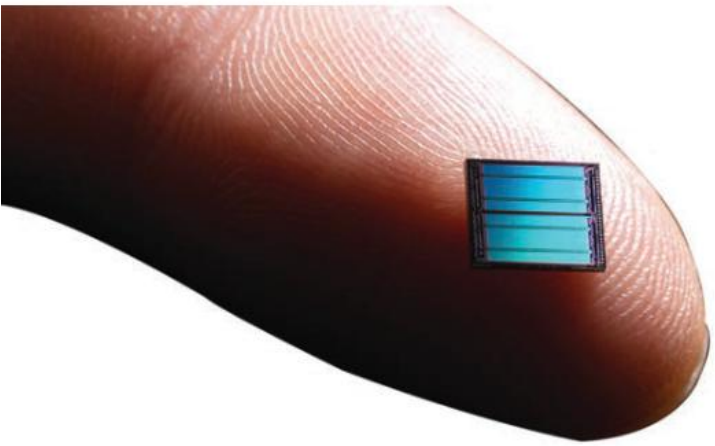
Research suggests that on average in Australia it costs $19 000 to hire one new employee and filling a vacant role takes 39 days.

Investment in technology

When most people think of increased productivity, the first thing that comes to mind is usually technology. If you look around the room you are sitting in, almost everything that you can see relies on some form of mechanised production process. As these processes improve,

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more and higher-quality goods and services can be produced. Microchips are a great example. In 1971, Intel launched its first commercial microprocessor chip, known as the 4004. It contained 2300 tiny transistors. By 2017, the Intel Skylake processor contained around 1.75 billion transistors and had 400 000 times as much power as the 4004. Transistors are so small now that billions fit on a chip the size of a fingernail and cost a fraction of a cent. With these advances in innovation and technology, processors have been incorporated into many different appliances, from vehicles to electronics and even clothing.



▲ **Figure 4.6** Microchips have become smaller and more powerful over the last 50 years.

This example illustrates two key truths. First, the production of microchips has been experiencing rapid productivity growth and, second, the improvement of microchips has contributed to productivity growth in many other areas of the economy. As computer processing becomes faster, more information can be transmitted in shorter time frames, allowing for increased production of all goods and services.

Businesses spend large amounts of money to improve their technology, mainly because they expect to see a return on this investment over time. As production improves, they will be able to develop an advantage over their competitors and earn more profits. This also benefits consumers, and for this reason there are a number of government initiatives and publicly funded research facilities that also contribute to the development of technologies.

MAKING THINKING VISIBLE 4.2

Timeline of technological progress

Choose a product from the list below and research the way technology has influenced its production over time:

- phone
- camera
- car
- computer
- plane.

Create a timeline to illustrate the key technological developments in the making and use of your chosen product. Ensure that you include images of the way the product has changed.

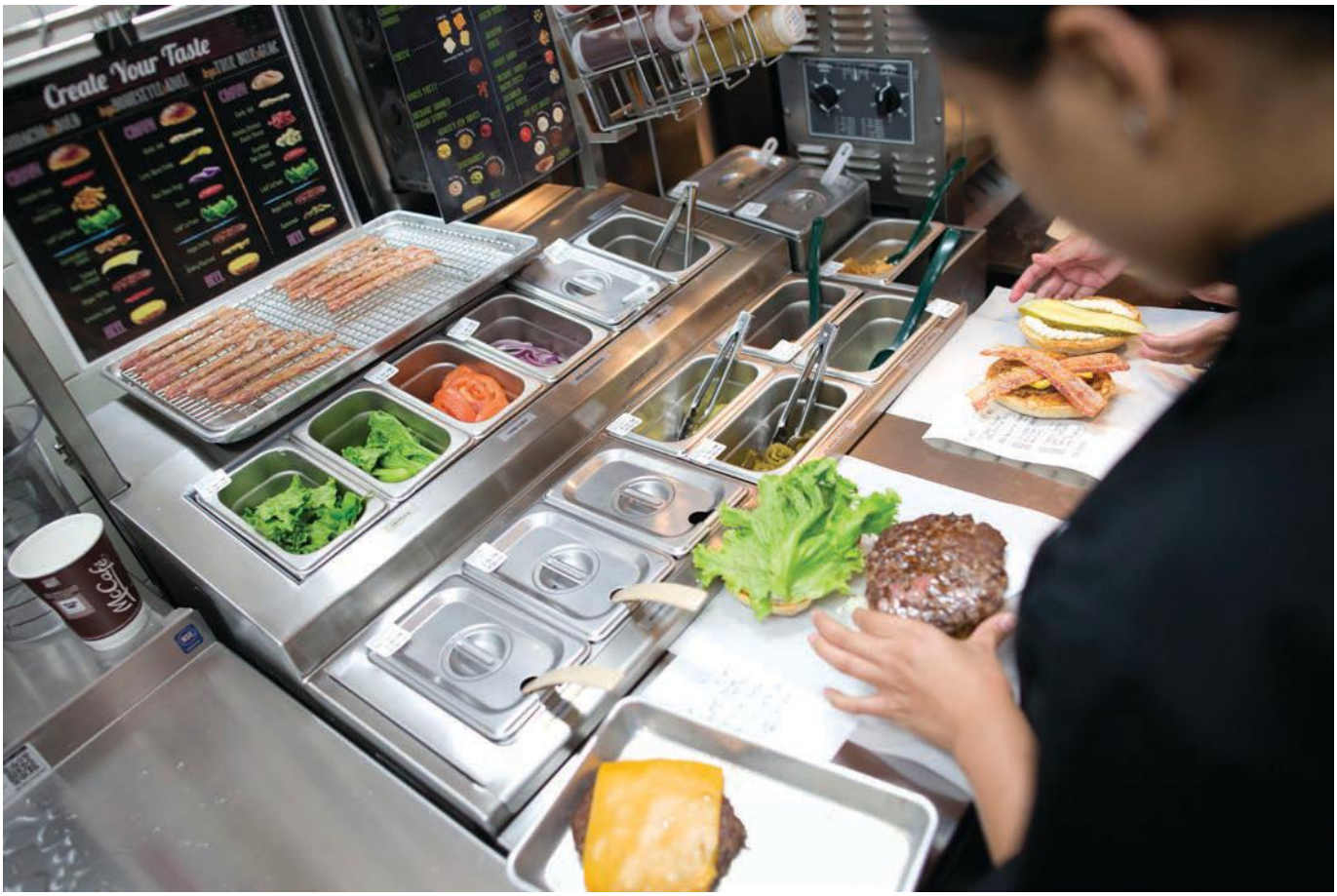
Key concepts: interdependence, allocation and markets

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

Investment in systems

Businesses are complex. To produce even a simple product requires organisation. Each business must decide how it will turn its raw materials into finished goods and services. This often means moving or changing physical items, distribution of ideas and information and short-term and long-term planning. Producers that are most efficient at these processes are often most successful in the market.

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▲ **Figure 4.7** It is the systems of production, rather than the product itself, that make fast-food restaurants so successful.

just-in-time inventory (JIT) a strategy of managing inventory and/or production that links the ordering of raw materials to production scheduling

inventory the array of finished goods waiting for sale or materials used in production held by a company

change fatigue a condition characterised by lingering mental and physical tiredness associated with organisational change

Businesses hire managers and pay experts to make sure their systems and processes are streamlined, limit wasted time and materials, and include planning for unexpected events. In large organisations, making changes to processes can be a very costly exercise, so getting them right from the beginning is of huge importance. To illustrate this, consider a McDonald's hamburger. Many people would claim to be able to cook a better-tasting burger, but to date McDonald's sells more hamburgers than any other business. It is the systems McDonald's has established to make burgers, which are cooked quickly, are uniform in taste and appearance and low in cost, that has seen the company dominate the fast-food industry, rather than the product itself.

Just-in-time inventory (JIT) systems work by creating efficiencies in the movement of goods and materials in the production process. Many businesses spend lots of money storing **inventory** waiting to be sold or produced. JIT systems instead involve creating, storing and keeping track of only enough orders to supply the actual demand for the company's products. The JIT method ultimately helps companies cut down on the waste of making too many products (or supplying too many goods). Therefore, they don't use up raw materials that may or may not actually be necessary to fulfil the orders they have. In turn, it cuts down on the costs they have for inventory, freeing up cash flow.

Changing processes and systems can be a costly and time-consuming activity for businesses, and there is a danger of staff experiencing **change fatigue**. It is often, however, riskier to remain stagnant in business and be overtaken by competitors who are more efficient with their business system.

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Key concepts for your memory bank



Scarcity refers to the shortage of resources relative to wants. The wants of a society might be unlimited but the resources available to satisfy these wants are limited. *Pop this concept into your memory bank – at the end of this book is an activity which will test your understanding of this, and other key HASS concepts!*

END OF SECTION REVIEW 4.3





Review questions

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

Recall

1 Define what is meant by productivity.
2 Explain the benefits to businesses from investing in the training of staff.
3 Describe the just-in-time inventory system.

Interpret

4 Outline how a business which produces clothing could use each of the three forms of productivity investment described in the text to improve its profits.
5 Explain how artificial intelligence technology could be used to improve business productivity. What are some of the risks of using artificial intelligence?
6 Using the internet, research ordinary products that are now being embedded with microchips. Record your findings, and for each write down one positive and one negative feature of this technology being used in this way.

Argue

7 What forms of staff development are most effective for businesses to invest in? Consider the skills people need to improve their performance over the long term.
8 If you ran a business, would you choose to use JIT inventories? Why/why not?

Extension

1 Create a flowchart for organisational change. Consider the steps in the process, how to communicate and implement the change and how you will deal with resistance from people within the organisation. Use the internet to research common change management strategies.



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



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

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4.4 Business responsiveness

FOCUS QUESTION

How do businesses respond to changing economic conditions?

All businesses exist within a wider economic cycle, where there are regular periods of growth and contraction. The key is to be responsive and adapt when conditions change, capitalising on the good times and riding out the difficult periods. The Australian economy, like most around the world, has begun the 2020s in a major downturn due to the COVID-19 pandemic. This means that many businesses will close, but those that are able to respond fastest and be innovative in this challenging environment can still thrive.

Amazing but true ...

Amazon spent the most of all companies on research and development in 2018, spending US$22.6 billion.

Research and development

As outlined in the previous section, businesses invest in technology to improve their productivity. This means funding research and development (R&D). Small businesses tend to struggle in this space, as there are often very high costs to researching product improvements. Sometimes smaller organisations will combine their resources through industry groups, which are then able to run programs to benefit the whole sector. Big companies such as Apple or Mitsubishi, on the other hand, spend millions each year on product development, which provides them with huge advantages in the market.

When economic conditions improve, businesses tend to allocate more money to R&D, looking to take advantage of not only having more money available but also increased consumer confidence to try new products and spend money. The success of a new product can often rely on the general performance of the economy when it is released.

MAKING THINKING VISIBLE 4.3

What to research?

Many industries don't receive as much funding for R&D as others. Imagine you had a huge budget and could invest in any industry you chose.

- Which industry would you fund research in and why?
- What would you hope to improve within this industry?
- What challenges would you expect to face?

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

HASS skills: evaluating, communicating and reflecting

The government often supports ideas in areas of R&D because of the general benefits it provides to the economy. Funding for research centres and universities comes from the government and can lead to new and improved technologies. The development of drones, for example, benefits businesses in many industries, from farming to media. Drones were initially designed by the military with government funding and are now in use throughout the world.

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▲ **Figure 4.8** The use of drone technology in farming has become widespread, particularly for tasks such as spraying pesticides on crops.

Innovation

Business innovation refers to organisations introducing new or improved processes, services or products to effect positive change within the business. When economic conditions change, businesses tend to look to innovate and adapt in order to maintain or increase their market share. Businesses that do not embrace change are always at risk of losing their customers. For example, Kodak failed to adapt to digital photo technology and went bankrupt in 2012, while Nokia did not respond fast enough to the smartphone revolution and saw its market share fall from 49.4 per cent in 2007 to less than 1 per cent in 2019.

When the economy is strong, businesses tend to have surplus funds available to invest in new products or services. If these ideas fail, the harm to the business can be minimised because there are still traditional sources of revenue to fall back on. Innovation in new products can be risky, but the potential reward for developing an industry changing idea can be enormous. Nokia was the victim of the success of Apple and Samsung, companies that are now valued in the hundreds of billions of dollars.



◄ **Figure 4.9** Innovation and the use of technology have revolutionised engineering and architecture.

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CASE STUDY 4.1

Nuheara – changing lives through innovation

Nuheara, headquartered in Perth, Australia, is an innovative hearing health company that has developed exclusive and multi-functional intelligent hearing technology that augments a person's hearing and allows for wireless connection to smart devices.

Nuheara's latest product, IQbuds2 MAX, was launched in 2020 and won three awards at the CES Innovation Awards. It was also included in the prestigious *Time* magazine top 100 inventions of 2020 list. The product sets a new standard in hearables technology by combining high-end headset technology, including Active Noise Cancellation, and sophisticated hearing technology found in high-end hearing devices.

▲ **Figure 4.10** Nuhearea is a world-leading Western Australian innovator.





▲ **Figure 4.11** Augmented hearing technology can assist people with a number of conditions, from hearing loss to autism.

Through its range of hardware and software products Nuheara is dedicated to solving major hearing challenges that exist in the global hearing healthcare market.

The benefits range from assisting people who suffer from hearing loss and tinnitus to aiding children with autism to control their sound experience.

This Western Australian business is changing lives through its innovative technology and is a great example of how what is good for business can also be good for customers.

ANALYSIS QUESTIONS

1 What makes Nuheara's IQBuds such an innovative product?

2 Describe why businesses like Nuheara invest in technological innovation.

Key concepts: making choices, interdependence

HASS skills: analysing

When economic conditions are on the decline, however, businesses tend to look to process or systems innovation. It is less costly, and often comes with decreasing staff numbers or merging resources to save on costs. Innovation in this space does not have the same potential for success as a world-shattering product, but it can deliver businesses important cost savings. A small investment in some tablets and software can streamline the way businesses keep track of their inventory or communicate with customers, cutting down on staff costs in these areas and saving the businesses money. It is often a combination of technology and process innovation which makes the biggest difference to a business and there is great potential for those that can think creatively.

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END OF SECTION REVIEW 4.4

Review questions

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

Recall

1 Outline the benefits of investment in research and development for:
   - **a** businesses
   - **b** consumers.
2 Define business innovation.
3 Explain what is meant by process innovation.

Interpret

4 Describe how a business that provides scenic boat cruises would respond to improved economic conditions. Consider how it would seek to take advantage of the situation.
5 Explain how drones could be used to improve business productivity. What are some of the risks of using drones?
6 Visit the Nuheara website and read more about its innovative technology. Create a print advertisement promoting the benefits of its products.

Argue

7 Do you think the government should invest more of taxpayers' money on research and development? What are some of the advantages and disadvantages of government involvement in these activities?
8 If you were a business owner, would you focus more on product innovation or process innovation? Why?

Extension

1 Predict what innovation will look like in 2050. In your answer, consider technological progress, the changing work environment and the availability of key resources. Write a paragraph to compare and contrast your predicted future with today's innovation landscape.

Key concepts: making choices, interdependence, allocation and markets

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

4.5 Conclusion: why does it matter?

The distinguished US economist Paul Krugman said that 'productivity isn't everything, but in the long run it is almost everything. A country's ability to improve its standard of living over time depends almost entirely on its ability to raise its output per worker'. This is truer than ever in this decade, as work changes and technology augment human capital in ways we have never considered before. Australia's labour productivity in recent years has fallen well below the rates achieved in the past, and solving this problem is one of the key challenges for the next generation. How it will be achieved depends on the creativity and expertise of those in leadership and in the workforce.

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4.6 End of chapter activities

Reflection

Self-assessment

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

Inquiry

Research task: changing working conditions

The way in which people work has changed dramatically over the past few years. As a result of evolving views and the impact of COVID-19, many employees have begun working remotely or from home. This can impact upon their productivity both positively and negatively.

Investigate some of these changes to work and create a series of recommendations for businesses for the future.

Structure your inquiry around the following key questions:

1. How has the way people work changed since 2020? Use evidence and qualitative data to explain your answer.
2. What impact has this change had on people's productivity? Use evidence and qualitative data to support your answer.
3. How have innovation and R&D influenced these changes to work?
4. What training and development has been associated with these changes to work?
5. What are some of the downsides of remote working? Consider individual wellbeing along with overall economic production.
6. Which industries have been most impacted? Why has this been the case?
7. What do you predict will happen over the next 10 years? Will remote working continue? Support your answer with evidence from your research.

Based on your findings, create a 'Road-map to remote working' pamphlet for businesses to help them navigate these changes to the working environment. Consider what businesses need to know and what advice you would provide to help them both increase their productivity and maintain the wellbeing of their staff.

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Analysis

Using the data in Table 4.1, sourced from a Productivity Commission report, answer the questions that follow.

PRICE OF HOUSEHOLD GOODS

Number of hours of work needed to purchase particular goods in 1901, 2000 and 2019*

	1901	2000	2019
	Hours	Hours	Hours
Rent (3-bedroom house)	22.1	13.9	11.8
Bicycle	527.4	17.8	7.5
Game of football	1.7	1.2	1.2
	Minutes	Minutes	Minutes
Rump steak (1 kg)	142.9	41.8	38.0
Cigarettes (1 packet)	51.0	37.4	92.5
Antibiotics	– (didn't exist)	18.0	8.6
Bread (a loaf)	20.4	7.7	5.5
Milk (1 litre)	30.6	4.7	2.2

*Calculated as the ratio of the average price of a good as a proportion of the average hourly earnings multiplied by the average working week length.

▲ **Table 4.1** The price of household goods in 1901, 2000 and 2019

Source: Productivity Commission website

1. Describe the general trend in the number of hours of work needed to buy the items in the table since 1901.
2. Describe the general trend in the number of hours of work needed to buy the items in the table since 2000.
3. Outline what your answer for (2) tells you about productivity in Australia over this time.
4. Calculate the percentage change in the number of hours you would need to work to afford rent between 2000 and 2019.
5. Propose a reason for the dramatic decrease in hours of work needed to buy a bicycle between 1901 and 2000.

Writing

Write a letter to your local member of parliament outlining how important investment in research, development and innovation is to Australia's future. In your letter, you should suggest ways that the government could support R&D and the reasons why this would be a worthwhile investment. You should use persuasive language and letter writing conventions.

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

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

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Making connections: Economics and Business and the other HASS topics

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



Civics and Citizenship

Economic costs of Australia's international commitments

What does it cost Australia to be an active participant in the global community? Find out how much Australia spends each year on:

- foreign aid
- UN programs
- peacekeeping operations
- diplomatic activity and embassies.

Then, compare Australia's contribution to some other countries of similar size and living standards.



Threats to democracy and the economy

How do threats to Australia's democracy have an impact on economic performance? How do overseas groups and individuals threaten Australia's economy? Research and report on the following issues:

- cybercrime
- economic terrorism.

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Geography

Environmental management policy

Australia briefly implemented a carbon tax in 2011, charging businesses and individuals for consuming fossil fuels. This tax was overturned in 2014. Consider the connections between business and the environment, and evaluate the costs and benefits of adopting a similar tax in the future.



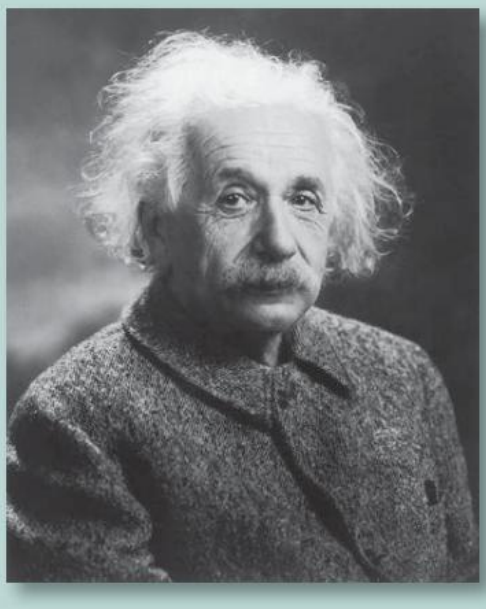
Human wellbeing and standard of living

Compare and contrast the concept of human wellbeing in Geography with that of standard of living from your studies of Economics and Business. What similarities exist? What differences are there? Which measure do you prefer and why?

History

Economic causes of World War II

What were the impacts of hyperinflation in 1923 and the Great Depression in the 1930s on the rise of Hitler's Nazi Party? Explain the impact on Germany of both these events and make connections to the causes of World War II.



Key innovations of World War II

Wartime is often characterised by leaps of progress in technology and innovation. Research and evaluate the long-term economic and social impacts of the following technologies developed during World War II:

- nuclear energy
- electronic computing
- synthetic rubber
- radar
- penicillin.

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Part 3

Geography

What is Geography?

Geography combines the study of the physical features of the Earth and the relationships people have with both natural and human environments. For example, geographers might measure changes in the water quality of a river, the biodiversity of a wetland or the rate of bleaching of a coral reef. They might also consider a range of factors that are responsible for these environmental changes and analyse their economic, social and environmental impacts. Geographers examine management strategies that seek to reduce or reverse environmental damage, and evaluate whether or not these management strategies are socially, economically and environmentally sustainable.

Asking questions about the world is an essential part of any geographical study. How did Aboriginal and Torres Strait Islander peoples use fire to manage forests and how can we apply these techniques in modern forest management? What was causing the decline in the number of penguins at Phillip Island's Penguin Parade throughout the twentieth century? Why is the average life expectancy only 53.8 years in Nigeria but 84.3 years in Japan? What is climate change and how will it affect different world regions? Studying Geography will provide you with the skills and knowledge needed to answer these questions while helping you to gain a greater appreciation for the natural and human world.



▲ **Figure A** The world can learn a lot about environmental management from Aboriginal and Torres Strait Islander people

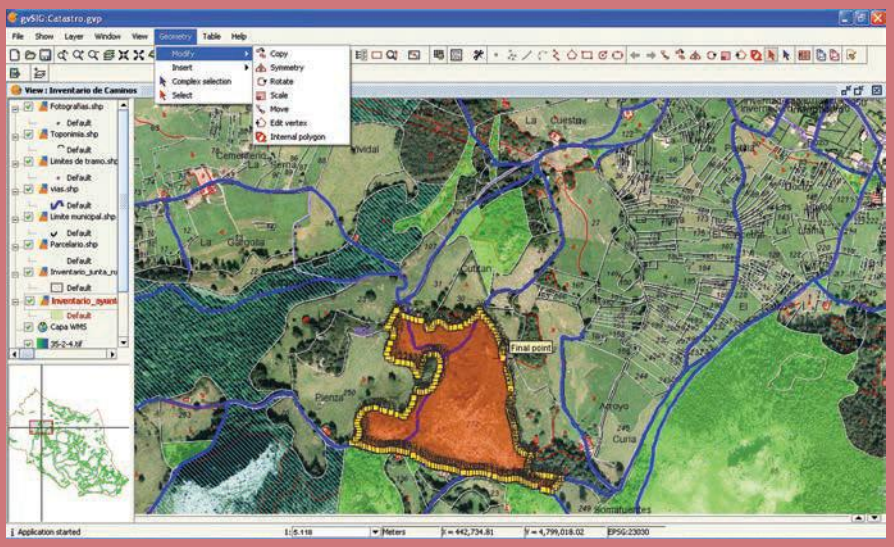
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Introducing geographical concepts and skills: *geographical thinking* and *using data and information*

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

Geographers collect, analyse and present data in order to answer questions and draw conclusions. This data often has a spatial component in the form of a map, a **geotagged photo** or a digital interactive map known as a **Geographic Information System** (GIS; see Figure B). Geographical data is used to compare different environments, determine why environments change, assess the impacts of these changes and evaluate how changes are managed.

Geographers collect their own **primary data** on a local scale by undertaking fieldwork. Techniques used to assess environmental change might include drawing profiles using surveying equipment, taking photographs to record change over time, using field sketches to record observations and measuring natural processes such as **longshore drift**.



▲ **Figure B** Geographers use Geographic Information Systems to organise and analyse spatial data.

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

Geographic concepts are used to help direct a geographer's thinking. The seven concepts used in Chapters 5 and 6 are: **place**, **space**, **environment**, **interconnection**, **sustainability**, **scale** and **change**. Figure C demonstrates the disastrous impacts that the erosion of riverbanks can have on local people as their houses and livelihoods are washed away. A geographer might investigate the spatial and temporal scale of this erosion and compare it with the erosion at other nearby places. The extent of the changes to the local environment could be assessed to determine the sustainability of local villages and the wellbeing of their inhabitants. The interconnection of this reach of the river with upstream and downstream regions might help determine the likelihood of similar events in the future.



▲ **Figure C** Erosion of a bank of the Meghna River, Bangladesh

The seven concepts mentioned earlier will be expanded upon throughout this and the following chapter as you explore various examples of environmental change, assess their management, and investigate the causes and consequences of variations in the wellbeing of people across the globe.

satellite imagery images taken by satellites orbiting the Earth

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

Geographic Information System (GIS) digital tool used to collect and analyse spatial data using layers on an interactive map

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

longshore drift transportation of sediment, such as sand, along a coast parallel to the shoreline owing to wave action

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

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Unit 1

Environmental change and management

Overview

As the global population continues to grow, the increasing demand for natural resources, agriculture, infrastructure and energy production is having a disastrous impact on natural environments. In 2018 alone, 16 million hectares of tropical tree cover was lost to deforestation, over eight billion kg of plastic flowed into our oceans, and global carbon emissions reached a record high of over 37 billion tonnes. These changes are causing irreversible damage to fragile ecosystems across the world.

This unit explores the ways in which human activities are changing different types of environments. You will investigate the direct and indirect factors causing these changes, compare the positive and negative impacts of these changes and evaluate environmental management strategies. A variety of contrasting case studies will prepare you with the skills needed to undertake your own research of an environmental change, including using fieldwork techniques to explore environmental management in your local area.

Learning goals

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

- What is an environment and how are environments classified?
- What are some of the main types of environments?
- What are environmental worldviews and how do they impact environmental management?
- In what ways do environments change and what are the causes of these changes?
- What are the social, economic and environmental impacts of environmental change?
- How are environmental changes managed?
- How effective are responses to environmental management?
- How can fieldwork techniques be used to observe environmental change and assess its management?

Please note at the time of writing in early 2020, the global COVID-19 pandemic was unfolding, and having a major effect on the world. The consequences were still largely unknown at the time of publication.

▼ **Figure D** A polar bear struggles to find solid ground north of Spitsbergen, Norway.



Video
Unit overview

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

Throughout this unit there will be a focus on developing your understanding of **environment**, **change** and **sustainability**. In Geography, the concept of **environment** is quite broad. It includes the characteristics of an environment, the processes that occur within an environment, the ways in which environments support life, and the interrelationships between people and environments. Environmental **change** occurs when any of these components are altered. Changes can occur at a variety of spatial and temporal scales as a result of human activities, natural processes or a combination of both.

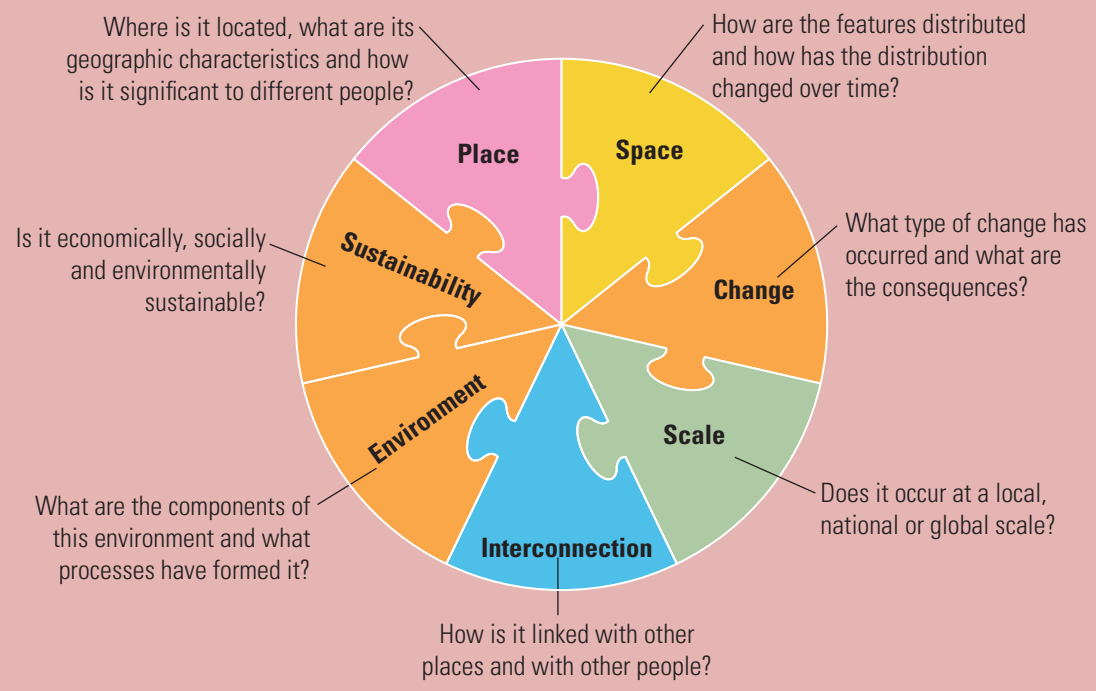
When environmental change leads to degradation, it can threaten the **sustainability** of a place or region. The concept of sustainability is about whether or not an environment is able to maintain current needs without compromising the ability to meet the needs of future generations. Sustainability is often described as having three pillars:

- Environmental sustainability involves the ability of an environment to maintain its natural functions.
- Social sustainability considers the wellbeing of people within this environment.
- Economic sustainability seeks to ensure that economic growth is maintained and that management is economically viable.

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

Geographical concepts

Geographical concepts



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CHAPTER 5

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

Environmental change and management

5.1 Setting the scene: unsustainable tourism causing environmental change in Thailand

You may have heard about or seen a movie, released in 2000, called *The Beach*, starring Leonardo DiCaprio. It was a movie adaptation of a novel by Alex Garland. The story is about an American backpacker who discovers a secret beach in Thailand that is rumoured to be a pristine paradise, unspoiled by local people and tourists.

In the real world, this place is known as Maya Bay and it is part of the island of Phi Phi Leh in southern Thailand. As shown in the aerial photo in Figure 5.4, the island is surrounded by limestone hills up to 100 metres tall, giving the 300-metre-long bay the allure of secrecy.

Despite its clear water, white sand and vibrant vegetation, Maya Bay's characteristics did not completely suit what was needed for filming the movie. Therefore, some of the vegetation was removed and replaced with foreign palm species to match what viewers would perceive as a typical paradise. As shown in Figure 5.2, this led to protests from local Thai environmentalists, who worried about the environmental sustainability of the site.

revegetation process of replanting vegetation on land that was previously degraded

erosion gradual wearing away and removal of rock, soil or sediment by wind, water or other natural forces

propagate to use existing plants to grow more specimens of the same plant

rehabilitate restoring an area of land back to its original state after it has been damaged

ecological relating to the environment

After filming, the site was **revegetated**. However, since new plantings were not completely established, the dune system was left vulnerable to **erosion**. Although bamboo barriers were constructed to protect the dunes, subsequent high tides and strong storms led to significant erosion and sand was washed into the sea, damaging the bay's fragile coral reef.

Following the success of *The Beach*, Maya Bay became a tourist attraction. Visitors flocked to the site, craving the same experience as DiCaprio's character in the movie. While they were expecting to find an isolated paradise, in reality they were faced with hordes of other visitors, ruining the very attraction they were coming to see. While an average of 171 people visited the bay in 2008, its popularity, especially within the Chinese tourist market, led to over 5000 daily visitors in 2018, with 200 boats arriving every day.

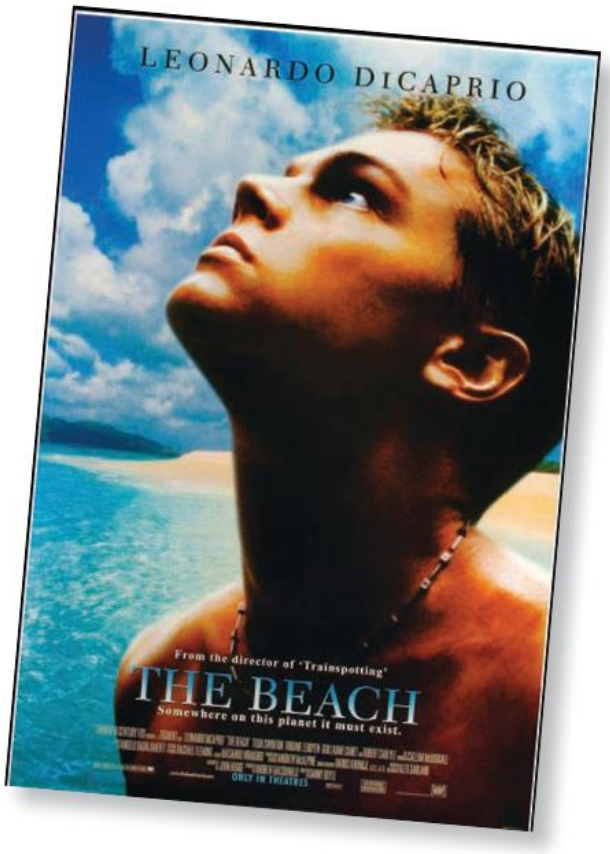
Studies from Thailand's Kasetsart University showed that approximately 90 per cent of the coral system had been damaged, largely from boat anchors, and that the site needed time to naturally recover. In response to this degradation, Thailand's Department of National Parks, Wildlife and Plant Conservation closed the beach to visitors on 1 June 2018. As part of this management, coral was **propagated** from local species to help restore the ecosystem, and a restriction was placed on boats, forcing them to remain 300 metres away from the shoreline. Although the closure was initially meant to last only four months, it was extended indefinitely to allow the environment time to fully recover.

Early observations have shown that these steps have been successful in **rehabilitating** the site. Blacktip reef sharks have returned to the area, which is a sign of its improving **ecological** health. The site is expected to reopen to visitors once it has recovered further. Numbers will be capped at 2000 people per day and boats will be forced to use new infrastructure to reduce the impact on the coral reef.

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Tourism is a vital industry in Thailand, accounting for an estimated 18 per cent of the country's **gross domestic product**. However, approximately 80 per cent of Thailand's coral reefs have been destroyed due to pollution, damage from boat anchors and development of the coastline. Thailand's natural environment is a drawcard for tourists. Therefore, its degradation is not only threatening its environmental sustainability, but also the economic sustainability of the tourism industry itself.

gross domestic product
measure of a country's economic activity based on the total value of goods produced and services provided in that country in one year



▲ **Figure 5.1** Movie poster for *The Beach*, starring Leonardo DiCaprio



▲ **Figure 5.2** Thai environmentalists protest the opening of *The Beach*.



▲ **Figure 5.3** By 2018, Maya Bay was receiving up to 5000 visitors daily.



Figure 5.4 Maya Bay is surrounded by steep limestone cliffs.

MAKING THINKING VISIBLE 5.1

Think, pair, share

Answer the following questions by considering both positive and negative impacts. Share your thoughts with a partner and justify your opinion.

1. Do you think tourism should be permanently banned in Maya Bay?
2. Would you visit Maya Bay?
3. Can you think of any examples of unsustainable tourism in Australia?

Key concepts: place, sustainability, change

HASS skills: analysing, communicating and reflecting

Video
Figure 5.4A
Maya Bay

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5.2 Chapter overview

Introduction

As societies develop, their thirst for resources and their need to modify landscapes to house a growing population can have devastating impacts on environments around the world. Modern technology has allowed people to explore and change almost all corners of the globe, with the exception of only the most remote and inhospitable places. Our intrinsic connection to the natural world, coupled with our desire to visit it and live among it, is having a negative impact on these places. Ironically, by modifying environments to suit people, we are degrading the characteristics that attracted us to them in the first place.

The plight of Maya Bay is just one of many examples of environmental change and management discussed throughout this chapter. Using a series of case studies, you will explore the reasons why different types of environments are unique and significant, the ways in which these environments are changing, and how management strategies are aiming to improve environments in order to achieve economic, social and environmental sustainability.

Learning goals

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

- What is an environment and how are environments classified?
- What are some of the main types of environments?
- What are environmental worldviews and how do they impact environmental management?
- In what ways do environments change and what are the causes of these changes?
- What are the social, economic and environmental impacts of environmental change?
- How are environmental changes managed?
- How effective are responses to environmental management?
- How can fieldwork techniques be used to observe environmental change and assess its management?

Geographical skills

After completing this chapter, you should be able to:

- Predict changes in the characteristics of places over time and identify the possible implications of change for the future
- Identify, analyse and explain significant spatial distributions and patterns, and identify and evaluate their implications, both over time and at different scales
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences
- Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources
- Select, organise and represent data and information in different forms, including by constructing special-purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Digital resources

Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- image gallery tour of key locations in this chapter
- videos, image galleries and other extra materials.

Video
Five interesting facts about environmental change

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5.3 Environments

FOCUS QUESTION

What is an environment and how are environments classified?

What is an environment?

The term 'environment' comes from the French word *environ*, meaning 'that which surrounds'. In Geography we define the environment as being all the living and non-living components within and surrounding a place.

In a forest environment, living components range from the tallest tree receiving the most sunlight right down to the tiniest insects breaking down plant matter on the forest floor. Non-living components, such as the shape of a landscape, the amount of sunlight, soil types and moisture levels, determine the types of **habitat** within an environment and therefore the type of organisms that live there. As shown in Figure 5.5, these components can be broadly grouped as the **atmosphere**, **lithosphere**, **hydrosphere** and **biosphere**.

People are a significant part of environments, both in the way they rely on them for harvesting resources and the ways in which they modify and manage them. This section introduces the difference between an environment and an ecosystem and the different ways that environments can be classified, based on their geographic characteristics.

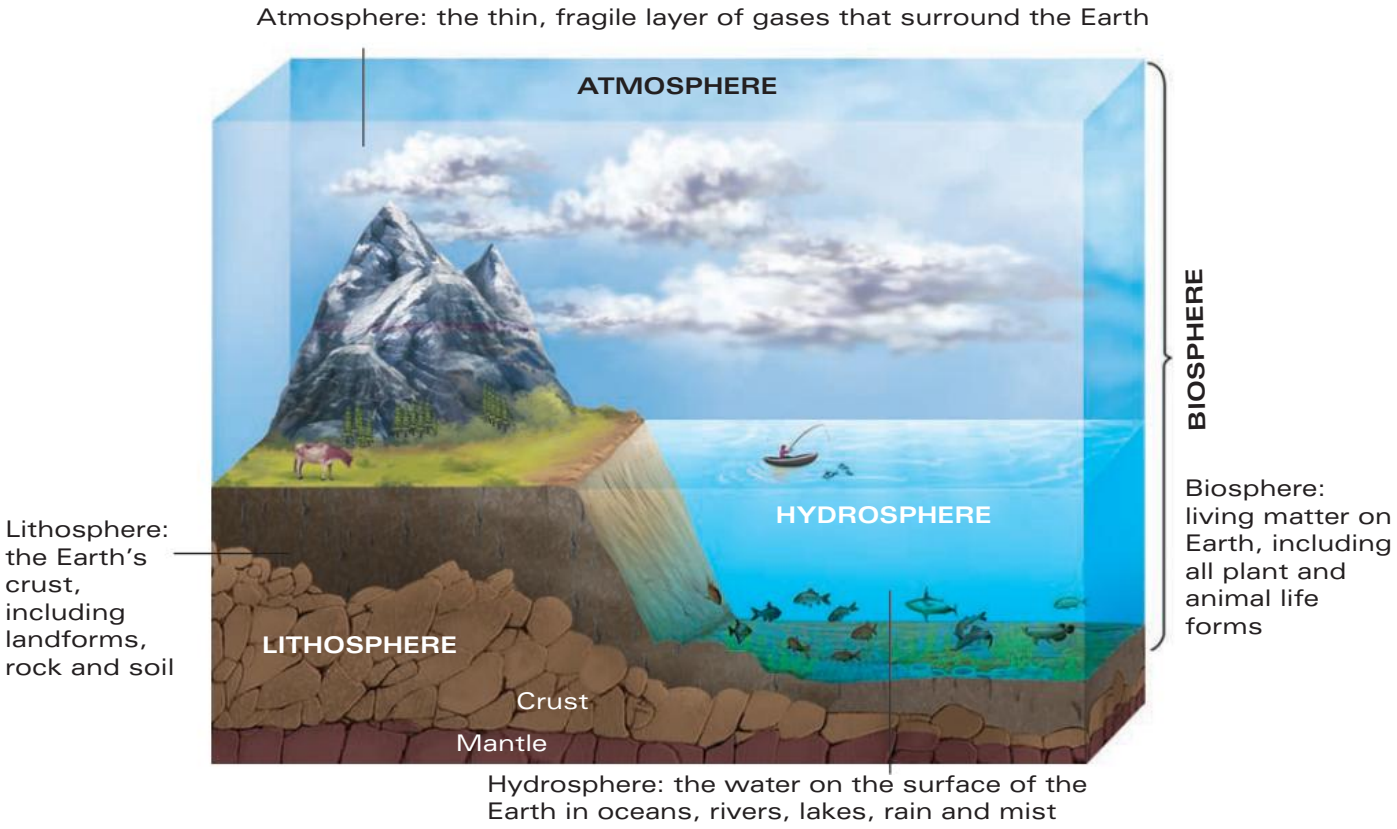
habitat area of an environment in which an organism lives

atmosphere the mixture of gases that surround the Earth

lithosphere the mixture of rocks that make up the Earth's mass, including the solid land mass on the Earth's surface, the molten rocks beneath the crust and the mantle and the liquid rocks near the Earth's core

hydrosphere the water on the Earth's surface, including water in gaseous, liquid and solid form

biosphere all living things on the Earth which rely on the other three spheres (atmosphere, lithosphere, hydrosphere) for survival



▲ **Figure 5.5** The hydrosphere, lithosphere and atmosphere together support the biosphere, which contains all the living things within an environment (including people).

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ecosystem community of living organisms that interact with the non-living components within an environment

process series of natural steps or human actions that lead to change

respiration inhalation and exhalation of air by humans and animals, during which oxygen is absorbed and carbon dioxide is released

photosynthesis process by which plants convert solar energy and carbon dioxide into glucose and oxygen

fossil fuels resources such as coal and gas that were formed from the buried and decaying remains of organisms

drainage basin area of land in which all precipitation collects and drains into a river system

biodiversity the variety of living things within an environment, including plants, animals and microorganisms – the more types of living things in an environment, the higher its biodiversity

What is an ecosystem?

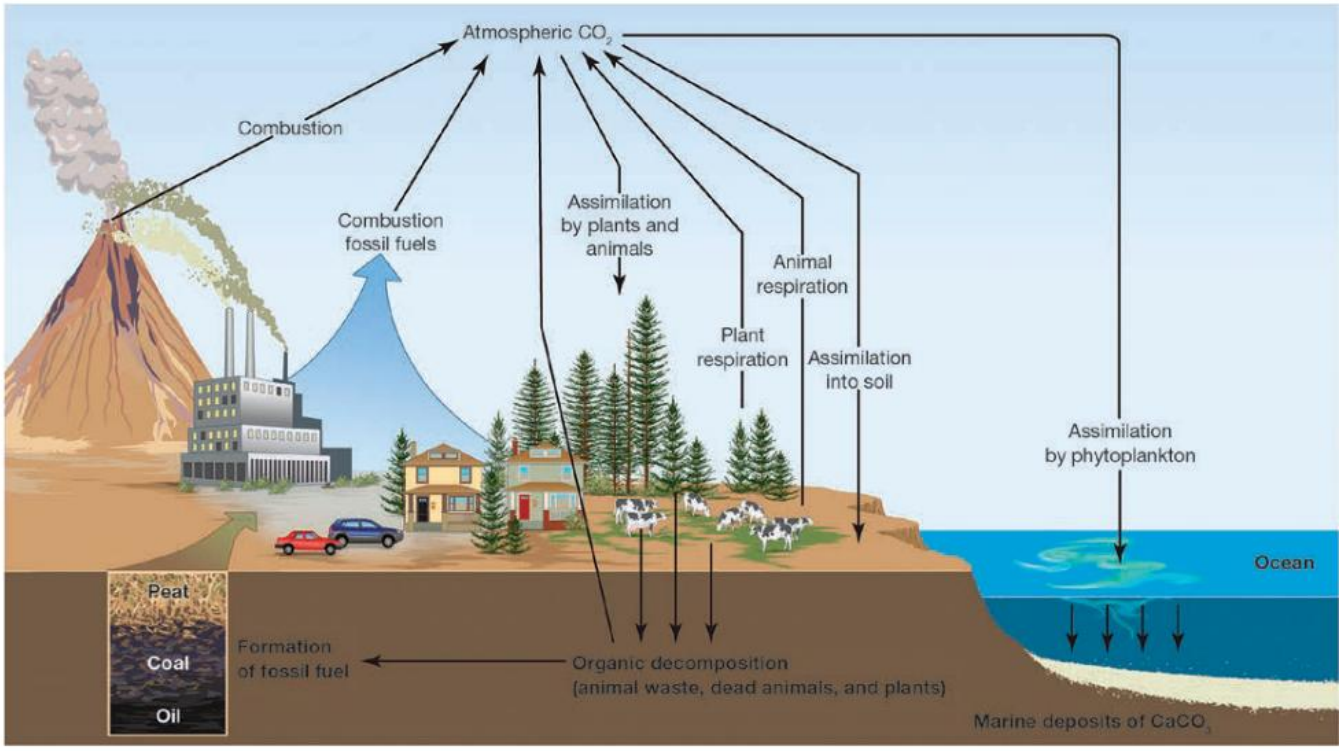
An **ecosystem** is a community of living organisms that interact with the non-living components within an environment. Elements of an ecosystem are interconnected through **processes** such as nutrient cycles and energy transfers. For example, Figure 5.6 shows the different processes within the carbon cycle.

In the carbon cycle, carbon dioxide is released from organisms during **respiration** and absorbed from the atmosphere into plant material via **photosynthesis**. Dead and decaying organisms release carbon back to the atmosphere. Organic matter that doesn't break down turns into **fossil fuels** such as coal, which is a resource used by people.

Natural processes often involve multiple spheres and can link different types of environments. Rainfall (atmosphere) within a **drainage basin** can increase the flow of rivers (hydrosphere), which can lead to the erosion of landscapes (lithosphere) and provide a habitat for a range of species (biosphere).

What is biodiversity?

Biodiversity is defined as the variety of living things within an environment, including plants, animals and microorganisms. It is



▲ **Figure 5.6** The carbon cycle

ACTIVITY 5.1

Using Figure 5.6, write down a series of steps showing the way in which carbon moves from the atmosphere, through the landscape and back into the atmosphere during the carbon cycle.

Key concepts: environment **HASS skills:** communicating and reflecting

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an important measure of the health of an environment. The natural components and processes within a healthy environment help to maintain high levels of biodiversity. On the other hand, when the biodiversity of an environment is reduced it is a sign that the environment has been modified, damaged or experienced **degradation**.

How are environments classified?

Geographers categorise environments based on their combinations of **geographic characteristics**. In land-based environments, these include **climate**, **elevation**, **topography**, **vegetation** and soil types. In marine environments, characteristics include **water quality** and depth. The location of a place often plays a large role in determining its environment.

For example, a forest found near the equator within the tropical climate zone, such as a forest in Indonesia, is likely to have a consistently warm temperature and experience high rainfall. It will therefore be classified as a tropical rainforest. However, a forest located within a wet temperate zone, like a forest in Tasmania, will be classified as a cool temperate rainforest.

The characteristics of human or built environments vary significantly between different natural environments. They can be compared based on their **population density** and features such as roads, buildings and land uses.

Although environments can be classified based on similar characteristics, they can also vary greatly within these classifications. Figure 5.7 shows three distinct examples of coastal environments that vary based on the natural processes that formed them and their level of modification by people.

Due to the interconnections between different types of environments, the boundaries between environments are often unclear. For example, the satellite image in Figure 5.8 shows five different types of environments. It depicts the Murchison River in Western Australia flowing through the Kalbarri National Park near Kalbarri, towards Chinaman's Beach and out to Gantheaume Bay. (A discussion of each of these types of environments can be found in the digital versions of this textbook.)

degradation reduction in the quality and health of a natural environment due to natural processes or human activities

geographic characteristics physical and human characteristics of a place

climate long-term trends in the weather conditions of a place, for example average rainfall and temperature

elevation the height of a place above sea level

topography the relief, or shape, of the surface of a landscape

vegetation all the types of plants found in a place, for example grasses, shrubs and trees

water quality condition of water in terms of its chemical, physical and biological properties

population density number of people per square kilometre



▲ **Figure 5.7** Three distinct examples of coastal environments: Shark Bay, north-western Western Australia (left), Waianapanapa Beach, Maui, Hawaii (middle), Surfer's Paradise, Gold Coast, south-eastern Queensland (right)

MAKING THINKING VISIBLE 5.2

Think, puzzle, explore

1. Why do you think the three coastal environments shown in Figure 5.7 are so different?
2. What questions or puzzles do you have about these places?
3. Explore each of these places (using the internet) to gain some insight into how they formed and why they have these characteristics.

Key concepts: place, environment

HASS skills: questioning and researching, analysing

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▲ **Figure 5.8** Kalbarri and its surroundings, northern Western Australia.

END OF SECTION REVIEW 5.3

Review questions

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

Recall

1 Using Figure 5.5, define the terms atmosphere, lithosphere, hydrosphere and biosphere. Give an example for each.
2 What is an ecosystem?
3 List some of the characteristics used to classify an environment.

Interpret

4 Name the five different types of environments represented in Figure 5.8.
5 List some of the non-living components in an environment that can determine the types of plants and animals living there.

Argue

6 'Biodiversity is the most important measure of the health of an environment.' Explain what this statement means and discuss whether or not you agree with it.

Extension

1 Draw your own diagram summarising the Earth's four spheres. Annotate it to show how non-living components within an environment support the living components.
2 Visit the Map Maker tool on the National Geographic website via the following link: https://cambridge.edu.au/redirect/9695. Add the Climate Zones layer from the Climate and Weather category. Using the legend, list the different climate types found within Australia. Compare this with the climate types found within the United States.

Key concepts: place, space, environment, interconnection

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

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5.4 Types of environment

FOCUS QUESTION

What are some of the main types of environment?

There are many different categories of environments. This section outlines five of these categories and looks at their geographic characteristics, the components found within each of them, and some of the natural processes and human activities that constantly change the environment.

Land environments

The Earth supports a wide variety of land environments. Although they vary significantly, most land environments can be classified as forests, deserts, grasslands or ice environments. Inland water bodies, coastlines and highly modified rural or urban landscapes are also significant land environments. These will be discussed in the following sections.

Figure 5.9 shows the temperature and **precipitation** ranges for different categories of land environments.

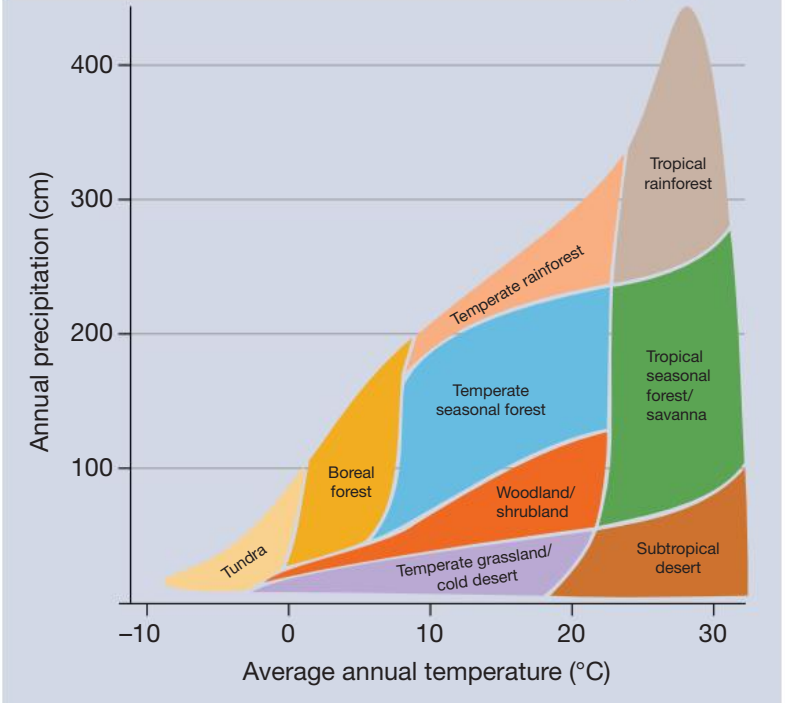
Figure 5.10 shows the spatial distribution of **land cover** across the globe. This distribution is based on a combination of factors including:

- latitude, which broadly determines climate zones
- whether a place is close to or far away from a coastline
- elevation, which can determine rainfall and temperature
- the presence of major landforms, such as mountain ranges.

precipitation any type of water that falls from the atmosphere onto Earth's surface, such as rain, snow, sleet or hail

land cover the physical land type covering the Earth's surface, including vegetation, water, ice and bare soil

PRECIPITATION AND TEMPERATURE



◄ **Figure 5.9** Precipitation and temperature are the two main climate factors that determine the type of land environment that will exist in a place.

Key concepts for your memory bank

Change helps to explain geographical phenomena by investigating how they have developed over time, by noting the types of changes and the resulting consequences, whether positive or negative. *Pop this concept into your memory bank – at the end of this book is an activity which will test your understanding of this, and other key HASS concepts!*

ACTIVITY 5.2

Using Figure 5.9, draw a table summarising the annual precipitation and average temperature needed for each type of environment to exist.

Key concepts: space, environment

HASS skills: analysing

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.1

Describing spatial distribution using the PQE method

choropleth map map that uses shading or colours within defined areas to show the average value of a statistical variable within that area

When describing the distribution of a phenomenon using a **choropleth map**, there are three important things to include: the pattern, quantification and an exception. This is also known as the PQE method. Use at least one sentence to describe each of these.

Pattern: give a general overview of the distribution.

- Is the overall distribution even or uneven?
- Where are areas that have a high or low amount? Provide some examples.

Quantification: provide specific evidence to demonstrate the pattern. Use the key or legend provided with the map and approximate areas using percentages.

- Roughly how much of the Earth has a high or low amount?
- What percentage of Africa has a high or low amount?
- What is the amount in these three European countries?

Exception: Identify an example or several examples of specific places that do not fit your pattern.

- Where is there a place that has a high amount surrounded by places with a low amount?
- Where is a place that has a much higher or lower amount than anywhere else?

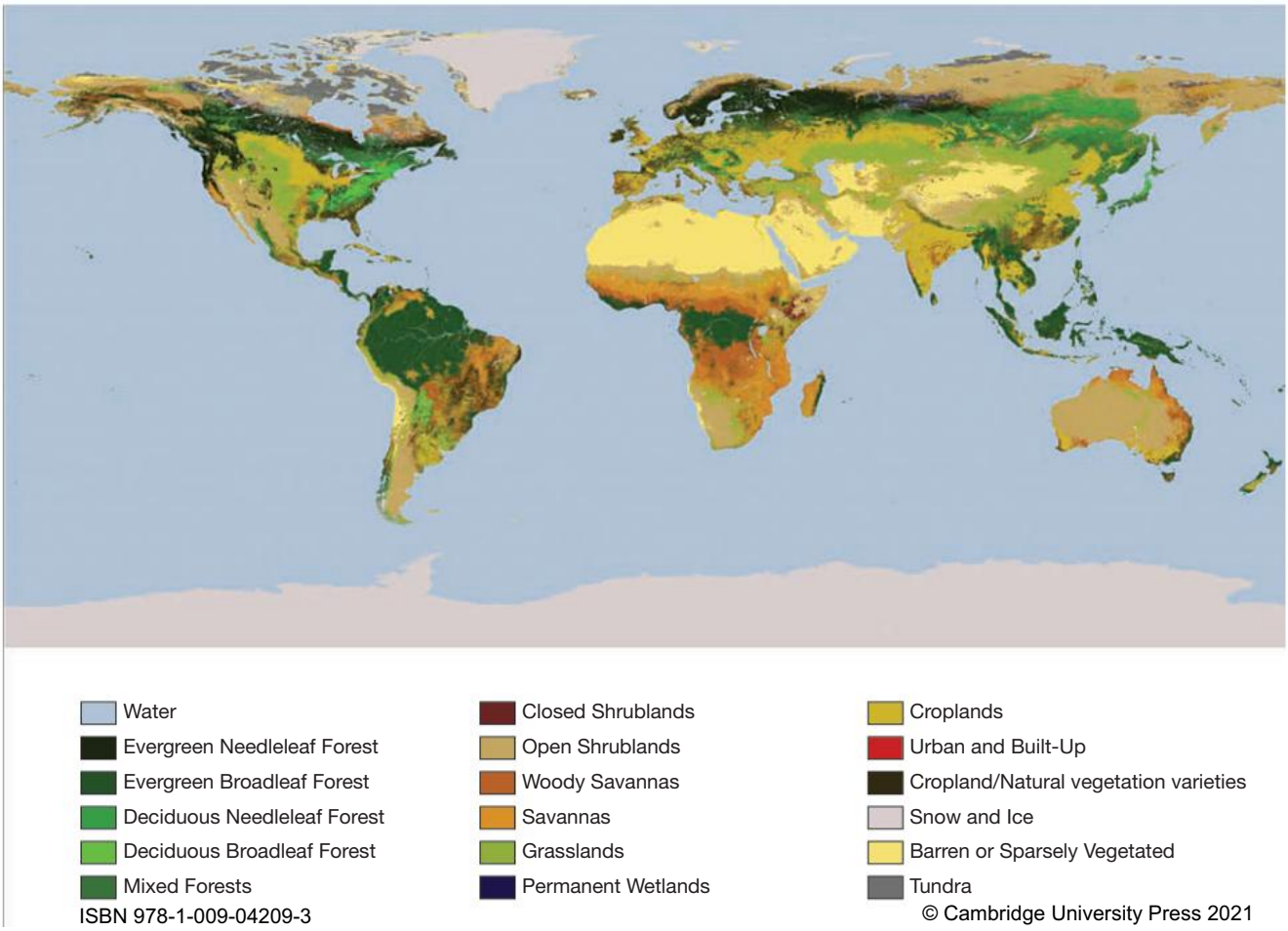
Refer to Figure 5.10 when answering the following questions:

1. What is the global distribution of barren or sparsely vegetated land?
2. What is the global distribution of croplands?
3. Can you see any association between land cover and latitude? Consider whether forests and barren areas are located at similar latitudes throughout the world. Provide examples to support your answer.

Key concepts: place, space, environment

HASS skills: analysing

▼ **Figure 5.10** The global distribution of land cover (you can zoom in on this map in the digital versions of this book)



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Deserts

Deserts cover approximately one-third of all land on Earth. They are defined as areas of land that have a moisture deficit. This means that the amount of water gained through precipitation is less than the amount of water lost through **evaporation** and **transpiration** each year.

Although their amount of precipitation varies, deserts are generally defined as places that receive an average of less than 250 mm of precipitation each year. The Sahara Desert (Figure 5.11) is the world's largest hot desert. It is located in northern Africa and receives an annual average of 100 mm of precipitation. In contrast, Antarctica is the largest cold desert. It receives an average of 166 mm of precipitation each year. Vegetation within deserts is sparse – in many **hyper-arid** deserts it is nonexistent.



▲ **Figure 5.11** Parts of the Saraha Desert are hyper-arid – this means their annual rainfall is less than 100 mm.

Forests

Forests are environments dominated by tree cover. The Food and Agriculture Organization defines forests as land with a tree crown cover of more than 10 per cent and an area of more than 0.5 hectares. As shown in Figure 5.10, there are many types of forests, determined primarily by the local climate.

Figure 5.12 shows the Amazon rainforest, which is a tropical rainforest covering more than five million square km in the northern region of South America. It has a very high biodiversity, containing 10 per cent of the world's known species of plants, animals and insects. Warren National Park is located along the valley of the Warren River in Western Australia's South West region. It comprises temperate forest dominated by karri trees with an undergrowth of banksia, peppermint and wattle trees.

Forests are complex ecosystems, containing a variety of habitats from the **canopy** right through to the forest floor.

evaporation process of a liquid becoming a gas when it is heated

transpiration process of a plant absorbing water through its roots and releasing water vapour through pores in its leaves

hyper-arid extremely dry and barren region receiving less than 100 mm of precipitation each year

canopy uppermost layer of a forest at the top of mature trees





▲ **Figure 5.12** Comparison of the Amazon rainforest (left) and Warren National Park, Western Australia (right)

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ACTIVITY 5.3

Compare the forests shown in Figure 5.12 by commenting on the density and diversity of the vegetation.

Key concepts: place, environment

HASS skills: analysing, communicating and reflecting

groundwater water located below the Earth's surface in porous soils and rocks

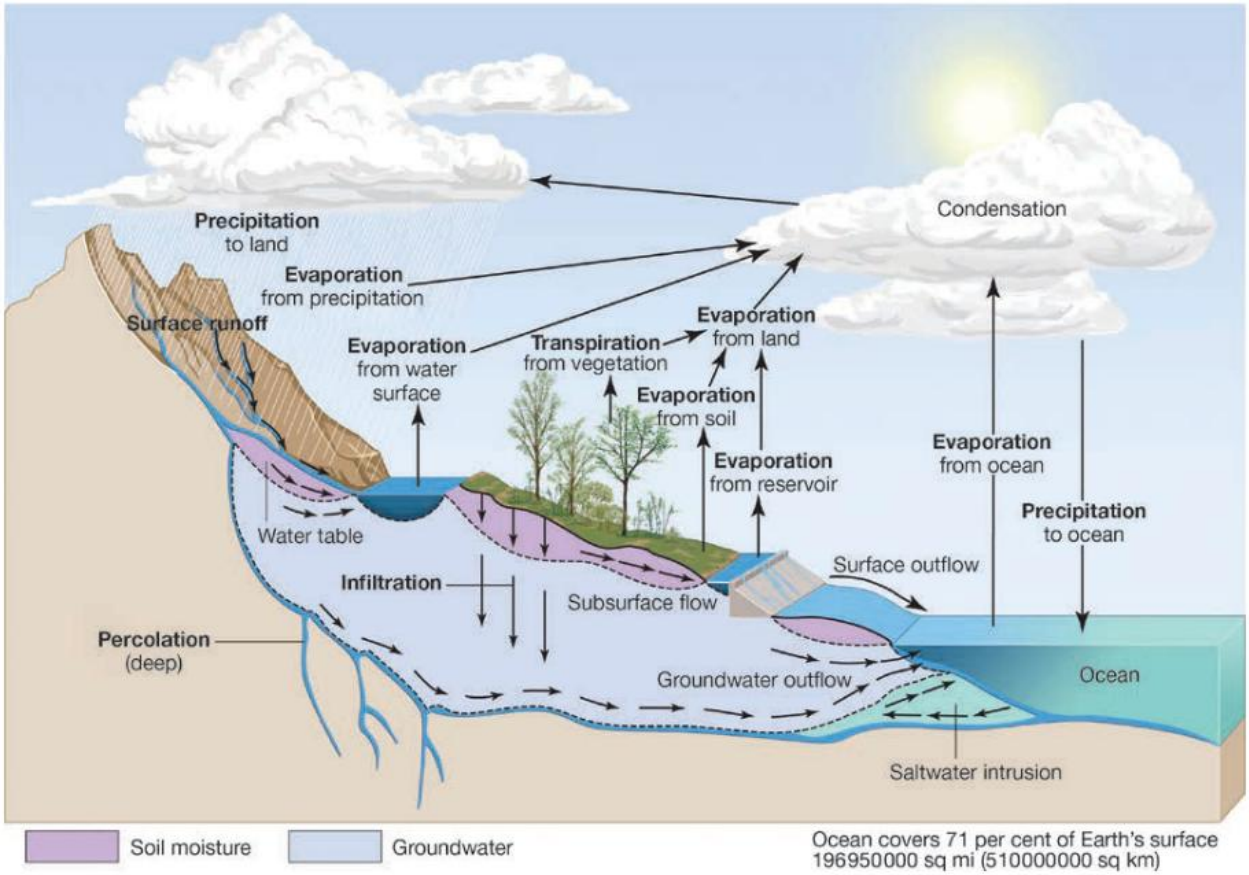
tributary river that flows into a larger river or lake

infiltrate when water above the ground soaks into the soil

Inland water environments

Inland water environments include all water sources found on and below the land. These include rivers, lakes, wetlands and **groundwater**, as well as the landscapes that surround them.

River environments are confined within the boundaries of drainage basins. All precipitation that falls within these basins either flows into a network of rivers and their **tributaries** as runoff, or **infiltrates** into the soil, recharging groundwater storage (see Figure 5.13).



▲ **Figure 5.13** Movement of water through a river environment

ACTIVITY 5.4

Using the information in Figure 5.13, draw a flowchart showing the different ways that water can move through a river environment.

Key concepts: environment

HASS skills: analysing, communicating and reflecting

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As rivers flow, they erode the landscape, transport sediment and deposit it downstream. This process creates distinctive landforms such as valleys, interlocking spurs, waterfalls, meanders, oxbow lakes and floodplains. These landforms are shown in Figure 5.14.

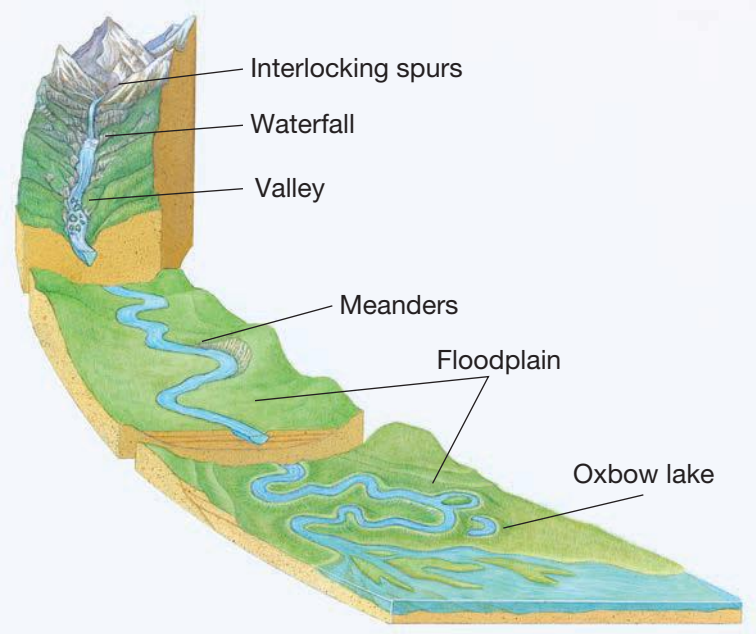
Rivers, lakes and wetlands support a range of ecosystems in and out of the water. Aquatic plants and algae grow within water bodies, whereas **riparian** vegetation grows along the banks of a waterway. This vegetation is vital in maintaining the health of waterways. It slows floodwater, stabilises banks to prevent erosion, adds oxygen to the water, and provides habitat for both aquatic and **terrestrial fauna**.

Wetlands are places where stagnant or flowing water covers the soil at various times throughout a year. They act like giant sponges, absorbing and filtering excess nutrients and pollutants. Wetlands are vital for maintaining the quality of surface water and groundwater. Swamps, marshes, billabongs and lakes are all examples of riparian wetlands that differ based on characteristics such as quantity and seasonality of water supplies, soil types, vegetation types and drainage.

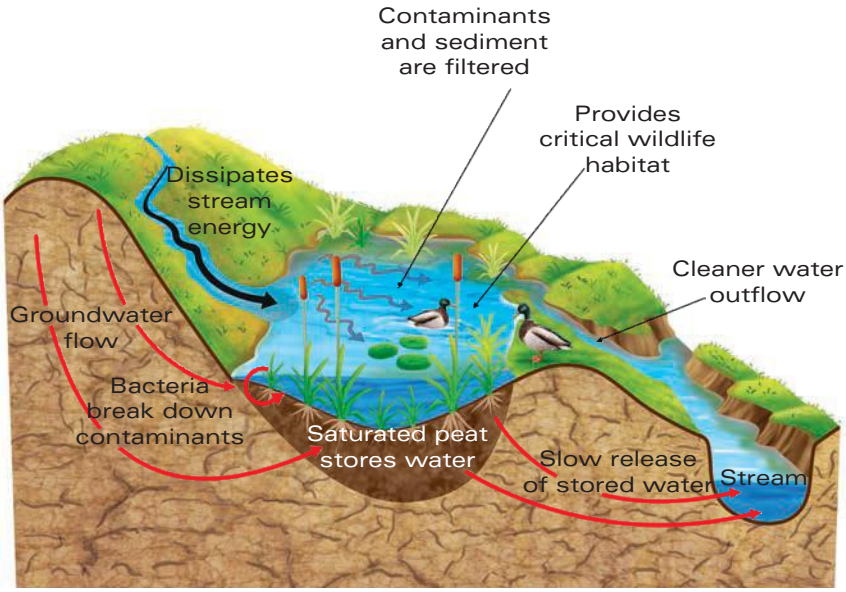
riparian relating to the banks of a river or lake

terrestrial fauna land-based animals in a particular area

wetland place where stagnant or flowing water covers the soil at various times throughout a year

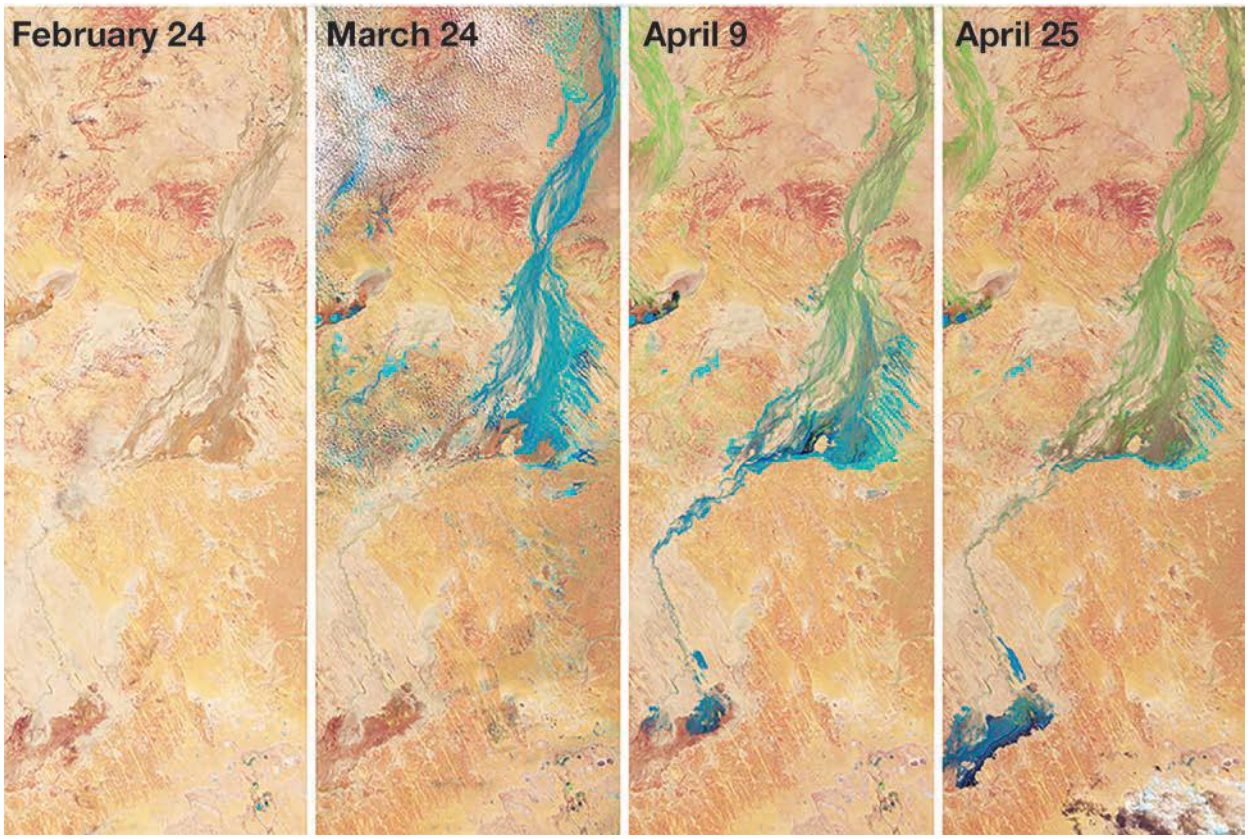


▲ **Figure 5.14** The different types of landforms found throughout the upper, middle and lower parts of a river environment

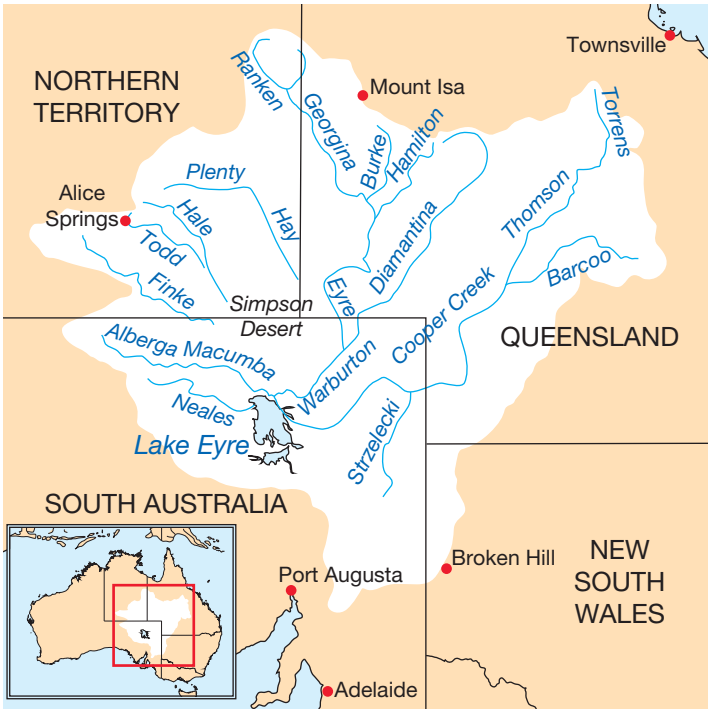


▲ **Figure 5.15** The role of a wetland within an environment

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▲ **Figure 5.16** Floodwaters from Queensland rapidly transform Lake Eyre's environment in 2018



▲ **Figure 5.17** Location of the Kati Thanda-Lake Eyre Basin and its main river systems

Some rivers, lakes and wetlands are permanently inundated or flowing, whereas others are intermittent (they flow only occasionally). Seasonal floods, variable flows and drought are natural processes essential for maintaining these ecosystems. Floods facilitate the interconnection between all parts of a river system, transporting and depositing rich sediment over vast floodplains.

The Lake Eyre Basin in central Australia, known by the local Arabana people as Kati Thanda, is a dry and salty lakebed covering around one-sixth of Australia's land area (approximately the same size as Spain), reaching across the Northern Territory, South Australia, Queensland and New South Wales. However, as shown in Figure 5.16, this barren landscape can rapidly become a thriving oasis. This transformation occurs roughly every three years as floodwaters travel more than 1000 km to recharge the entire basin.

Coastal environments

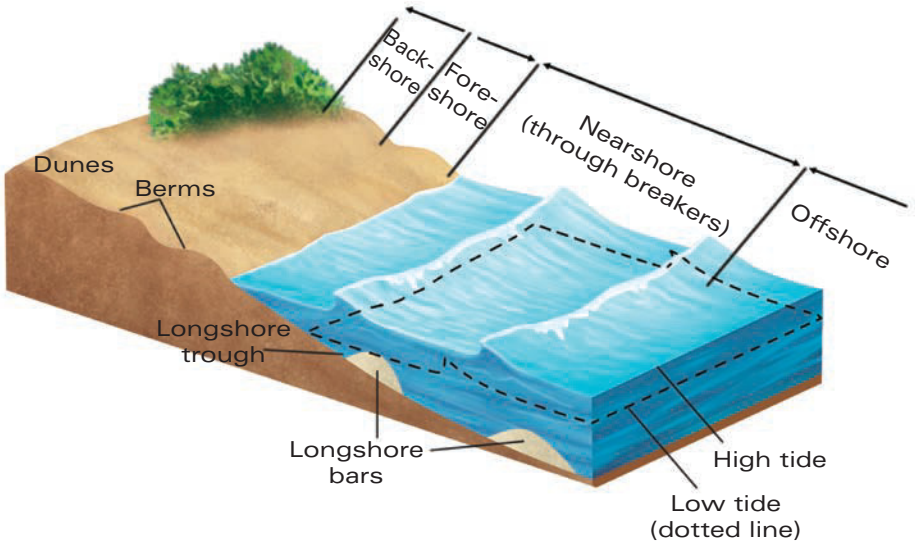
Coastal environments are the link between the land and sea. They transition from components typically found in inland environments, such as dune vegetation, to components typically found in marine environments, such as coral reefs. As shown in Table 5.1, coastal environments are divided into different zones: offshore, nearshore, foreshore and backshore.

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COASTAL ENVIRONMENTS

Zone	Description
Backshore	This area extends inland from the high-tide mark all the way to the highest point that water will reach during a storm. This region often contains dunes that are formed by sand transported and deposited by wind.
Foreshore	Also known as the intertidal zone. This area extends from the low-tide to the high-tide mark. It contains landforms such as **berms**, running parallel to the coastline.
Nearshore	This is the area of the coast that is always underwater, extending from the shoreline to just beyond the point where waves break in the surf zone. This area contains ridges of sand known as sandbars.
Offshore	This is the area beyond the nearshore zone, containing deeper water that stretches all the way to the edge of the **continental shelf**.

▲ **Table 5.1** Zones that make up a coastal environment



▲ **Figure 5.18** The different zones that make up a coastal environment

Coastal environments are dynamic, meaning they change regularly owing to coastal processes. The action of the tides, the wind and waves are the forces driving these processes.

Waves can produce erosional landforms such as cliffs. They can also transport sediment along the shoreline due to longshore drift. Wind can form and modify the shape of dune systems by eroding and depositing sands.

Coastal landforms form the basis for habitats that support a range of species within a coastal ecosystem. The interconnection between different components determines the type of ecosystem that is produced.

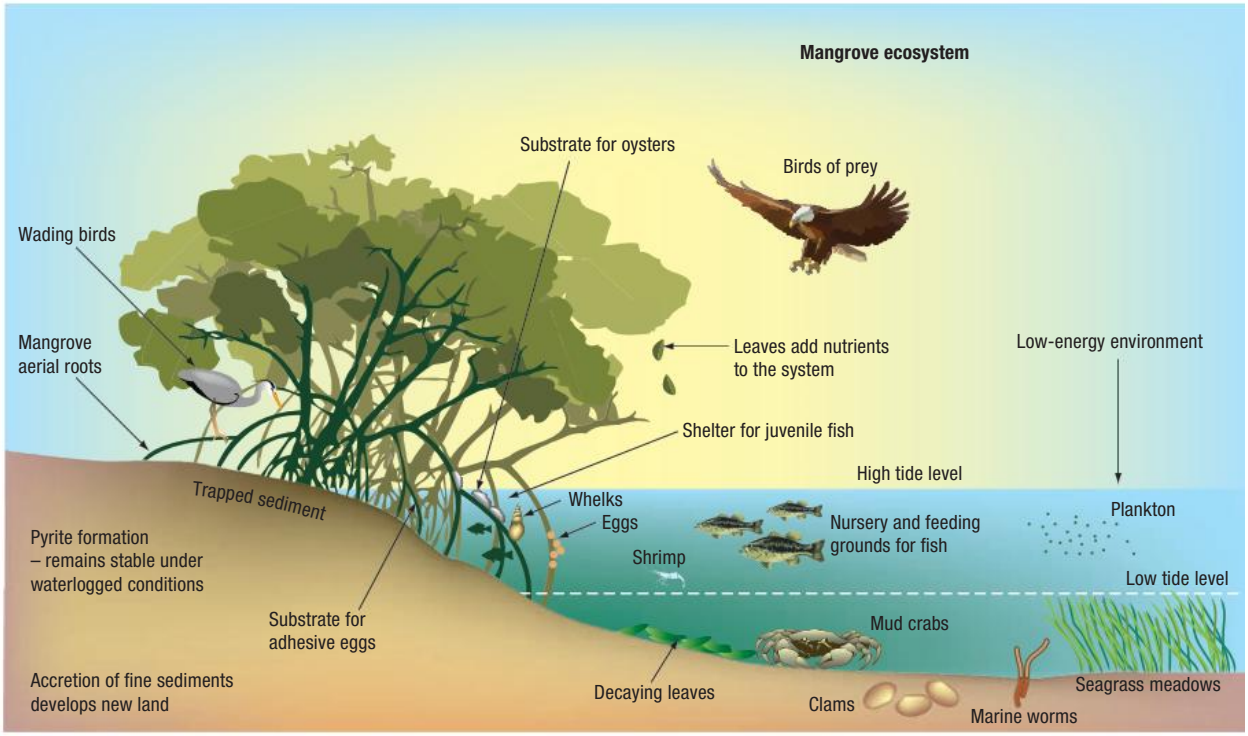
For example, **estuaries** are environments in which the mouth of a freshwater river meets the open sea, providing a unique habitat containing both riverine and marine environments. Other common ecosystems found in coastal areas include dune systems that support fragile vegetation, and coastal wetlands such as salt marshes, mangroves and mudflats.

berm long, narrow ridge of sand or gravel running parallel to the shoreline

continental shelf part of the edge of a continent that is submerged beneath shallow ocean

estuaries environments in which the mouth of a freshwater river meets the open sea

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▲ **Figure 5.19** Mangrove ecosystems provide habitats for many aquatic and terrestrial species. They also trap sediment, stopping it flowing into the sea, and protect inland areas from damaging waves and storm surges.

Marine environments

Oceans cover approximately 71 per cent of the Earth's surface. This makes marine environments the most common environments on Earth.

Generally speaking, oceans are an average of 4 km deep. However, marine environments can vary significantly, from shallow coastal regions to the 11-km-deep Mariana Trench in the western Pacific Ocean.

salinity measure of the amount of salt in water or soil

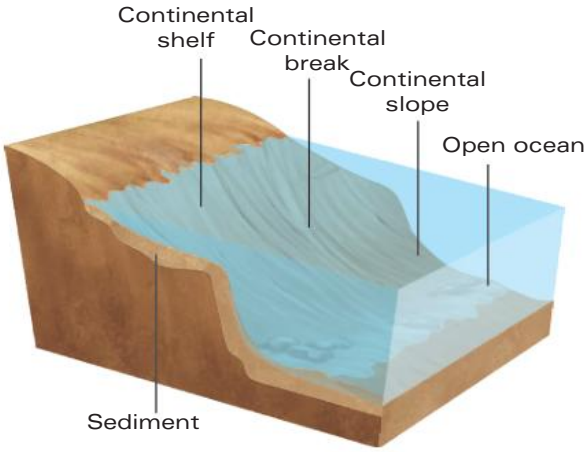
acidity measure of the amount of acid in water, measured using the pH scale

turbidity measure of the transparency, or cloudiness, of a liquid, caused by the concentration of suspended particles within it

dissolved oxygen amount of oxygen contained in water, used by aquatic organisms for respiration

Marine environments can be divided into two main categories: coastal and open ocean. The coastal zone includes areas as far inland as a high tide can reach, and as far out as the edge of the continental shelf. There is, therefore, a spatial overlap between marine and coastal environments. Everything beyond the coastal zone is known as open ocean (see Figure 5.20).

The dominant and common characteristic of all marine environments is seawater. However, the temperature, **salinity**, **acidity**, **turbidity**,



▲ **Figure 5.20** The coastal zone extends from the high-tide mark to the edge of the continental shelf.

availability of light, nutrient levels and degree of **dissolved oxygen** of seawater can vary significantly. These differences depend on the geographical location of the seawater, particularly its latitude, its depth, the movement of ocean currents and the impacts of nearby environments (for example, the discharge of rivers into coastal regions).

Variations in the non-living components of a marine environment can create different habitats and thus determine the types of organisms that live within them. Living components of marine environments include corals, kelp, mangroves

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▲ **Figure 5.21** The Great Barrier Reef supports more than 1500 species of fish

and seagrasses. These provide habitats for a range of other marine species like phytoplankton, which are tiny plantlike organisms that form the basis of the marine **food web**.

Coral polyps are tiny organisms found in tropical waters. Their bodies are soft, but they contain a protective limestone skeleton at their base, which they use to attach to rocks on the sea floor. These tiny organisms then clone themselves, forming a colony and joining with other corals to form a reef.

Coral reefs have very high biodiversity. They are home to 25 per cent of all marine species on Earth, despite only covering 0.1 per cent of the ocean's total area. Australia's Great Barrier Reef is the largest coral reef in the world. It is made up of over 3000 individual reefs, stretching for 2300 km just off Queensland's coastline.

food web links between what each organism eats, and what it is eaten by, within an ecosystem

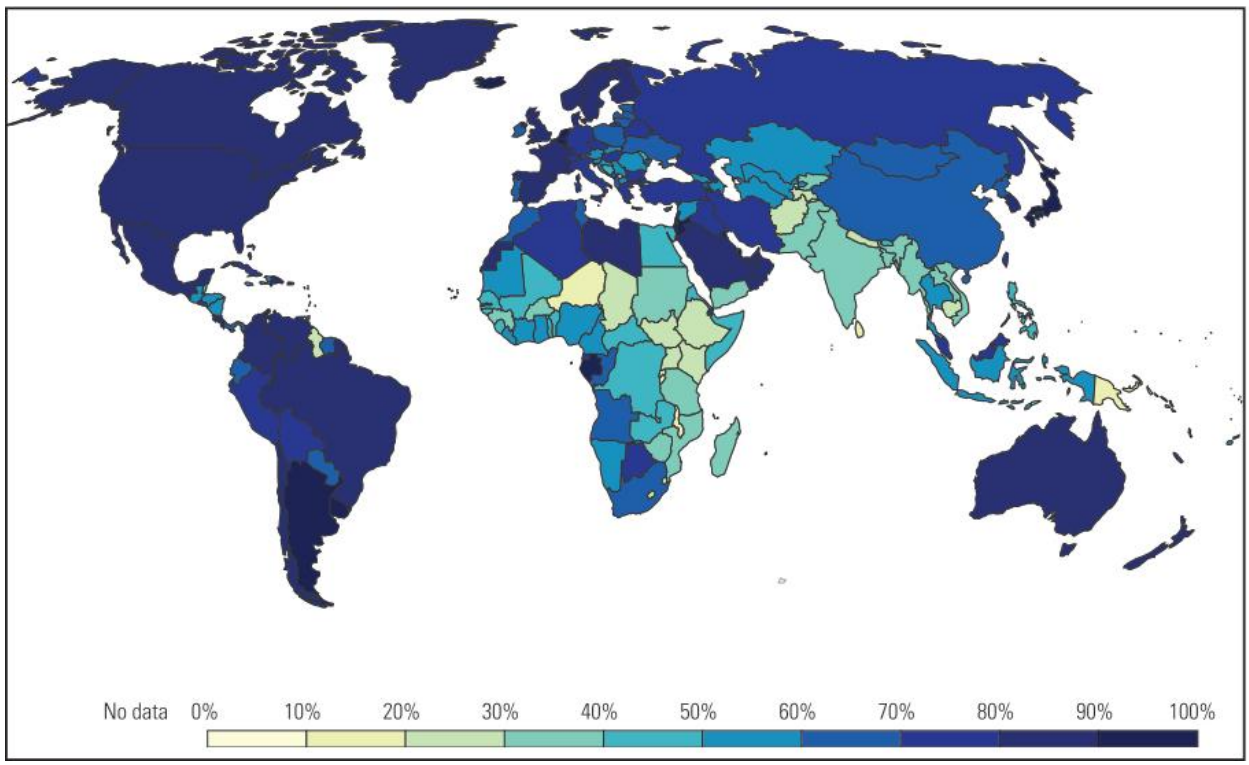
rural region located outside of cities, towns or other urban areas

Urban environments

Urban environments are highly modified environments. They are dominated by manufactured materials and contain very few elements of the natural world. They include towns, suburbs and cities of varying sizes. Urban environments are more densely populated than other human environments, like **rural** areas.

The Australian Bureau of Statistics defines urban environments as those that contain at least 1000 residents and also have a population density of more than 200 people per square kilometre. Based on this definition, approximately 90 per cent of Australians live in an urban environment, making Australia one of the most urbanised countries on Earth (see Figure 5.22).

Regions within urban environments can be classified based on their location and characteristics. In the city of Perth, the Central Business District (CBD) is the centre of



▲ **Figure 5.22** Proportion of the total population living in urban areas across the world in 2017

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suburb smaller region of a larger city, usually dominated by housing

peri-urban regions located on the outskirts of a city where there is a transition between urban and rural land use

region area with particular characteristics that distinguish it from other areas

urbanisation movement of people from rural areas to urban areas, causing the urban area to grow in size

urban sprawl growth of cities outwards into surrounding rural and bushland areas

infill development development of an area of vacant urban land within an already existing city

urban renewal redevelopment of an area within a large city that was previously run-down and underutilised

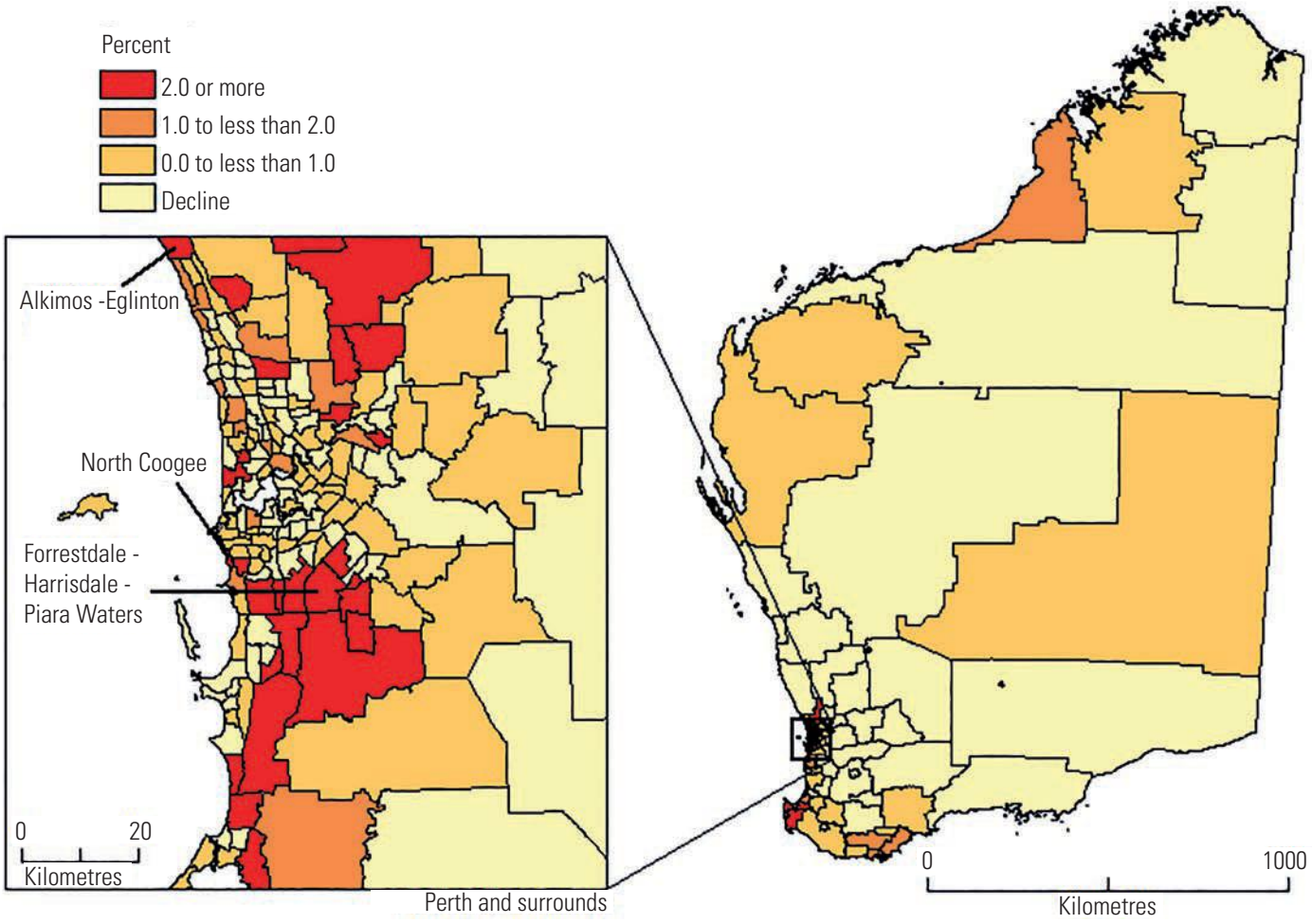
commercial and business activity. **Suburbs** spread out radially from the CBD, varying from higher-density inner suburbs to lower-density outer suburbs. The **peri-urban** zone on the fringes of these suburban areas are the transition between the urban and rural environment. Characteristics within these **regions** vary, including the types of transport infrastructure, the size and heights of buildings, the amount of open space, and the size and style of housing.

Urban environments are constantly undergoing changes so that they can keep up with increasing **urbanisation**. In 1960, only 34 per cent of the global population lived in urban environments, compared to more than 55 per cent in 2018.

As cities grow, urban development occurs in two main ways:

- **Urban sprawl** is when cities grow outwards into surrounding rural and bushland areas.
- **Infill development** and **urban renewal** occur within cities as vacant sites or underutilised land is redeveloped to house a denser population.

As urban areas grow, they become increasingly difficult to manage due to issues such as housing availability, traffic congestion and waste management. The number of people living in Greater Perth increased by 21 600 (1.1%), while the number living outside the capital city fell by 580 people (-0.1%) in 2017–18.



▲ **Figure 5.23** This map represents the areas within Western Australia that had the largest and fastest population growth in 2017–18.

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MAKING THINKING VISIBLE 5.3

Think, pair, share

Answer the following questions by considering both positive and negative impacts. Share your thoughts with a partner and justify your opinion.

- Do you think Perth's current growth into surrounding regions is sustainable?
- Where do you think most of the future growth will occur?
- Do you think Perth should be allowed to sprawl further out into the rural zones around it?

Key concepts: place, space, sustainability, change

HASS skills: analysing, evaluating



▲ **Figure 5.24** Manhattan is New York State's most densely populated urban region.

ACTIVITY 5.5

1 Copy and complete this table to summarise the characteristics of the five types of environments outlined in this chapter. Include your own examples of places containing these types of environments.

Environment	Characteristics	Example
Deserts		
Forests		
Coastal environments		
Marine environments		
Urban environments		

2 Refer to Figure 5.23.

- **a** Name three regions or suburbs that have a high proportion of their population in urban areas. Name three that have a low proportion of their population in urban areas.
- **b** Suggest a factor that might determine this distribution of urban areas.
- **c** Do some research into the reasons that some countries have a higher rate of urbanisation than others.

Key concepts: place, space, environment

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

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END OF SECTION REVIEW 5.4

Review questions

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

Recall

1 Write definitions of deserts and forests based on their geographic characteristics.
2 List three types of inland water environments. Write a sentence describing each one.
3 List the four zones that make up coastal environments. Place them in order from the furthest inland to edge of the continental shelf.

Interpret

4 In what ways does seawater vary between marine environments? What factors determine these variations?

Argue

5 Using Figure 5.15, explain the essential role that wetlands play in maintaining the health of inland water environments.

Extension

1 Choose one of the types of river landforms shown in Figure 5.14. Research how this kind of landform develops. Draw a series of diagrams to demonstrate this process.
2 Research the difference between a swamp, a marsh, a billabong and a lake. Write definitions for each of these kinds of environment in a table.
3 Research Kati Thanda–Lake Eyre and prepare a report about its changing environment, its ecological significance and its historical importance to the Arabana and Dieri peoples.
4 Choose one of estuaries, mangroves, salt marshes or mudflats. Do some research and write a brief report summarising their:
- geographic characteristics
- importance as part of a coastal environment
- importance as part of a human environment
- vulnerability to the impacts of environmental change.

5 Using a Google Image search, find a photo of a coastal environment. Annotate the photo to show the different coastal zones.
6 Explore the Great Barrier Reef using Google Street View. Describe the characteristics of the environment and how it varies in different places within the reef.

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

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

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5.5 Environmental worldviews

FOCUS QUESTION

What are environmental worldviews and how do they affect environmental management?

When your class was first presented with the topic of environmental change and management, there may have been an array of responses, ranging from sighs of disinterest to exclamations of excitement. This is because you each hold different opinions on the value of the environment. Your **environmental worldview** has been shaped by your experiences of environmental issues, media and education.

Your environmental worldview reflects the value you place on the environment, ranging from a deep need to protect and preserve it, to utilising it for meeting our unlimited needs and wants. You may find you identify with one of the three main worldviews described below.

Human-centred worldview

People who exhibit a human-centred worldview believe humans are the most important species on Earth and the pursuit of economic growth is imperative. They argue the environment's role is to provide resources to meet our unlimited needs and wants. There is a reliance upon science and technology to overcome any issues where environmental resources become scarce. These beliefs align with the ideology (belief system) called **anthropocentrism**.

Life-centred worldview

A life-centred worldview promotes humans to act as stewards for the environment. They believe that humans should pursue economic growth but manage their impact on the environment with sustainable choices. People who align with this worldview argue that human prosperity is reliant on how we manage the Earth's resources now and into the future.

environmental worldview an opinion, belief, idea or way of thinking about the value of the environment

anthropocentrism a belief in humans and their existence as the most important and central fact in the universe

ecocentrism a belief that humans are a part of nature and should act to care for its health

biocentrism a belief that ethical treatment should be given to all living things

Earth-centred worldview

Some people recognise that humans are a part of nature, which is why they are referred to as having an Earth-centred worldview. They argue that nature exists to support all life, not just humans. Aboriginal and Torres Strait Islander peoples display this worldview through a relationship of reciprocity and respect for the land, also known as custodianship. Earth-centred people acknowledge that economic growth should be pursued but it should be done using Earth-sustaining methods and limited wastage of resources. These beliefs align with the ideologies called **ecocentrism** and **biocentrism**.

Amazing but true …

In 2019, close to 1000 people lined the Stirling Bridge in East Fremantle to protest against live exports. The peaceful protest contained a wide variety of people holding signs about why they were against the live export of animals. This protest occurs yearly; however, COVID-19 restrictions have prevented recent gatherings from occurring.

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◄ **Figure 5.25** Hundreds of people gathered at Stirling Bridge in Fremantle in June 2019 as part of a live export protest (photo by Samia O'Keefe).

ACTIVITY 5.6

Research task

Research the 'New Ecological Paradigm (NEP) Scale' and complete the 15-statement test. Were you more closely aligned with a human-centred worldview (agreed with more even-numbered statements) or the Earth-centred worldview (agreed with more odd-numbered statements)?

Key concepts: place, interconnection **HASS skills:** questioning and researching, analysing

MAKING THINKING VISIBLE 5.4

Think, pair, share

Answer the following questions by considering both positive and negative impacts. Share your thoughts with a partner and justify your opinion.

1. Do you think some environmental worldviews are more constructive to have in politics than others?
2. Which regions of the world could benefit from a more Earth-centred worldview?
3. Can you think of any famous political figures who promote a human-centred worldview?

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

The impact on environmental management

Our environmental worldview will affect our responses to environmental issues. It will affect whether we decide to act or to what extent we support environmental management. At a local level, our environmental worldview affects our behaviour towards recycling or managing water usage at home. Consider the recent movement for eliminating plastic bags and the different opinions expressed on the issue. At a state or national scale, environmental worldviews are expressed by politicians, lobby groups and other stakeholders. These voices carry weight and decide to what degree environments are managed sustainably. The contentious Carmichael coal mine in Central Queensland was approved by the

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◄ **Figure 5.26** Aboriginal and Torres Strait Islander peoples are known for holding Earth-centred worldviews. Pictured are ochre cave paintings at the Bungle Bungles, Western Australia.

Queensland Government but has come under public scrutiny with the #StopAdani movement. Conservationists argue that the coal mine will threaten the climate, affect groundwater levels, destroy Indigenous places of significance and damage the Great Barrier Reef. The many sides to this issue reveal how environmental worldviews may differ between a government and its citizens.

END OF SECTION REVIEW 5.5

Review questions

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

Recall

1 Define environmental worldview.
2 What determines a person's environmental worldview?
3 Describe the difference between a human-centred and an Earth-centred worldview.

Interpret

4 Which environmental worldview do you think the live export protestors align with? You may like to research this event further for more evidence to support your conclusion.

Argue

5 'Anthropocentrism is ruining the world.' Explain what this statement means and discuss whether or not you agree with it.

Extension

1 Imagine you have just learned about climate change. Write a response to the news from the perspective of each environmental worldview.

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

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

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5.6 Factors that influence environmental change

FOCUS QUESTIONS

- In what ways do environments change?
- What are the causes of these changes?

The causes of environmental change

Natural environments are dynamic. This means they are constantly changing. On a local scale, environments change owing to the processes occurring within an ecosystem, for example, photosynthesis, nutrient cycling, erosion or longshore drift.

Despite these changes, undisturbed natural environments are usually in a **state of equilibrium**. This means that all of the components and processes within an ecosystem are balanced. For example, if a tree dies within a forest, it will decay and add nutrients to the soil. Its death provides space and food so that a new tree can grow in its place. Natural disturbances, such as landslides and bushfires, can disrupt an environment's balance and lead to significant changes until a system once again reaches a state of equilibrium.

state of equilibrium a balance between all of the components within an ecosystem

human-induced changes caused by human activities (in contrast to natural changes)

Human activities are having an increasingly large impact on environments by causing disturbances like the removal of vegetation at a local scale, or the removal of an entire forest on a larger scale. When the disturbances caused by these activities are severe enough to prevent ecosystems from recovering, the changes can be significant and unsustainable.

Human-induced environmental changes can be direct or indirect. For example, clearing a forest to use the land for agriculture is a direct cause of change, whereas an increase in population leading to a subsequent increase in demand for food is an indirect cause of change.



▲ **Figure 5.27** Changes to forests in British Columbia, Canada, due to natural processes such as bushfires (left) and human activities such as deforestation (right)

ACTIVITY 5.7

What evidence in Figure 5.27 suggests that the deforestation was due to human activities?

Key concepts: place, environment

HASS skills: analysing

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The interconnection between environments also means that direct changes in one place can indirectly impact on other places. In a river system, an upstream pollution event can affect the water quality downstream, degrading coastal and marine environments as the pollutants flow out to sea.

Climate change

Climate change refers to changes in the pattern of weather over larger time scales. The time scales under consideration are usually at least a decade, but are often discussed in terms of spans of thousands or even millions of years. Climate change is a natural process that is responsible for cycles of ice ages. An ice age is a cycle during which ice expands over much of the world's land surface, after which warmer interglacial periods take place and much of the ice melts and sea levels rise.

There are many factors responsible for climate change, like variations in the sun's radiation, variations in the Earth's orbit, and changes in the composition of the gases that make up the atmosphere. When solar radiation hits the Earth, some of it is absorbed and some is reflected back into space. However, some atmospheric gases, called greenhouse gases, absorb and reflect this heat back towards the Earth. This is known as the **greenhouse effect** (see Figure 5.28). Without the greenhouse effect, the Earth's average temperature would be -18°C and most of the world's surface would be covered in ice.

Anthropogenic climate change refers to climate change that has been caused by the activities of human beings. Many human activities cause an increase in the concentration of greenhouse gases in the atmosphere. The three most common types of greenhouse gas are:

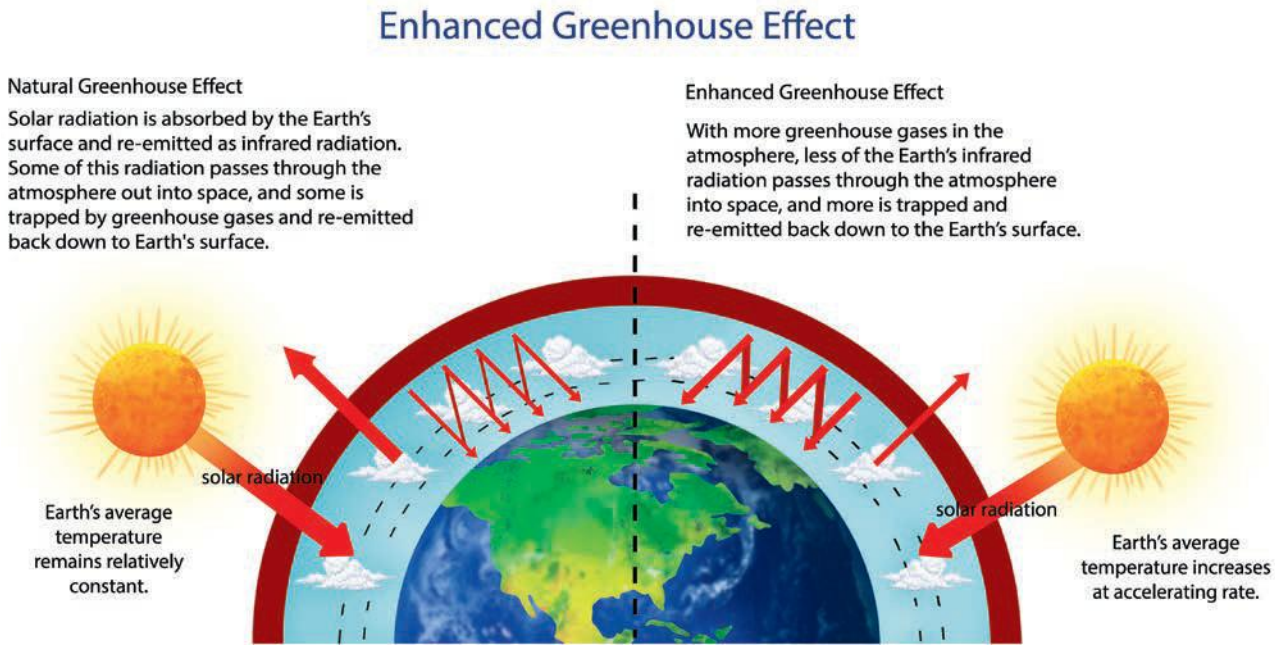
greenhouse effect an increase in the amount of carbon dioxide and other gases in the atmosphere, that is believed to be the cause of a gradual warming of the surface of the Earth

anthropogenic caused by human activity

1. carbon dioxide, which is emitted through the burning of fossil fuels such as coal (see Figure 5.29)
2. methane, which is emitted during the production and transport of coal, natural gas and oil, and also emitted by livestock and other agricultural practices
3. nitrous oxide, which is emitted from various agricultural and industrial activities.

The increase in the volume of these greenhouse gases in the Earth's atmosphere is causing the enhanced greenhouse effect. This results in more heat being absorbed by the atmosphere (see Figure 5.28). As a result, the Earth's average temperature is rising, precipitation patterns are changing, ice sheets and glaciers are melting, sea levels are rising and ocean waters are becoming more acidic.

As greenhouse gas emissions continue to rise, anthropogenic climate change is becoming an increasingly significant cause of environmental change on a global scale.



▲ **Figure 5.28** The enhanced greenhouse effect means more heat is trapped and re-emitted by greenhouse gases.

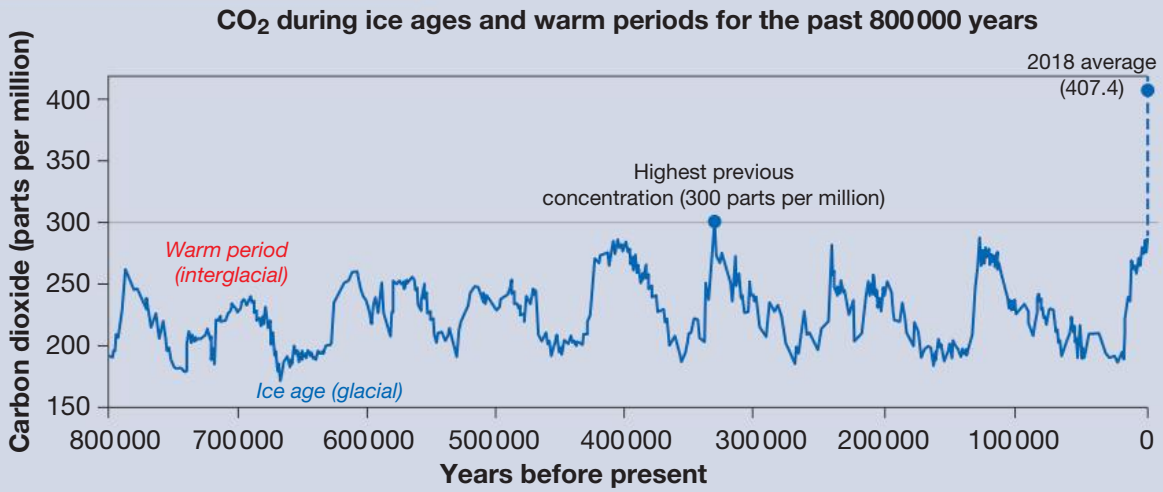
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ACTIVITY 5.8

Using Figure 5.28, explain the enhanced greenhouse effect.

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

CARBON DIOXIDE LEVELS



▲ **Figure 5.29** Although the concentration of carbon dioxide in the atmosphere has always naturally fluctuated, the increase over the last 150 years is unprecedented.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.2

Describing the trend of a line graph

Line graphs are used in Geography to show changes over time. In a line graph the *x*-axis (horizontal axis) represents time and the *y*-axis represents the variable that is changing over time.

When describing the trend of a line graph, include the following information:

- A summary of what the graph is representing. What are the variables on the *x* and *y* axes?
- A description of the overall trend, including the shape of the graph. Is the graph showing an increase, a decrease or a stable trend?
- Values that demonstrate the trend. How much has the variable increased or decreased by? Over what time period? Make sure you read axes labels carefully and take note of units.
- Time periods that stand out. Do values rise or fall more steeply during a particular time period?
- Significant peaks or troughs. What are the maximum or minimum values and when do they occur?

Using Figure 5.29, describe the trend in the atmospheric concentration of carbon dioxide over the last 800 000 years.

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

Factors that influence environmental change

In Geography, factors are the circumstances that contribute to or cause something to occur. A wide range of factors can lead to environmental change and determine the extent of those changes.

For example, the development of a luxury hotel on a coastline might be driven by the opportunity for profit, which is an economic factor. Residential development might be occurring nearby to house a growing population, which is a social factor. Government regulations will determine where these developments are allowed to occur and the

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SHEEPT

Classification	Description
Social	Factors relating to people, including culture, values, religion, population structure, education and ethnicity
Historical	Factors relating to actions or events from the past that might influence the present
Economic	Factors relating to the earning or spending of money
Environmental/Physical	Factors relating to the influence of the characteristics of natural or human environments
Political	Factors relating to governments and the impacts of their decisions
Technological	Factors relating to the influence and uses of difference types of technology

▲ **Table 5.2** Factors can be classified using the acronym SHEEPT

scale of the development – these are political factors. The scale and type of development will also be determined by environmental factors, such as the shape of the landscape and the risks associated with sea level rises and flooding.

As shown in Table 5.2, factors can be classified using the acronymn SHEEPT (social, historical, economic, environmental/physical, political, technological).

In some cases, the factors that determine environmental change are unexpected. Over the last century, Ethiopia's forest cover has reduced from 45 per cent to just 5 per cent. The main factor driving this environmental change has been rapid population growth and the resulting increase in demand for firewood and agricultural land.

Despite rapid **deforestation**, around 35 000 forests remain in the areas surrounding Ethiopia's churches (see Figure 5.30), ranging in size from 3 to 300 hectares. Orthodox Tewahedo churches in Ethiopia view forests as spiritual environments and places of worship. This has resulted in religious leaders protecting forests close to churches, while forests further away from churches have been cleared. These uncleared forests have created pockets of high biodiversity, providing a habitat for insects that can help to pollinate crops. This has made the farmland near churches more productive. Seeds from these forests are also being used to revegetate surrounding regions.

deforestation process of clearing land to turn a forest environment into a different type of land for uses such as agricultural, residential or urban



▲ **Figure 5.30** Forests surrounding churches are the last remaining examples of the lush forest that once covered Ethiopia.

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END OF SECTION REVIEW 5.6

Review questions

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

Recall

1 Define environmental change. Include a natural and human-induced example in your definition.
2 What does it mean when an environment is in a state of equilibrium?
3 What is the difference between climate change and anthropogenic climate change?
4 What are the main causes of anthropogenic climate change?

Interpret

5 List three examples of an action or event that could disturb an environment's equilibrium. Choose one of these examples and explain how it could lead to environmental change.

Argue

6 Using the SHEEPT acronym, classify the following factors that could lead to environmental change:
   a A state government has decided to widen a highway requiring the clearing of roadside vegetation.
   b Tractors provided to a remote village in Bhutan are allowing local people to grow crops in mountainous regions.
   c A residential construction boom in the outer Perth suburbs has led to a demand for merbau timber from Indonesia.
   d Celebrities have taken selfies at remote natural locations, leading to a rapid growth in local tourism.
7 Discuss how a social factor has affected the distribution of environmental change in Ethiopia.

Extension

1 In an article for *Nature* magazine, Alemayehu Wassie Eshete wrote, 'If you see a forest in Ethiopia, you know there is very likely to be a church in the middle'. Evaluate this statement, using evidence from satellite imagery, by following these steps:
   a Open Google Earth and search for Anbesame, a town to the south-east of Lake Tana.
   b Zoom into forest regions within a 20-km radius.
   c Count how many church forests you can find like the one shown in Figure 5.30, and how many forests you can find without churches. Adding placemarks might help you record your findings.
   d Based on the data you have collected, evaluate Alemayehu Wassie Eshete's statement.

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

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

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5.7 The impacts of environmental change

FOCUS QUESTION

What are the social, economic and environmental impacts of environmental change?

Environmental changes cause a range of positive and negative impacts. In Geography we classify these impacts as environmental, economic or social. We also assess the extent of these impacts over varying **temporal** and **spatial scales**.

Although environmental changes can lead to predominantly negative environmental impacts, there are often economic or social benefits that are driving the change. For example, unsustainable agriculture and deforestation in Kenya has led to short-term economic and social benefits for many local people. However, in the long term it has led to widespread land degradation through **soil erosion**, which has reduced crop productivity, caused a loss of rural livelihoods and threatened wildlife habitats.

In some cases, the impacts of environmental change are clearly observable: for example, the removal of large trees or the large amounts of plastic rubbish flowing into an urban river from a stormwater drain. However, many impacts are far more difficult to observe, such as the reduction in the biodiversity of a forest or the **local extinction** of a particular species.

The size of an environment can also present challenges. For example, the enormous scale of the world's oceans makes changes to marine environments difficult to monitor and manage.

Examples of impacts of environmental change

This section explores a range of environmental changes, using specific examples to highlight the impacts associated with five types of change across a number of different environments.

temporal scale measurement of periods of time; for example, weeks, months, years or millennia

spatial scale referring to various sizes in space; for example, local, regional, national or global scales

soil erosion wearing away and removal of the topsoil layer, usually by wind or water

local extinction when a species no longer exists in a particular place or region

soil fertility ability of soil to grow plants, especially in agriculture

Land degradation

Land degradation refers to a reduction in the quality of soils within an environment, which reduces the productivity of land for agriculture as well as its ability to support an ecosystem or environment. There are several types of land degradation, including soil erosion, increased salinity, desertification and a decline in **soil fertility** (see the digital section 5.10).

The changes leading to land degradation can be due to both natural processes and human activities. For example, natural processes like high-intensity monsoonal rains can erode precious topsoil layers, while dry conditions during a drought can make topsoil vulnerable to wind erosion. Human activities that lead to land degradation include deforestation, overgrazing, overcultivation, poor agricultural management and the overcutting of vegetation.

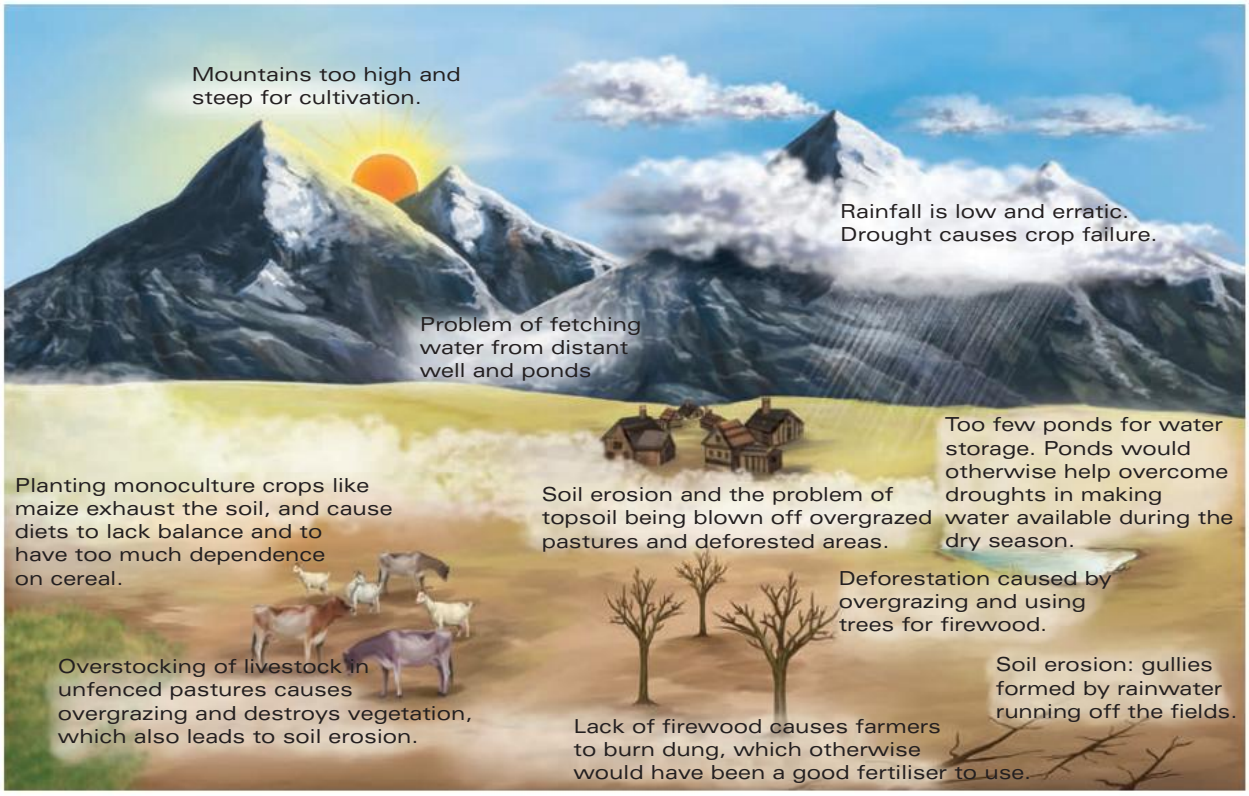
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HUMAN ACTIVITY AND LAND DEGRADATION

Human activity	Cause of land degradation
Deforestation	The removal of trees makes the soil vulnerable to erosion from wind and water
Overgrazing	Intensive grazing of livestock does not allow vegetation to recover from trampling, compaction of the soil or the overconsumption of vegetation
Overcultivation	Excessive cultivation of land degrades soil quality, reducing its ability to support crops in the future
Agricultural activities	Unsustainable agricultural practices such as the use of excessive irrigation can cause the **water table** to rise, bringing salt to the surface and increasing the salinity of the soil
Overcutting of vegetation	Unsustainable rates of timber harvesting can exceed the rate at which a forest can regrow

▲ **Table 5.3** Examples of human activities that can lead to land degradation

water table the level below the surface of the ground at which you start to find water



▲ **Figure 5.31** Problems leading to and associated with unsustainable agriculture

ACTIVITY 5.9

Using Table 5.3, Figure 5.31 and your own research, write a paragraph or draw a diagram explaining how deforestation, overgrazing, excessive irrigation or overcutting can cause land degradation.

Key concepts: environment, interconnection, change

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

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Several indirect factors can lead to land degradation, including land shortages, poverty and rapid population growth. These situations force communities to cultivate food in places that are already naturally vulnerable to land degradation. As land degrades in some places, pressure is put on the remaining productive land elsewhere and agriculture becomes unsustainable. This ultimately leads to a loss of livelihoods in local communities, which perpetuates the cycle of poverty.

The Aral Sea, located between Kazakhstan and Uzbekistan in Central Asia, was once a large lake covering 68 000 square km and supporting a thriving fishing industry. In the 1960s the rivers that supplied water to the lake were diverted so that the water could be used for irrigation. Since then, most of the lake has dried up and has become a desert, destroying the local fishing and agricultural industries and causing one of the planet's worst environmental disasters.

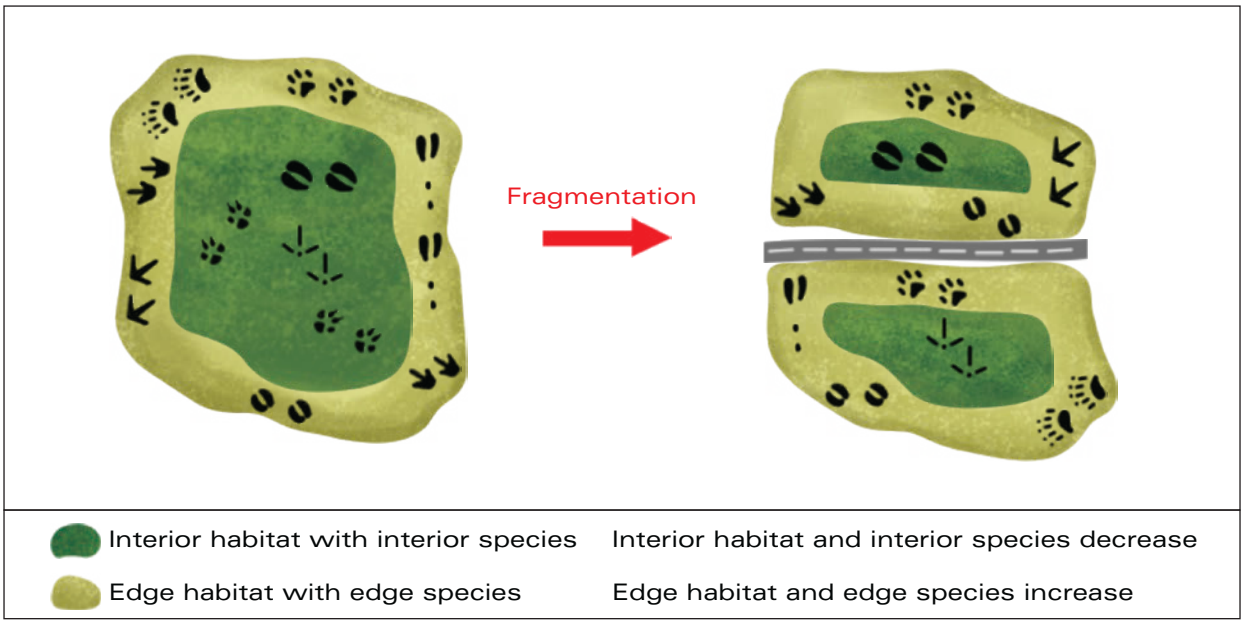


▲ **Figure 5.32** Abandoned ships within a barren wasteland are all that remain of the Aral Sea's fishing industry.

Habitat fragmentation

Habitat fragmentation is when a large area of continuous habitat is divided into a number of smaller areas. This changes the spatial distribution of the remaining habitat, leaving populations of species isolated and eliminating the interconnection between them. Habitat fragmentation can occur naturally due to events such as large-scale bushfires, or lava flows following a volcanic eruption. However, humans are more often responsible for habitat fragmentation through things like logging forests for agriculture, urban development, and the building of roads and railway lines.

The main impact of habitat fragmentation is the reduction in the size of a habitat. This particularly impacts larger species that need large areas in which to roam. It also increases competition among species for food and other resources. Figure 5.33 demonstrates how some species that had adapted to living within an environment, such as the interior of a forest, can find themselves living on what are now the edges of that environment. This new habitat may not have suitable conditions in terms of shade, temperature and wind protection.



▲ **Figure 5.33** Habitat fragmentation turns one large environment into multiple, smaller environments

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Another major impact of habitat fragmentation is a reduction in genetic diversity. Fragmented animal populations have a smaller pool of breeding partners. This can lead to genetic abnormalities and an increased vulnerability to disease. The overall result is a reduction in biodiversity. Scotland's ancient Caledonian Forest once covered the entire region, but now it only exists in fragments due to widespread deforestation. Species such as the red squirrel and wood ant are not able to cross the open ground between isolated forest fragments. This has led to local extinctions, alterations to the local food web and severe losses in biodiversity.

Changing river flows and reducing water quality

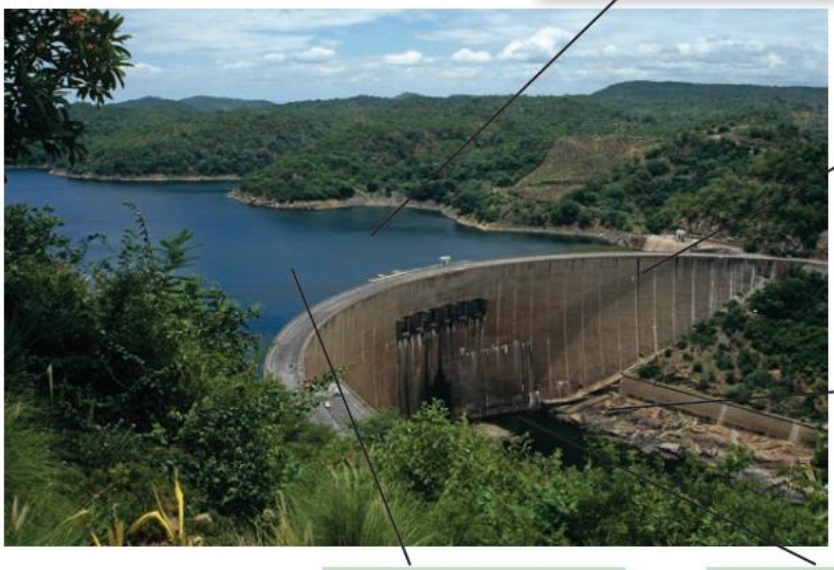
All civilisations rely on inland water sources for their survival. As such, inland water sources are among the most modified and degraded environments on Earth. One of the biggest changes to river environments is **flow regulation** through the construction of dams. By constructing dams, rivers are regulated to ensure they provide a reliable supply of water for agricultural and urban uses. However, as shown in Figure 5.34, flow regulation causes a range of negative impacts on river environments.

flow regulation controlling a river's flow, water level and variability to meet the demands of domestic, industrial and agricultural use

Dams are also used to control river levels in order to prevent flooding. Although flood prevention is often essential for protecting human environments like urban and agricultural landscapes, flooding is an essential process in river environments. It provides an interconnection between river channels and their floodplains and is essential in maintaining the health of wetlands.

On a smaller scale, the health of rivers is impacted by removing or degrading riparian vegetation, adding pollutants to the water supply, and modifying catchments to suit the needs of people and their communities.

One measure of river health is water quality. Indicators used to monitor river health include water temperature, amount of dissolved oxygen, salinity, turbidity, acidity and nutrient levels. Poor water quality can impact the health of a river system. For example, excess nutrients



▲ **Figure 5.34** Damming rivers provides a reliable water supply, but creates a range of environmental impacts.

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▲ **Figure 5.35** The Buriganga River in Bangladesh is so polluted that it has been declared biologically dead.

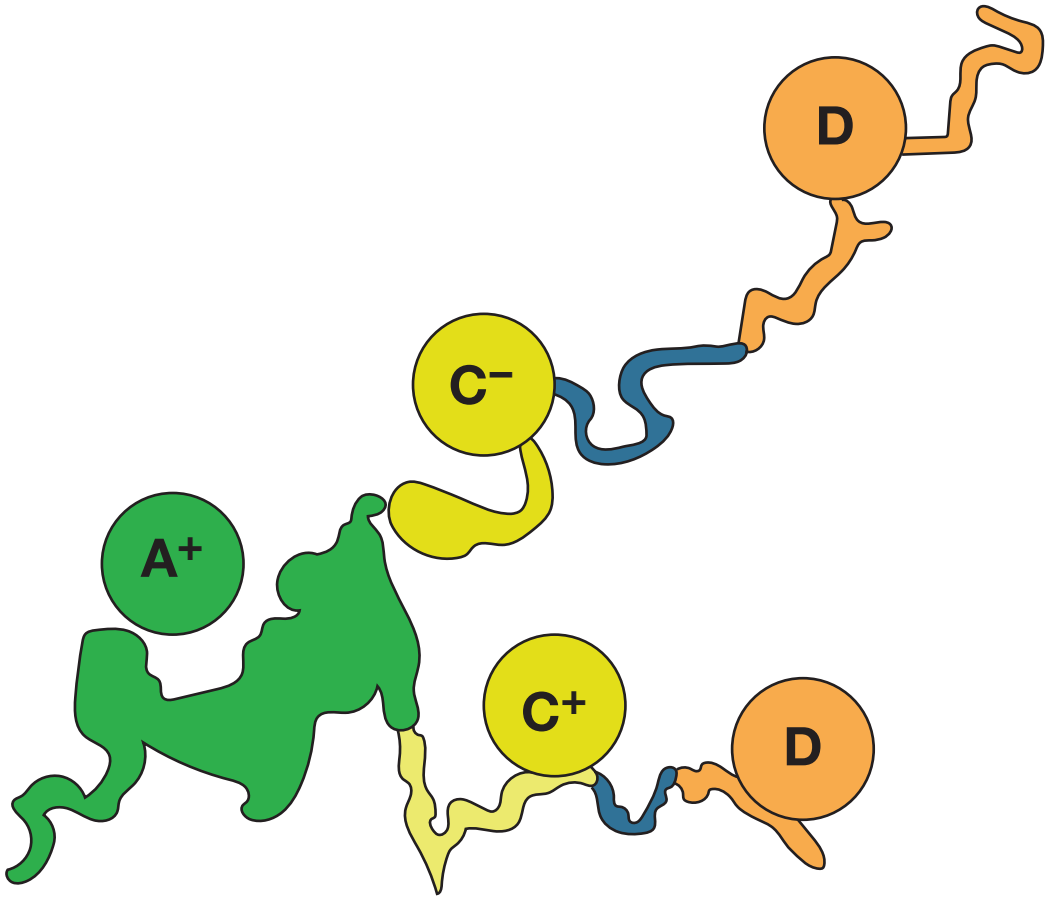
from agricultural fertilisers washing into a river system, or stormwater combined with warm water temperatures, can cause large amounts of toxic blue-green algae to grow (this is called an algal bloom). Blue-green algae pose a serious health threat to both humans and animals.

Rivers in Bangladesh are both a sacred and an essential part of life for local people, who rely on them for transportation and employment. However, the dumping of large volumes of human and industrial waste in rivers like the Buriganga River (see Figure 5.35) has led to extremely poor water quality, threatening the livelihood of millions.

Khawaja Minnatullah, a water management specialist, has stated:

> Pollutants have eaten up all oxygen in the Buriganga and we call it biologically dead … there is no fish or aquatic life in this river.[1]

Perth's Swan River has also struggled with pollution since early 1880 when it was used as a depository for the filth of the city. Even in the 1940s, waste from a sewage treatment plant and urban drains led to toxic odours and frequent algal blooms. As shown in Figure 5.36, the Swan River's current water quality varies significantly along its journey, from its forested upper catchment to its lower, highly urbanised catchment.



▲ **Figure 5.36** Water quality in the Swan–Canning River system. Monitoring of the Water Quality Index of the Swan region in 2010–11 showed that the lower Swan region had an excellent 'A+' health grade. The middle- and upper-Swan and the lower- and upper-Canning, however, were judged to be in only moderate to poor health, receiving grades of C– and D, due to excessive nutrients and low oxygen conditions.

Source: Western Australia Department of Water

1 https://ourworld.unu.edu/en/colours-of-water-bangladeshs-leather-tanneries

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ACTIVITY 5.10

1 Refer to Figure 5.35.
   a List the characteristics of the landscape and land uses surrounding the Buriganga River that you can see.
   b Compare these characteristics with a river near your school or home.
2 Refer to Figure 5.36.
   a Which regions of the Swan River's catchment have the highest and lowest water quality?
   b Suggest a reason for these differences.

Key concepts: place, space, environment, change **HASS skills:** analysing, evaluating

Pest and weed infestation

Pests and weeds are plants and animals that have been introduced into an environment in which they do not naturally occur. Pest animals, such as cane toads, foxes, rabbits and deer, have been introduced to Australia since colonisation. Introduced predators such as foxes and feral cats have led to the direct extinction of many of Australia's native species, while other introduced species have indirectly impacted upon native species by competing for food and habitat resources. Larger pests such as deer, horses and pigs damage native vegetation and soils through grazing and by compacting the soil.

exotic species non-indigenous plant species that have been introduced to an area

native species species that are from a particular country, but not necessarily indigenous to the local region

Weeds are broadly defined as plants growing where they are not wanted. Invasive weeds

Amazing but true …

While many **exotic species** of plants grow as weeds and change Australian environments, many Australian **native species** are causing the same impacts overseas. Many species of eucalypts, such as blue gum, were planted around the world as a source of timber. These species now grow out of control in places such as California, replacing local indigenous species and leading to an increased bushfire risk.



▲ **Figure 5.37** Eucalypts are native to Australia, but have been introduced to many places around the world, like this farm in California.

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▲ **Figure 5.38** Rubber vine can climb trees and is a noxious weed that was introduced first as a garden plant in Queensland mining towns.

are a serious threat to both natural and rural environments. They typically produce large numbers of seeds to help them to spread over vast areas and out-compete local species for water, sunlight, nutrients and space. As weeds establish over large regions, they reduce the biodiversity and **abundance of indigenous species**, including the animals that rely on those plants for habitat. This upsets the equilibrium of an ecosystem.

In addition to negative environmental impacts, the spread of weeds can decrease agricultural outputs, leading to financial losses in rural areas. A study by the Cooperative Research Centre for Australian Weed Management estimated that weeds cost Australian farmers around A$1.5 billion each year in weed management and a further A$2.5 billion in lost agricultural production.

Rubber vine (*Cryptostegia grandiflora*) is an example of a Weed of National Significance, meaning it is in the highest category of declared **noxious weeds**.

In 2020, an undetected infestation of rubber vine was found in the East Kimberley's most significant waterways near Lake Argyle. Although the Western Australian Government took immediate action to get the infestation under control, COVID-19 restrictions hampered expert teams from the Northern Territory from arriving sooner. Rubber vine grows rapidly as a shrubby plant or vine, often smothering other plants and spreading aggressively along riverbanks to the adjoining bushland or farmland.

Overfishing

Over 140 million tonnes of seafood are consumed by people each year, serving as a daily source of protein for 1.2 billion people. As the global population continues to rise, so does the demand for seafood. Seafood consumption has doubled over the last 50 years to more than 20 kg per person per year.

abundance of indigenous species number or amount of the particular species that occurs naturally within an environment

noxious weed weed that is considered to be harmful to the environment



▲ **Figure 5.39** A shark caught as bycatch during a commercial fishing operation.

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As shown in Figure 5.40, the global distribution of the amount of fish consumed by people varies considerably. Current rates of fishing to meet this demand are unsustainable. This has led to **overfishing**.

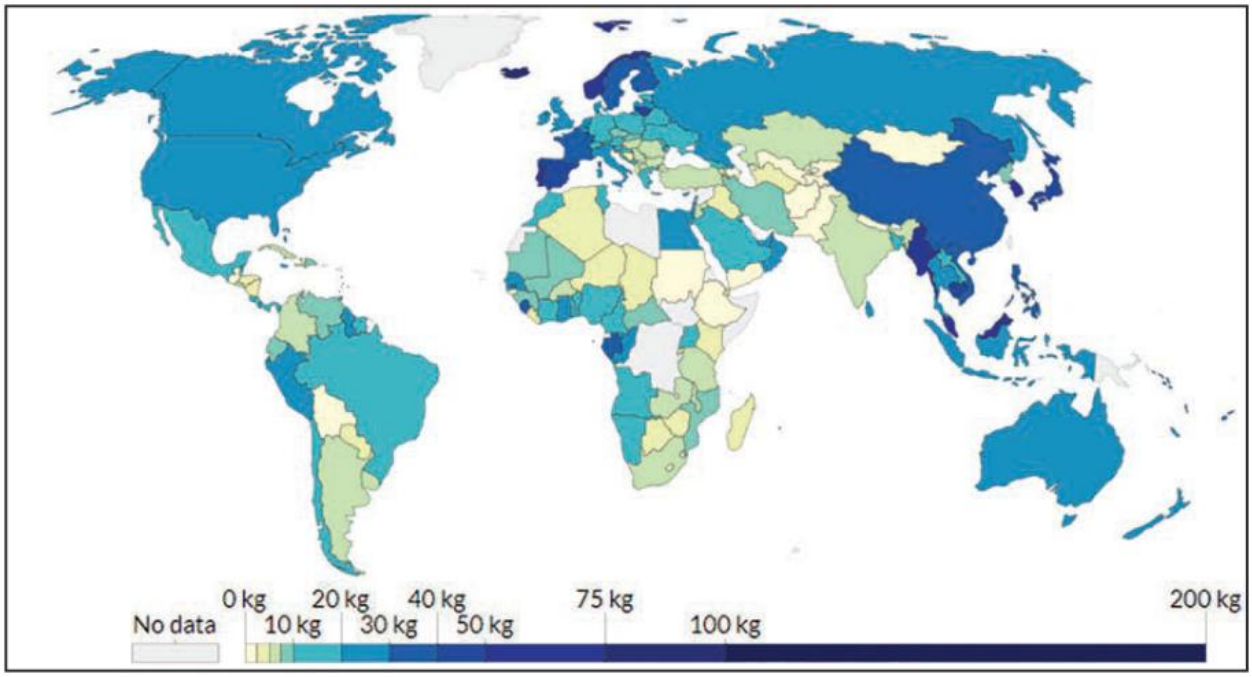
When overfishing happens, adult fish are caught at such a high rate that they are not able to breed to replenish the population. Not only is this socially unsustainable in terms of a reduction in food supply, it is also economically unsustainable for many smaller fishing businesses, and environmentally unsustainable in terms of the health of marine ecosystems.

Currently, approximately 90 per cent of the world's fish stocks are either fully fished or overfished. With global demand for fish continuing to rise, it is projected that the global fishing industry, worth over $200 billion, could collapse as early as 2050. This is a cause for concern for the three billion people who rely on the fishing industry for income and as a food source. Due to decreased yields, commercial fishing fleets are venturing deeper into the ocean and harvesting fish further down the food chain to meet demands. This is further damaging the ecological balance of marine environments.

overfishing the taking of fish at a rate that the species cannot replenish itself

Fish trawlers are large commercial fishing vessels that drag nets through the ocean and along the sea floor. Super trawlers are particularly large vessels, often over 100 metres in length, with the capacity to catch and transport thousands of tonnes of fish.

Along with the intended profitable fish, these large nets catch lots of unintended additional fish.



▲ **Figure 5.40** Fish and seafood consumption per person per year

ACTIVITY 5.11

1 Refer to Figure 5.40.

- **a** Describe the global distribution of fish consumed per person using the PQE method (see Developing Geographical Concepts and Skills 5.1, page 122).
- **b** Suggest a factor that might have contributed to this distribution.
- **c** What impact are high levels of fish consumption having on marine environments?

Key concepts: space, environment, interconnection, change

HASS skills: analysing, evaluating, communicating and reflecting

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This is known as **bycatch**. It is estimated that between 10 and 25 per cent of all marine animals caught globally is bycatch and therefore tossed overboard; for example, inedible fish, turtles and sharks.

How are impacts interconnected?

The negative impacts of environmental change are interconnected. This means that individual impacts can lead to additional impacts within and between environments. For example, the removal of vegetation in a riparian zone can lead to a direct destruction of habitat. However, the absence of riparian vegetation can lead to increased erosion, a decrease in water quality and a greater risk of flooding. The interconnection between rivers and the ocean means that waste material entering river systems such as the Buriganga River (see Figure 5.35) will eventually wash out to the ocean and continue to impact marine environments and the local fishing industry.

The impacts of anthropogenic climate change

Anthropogenic climate change is expected to have far-reaching impacts on all types of environments. According to the Intergovernmental Panel on Climate Change (IPCC), the global average temperature has already risen by 0.85°C since 1880. It is expected to continue to rise by at least another degree by 2100 (see Figure 5.41).

These temperature changes will cause heatwaves and changes to rainfall patterns, which is likely to increase the frequency and length of droughts and bushfires. Climate change will also force many species to migrate as the climate of their original habitat becomes unsuitable. In addition, habitat fragmentation means that some species will not be able to migrate and therefore will be vulnerable to local extinction.

Anthropogenic climate change is also expected to raise sea levels due to **thermal expansion** and melting glaciers and ice sheets. The IPCC has projected that the average global sea level could rise by between 26 and 82 cm by 2100 (see Figure 5.42). This will have disastrous impacts on coastal environments due to increased erosion, flooding and the displacement of millions of people.

Within marine environments, increased ocean temperatures, along with acidification because of an expected increase in the concentration of carbon dioxide in ocean waters, are already leading to widespread coral bleaching. This is likely to harm species such as molluscs and plankton.

Sustainability

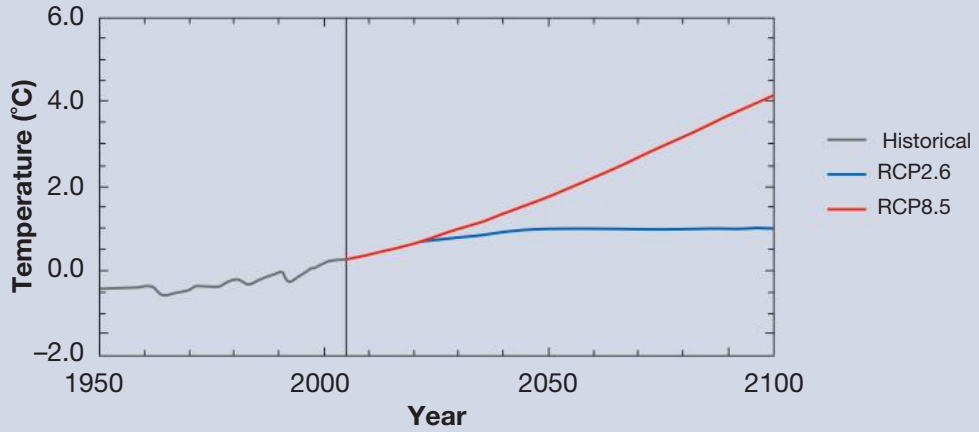
Environmental change and its associated impacts can directly and indirectly threaten the **sustainability** of a place. Sustainability refers to whether or not an environment is able to maintain current needs without

bycatch fish and other marine animals that are unintentionally caught in commercial fishing operations

thermal expansion increase in the volume of a material due to an increase in temperature

sustainability whether or not an environment is able to maintain current needs without compromising its ability to meet the needs of future generations

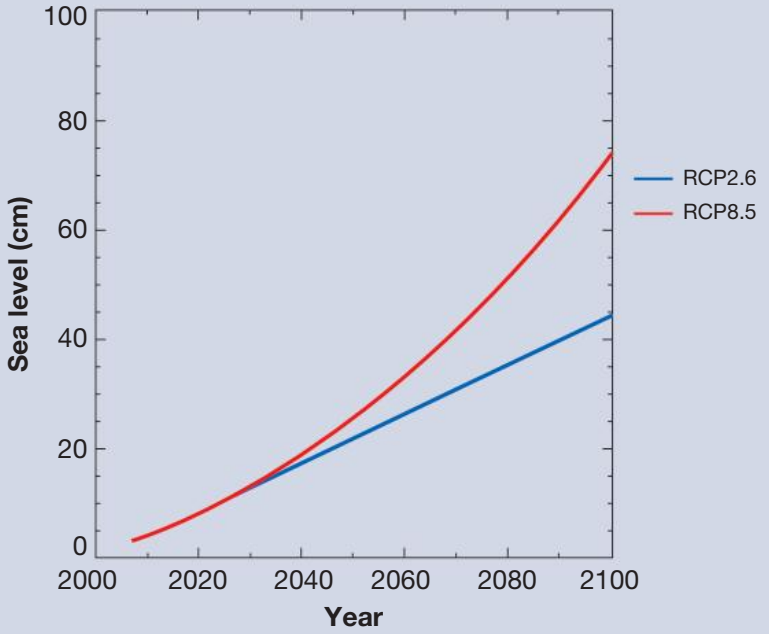
GLOBAL AVERAGE SURFACE TEMPERATURE CHANGE



▲ **Figure 5.41** Projections for global average surface temperature change. RCP stands for representative concentration pathway. The different projections are based on different estimates of how the concentration of greenhouse gases might change over time.

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GLOBAL MEAN SEA LEVEL RISE



▲ **Figure 5.42** Projections for global mean sea level rise

ACTIVITY 5.12

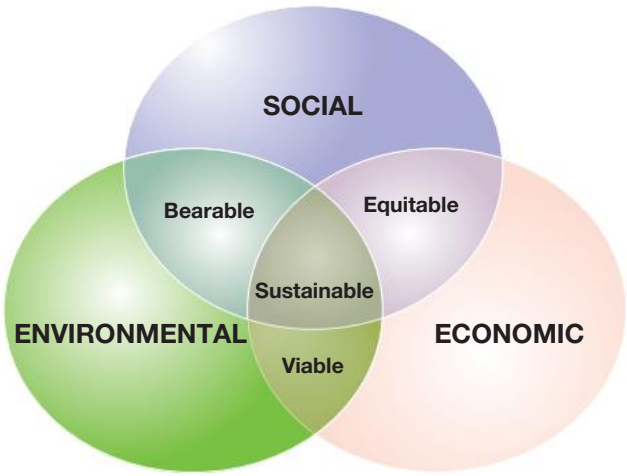
Based on Figures 5.41 and 5.42, what are the various projected temperature increases and sea level rises by 2100?

Key concepts: change

HASS skills: analysing

compromising the ability to meet the needs of future generations.

Sustainability is often described as having three spheres: environmental, social and economic (see Figure 5.43). Changes to the components and processes within an environment, such as the development of tourist resorts along a coastline, can threaten environmental sustainability. If coastal development degrades the natural beauty that was drawing in tourists, then it is likely to affect the economic sustainability of the local tourism industry. If the local tourism industry suffers, it could lead to a loss of employment for local people, which would threaten social sustainability.



▲ **Figure 5.43** The three spheres of sustainability

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Key concepts for your memory bank



Sustainability is a key concept that you should work hard to understand and use to evaluate human responses. In simple terms, it refers to whether it is ideal economically, socially and environmentally to continue with a strategy or seek an alternative. *Pop this concept away into your memory bank, as you will need to return to this idea at other points in your studies of the Humanities and Social Sciences.*

END OF SECTION REVIEW 5.7



Review questions

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

Recall

1 Summarise the social, economic and environmental impacts of one of the types of environmental change presented.

2 Define the following terms, using examples where appropriate:

- soil erosion
- habitat fragmentation
- flow regulation
- noxious weed
- overfishing
- anthropogenic climate change
- sustainability.

Interpret

3 List three impacts that anthropogenic climate change is expected to have on environments around the world.

Argue

4 Explain three ways that pests and weeds can have an impact on the local environment.

5 For one of the impacts of environmental change outlined, identify a way in which the three spheres of sustainability are threatened.

Extension

1 Draw a concept map demonstrating the interconnection between land shortages, poverty, population increases and land degradation.

2 Visit the Australian Government's FeralScan website via https://cambridge.edu.au/redirect/9696.

- Choose a feral animal species found in Australia.
- Click on 'Start Mapping' and describe the national distribution of your chosen species.
- Suggest a factor that has contributed to this distribution.
- This website relies on local citizens to upload data using a mobile app. Why do you think this is an essential part of managing pests and weeds?



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



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

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5.8 Evaluating management responses to environmental change

FOCUS QUESTION

How are environmental changes managed?

A range of management responses are used to reduce the negative impacts and support the positive impacts associated with environmental change. At a local scale, this might involve the revegetation of a coastal dune system or wetland. For example, in Western Australia the City of Bayswater and the Department of Parks and Wildlife have planted 170 000 plants along with reconstruction works to restore the Eric Singleton Reserve to a fully functional ecosystem (see Figure 5.44).

National-scale management responses can affect an entire country. France introduced a law stating that all disposable cups, cutlery and plates had to be made of compostable material by the start of 2020. Environmental change that affects large world regions, for example, overfishing, climate change and land degradation, requires global responses from organisations such as the United Nations.

Just as there are factors that determine the extent of environmental change, there are factors that determine the appropriateness, applicability and effectiveness of management responses to those changes. These factors include a country's wealth, size, population density, location, access to technology, governance and the extent of the environmental change that it is trying to manage.

How do people respond to and manage environmental change?

There are many different ways to assess and manage environmental change. Five different approaches are summarised in this section.

Preventing change

One way to manage environmental change is by preventing it from occurring in the first place. Although Australia's landscape has historically suffered from the infestation of many weed and pest species, strict biosecurity laws currently manage these threats and attempt to prevent the introduction of new threats. It is cheaper and far more effective to prevent invasive species from coming into Australia than it is to remove them once they have become established.



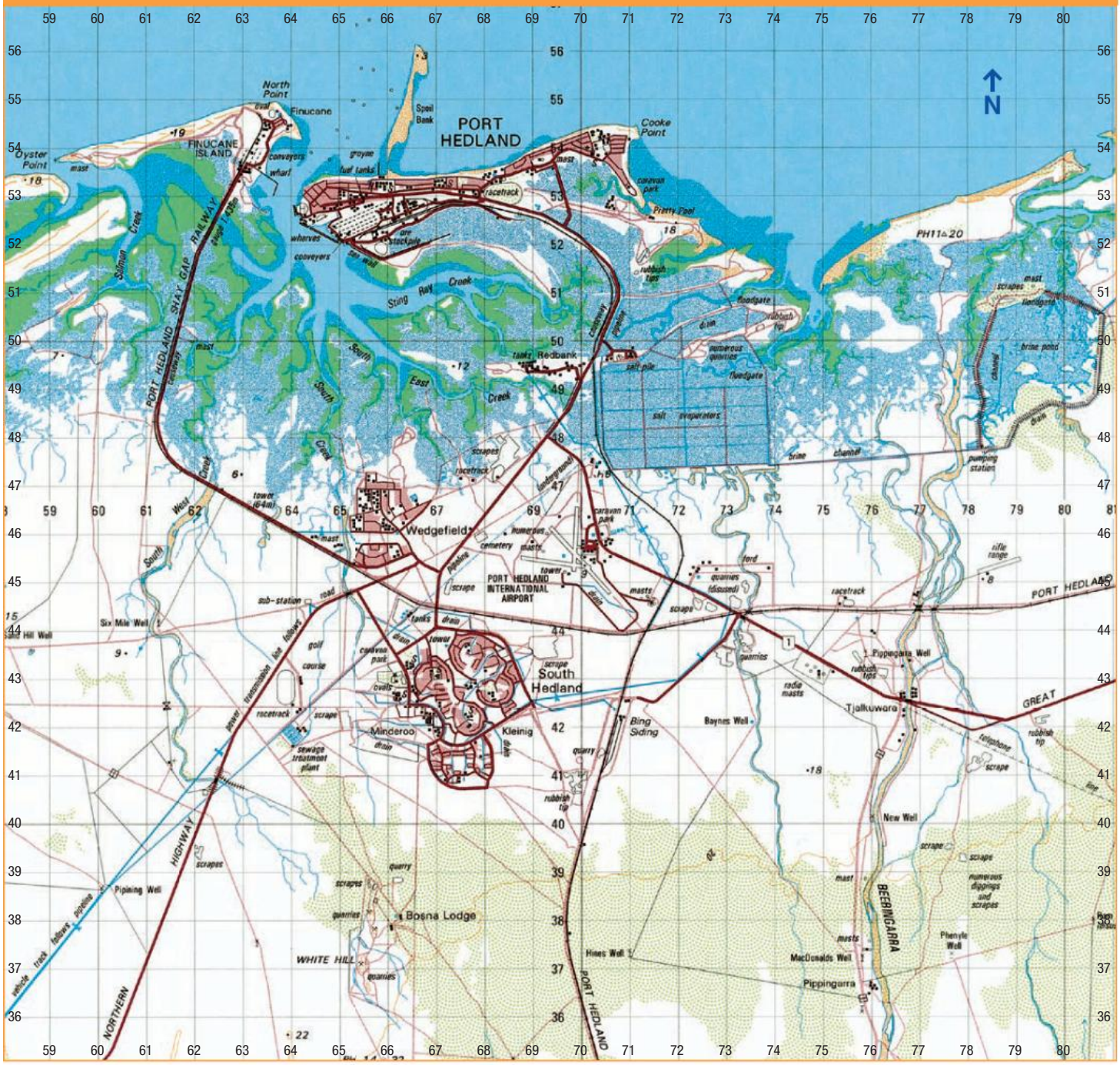
▲ **Figure 5.44** The Eric Singleton Bird Sanctuary is an artificial wetland in Bayswater, Western Australia.



▲ **Figure 5.45** The Karijini National Park is known for its scenic gorges and natural swimming pools.

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Port Hedland topographic map extract (Port Hedland: latitude 20°18′S, longitude 118°35′E)



SCALE 1:100 000

kilometres 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 kilometres

CONTOUR INTERVAL 20 METRES

Built-up area; Divided highway; Metropolitan route marker
Recreation reserve with oval; Drive-in theatre; Underpass
Sealed road with two or more lanes; National route marker
Sealed road with one lane; Cutting; Embankment
Unsealed road two or more lanes; Culvert; Causeway
Unsealed road one lane; Approximate position (AP)
Vehicle track; Road bridge; Gate; Stock grid
Foot track; Foot bridge
Multiple track railway; Siding; Station
Single track railway; Light railway
Railway tunnel, bridge, underpass

Power transmission line
Administrative boundary
Mine; Building; Ruin; Church; Windpump; Yard
Fence; Horizontal control point; Spot elevation
Countour with value; Supplementary contour
Depression contour; Sand; Distorted surface
Levee; Sand ridge
High cliff; Escarpment
Vegetation; Dense, medium, scattered
Rain forest; Pine
Orchard or vineyard; Lines of trees or windbrea

Watercourse with flood limits; Areas subject to inundation
Swamp; Swamp definite boundary
Perennial lake; Watercourse
Intermittent lake; Watercourse
Mainly dry lake; Watercourse
Tank or small dram; Waterhole
Saline coastal flat; Intertidal ledge or reef
Exposed wreck; Submerged wreck
Submerged reef; Submerged rock
Indefinite watercourse; Shoreline; Mangrove swamp

▲ **Figure 5.46** Topographical map of Port Hedland (please note that you can zoom in on this map using the digital versions of the textbook)

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Creating national parks is another way of preventing environmental change. Although countries vary in the way they manage national parks, the underlying aim is to conserve the natural environment by limiting development and disturbances by people. The Karijini National Park (Figure 5.45), located approximately 1400 km north-east of Perth, became a national park in 1969, incorporating the lands around the Hamersley Range with subsequent additions over later years. In 1991, the park was renamed in recognition of the traditional owners of the land, the Banyjima, Kurrama and Innawonga people of the Pilbara.

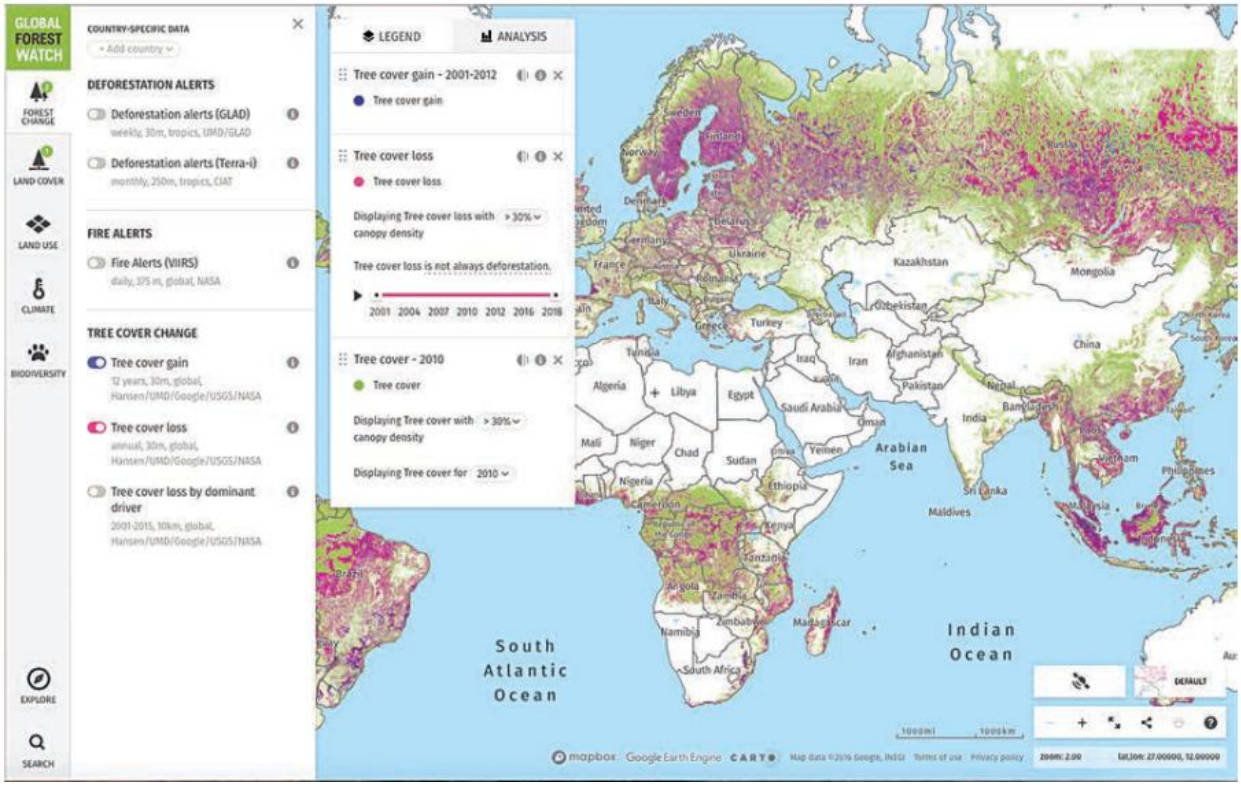
DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.3

Using a topographic map

Topographic maps show features such as elevation contour lines and landforms above sea level. You can use the legend of a map to identify them. Refer to the topographic map of Port Hedland in Figure 5.46 or go to the figure in the Interactive Textbook to be able to zoom in. Remember that the map's scale ratio applies only at the size of the map printed in the book. When viewing maps on screen, you need to use the scale bar for measuring distances.

1 What is the scale of the Port Hedland topographic map? Explain what that means.
2 What is the approximate distance of the drive from Port Hedland Racetrack (AR 6853) to the South Hedland ovals (GR 663430)?
3 Identify the feature of the biophysical environment located at:
   a GR 712544 **b** GR 615530.
4 Identify the feature of the urban environment located at:
   a GR 659519 **b** GR 655530 **c** GR 645523 **d** GR 702453.
5 Name four creeks flowing into the estuary containing Port Hedland's port facilities.
6 What direction is Finucane Island wharf (AR 6353) from Port Hedland International Airport?
7 Provide map evidence to support that Port Hedland and South Hedland are on relatively flat topography.
8 Using information from the previous questions, describe the shape of the landscape and the natural features surrounding Port Hedland. Suggest why it is an ideal location for a town.

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



▲ **Figure 5.47** Global Forest Watch is a GIS containing data layers about forest gains and losses

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Monitoring and assessment

While monitoring and assessing environmental impacts does not directly influence changes to the environment, it is an essential part of guiding management practices. A Geographic Information System (GIS) is a form of spatial technology that involves gathering, managing and analysing spatial data. By organising the data in layers using interactive maps, patterns and relationships can be found.

Global Forest Watch is an example of a GIS that can be used to create maps and analyse forest trends anywhere in the world, and to add local data and observations. As shown in Figure 5.47, this data can be used to monitor tree loss over time due to a range of causes. Using layers, the distribution, spatial extent and types of forests lost can be determined. This in turn can help to inform environmental management decisions.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.4

Using a Geographic Information System (GIS)

A GIS organises spatial data in layers. Data from these layers can then be turned on and off, enabling the user to analyse associations between different variables. Follow these steps to gain an understanding of the current state of the world's forests.

1. Visit the Global Forest Watch website via the link: https://cambridge.edu.au/redirect/9697
2. Use the current layers to list which countries or regions around the world have experienced the most tree cover gain and tree cover loss since 2001.
3. Left-click on any region on the map and then click on 'Analyse' to get statistics about the tree cover gain, tree cover loss and proportion of forest cover within that region (hint: zooming in on the map will reduce the area of the region that is analysed). Compare the forest statistics of Mato Grosso in central Brazil with Alabama in the south-east of the United States.
4. Turn on the 'Global biodiversity intactness' layer from the 'Biodiversity' category on the left sidebar. High values indicate areas where biodiversity has not been affected, and low values indicate areas that have been highly degraded. Compare the distribution of global biodiversity intactness with tree cover loss. Is there a high, moderate or low degree of spatial association between areas of low biodiversity intactness and areas where tree cover loss is occurring? Provide examples of countries, regions or specific places in your answer (hint: turning down the opacity of layers by selecting the "Legend" tab instead of the "Analysis" tab, and then clicking the circular icon on the top right will make it easier to compare layers).

Key concepts: space, environment, interconnection, change **HASS skills:** questioning and researching, analysing

Reversing previous changes

In some cases, environmental management involves a reversal of previous management policies and practices. This can be driven by changes in technology, the opinions of local residents or environmental management priorities.

Historically, many landscapes in Australia have been altered by the activities of mining, including the alteration of topography and water catchments. Although these changes aided the extraction of raw materials, they have clear impacts on the health of associated ecosystems. The Alcoa Huntly Mine Site provides evidence of clear rehabilitation practices to return mine sites and surrounding water catchments to their original state. The Jarrah forest ecosystem is restored in sections after bauxite is extracted. This involves returning topsoil, contour ripping and replanting of vegetation to the area.

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▲ **Figure 5.48** A section of the Huntly Bauxite Mine was rehabilitated after mining activities altered the landscape. On the left you can see the industrial mining equipment at the Huntly Mine. Note the Jarrah trees in the background. On the right you can see the natural landscape of the Jarrah forest, which is coming back to the area after rehabilitation.

ACTIVITY 5.13

Using the information that you can extract from Figure 5.48, describe the change in the geographic characteristics of the Jarrah forest as a result of rehabilitation.

Key concepts: environment, change

HASS skills: analysing

Artificial solutions

artificial something produced by people, as opposed to something that occurs naturally

Artificial solutions are often used to enable a natural process to continue within a changed environment. This allows a compromise that lets ecosystems still function within a human environment, such as an urban or agricultural region. Table 5.4 provides examples of four types of management responses using artificial solutions.

MANAGEMENT RESPONSES TO ENVIRONMENTAL CHANGES

Management response	Explanation	Example
Wildlife corridors	Wildlife corridors are thin, vegetated corridors of land that join previously isolated habitats. They reduce the impacts of habitat fragmentation by restoring the interconnection between places. An example is this wildlife bridge in Banff National Park, Canada, enabling the movement of large mammals between habitats that were fragmented through the construction of a highway.	 A wildlife bridge in Banff National Park, Canada

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Management response	Explanation	Example
Fish ladders	Fish ladders reduce the impact that dams and other flow regulation infrastructure have on fish migration and breeding cycles. They allow fish to travel over or through obstructions using a series of ascending pools. Fish ladders on the Murray River facilitate fish movement within this highly regulated system.	 Fish ladder on the Murray River, New South Wales
Sea walls	Sea walls are large vertical structures that run parallel to the shoreline. They are designed to protect coasts in urban areas from erosion, from flooding due to storm surges and from rising sea levels. This sea wall at Dawlish, in southern England, protects this resort town from damaging coastal processes.	 Sea wall in Dawlish, England
Raingardens	Raingardens are a specific type of garden bed that use different layers of soil, sand and gravel to filter and treat stormwater runoff in urban settings. They serve the same purpose as natural wetlands. Raingardens have replaced traditional **nature strips** and drains in the Melbourne suburb of Ringwood North.	 A raingarden nature strip in North Ringwood, Melbourne

▲ **Table 5.4** Examples of management responses designed to reverse negative environmental changes. This range of artificial solutions can reduce the negative impacts of environmental change.

Aboriginal environmental management

In Australia, the expertise of Aboriginal and Torres Strait Islander peoples is being used in conjunction with modern methods to manage environments across Australia. Aboriginal and Torres Strait Islander people lived sustainably across Australia for tens of thousands of years, using traditional burning techniques, fish traps, and sowing and hunting practices to survive. These sustainable methodologies are a stark contrast to the changes that have been made to the landscape since European settlement.

In the Kimberley region of the Northern Territory, rangers use traditional Aboriginal knowledge and techniques along with modern technology to manage **controlled burns**. These smaller fires are started early in the dry season to reduce **fuel load** and create firebreaks, establishing a mosaic of burnt and unburnt areas.

The vegetation within this environment has evolved to adapt to fire. Strategic use of fire helps this vegetation to regenerate and increase its biodiversity. It also reduces the likelihood of uncontrolled wildfires later in the dry season. These later fires burn hotter and can damage ecosystems, habitats and expensive infrastructure.

Environmental activism

People's worldviews play an important role in environmental management. Local people can help to manage the environment through their actions and lifestyles; for example. by choosing which political party they vote for and by participating in environmental activism.

nature strip area of public land between private property and the footpath or road

controlled burns (also known as prescribed burns) use of fire for forest management purposes, such as the reduction of fuel load

fuel load amount of flammable material within an area

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In 2018, Swedish environmental activist Greta Thunberg began protesting about climate change outside the Swedish Riksdag, or parliament. She was 15 years of age at the time. As the popularity of her cause grew, it led to the development of the School Strike for Climate movement. This movement involved around 2000 simultaneous protests across 125 countries, involving over a million students.

On 15 March 2019, some 100 000 Australian school students chose not to go to school so that they could participate in this event. Across Australia's capital cities and regional centres, students demanded that the Australian Government:

- said no to all new fossil fuel development
- committed to powering Australia with 100 per cent renewable energy by 2030
- stopped the development of the Carmichael coal mine in Queensland.



▲ **Figure 5.49** Activists rally for climate action along St Georges Terrace, Perth, on 10 January 2020.

This protest sparked debate between those who supported the students and their cause, and those who believed that students should not leave school during school hours to protest.

How is the effectiveness of an environmental management response measured?

A common task that geographers undertake is evaluating the effectiveness of a management response. This basically means investigating whether or not a management response is successful, or is likely to be successful in the future. A range of criteria are used to judge the effectiveness of a response, such as whether the response:

- has met or is likely to meet its specific targets or intended outcomes
- is affordable and economically viable
- is fair for all stakeholders
- is likely to meet its deadlines or achieve its goals within the intended time scale
- is economically, socially and environmentally sustainable.

In cases where only some of the criteria have been met, or where criteria have been partially met, a judgement call is needed. This involves weighing up the positives and negatives. In the next sections we will look at some examples of responses to environmental crises as we explore some Australian and international case studies.

FIELDWORK 5.1

Evaluating the success of a local management response



Fieldwork is an essential part of studying geography. It enables you to investigate many of the concepts studied in the classroom in the real world.

Design a fieldwork investigation to assess the impacts of environmental change and evaluate the success of management responses.

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The following are some examples of the types of locations that you might wish to investigate:

- the water quality of a river (such as the Swan River) at various locations from its source to its mouth
- the success of a weed management project in a state or national park
- the impact of coastal processes on urban beaches such as Mandurah or Geraldton, and the success of coastal management responses
- the success of the rehabilitation of an environment such as the Beeliar Wetlands or Dwellingup State Forest.

The following structure will help to form the basis of your study:

- **Title and introduction:** introduce your study by providing some context. This should include the location, the type of impact that you are investigating and the management response that you are evaluating.
- **Background information:** use research to collect secondary data about your study area, such as its geographic characteristics and its history. Examples include satellite imagery from Google Earth, council documents, published studies and the websites of relevant groups.
- **Aim:** write an aim for your fieldwork that is achievable based on the data that you intend to collect.
- **Research question:** write a research question that you intend to answer using the data that you collect. For example: How does the health of the Swan River and its surrounding environment vary from its source in the Darling Ranges to its confluence with the Canning River?
- **Hypothesis:** write a clear and concise hypothesis. This is a testable statement that provides a testable prediction prior to collecting primary data. It should relate to the research question.
- **Primary data collection:** consider the types of primary data that you will need to test your hypothesis and answer your research question. Examples include field sketches, photographs, vegetation analysis, water quality testing and an interview with a local expert. What equipment will you need? Will you have enough time to collect it? At which locations will you collect it?
- **Presenting and analysing your data:** summarise your data using tables and graphs where appropriate. Analyse your data to draw conclusions, answer your research questions and state to what extent your hypothesis has been supported or disproved.
- **Conclusion and evaluation:** summarise your findings and evaluate the success of the field trip. What were the positives and negatives of your data collection? What could be done differently next time? What additional data could be collected to extend this investigation?
- **References:** always ensure you keep a record of any sources used and present these in a bibliography.

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

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

ACTIVITY 5.14

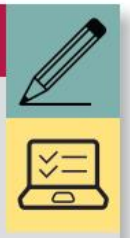
In a table, briefly summarise the different categories of environmental management using examples where required.

Key concepts: place, environment, change

HASS skills: communicating and reflecting

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END OF SECTION REVIEW 5.8



Review questions

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

Recall

1 What is a national park?
2 What is a Geographic Information System?

Interpret

3 Choose one from the examples of environmental management presented and list three criteria that could be used to evaluate the effectiveness of your chosen example.
4 Consider whether or not you would attend a protest such as School Strike for Climate. What would help determine your decision?

Argue

5 Design your own management response to one of the impacts outlined in section 5.7 or an environmental impact of your own choice. Include a list of ways you would manage impacts and the ways in which you would evaluate the success of your response.

Extension

1 Design a field trip to investigate the impacts of environmental change and the success of environmental management in your local area. Consider the types of primary and secondary data that would need to be collected in order to answer your research questions.
2 Choose one of the management strategies listed in Table 5.4 and undertake research to help do the following:
- Draw an annotated diagram demonstrating how it works.
- In a table, list the positive and negatives of this management technique in terms of long- and short-term impacts. Choosing an example in a specific location might help.
- Using this table, evaluate the effectiveness of this strategy.

3 The Adani Group's development of the Carmichael coal mine in Central Queensland sparked one of the largest environmental protests in recent years. Do some research from a variety of sources on both sides of the debate. Copy and complete the table here, or answer within the Interactive Textbook, to summarise the current and potential future impacts of the Carmichael coal mine.

	Positive impacts	Negative impacts
Environmental		
Economic		
Social		

Based on your findings, conclude whether or not you think the mining development should have gone ahead.



Key concepts: place, environment, sustainability, change, scale



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

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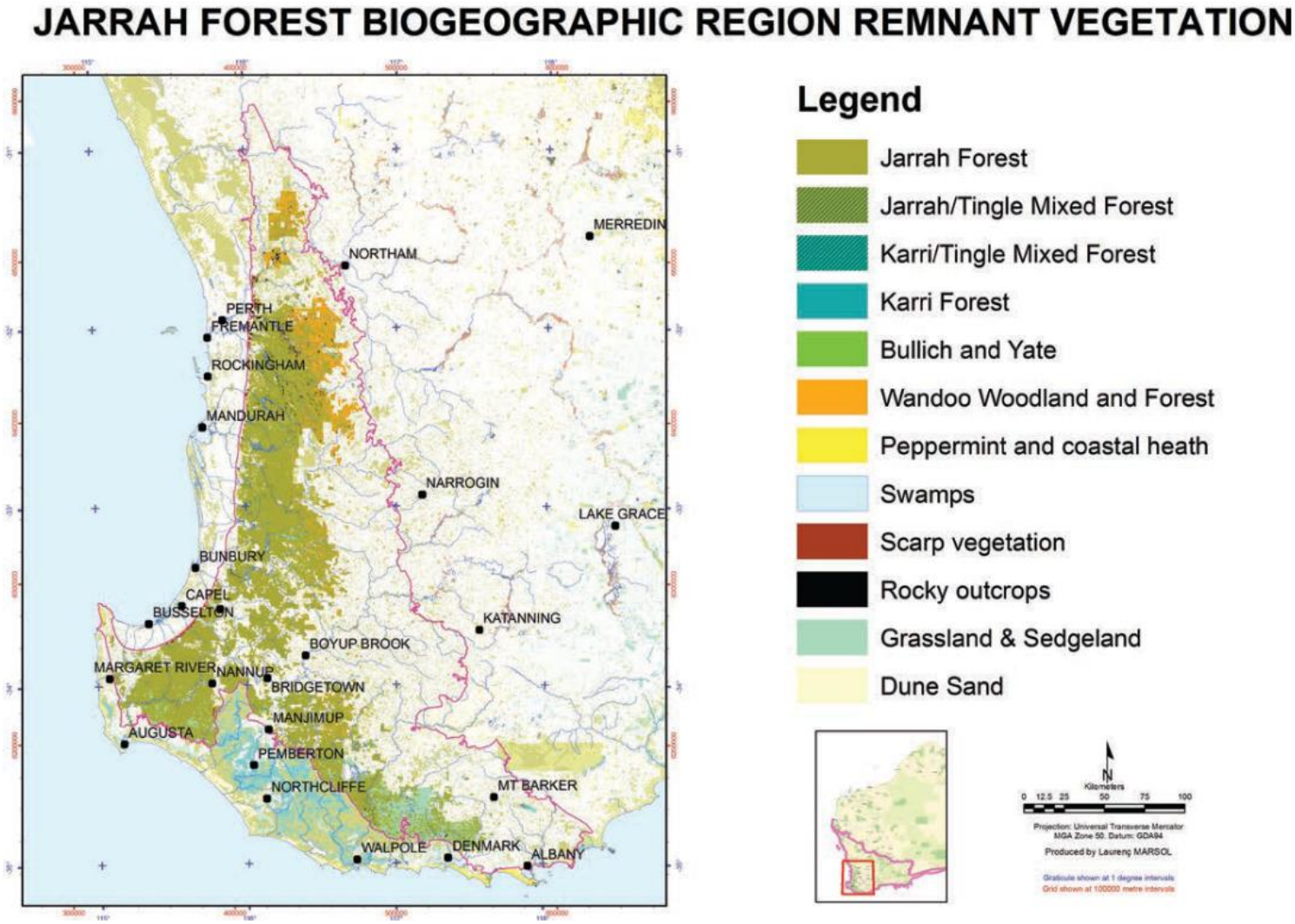
5.9 Case study 5.1: the recovery of quokka populations in Western Australia

FOCUS QUESTION

How effective are these responses to environmental management?

The jarrah forests of Western Australia stretch along the western edge of the Darling Plateau from Gingin in the north to Albany in the south (as pictured in Figure 5.50). About 45 per cent of the forest is original forest because much has been logged or cleared for urban and agricultural uses.

The forest is home to small, scattered populations of quokkas. The largest known quokka population is on Rottnest Island, where populations are estimated between 8000 to 12 000. The dense vegetation of the island offers both shade and a food source that the quokka prefers.



▲ **Figure 5.50** Map of the jarrah forest region in Western Australia

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 5.5

Using a GIS to describe geographic characteristics

1 Search for Rottnest Island on Google Maps.
- Describe the location of Rottnest Island with reference to Perth.
- Turn on satellite view. Using the satellite image, describe the natural and human geographic characteristics of Rottnest Island.

Environmental change: the jarrah forest

Unlike Rottnest Island, which is a Class A Reserve, the jarrah forest ecosystem is under threat from introduced predators, continued tree clearing and climate change.

Introduced predators, such as foxes and feral cats, have been a significant factor in the decline of many marsupial species. Foxes are active predators, which has forced marsupial habitats to be restricted to dense vegetation areas that act as refuges from **predation**. Feral cat activity has increased due to the decline in fox density by 1080 (a poison) baiting in Western Australia. Their smaller size makes marsupials like the juvenile quokka more susceptible to predation by feral cats.

predation the action of one animal hunting, killing and consuming another

Approximately 65 per cent of the original jarrah forest remains, as land clearance for a number of human uses has occurred, including, but not limited to, urban expansion, agriculture and transport networks. Timber harvesting and land clearance for the associated infrastructure is a growing threat to the jarrah forest. Animal species are under threat from the direct process of clearing and associated activities; for example, the increase of roadkill due to the addition of new roads. Similarly, the indirect consequences of land clearance reduce the extent of natural habitat areas. This forces migration into less dense cover and disrupts food webs.

Climate change affects the extent and vegetation patterns of the jarrah forest. With up to 20 per cent decline in predicted rainfall in some areas of the jarrah forest, native vegetation is competing against higher incidences of weeds. Drier and hotter conditions also increase the length and severity of bushfires. Larger-scale bushfires pose a threat to areas that were once naturally protected from fire but are now being burnt, such as swamps and creek lines.



▲ **Figure 5.51** A trapped feral cat, Wiluna, Western Australia



▲ **Figure 5.52** The 2015 Northcliffe fire burnt 98 000 hectares, resulting in up to 500 quokka deaths.

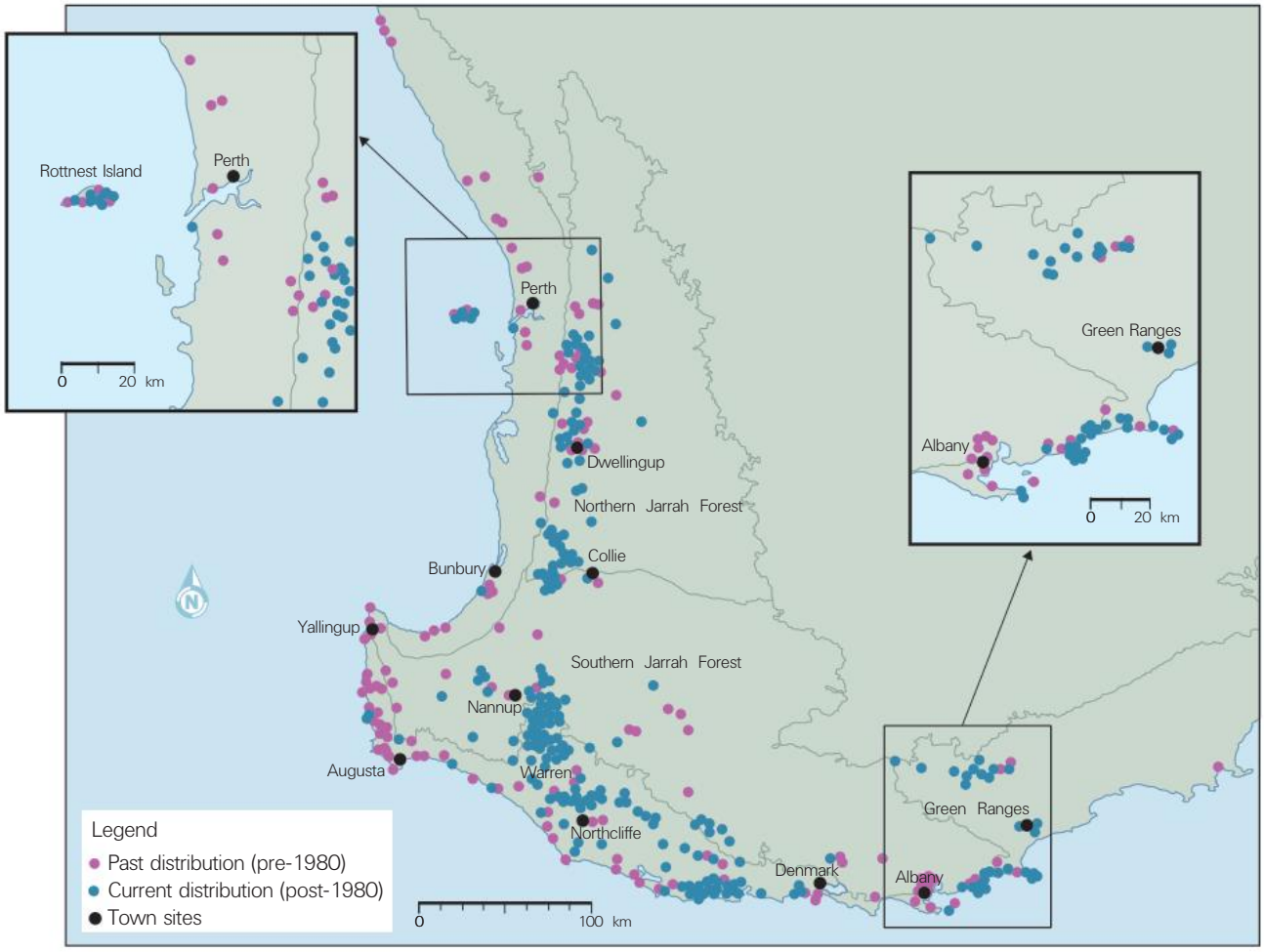
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The impacts of change: quokka population decline

During colonial settlement, it was estimated that the quokka was widespread and abundant throughout 41 200km^2 of the south-west of Western Australia. By 1992, the quokka had been reduced to an area approximately 17 800km^2. Land clearance, climate change and introduced predators continue to threaten the distribution and extent of quokka habitats. As shown in Figure 5.54, excluding Rottnest and Bald Island, the distribution of quokka has changed.



▲ **Figure 5.53** Quokkas on Rottnest Island near Perth



▲ **Figure 5.54** Past and current quokka populations in the south-west of Western Australia

ACTIVITY 5.15

Interpretation activity

Using Figure 5.54, describe the change in distribution of quokka populations pre- and post-1980. Why is this data significant?

Key concepts: place, space, change

HASS skills: analysing, evaluating

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Amazing but true …



▲ **Figure 5.55** Bald Island, located off the coast of Albany, is home to the second-largest quokka population with numbers estimated between 600 to 1000.

Environmental management: Quokka Recovery Plan

The Western Australian Department of Environment and Conservation (DEC) released a 10-year recovery plan for the quokka. The plan was in response to the listing of the quokka as vulnerable under the *Environment Protection and Biodiversity Conservation Act 1999*, and was undertaken in consultation with the DEC Science Division, local interest groups and the Aboriginal communities in the region.

The plan aims to improve the conservation status of the quokka within the 10-year period of the project. In addition, the existing populations of quokka are to maintain the same extent of habitat. The final aim is to identify and put into place management strategies to remove or lessen current threats to known populations.

Will the Quokka Recovery Plan be effective?

Economically, conservation action is not without a price tag. The Quokka Recovery Plan was estimated to cost $4 192 000 for the first five years of implementation. However, this has wider benefits for job creation in many areas of the project due to the scale of working within the jarrah forest; for example, surveying and monitoring locations, captive breeding and education opportunities. The flow-on from this plan will likely impact positively on tourism, as many locations will be classified as quokka sanctuaries. Rottnest Island as a tourism destination uses its status as a Class A Reserve for quokkas to increase visitor numbers.

Currently, the management of predators such as foxes and feral cats has been undertaken by the Western Shield program. This program aims to disperse toxic 1080 baits in specific locations to target foxes and feral cats. The program has been promising in the decline of fox populations, but there is public risk to domestic animals. However, appropriate signage and media releases are provided to the public to ensure caution is taken. The plan proposes captive breeding to maintain populations and implement the return of quokkas to the wild. It is considered a medium to high priority to ensure the success of the overall plan by increasing population numbers in known habitat areas.

The education and communication activities will increase awareness of the threats to mainland quokkas and the conservation actions being taken. This is particularly driven by the tourism industry on Rottnest Island as the location typically receives over 700 000 visitors per year. The plan was created in consultation with South West Aboriginal Land and Sea Council, which represents the Aboriginal communities of the regions where quokkas are located. This demonstrates acknowledgement of the traditional custodians of the land, the Noongar people of the South West, whose management practices have protected the local environment for many generations.

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MAKING THINKING VISIBLE 5.5

Circle of viewpoints

Brainstorm a list of perspectives prior to the decision to undertake a recovery plan for the quokka. Use the following script skeleton to explore one of those perspectives.

1. **I am thinking of** … (the topic you have chosen) **from the point of view of** … (the viewpoint you've chosen)
2. **I think** … (describe the topic from your viewpoint by taking on the character of your viewpoint)
3. **A question I have from this viewpoint is** … (as a question from this viewpoint)

Share your chosen viewpoint with a classmate with a contrasting view. What new ideas do you have about this case study that you didn't have before? What new questions do you have?

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

HASS skills: questioning and researching, communicating and reflecting

END OF SECTION REVIEW 5.9

Review questions

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

Recall

1. How much of the original jarrah forest remains?
2. Describe the causes of environmental change in the jarrah forest.
3. Outline the aims of the Quokka Recovery Plan.

Interpret

4. With reference to Figure 5.50, describe the location of the jarrah forest in Western Australia.

Argue

5. Explain how land clearance and climate change are interconnected causes of quokka population decline.
6. Evaluate whether you believe the Quokka Recovery Plan will achieve its aims. Research further to provide additional evidence for your opinion.

Extension

1. With further research, evaluate the sustainability of the quokka population on Rottnest Island.
2. Visit the website of the World Wide Fund for Nature (WWF). Read about some of the wildlife conservation initiatives that are taking place around the world. Choose one of these and prepare a short summary highlighting:
   - the location of the case study
   - the species being protected
   - some of the specific ways it is being managed.

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

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

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5.10 Case studies in environmental management

Additional content available: Case studies 5.2–5.5

See the Interactive Textbook to access these additional case studies:

- Case study 5.2: Restoring penguin habitat on the Summerland Peninsula, Victoria
- Case study 5.3: Using Aboriginal knowledge to manage Kakadu, Northern Territory
- Case study 5.4: Monitoring and managing the Mesoamerican Reef
- Case study 5.5: Battling land degradation in northern China.



▲ **Figure 5.56** Little penguins returning to their burrows on Phillip Island, Victoria.

5.11 Conclusion: why does it matter?

Humans, as a species, have untold power. We can choose to continue to hear that the world is being destroyed by our actions or we can choose to act. Throughout this chapter you have seen examples of change and responses to manage the impacts of environmental change. This topic is not just a box we tick to say we have covered the required curriculum; it is about understanding a moral obligation that we have to the world's environments. We, as a collective, have the power to change our behaviour and thinking to contribute to the protection of what remains of our planet's fragile ecosystems. Small actions in our households, national changes to power production or global commitments to protecting forest cover – how will you help?

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5.12 End of chapter activities

Reflection

Self-assessment

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

Making thinking visible

Headlines

1 Write a headline for one of the environmental changes outlined in Case studies 5.1–5.5. Consider the most important aspect of the change and its impacts.

2 Write a second headline based on the level of success of the management response. Consider how the situation has changed and any subsequent changes to the environment.

Inquiry

Research task

Choose one of the types of environmental change discussed in this chapter, or one of your own choice. Prepare a case study relating to a specific place. Undertake research using a variety of sources and media in the following areas:

- background information including location and geographic characteristics
- a summary of factors that led to environmental change
- a description of the environmental change including a variety of impacts
- an outline of at least one management response seeking to reduce negative impacts or enhance positive impacts
- the success or likely success of the management responses outlined.

Present your findings in a report that includes relevant maps, data and statistics.



▲ **Figure 5.57** Although bushfires are a natural process within Australia's forests, ferocious fires like those that occurred in late 2019 in the Blue Mountains can lead to both short- and long-term ecological impacts.

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Writing

Extended response questions

1 Use the information from the case studies presented in sections 5.9 and 5.10, or the research task from the previous question, to evaluate the effectiveness of a management response to environmental change.

In your response:

- outline the type of environmental change and its impacts
- describe the management response
- weigh up the positives and negatives of the response and its ability to manage environmental change using statistics as evidence
- conclude with a statement of the effectiveness of the response.

2 Choose one of the following quotes from naturalist Sir David Attenborough. Using information you have learned from this chapter, explain what Attenborough is referring to and discuss the extent to which you agree with him.

- 'A hundred years ago, there were one-and-a-half billion people on Earth. Now, over six billion crowd our fragile planet. But even so, there are still places barely touched by humanity.'
- 'Many individuals are doing what they can. But real success can only come if there is a change in our societies and in our economics and in our politics.'
- 'The only way to save a rhinoceros is to save the environment in which it lives, because there's a mutual dependency between it and millions of other species of both animals and plants.'
- 'If we [humans] disappeared overnight, the world would probably be better off.'



▲ **Figure 5.58** Naturalist Sir David Attenborough

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Analysis

Problem-solving task

Choose one of the impacts of environmental change outlined in section 5.7 and design your own strategy to manage the impact. Consider whether your strategy will:

- assess and monitor the change
- reverse or adapt to the change
- provide an artificial solution
- involve an Indigenous perspective
- indirectly respond to the impact by raising awareness.

Swap your response with a classmate and evaluate each other's response using a range of suitable criteria.



▲ **Figure 5.59** Hunting, poaching and habitat loss are contributing to the endangerment of the Indian rhinoceros.

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

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

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Unit 2

Geographies of human wellbeing

Overview

Being born in a developed country into a family of average wealth is often compared to winning the lottery. If that developed country is Australia then you certainly have won! In 2018, Australia ranked third in the United Nations Development Programme's Human Development Index. This means people from Australia are more likely to live longer than the majority of the global population. Australian residents are also more likely to enjoy a relatively high level of wealth and education.

In this unit you will learn how to measure human wellbeing using various indicators. These indicators will enable you to compare wellbeing in different countries and different places, and to understand the causes for these variations. By exploring a series of case studies, you will examine the ways in which government and non-government organisations seek to manage and improve wellbeing in Australia and across the world.

Learning goals

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

- What is human wellbeing and how can it be measured?
- How does human wellbeing vary spatially across the world?
- Why does human wellbeing vary between regions within a country?
- What are the causes of variations in wellbeing and how are these causes interconnected?
- How does the level of development in a country or place influence wellbeing?
- How do government and non-government organisations seek to improve human wellbeing?



▲ **Figure A:** Pakistani girls queue for donated food at the courtyard of the shrine of Sufi Saint Bari Imam on 29 January 2010. Pakistan is number 139 on the UN's Human Development Index of 179 countries.

Video
Unit overview

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Introducing geographical concepts and skills: *space, scale* and *interconnection*

Throughout this unit there is a focus on developing your understanding of space, scale and interconnection.

In Geography, **space** refers to the spatial distribution of places and the characteristics within these places. Geographers use maps and various forms of spatial technology to examine, monitor and compare spatial distributions in order to assess, manage and predict impacts.

Scale refers to the spatial level at which distributions are examined. The scale of a map relates the actual size of something on the Earth's surface to its size as represented on a map. Observational scale refers to the relative size of an area being investigated. Observational scale is often categorised as local, regional, national or global.

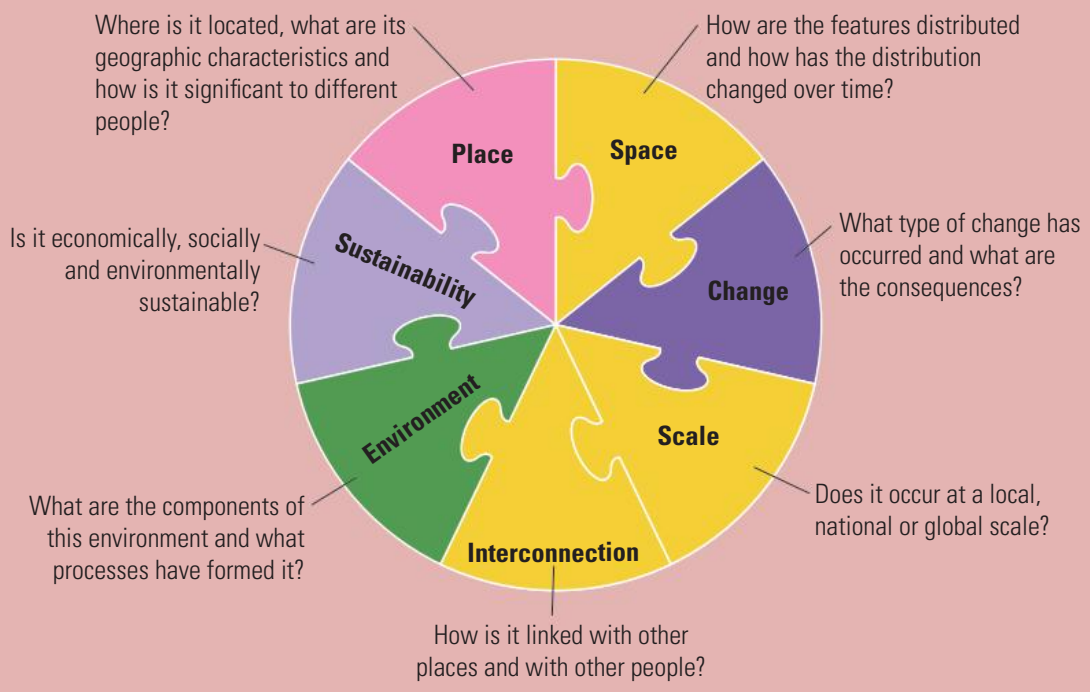
Interconnection involves the links between places and the influences that people have on the characteristics of places. The characteristics of a place can contribute to the wellbeing of people within that place. Similarly, the wellbeing of people at a local scale can contribute to the levels of wellbeing within a region or an entire country.

Although this unit has a specific focus on space, scale and interconnection, these concepts are parts of a group of seven interrelated key ideas that help us to think geographically.



▲ **Figure B:** In Geography we look at local, national and international scales.

Geographical concepts



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CHAPTER 6

Geographies of human wellbeing

6.1 Setting the scene: living conditions in Hong Kong

At first glance, Hong Kong's Victoria Harbour appears to be an idyllic urban paradise. Tall, modern skyscrapers stretch out along a tranquil coastline surrounded by luscious forests. For the estimated 93 billionaires that live in Hong Kong, it is indeed a paradise. In fact, in 2019 Hong Kong became the city with the highest concentration of rich people in the world. One in every seven Hong Kong residents is a millionaire! However, based on household income, Hong Kong also has one of the largest variations in human wellbeing. In 2016 the average monthly household income of the richest 10 per cent of people from Hong Kong was 44 times greater than the poorest 10 per cent of Hong Kong residents.

Renting a typical 45-square-metre studio apartment in one of Hong Kong's mid-range areas costs approximately A$3350 per month. This makes it the most expensive city in the world to live in. Hong Kong's median wage is just A$3000 month, making safe and adequate housing unaffordable for much of Hong Kong's working class. Many families are forced to live in cramped conditions with three generations (children, parents and grandparents) under one roof. An estimated 100 000 people in Hong Kong live in subdivided apartment units that measure less than four square metres each. Many of these subdivisions are illegally built and do not meet safety standards. Thousands more people are forced to live in cubicles or cages that are barely large enough to fit a bed.

Hong Kong's housing situation is even worse for women. Less than 20 per cent of women in Hong Kong participate in the workforce – well below of the global average of 48.5 per cent. Living conditions for poor people are very tough – many elderly women collect and sell cardboard to scrape together a very basic living (Figure 6.4). Homelessness is on the rise and the waiting list for public housing is up to six years.



▲ **Figure 6.1** View of Hong Kong's Victoria Harbour

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▲ **Figure 6.2** Life inside one of Hong Kong's subdivided apartments



▲ **Figure 6.3** Thousands of low-income workers live in 'cage homes' that are only large enough to fit a sleeping mat.



▲ **Figure 6.4** Many elderly people in Hong Kong scavenge cardboard from the streets to sell to recycling plants.

MAKING THINKING VISIBLE 6.1

What makes you say that?

Visit the Dollar Street website via the link at https://cambridge.edu.au/redirect/9698. The Dollar Street site is produced by the Swedish Gap Minder organisation. Use the site to explore the homes of different families around the world. In pairs, ask each other the following questions and then prompt each other to justify your opinions by asking, 'What makes you say that?'

1. Which of the families you investigated do you think would have the highest level of wellbeing?
2. What do you think are some of the challenges facing some of the families at either end of the income spectrum?
3. Which of the families you investigated do you think has a lifestyle similar to yours?
4. What has this exercise shown you about wellbeing across the world?

Key concepts: place, space, interconnection

HASS skills: questioning and researching, analysing, evaluating

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6.2 Chapter overview

Introduction

We live in a world of stark inequality. Nearly two billion people around the world are overweight – roughly a quarter of the global population. In contrast, 462 million people across the world are underweight. According to the World Health Organization (WHO), around 45 per cent of deaths among children under five years of age are linked to malnutrition, especially in poorer regions. In these same regions, the number of overweight children is also growing significantly.

As well as contrasts in the amount of food people consume, there is wide variation in the amount of things people own. As Table 6.1 shows, approximately 70 per cent of people in Australia and New Zealand own a car, yet there are many countries where less than five people per 1000 own a car.

In 2017 a study revealed that people living in the United States had an average of 3.25 television sets per household. This is significant, considering that each US household consists of an average of only 2.53 people. People in Australia had a more modest 2.40 televisions per household for their 2.6 people per household. Meanwhile, there were an estimated 1.1 billion people in the world who didn't even have access to electricity.

Although the number of television sets per household might seem trivial, it highlights an underlying lack of equality in wealth, resources and quality of life. Together with measures of mental health, these factors form the basis of human wellbeing.

NUMBER OF CARS PER 1000 PEOPLE

Top 10 countries	Number of cars per 1000 people
San Marino	1263
Monaco	899
United States	797
Liechtenstein	750
Iceland	745
Luxembourg	739
Australia	717
New Zealand	712
Malta	693
Italy	679

Bottom 10 countries	Number of cars per 1000 people
Mauritania	5
Congo	5
Central African Republic	4
Lesotho	4
Ethiopia	3
Liberia	3
Bangladesh	3
Solomon Islands	3
Somalia	3
Togo	2

▲ **Table 6.1** (top) Top 10 countries ranked in order of number of cars per 1000 people in 2014. (bottom) Bottom 10 countries ranked in order of number of cars per 1000 people in 2014.

Source: Our World in Data website

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The examination of the horrendous living conditions experienced by thousands of people in Hong Kong is one of many case studies that will be presented throughout this chapter. These case studies focus on different aspects and indicators of wellbeing and explore ways that people strive to improve their wellbeing at a local, national and global scale.

Learning goals

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

- What is human wellbeing and how can it be measured?
- What factors affect human wellbeing?
- How does human wellbeing vary spatially across the world and what impacts does this have?
- What are the causes of variations in wellbeing and how are these causes interconnected?
- How do levels of development in a country or place influence people's wellbeing?
- How do government and non-government organisations seek to improve human wellbeing?
- How does human wellbeing vary at a national scale and what impacts does this have?

Geographical skills

After completing this chapter, you should be able to:

- Predict changes in the characteristics of places over time and identify the possible implications of change for the future
- Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences of these changes
- Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources
- Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems (GIS) as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Digital resources

Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- image gallery tour of key locations in this chapter
- videos, image galleries and other extra materials.

Video
Five interesting facts about human wellbeing

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6.3 Measuring and mapping human wellbeing

FOCUS QUESTIONS

- What is human wellbeing and how can it be measured?
- What factors affect human wellbeing?

What is human wellbeing?

Human wellbeing can be defined as an overall measure of the health and quality of life of a group of people. Human wellbeing varies significantly depending on the place and population for which wellbeing is being measured.

In the world's poorest regions, wellbeing involves having the basic requirements needed for survival, such as food and clean water, shelter, clothing and safety. In wealthier regions, health, income, education and happiness are more common measures of wellbeing.

human wellbeing overall measure of the health and quality of life of a group of people

urban area with at least 1000 residents and a population density of more than 200 people per square km

indicators measures used to assess and track changes in progress and performance

infant mortality rate (IMR) measure of the number of children per 1000 children born who die aged under one year of age

objective result or judgement that is not influenced by personal feelings or opinions

quantitative data based on numerical quantities that can be counted or measured

qualitative data not based on numeric quantities, usually measured using techniques including observations, interviews and surveys

subjective result or judgement that is influenced by the personal feelings or opinions of an individual

excreta faeces, urine and other waste material discharged from the body

latrine communal toilet or a simple form of sanitation; for example, an open trench

In many cases, individuals make decisions about what they consider to be the qualities of a prosperous life and then measure their level of wellbeing based on whether or not they have the ability and resources available to them to achieve those qualities in their own lives.

The study of human wellbeing can be approached on many different scales. On a global scale, the wellbeing of different countries can be compared. Trends in the global distribution of wellbeing can be used to measure the change in the development of different countries and regions.

On a national scale, there is often a stark contrast between the wellbeing of different parts of a country's population, particularly between rural and **urban** regions. These contrasts can present difficult management challenges for national governments.

On a local scale, the wellbeing of people within a place can vary based on a variety of factors such as employment, wealth, housing and education.

How is human wellbeing measured?

There is no single measure of human wellbeing. Instead, comparing the wellbeing of populations involves using a variety of **indicators**. When combined, these indicators give an overall view of a population's wellbeing.

Some of these indicators, such as **infant mortality rate (IMR)**, are **objective** and **quantitative**. This means that they can be measured, making them easy to compare. Other indicators, such as happiness, are **qualitative** and more difficult to measure.

Qualitative results are often based on interviews and surveys – these results can be **subjective**, which means they are influenced by a person's environment, experiences and preferences. Qualitative data is therefore not always consistent. Many of the most common indicators used to measure human wellbeing are outlined in the rest of this chapter.

Sanitation

According to WHO, sanitation refers to the provision of facilities and services for the safe management and movement of human **excreta** from a toilet to storage, treatment and safe use or disposal – in other words, access to a clean and safe toilet.

Around the world, approximately two billion people live without adequate sanitation like a toilet or **latrine**, something that most people in Australia take for granted. Figure 6.6 shows that almost all people in North America and Europe have access to basic sanitation, while nearly 30 per cent of people in Central and South Asia don't have access to any form of sanitation.

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Lack of sanitation affects human wellbeing in a variety of ways. As well as making life difficult and unpleasant, it also leads to the spread of infectious diseases like diarrhoea, cholera, typhoid and dysentery. This can be especially dangerous if infected faecal matter contaminates water supplies (see Figure 6.5).

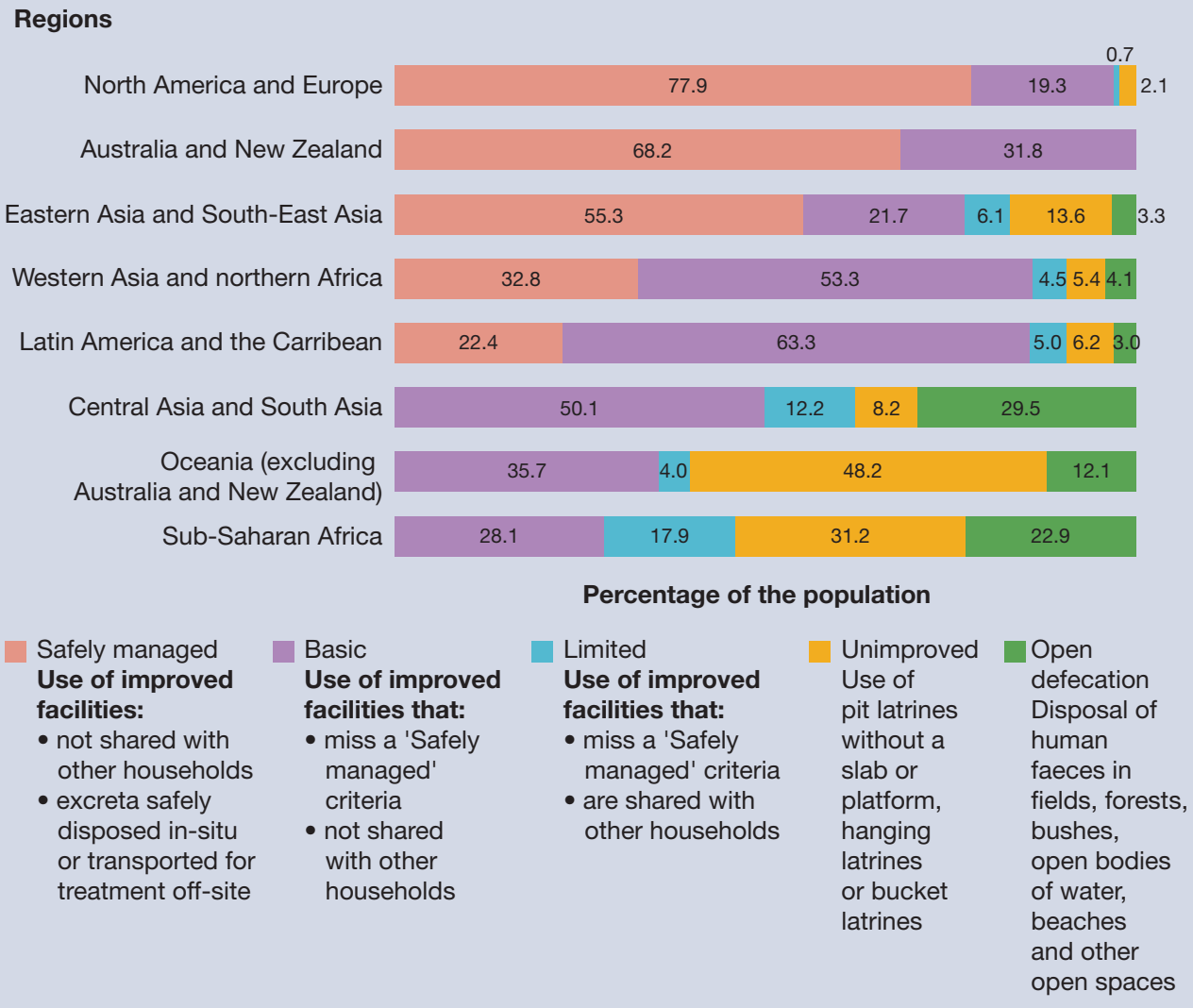
Every year, half a million children die from diarrhoea, which causes dehydration and related illnesses such as **malnutrition**. This makes diarrhoea the second leading cause of death in children aged under five. In addition to these direct impacts, inadequate sanitation has many indirect impacts on human wellbeing. For example, a lack of sanitation in schools drastically reduces school attendance, particularly for women and girls, which ultimately leads to a reduction in the literacy rate (see the information on adult literacy rates later in this section).

malnutrition medical condition resulting from a lack of nutrition by not eating enough food, eating an imbalance of foods or eating an excessive amount of food



▲ **Figure 6.5** Simple latrine situated over a lake in one of Bangladesh's slums

ACCESS TO SANITATION



▲ **Figure 6.6** Percentage of world population, by regions close to each other with similar practices, that has access to various levels of sanitation facilities.

Source: Adapted from Our World in Data website/WHO/Unicef Joint Monitoring Programme (JMP) for Water Supply and Sanitation, 2021

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ACTIVITY 6.1

Check your understanding

Suggest a factor that is causing the variation in access to sanitation shown in Figure 6.6.

Key concepts: space **HASS skills:** analysing

Wealth

One of the most common measures of wellbeing is wealth. Wealth provides access to life's necessities and opportunities, and affects all other wellbeing indicators. For example, regions with greater wealth have a greater access to sanitation, higher levels of education and a higher life expectancy.

A common way of measuring and comparing wealth between countries is gross domestic product (GDP) per capita. GDP is a measure of a country's economic output based on the total value of goods produced and services provided in a year. 'Per capita' means per person. GDP per capita is a measure of a country's wealth divided by its total population.

When considering an individual's wellbeing based on their wealth, it is important to differentiate between absolute and relative wealth. **Absolute wealth** refers to wealth compared to a fixed standard; for example, whether a person is above or below the national poverty level. On the other hand, **relative wealth** relates to how a person's wealth compares with the other people around them, including their family and friends, colleagues and the people living within their suburb or region.

absolute wealth wealth compared to a fixed standard (for example, whether a person is above or below the national poverty level)
relative wealth how a person's wealth compares with the other people around them
cost of living amount of money needed to afford basic necessities such as housing, food, clothing and health care

Another consideration when looking at wealth is the **cost of living** within a place, compared with the average income. Table 6.2 shows that the average annual income in Switzerland is US$85 500 making its population rich by global standards. However, a 2020 survey ranked Switzerland the second-most expensive country to live in. This shows that a higher income does not always mean a higher standard of living.

AVERAGE ANNUAL INCOMES

Country	Average annual income ($US)
Monaco	186 080
Liechtenstein	116 430
Bermuda	106 140
Switzerland	85 500
Norway	82 500
Macao	78 640
Luxembourg	73 910
Iceland	72 850
United States	65 760
Denmark	63 240

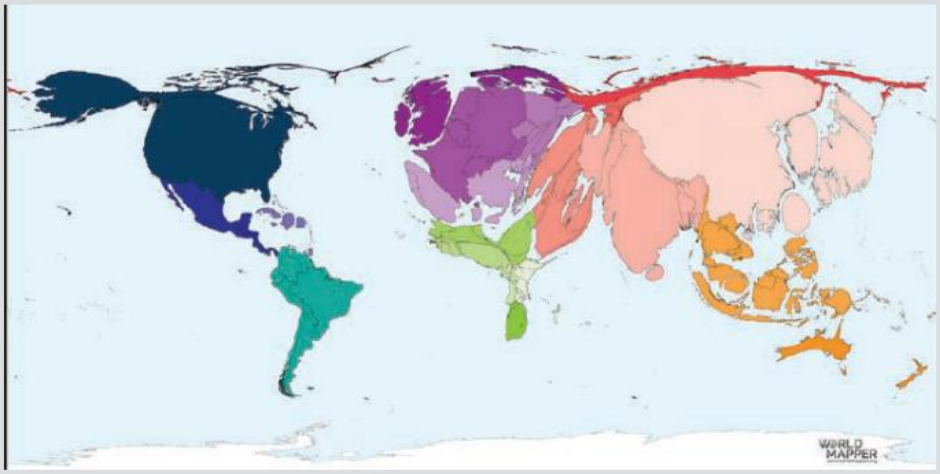
▲ **Table 6.2** Countries with the highest average incomes
Source: Our World in Data website, 2021

ACTIVITY 6.2

Analysing geographical data

1 Refer to Table 6.2. In which continent are most of the countries with the highest annual incomes located?
2 Refer to Figure 6.7 and a world map. Name the five countries with the highest GDP.

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Source: World Mapper website, 2020

◄ **Figure 6.7** **Cartogram** showing the relative sizes of countries based on their GDP, 2018. You can look up the original map online – see the source in the bottom-left corner – or zoom in on this map within the digital versions of this textbook.

Key concepts: space

HASS skills: analysing

Infant mortality rate

Infant mortality rate (IMR) is a measure of the number of children who die under one year of age for every 1000 children born. If, for every 1000 children that are born in a country, eight of those children die on average before turning one, then that country's IMR is eight.

The causes of infant mortality vary significantly around the world. The most common causes of infant death are diarrhoea, blood infections, premature birth, respiratory infections such as the flu or pneumonia, and problems arising from a lack of oxygen to a baby during birth.

Modern technology and better access to health care and health education have led to a significant reduction in the global IMR. In economically developed countries such as Japan, the IMR has reduced to just two infant deaths for every 1000 children born. Figure 6.8 shows that the global IMR rate has decreased significantly since the 1990s, with approximately 65 deaths per 1000 children born in 1990 decreasing to 29 per 1000 in 2019. This has resulted in the number of annual infant deaths decreasing from 12.49 million in 1990 to 5.19 million in 2019.

cartogram type of map in which the sizes of countries are manipulated to represent the variable being mapped

Unfortunately, Figure 6.9 shows that this reduction has not occurred evenly – the IMR still remains high in many countries. The IMR in Afghanistan is 110. This is predominantly due to a lack of medical facilities, particularly in rural areas, where many women give birth at home without access to a qualified doctor.

GLOBAL IMR 1990–2019

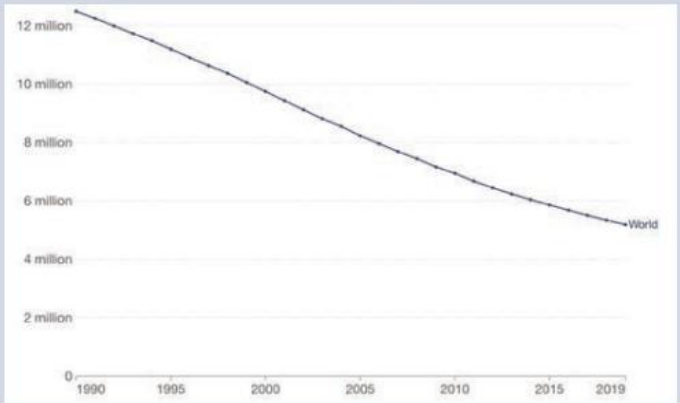


Figure 6.8 Global change in the IMR from 1990 to 2019
Source: Our World in Data website, 2021

IMR OVER TIME 1980–2919

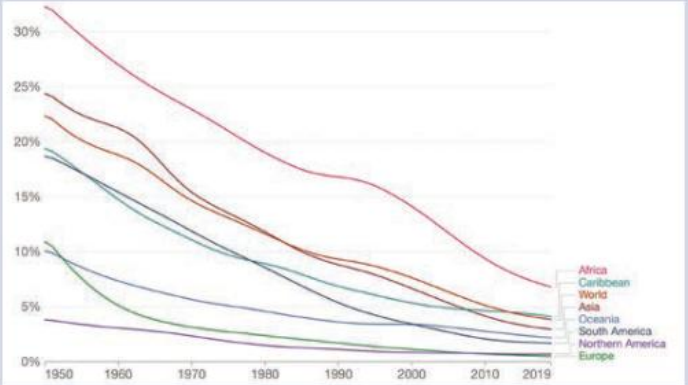


Figure 6.9 Change over time of IMR by world region
Source: Our World in Data website, 2021

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ACTIVITY 6.3

Analysing geographical data

Figure 6.8 shows a steady decline in the global IMR since 1990. However, Figure 6.9 shows that the decline in the number of infant deaths has not occurred evenly. Describe how the number of infant deaths changed for each world region from 1950 to 2015.

Key concepts: space **HASS skills:** analysing

Total fertility rate

The total fertility rate (TFR) is the total number of children expected to be born to a woman in her lifetime if she lives to the end of her childbearing years. In 2018 the TFR in Australia was 1.77 babies per woman. This does not mean every woman in Australia will give birth to 1.77 babies, though! This value is calculated based on the average number of children each woman gives birth to in a country – this means, on average, Australian women have one or two children. In contrast, the TFR in Niger in 2018 was 6.49, meaning, on average, women in Nigeria have six or seven children.

Table 6.3 shows the 10 countries with the highest and lowest TFR. Globally, the TFR has fallen from approximately five in the 1960s to 2.42 in 2018. There are many factors responsible for this trend, including greater access to **family planning**, better health care resulting in a reduction in the global IMR, a higher life expectancy, and greater career opportunities for women (this often delays the age at which women choose to have children, resulting in women having less children overall).

family planning services that help women to gain greater control over the number of children they have, and the timing between births

HIGHEST AND LOWEST TFR

Countries with the highest TFR	
Country	**TFR**
Niger	6.91
Angola	5.90
Congo	5.70
Mali	5.63
Chad	5.57
Benin	5.47
Uganda	5.45
South Sudan	5.43
Somalia	5.41
Burundi	5.10

Countries with the lowest TFR	
Country	**TFR**
Japan	1.38
Bosnia and Herzegovina	1.35
British Virgin Islands	1.34
Montserrat	1.31
Puerto Rico	1.23
Hong Kong	1.22
Macau	1.21
Singapore	1.15
South Korea	1.09
Taiwan	1.07

▲ **Table 6.3** The 10 countries with the highest TFR (top). The 10 countries with the lowest TFR (bottom).
Source: CIA World Factbook, 2021

ACTIVITY 6.4

Research task

Using an atlas or Google Earth, locate each of the countries in Table 6.3. To what extent does location seem to be related to TFR?

Key concepts: place, space, interconnection **HASS skills:** analysing, evaluating

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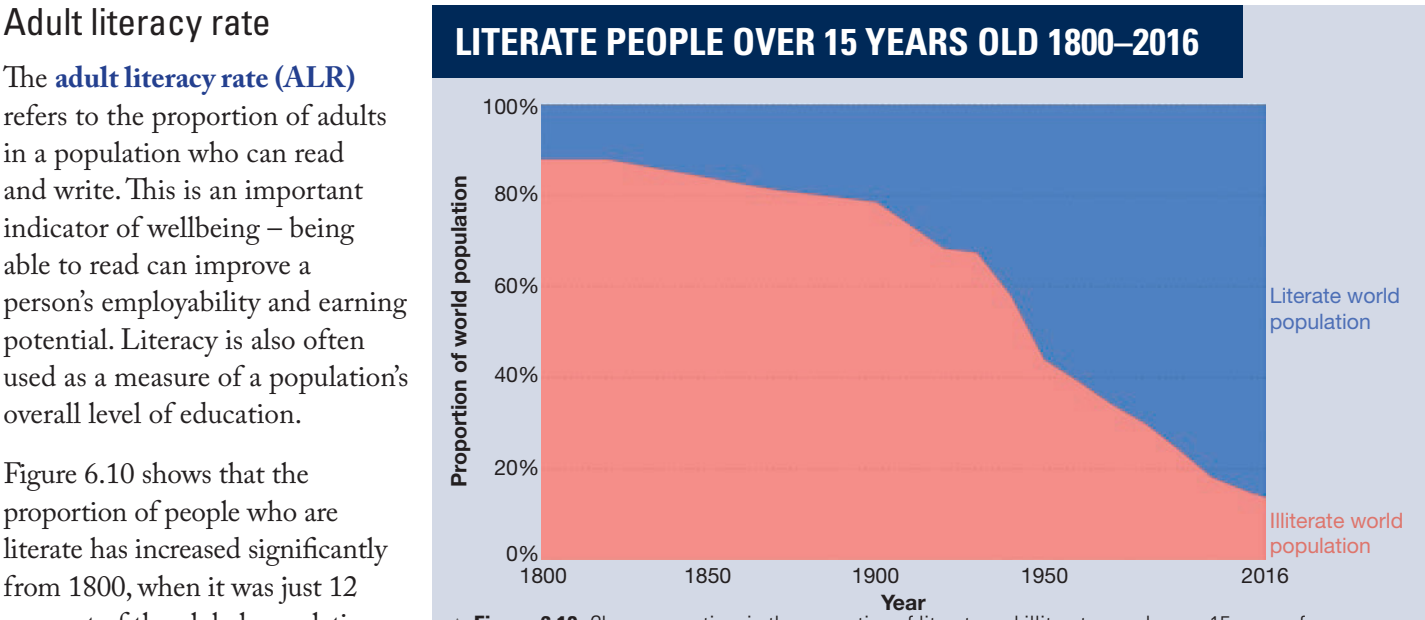
Adult literacy rate

The **adult literacy rate (ALR)** refers to the proportion of adults in a population who can read and write. This is an important indicator of wellbeing – being able to read can improve a person's employability and earning potential. Literacy is also often used as a measure of a population's overall level of education.

Figure 6.10 shows that the proportion of people who are literate has increased significantly from 1800, when it was just 12 per cent of the global population, to over 86 per cent of the global population in 2016. However, there is a large variation in the ALR between world regions. In **sub-Saharan Africa** the average ALR is just 61 per cent, compared to 99 per cent in northern Europe.

Unfortunately, it is very difficult to accurately measure an entire population's level of literacy skill. Although most people have basic reading and writing skills, many lack a level of skill high enough to improve their wellbeing. This is particularly important when considering health literacy.

The WHO defines health literacy as the ability of individuals to gain access to, understand and use information in ways that promote and maintain good health. This is particularly important for females, who often have lower levels of literacy than males within the same population (see Figure 6.11). Elderly people, racial and ethnic minorities and low-income earners also have lower levels of health literacy on average.



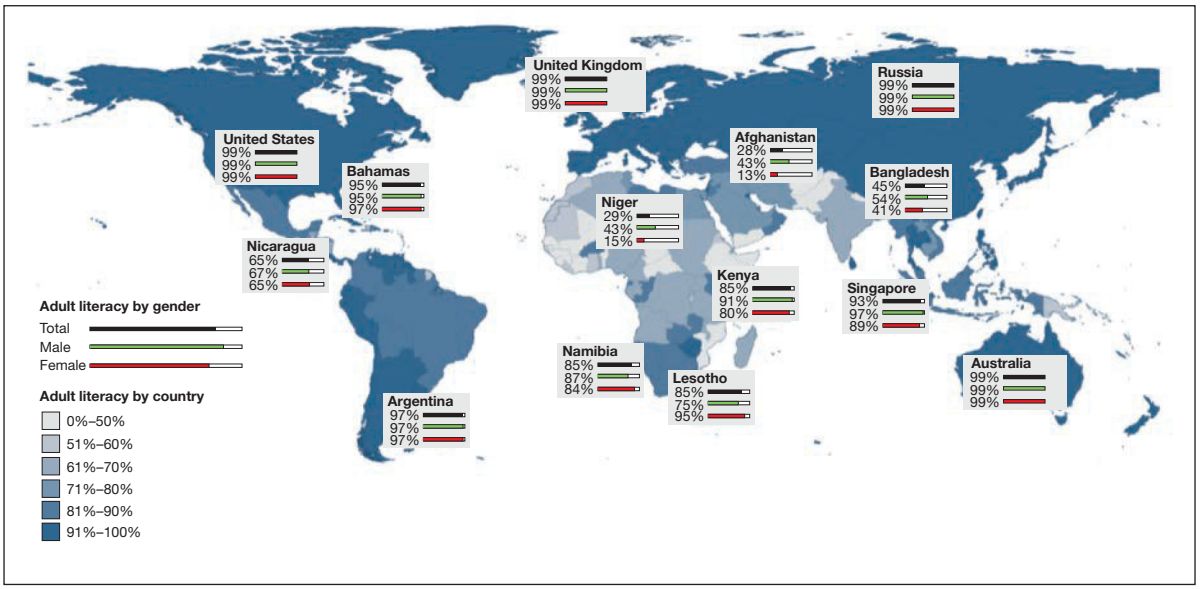
▲ **Figure 6.10** Change over time in the proportion of literate and illiterate people over 15 years of age, 1800–2016

Source: 'Literate and illiterate world population', Our World in Data website, 2018

adult literacy rate (ALR) proportion of adults in a population who can read and write

sub-Saharan Africa term for countries in the region of Africa located south of the Sahara Desert

Although the ALR in Australia is 99 per cent, a national health survey by the Australian Bureau of Statistics in 2018 showed that 14 per cent of Australians found it difficult to navigate the health care system. As shown in Figure 6.12, this varied considerably throughout the different age groups. Low levels of health literacy affects wellbeing as it can lead to higher rates of hospitalisation, less frequent use of health services and overall higher government costs.

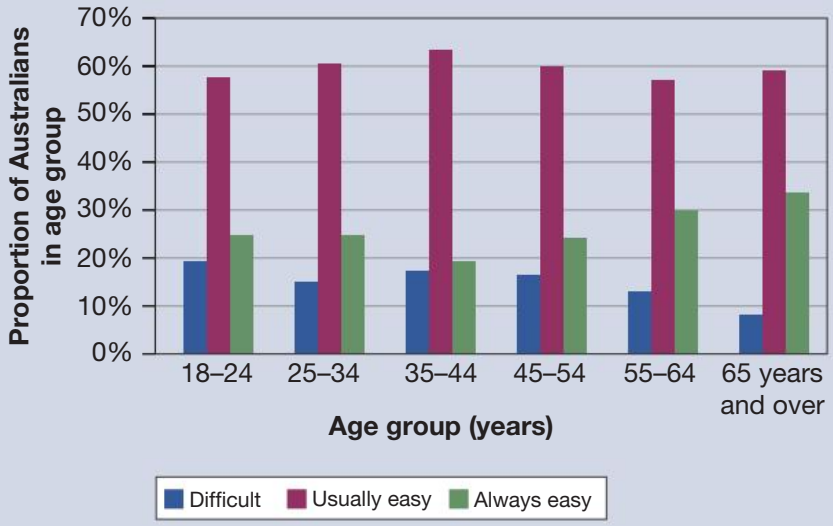


▲ **Figure 6.11** Global variation in the ALR for male and females

Source: The visualisation and analysis was conducted by Dr Mark Graham, Scott A. Hale and Monica Stephens, in collaboration with Dr Corinne M. Flick, and is licensed under CC BY 4.0

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HEALTH CARE LITERACY



▲ **Figure 6.12** Health care literacy in Australia by age group
Source: Health Literacy Survey, 2018

ACTIVITY 6.5

Analysing geographical data

1 Using Figure 6.10, create a table to record how the proportion of literate to illiterate people has changed every 50 years since 1800.
2 Refer to Figure 6.11.
- Which world regions have the highest and lowest adult literacy rate?
- Name two countries that have a large difference in literacy between males and females and two countries that do not have any difference.
- Suggest an impact that lower literacy rates among females might have in a country such as Niger.

Key concepts: place, space, change

HASS skills: analysing, evaluating, communicating and reflecting

Health and disease

The ability for a population to treat and control the spread of diseases, and to provide appropriate health care, is an important indicator of wellbeing. Although many diseases affect all people irrespective of their living conditions or wealth, there are many preventable and treatable diseases that occur predominantly in poorer regions. For example, malaria is a life-threatening disease caused by parasites spread when ***Anopheles*** mosquitoes bite people.

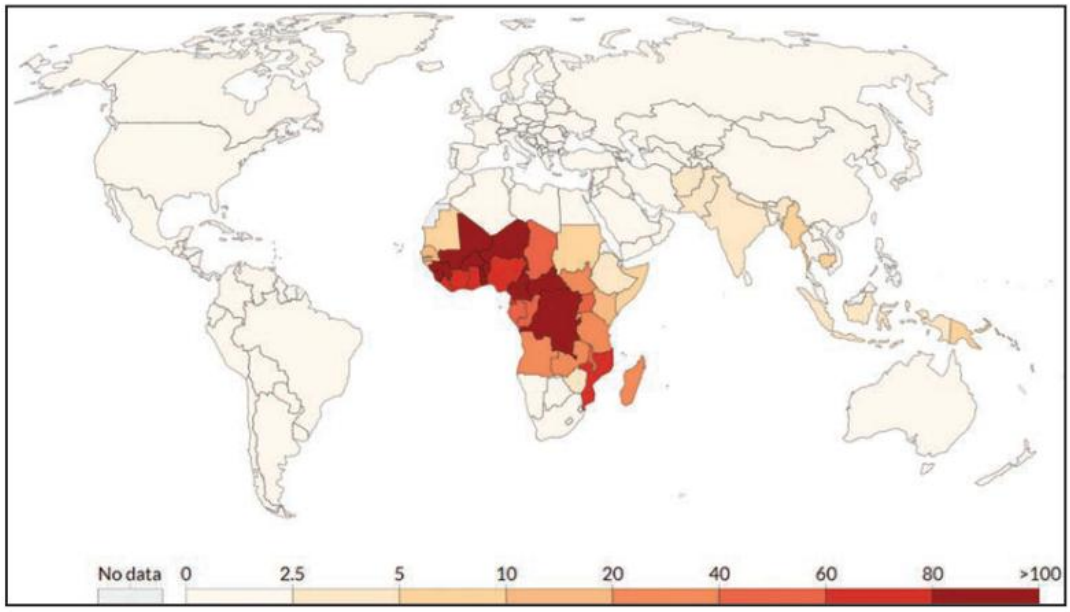
Anopheles genus of mosquito containing 460 species, 100 of which can spread malaria

In 2017 malaria was responsible for the deaths of 435 000 people worldwide. It was also one of the leading causes of death for young children. Although climate is a major factor determining the prevalence of malaria, 93 per cent of malaria-related deaths occurred in sub-Saharan African countries (see Figure 6.13). This suggests that there is a correlation between the impact of malaria and the level of a country's economic development.

Amazing but true …

In 2019 an article in the *New York Times* described mosquitoes as the 'deadliest hunters of human beings on the planet'. Approximately 700 000 people are killed by mosquitoes each year, via malaria and other mosquito-borne diseases. An estimated total of 108 billion people have been killed by mosquitoes over the last 200 000 years.

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▲ **Figure 6.13** Global distribution of deaths due to malaria in 2017, measured as the number of deaths per 100 000 individuals
Source: Our World In Data website, 2021

ACTIVITY 6.6

Analysing geographical data

Figure 6.13 shows the global distribution of countries with a high number of deaths due to malaria.

1. Name all of the countries that have a death rate of more than 60 deaths per 100 000 individuals.
2. Using an atlas or Google Earth, name the **latitudes** between which all malaria-related deaths occur.
3. Investigate why there is an association between the prevalence of malaria and latitude.

Key concepts: place, space, interconnection

HASS skills: analysing, evaluating

Another factor determining wellbeing in terms of diseases is access to **physicians**, such as doctors or nurses. This is often measured in terms of the number of physicians per 1000 people. The global average is 1.5 physicians per 1000 people, yet this measure can be as high as 7.5 in Cuba or 3.4 in Australia, and as low as 0.01 in Liberia.

Cardiovascular diseases, including heart attacks and strokes, are the leading cause of death around the world. Many of the causes of cardiovascular diseases are preventable, including tobacco use, unhealthy diet and excessive alcohol consumption. Despite these causes being preventable, three-quarters of deaths due to cardiovascular diseases still occur in low- and middle-income countries due to a lack of health care services that can offer things like early detection and treatment.

Life expectancy

Life expectancy refers to how long a person can expect to live. It is calculated based on the average age that members of a particular population are when they die. Life expectancy varies significantly between countries, but it can also vary significantly within countries, particularly between rural and urban areas.

Life expectancy is an important indicator of wellbeing – it increases as other areas of wellbeing improve. For example, countries with high life expectancy usually have universal access to sanitation, medical facilities, **food security** and education, and enough wealth to provide all of these things.

As Figure 6.15 shows, over the last century average life expectancy across the world has risen significantly. Despite all world regions showing a similar growth trend, however, there is a significant difference between current life expectancy in regions such as sub-Saharan Africa and southern Europe.

latitude measure of geographical position north or south of the equator, measured from 0° at the equator to 90° at the north and south poles

physician medical practitioner, such as a doctor, nurse or surgeon

food security measure of people's access to enough food to meet their dietary needs

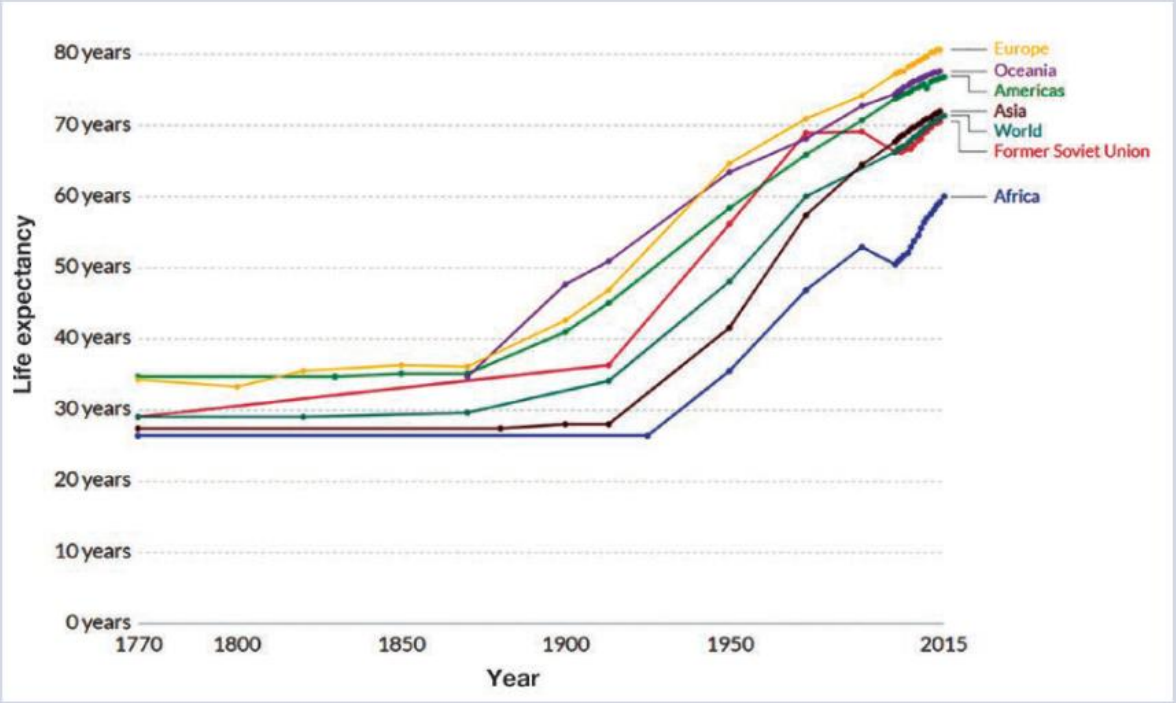
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For example, in 2019 France had an average life expectancy of 82.9 years, whereas in Nigeria life expectancy was only 54.5 years. There is also a significant difference between the life expectancy of males and females. In Hong Kong, which has one of the highest life expectancies in the world, males live to an average of 81.4 years, whereas females live to 87.3 years. This is due to biological differences, but also behavioural factors like higher smoking rates in males.



▲ **Figure 6.14** In 2019, Japan had the second-highest life expectancy, at 85.8 years. The Japanese Government invests money in helping its elderly population to maintain healthy and fulfilling lives.

LIFE EXPECTANCY GLOBALLY AND BY WORLD REGIONS SINCE 1770



▲ **Figure 6.15** Life expectancy has increased dramatically across the world since 1770.
Source: Our World In Data website, 2021

ACTIVITY 6.7

Analysing geographical data

Figure 6.15 shows a similar trend in life expectancy for all world regions. Why do you think all of these regions follow a similar trend?

Key concepts: space, interconnection, change

HASS skills: analysing, evaluating

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▲ **Figure 6.16** Since 1972, Bhutan has made happiness its most important measure of wellbeing.

Happiness

Happiness is one of the most important indicators of wellbeing, but it is one of the most difficult to measure. It would be fair to assume that happiness correlates with many other wellbeing indicators; for example, health and life expectancy. However, people are able to adapt well to difficult situations, which means that people who are poor and sick are not necessarily the least happy people in the world. The United Nations World Happiness Report ranks countries by their happiness. The criteria used includes GDP per capita, social support, life expectancy, freedom, generosity and perceptions of corruption.

In 2018 the top four countries were Finland, Norway, Denmark and Iceland, all of which are located in northern Europe. The bottom four countries were Tanzania, South Sudan, Central African Republic and Burundi, all of which are located in central and eastern Africa.

mindfulness technique for achieving a calm mental state by focusing awareness on the present moment

In 1972, Bhutan started focusing on gross national happiness as a wellbeing priority instead of wealth measures such as GDP. This led to the creation of Bhutan's Gross National Happiness Index in 2008. This index focuses on environmental conservation, good governance, sustainable development and the preservation and promotion of culture.

Strategies to improve Gross National Happiness include a requirement that citizens wear traditional clothing during work hours, and the teaching of **mindfulness** to students as part of their schooling. Happiness in Bhutan has increased for all age groups since 2010, while GDP has also increased to a record high.

Other indicators of wellbeing

There are many other indicators that can be used to measure human wellbeing, especially on a local scale. Examples include:

- job satisfaction
- political voice
- social connections and relationships
- environmental qualities (climate, green space, air quality)
- work-life balance
- personal security and safety.

Many of these indicators are the focus of wellbeing in economically developed countries, where people already have a reasonable level of wealth, a high level of education and a high life expectancy.

MAKING THINKING VISIBLE 6.2

Think, pair, share

Answer the following questions by considering all of the wellbeing indicators presented in this chapter. Share your thoughts with a partner and justify your opinions.

1 What do you think is the most important wellbeing indicator?
2 What would be the best way to improve human wellbeing in regions such as sub-Saharan Africa?

Key concepts: place, change

HASS skills: evaluating, communicating and reflecting

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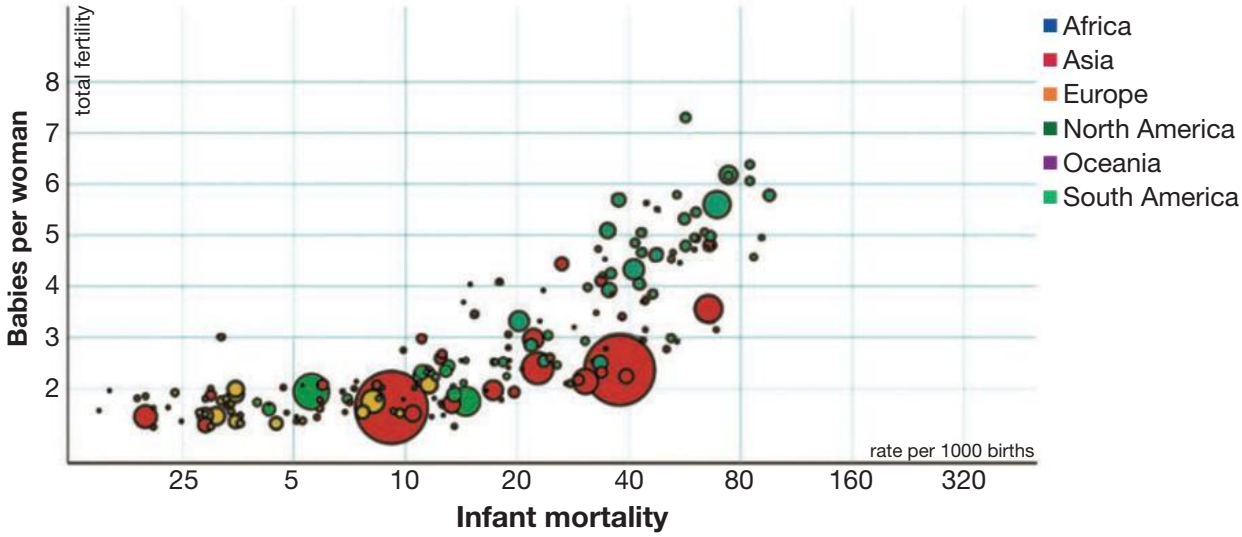
How are wellbeing indicators interconnected?

Many of the indicators used to measure wellbeing are interconnected. This means that they are linked and affect each other. For example, access to adequate sanitation can affect the prevalence of many preventable diseases, while higher levels of education can lead to an increase in wealth.

IMR and life expectancy are clearly linked – an increase in the number of infant deaths decreases the average life expectancy within a population. As Figure 6.17 shows, there is a strong correlation between IMR and TFR. Countries that have a higher IMR tend to also have a higher TFR. One reason for this relationship is that many couples choose to have many children knowing that it is unlikely they will all survive to adulthood.

Figure 6.18 shows a relationship between wealth and life satisfaction in which significant increases in wealth lead to a gradual increase in life satisfaction. However, there are many other factors that contribute to life satisfaction, such as happiness, environmental factors (such as the characteristics of the place where people live) and social factors (such as the relationships people have with their family and friends).

The interconnections between these indicators can lead to exceptions within trends. For example, Costa Rica has a significantly higher level of life satisfaction than Botswana, despite both countries having a similar GDP per capita. On the other hand, Hong Kong has a very high GDP but a low level of life satisfaction, largely due to the stark inequality between rich and poor people.



▲ **Figure 6.17** Relationship between infant mortality rate and total fertility rate

ACTIVITY 6.8

Analysing geographical data

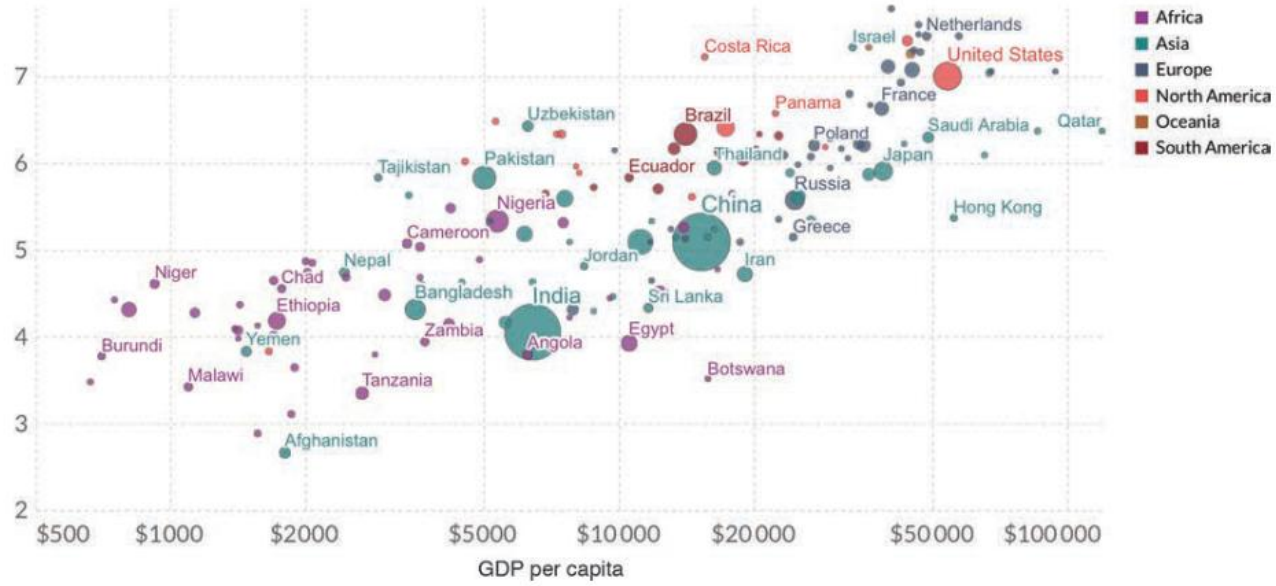
Refer to Figure 6.17.

1. Describe how IMR and TFR are interconnected. In other words, how does one rate affect the other?
2. What impact might a high IMR and TFR have on wellbeing?
3. Suggest a way in which a country might improve its IMR.

Key concepts: space, interconnection, change

HASS skills: analysing, evaluating, communicating and reflecting

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▲ **Figure 6.18** Relationship between GDP per capita and life satisfaction in 2018.
Source: 'Self-reported Life Satisfaction vs GDP per capita, 2018', Our World in Data website, 2021

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.1

Analysing the relationship between variables using a scatter graph

Figure 6.17 and Figure 6.18 are examples of scatter graphs (also known as scatter plots). They show the relationship between two different **variables**. The **dependent variable** goes on the *y*-axis (vertical axis). A dependent variable is a value that can be calculated based on the value of an **independent variable**. The independent variable goes on the *x*-axis (horizontal axis) of a scatter graph.

In Figure 6.17, IMR is the independent variable and TFR is the dependent variable. The data points represent values from different countries. Using this graph, it can be shown that increases in IMR are related to increases in the TFR.

The relationship between variables is known as a **correlation**. When increases in an independent variable are related to increases in a dependent variable, the direction of this correlation is said to be positive. When increases in an independent variable are related to decreases in the dependent variable, the direction of this correlation is said to be negative.

variable characteristic, factor or quantity that increases or decreases over time

dependent variable variable whose value can be calculated based on the value of an independent variable

independent variable variable whose changes in value are not determined by other values under consideration

correlation relationship between variables – for example, if one variable increases when another variable increases, there is a correlation between those two variables

The strength of a correlation is determined by how closely aligned the data points are. This is demonstrated in Figure 6.19. Always ensure that you do not use the word 'cause' when describing the relationship between variables. This is because a *correlation* does not necessarily mean that one variable *causes* changes in another one – there are often additional factors to consider. For example, although an increase in IMR might be the cause of an increase in TFR within a country, there could be additional reasons, such as the cost of contraception or the availability of education.

Visit the Gapminder website (go to the link at https://cambridge.edu.au/redirect/9699) and click on Resources. Select the Bubble Chart link listed under Tools. For the purpose of this activity, select Life Expectancy for your vertical axis and Income for your horizontal axis.

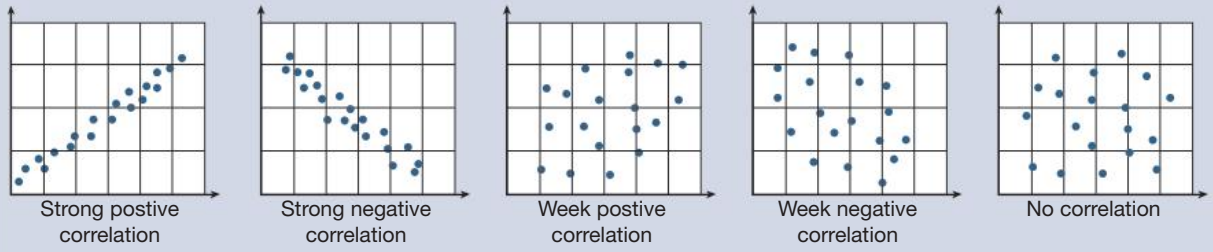
1 Describe the direction and strength of the correlation between income and life expectancy.
2 Using the colour legend, list the world regions from highest to lowest for income and life expectancy.

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3 Using the year slider underneath the graph, describe how income and life expectancy, and the relationship between them, has changed over the last 200 years.

4 Change the variables on the axis to other wellbeing indicators. Describe the relationship between these variables.

CORRELATION DIAGRAMS



▲ **Figure 6.19** The direction and shape of the data points on a scatter graph determine whether the relationship is strong, moderate or weak and whether it is positive or negative.

Key concepts: place, space, interconnection, change

HASS skills: analysing, evaluating, communicating and reflecting

The United Nations Human Development Index (HDI)

composite statistic measure that combines several other measures or variables into one value

Because measuring human wellbeing involves taking several different indicators into account, **composite statistics** are used to gain an overall measure. The United Nations Human Development Index (HDI) is an example, which ranks countries by their level of human development. It is calculated based on three areas:

- **health** – life expectancy at birth
- **education** – expected years of schooling for children and average years of schooling for adults
- **income** – measured by the gross national income per capita.

The result is a HDI value out of one. The countries with the top three HDI values in 2019 were Norway, Switzerland and Australia, while the bottom three were South Sudan, Central African Republic and Niger.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.2

Creating a choropleth map using Google Sheets

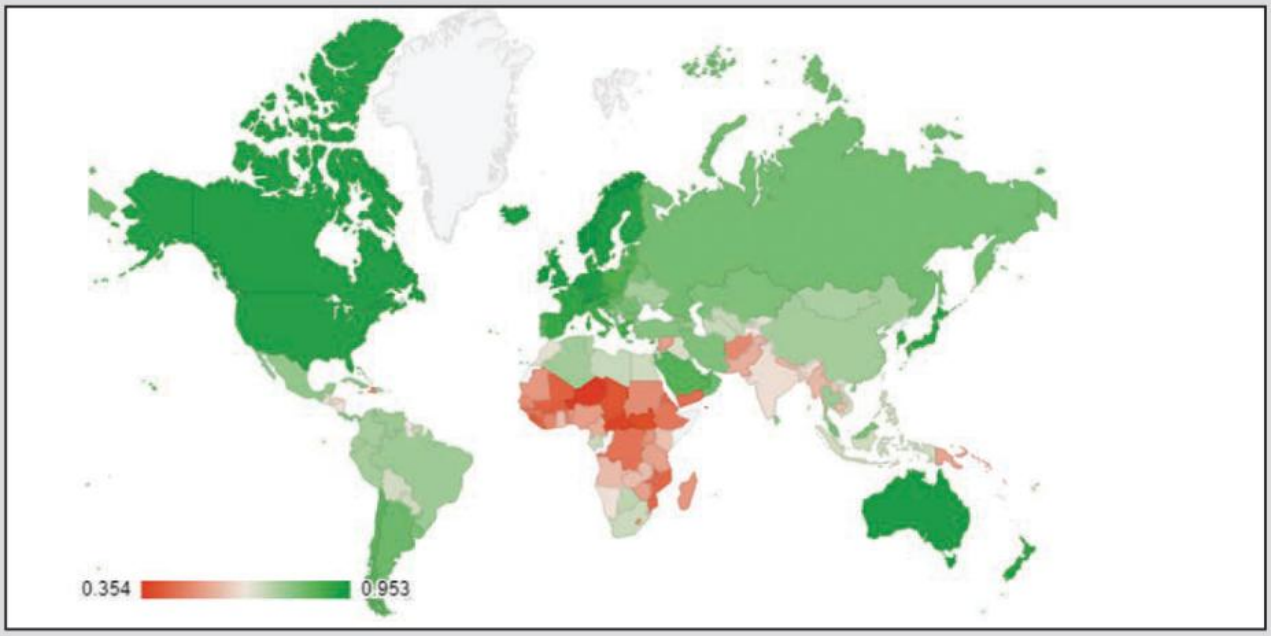
A choropleth map is a map that uses shading or colours within defined areas to show the average value of a statistical variable within that area. This allows geographers to analyse how the value of a variable changes within a region and to compare the values of different places.

Choropleth maps use many different colour schemes. One common way to represent variations is by using a single colour that varies from a light shade to a dark shade, with the dark shade representing the greater number in the data set. Another common representation involves graduating from cool to warm colours, such as from blue to red.

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For years geographers had to battle the stigma that Geography was not a real subject because it involved colouring in! Thankfully, you can now put away your colouring pencils and create choropleth maps with the Google Sheets tool by following these steps:

- Search online for the United Nations Development Programme Human Development Reports website.
- Scroll down to the Data heading on the homepage.
- You should be able to see data for 10 countries at a time, with the ability to scroll through 19 pages of data.
- Go to the Google Docs website and open up Sheets.
- Select all of the data from each page (all 189 entries) and paste it into a new Google Sheet.
- Select the columns with the country names and the HDI values (these will most likely be columns B and C).
- Select Insert, Chart.
- The Chart Editor will appear on the right of your screen. Under Chart Type select Map.
- Copy your chart into a word processing or graphics editor program and add information about Border, Orientation, Legend, Title, Scale and Source (BOLTSS) where needed.
- Your choropleth map should look something like Figure 6.20.



▲ **Figure 6.20** An example of what your completed choropleth map should look like

Now refer to either Figure 6.20 or your own choropleth map of the HDI scores.

1. List the world regions that have high and low HDI scores.
2. Suggest a factor that could account for variations between these regions.
3. Choose several countries within one of these regions and research their wellbeing using the indicators discussed in this chapter. Was your suggestion in Question 2 correct?

Key concepts: place, space, interconnection

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

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ACTIVITY 6.9

Check your understanding

1 Create and complete a table summarising all of the different indicators of wellbeing outlined in this chapter. Include a description of what each indicator means, how it is measured, why it is an important measure and whether it is a quantitative or qualitative variable.

Wellbeing indicator	Description	Measurement	Importance	Quantitative/ Qualitative

2 Draw a concept map showing the interconnection between some of the indicators of wellbeing presented within this chapter.

Key concepts: place, space, interconnection

HASS skills: communicating and reflecting

END OF SECTION REVIEW 6.3

Review questions

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

Recall

1 Write a paragraph summarising what human wellbeing means and the different ways in which it can be measured.
2 What is GDP per capita? Why is it an indicator of wellbeing?
3 What is health literacy and how does it affect wellbeing?

Interpret

4 Rank the eight wellbeing indicators introduced in this chapter from highest to lowest, based on which ones you think would have the largest or smallest impact on the wellbeing of a population. When ranking, consider the interconnection between the indicators.

Argue

5 List three factors that might determine whether a country has a high or low total fertility rate. State and justify which is the most and least important of these factors.
6 'Education is the fundamental key to providing improvement in wellbeing'. To what extent do you agree or disagree with this statement?

Extension

1 Research one of the 'other indicators of wellbeing' discussed in this chapter, such as work–life balance or job satisfaction. Find out which countries or regions within countries have a high or low score in these indicators. Discuss the significance this might have on wellbeing in these places.
2 Research how Bhutan ranks against other wellbeing indicators such as life expectancy, GDP per capita and infant mortality rate. Discuss whether or not you think you would be happy living in Bhutan given these conditions.
3 Visit the World Mapper website. Use the search tool to find a cartogram of one of the wellbeing indicators outlined in this chapter. Describe how the map has been distorted within several different continents.

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

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

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6.4 The reasons for spatial variations in human wellbeing between countries

FOCUS QUESTIONS

- How does human wellbeing vary spatially across the world and what impacts does this have?
- What are the causes of variations in wellbeing and how are these causes interconnected?
- How do the levels of development of places influence wellbeing?

How does human wellbeing vary spatially across the world?

Geographers use maps to analyse the distribution of **phenomena** in space. In this context, 'space' refers to spatial location and 'distribution' refers to the way things are arranged. By analysing the spatial distribution of phenomena, geographers are able to find patterns. For example, Figure 6.21B shows that Europe contains a large cluster of countries with the lowest IMR in the world.

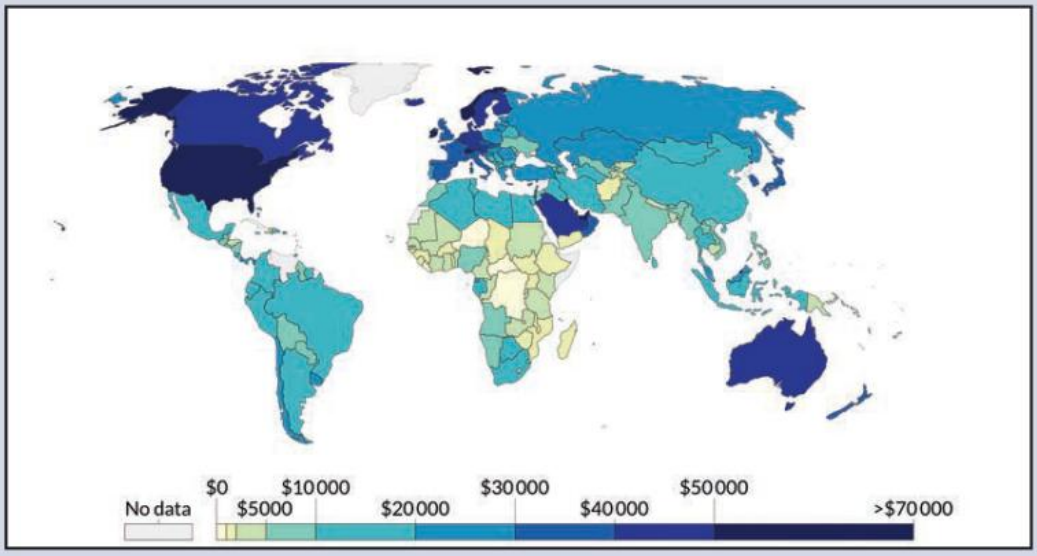
Geographers can also quantify these patterns by estimating the percentage coverage. Figure 6.21C shows that approximately 20 per cent of sub-Saharan Africa has a TFR of above four.

Finally, geographers can also find exceptions to existing patterns. An example of an exception is a place that doesn't have the same qualities as the places surrounding it, and therefore doesn't fit the pattern. When looking at the distribution of wealth, Saudi Arabia is an exception because it has a GDP per capita of US$40 000–50 000, which is much higher than that of the countries that surround it.

phenomena facts, circumstances or situations that can be observed; for example, GDP or life expectancy in each country

While understanding the distribution of a phenomenon is an important first step, this understanding often needs to be followed by an analysis of the reasons for that distribution. For example, why does Niger have such a high TFR? This requires further investigation, including looking at other types of data and case studies.

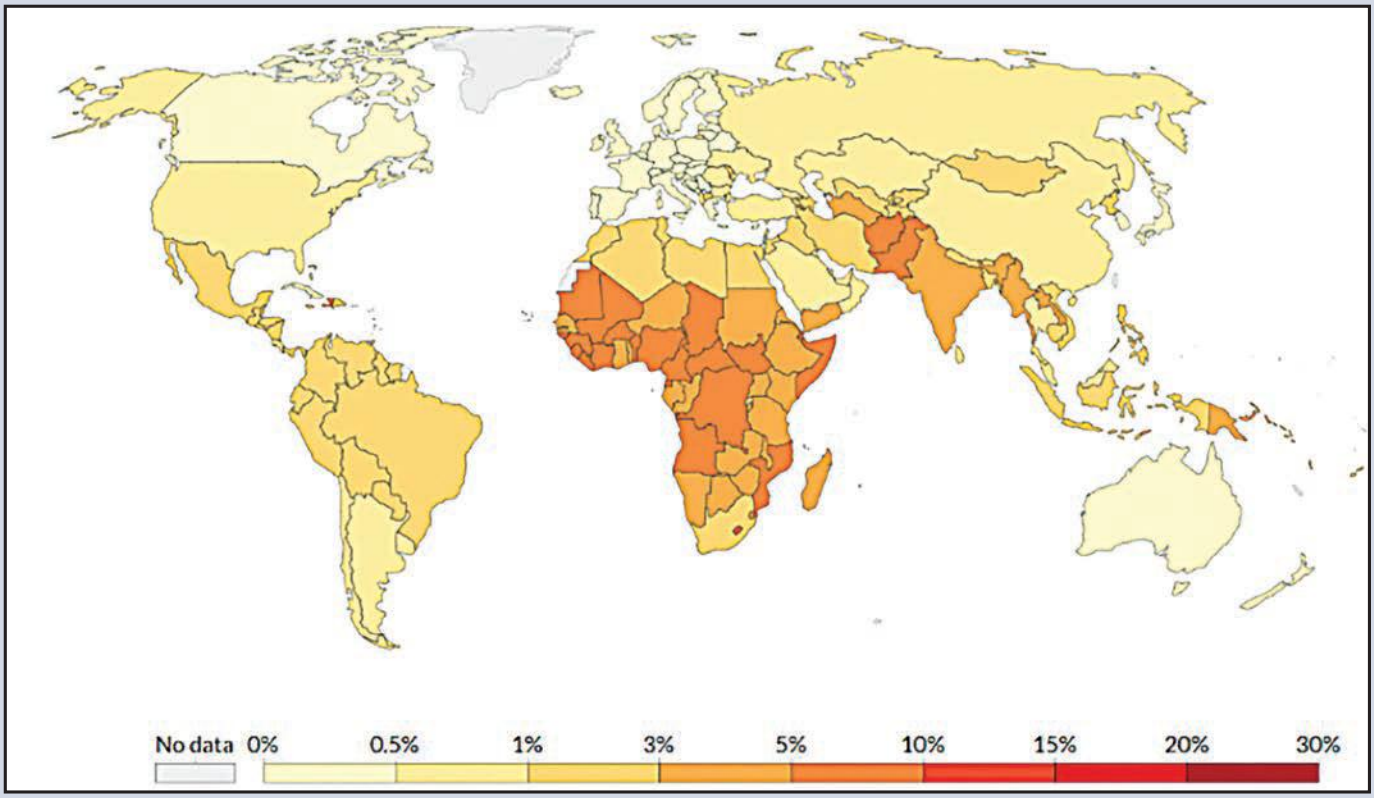
GDP PER CAPITA, 2017



▲ **Figure 6.21A** The global distribution of five wellbeing indicators: GDP per capita, 2017.
Source: Our World In Data website, 2021

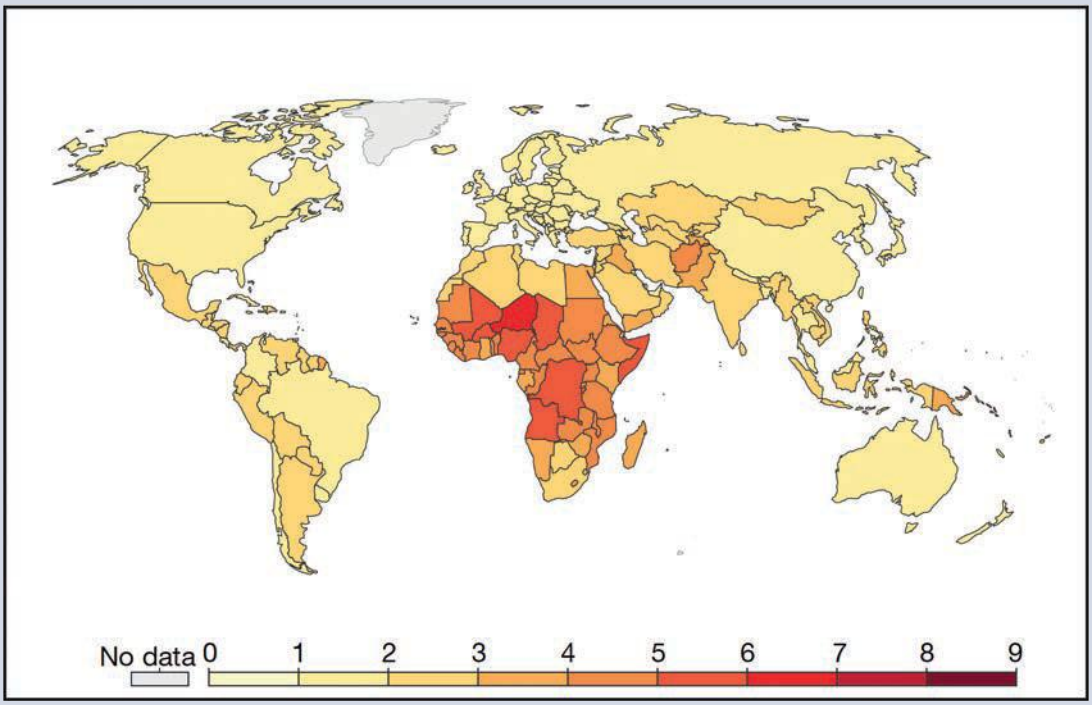
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INFANT MORTALITY, 2017



▲ **Figure 6.21B** The global distribution of five wellbeing indicators: infant mortality, 2017
Source: Our World In Data website, 2021

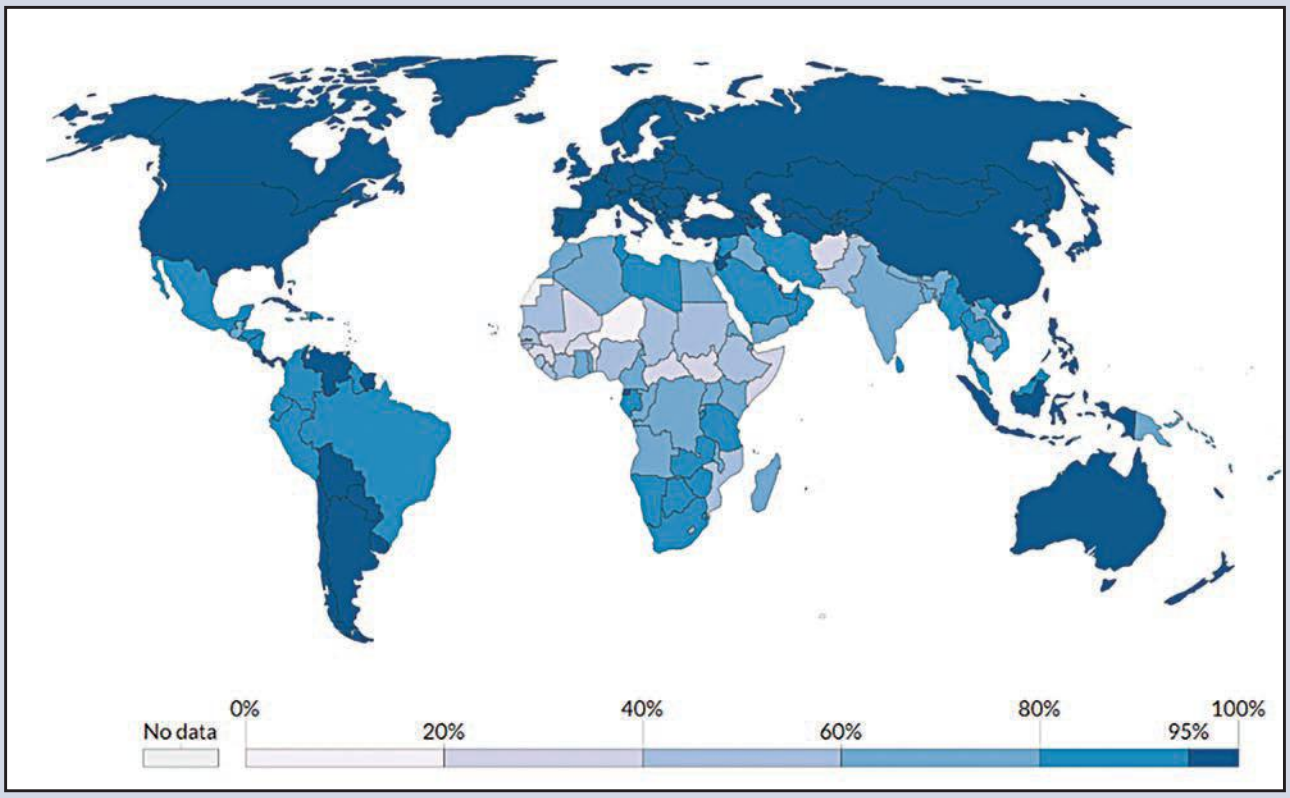
CHILDREN BORN PER WOMAN, 2020



▲ **Figure 6.21C** The global distribution of five wellbeing indicators: children born per women, 2020
Source: Our World In Data website, 2021

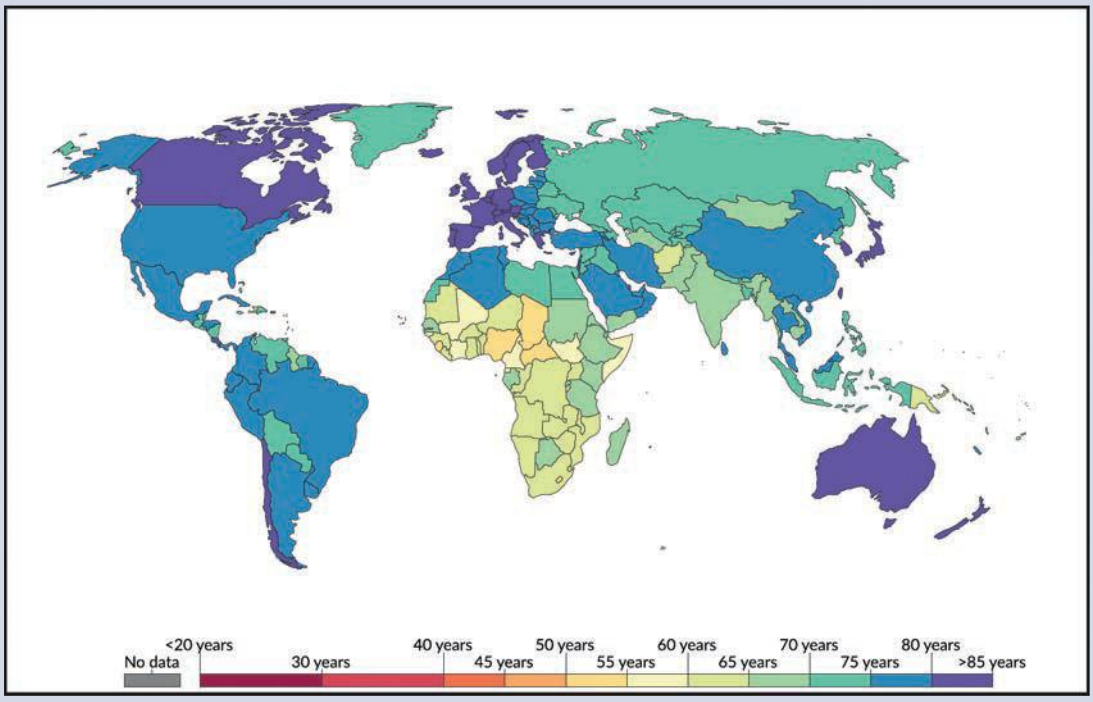
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LITERACY RATE, 2015



▲ **Figure 6.21D** The global distribution of five wellbeing indicators: literacy rate, 2015
Source: Our World In Data website, 2021

LIFE EXPECTANCY, 2019



▲ **Figure 6.21E** The global distribution of five wellbeing indicators: life expectancy, 2019
Source: Our World In Data website, 2021

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DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.3

Describing spatial distribution using a choropleth map

When describing the distribution of a phenomenon using a choropleth map, there are three important things to include: the pattern, quantification and an exception. This is also known as the PQE method. Use at least one sentence to answer each of these questions.

- Pattern: give a general overview of the distribution.
  - Is the overall distribution even or uneven?
  - Where are areas that have a high or low amount? Provide some examples.
- Quantification: provide specific evidence to demonstrate the pattern. Use the legend and approximate areas using percentages.
  - Roughly how much of the earth has a high or low amount?
  - What percentage of Africa has a high or low amount?
  - What is the amount in these three European countries?
- Exception: Identify an example or several examples of specific places that do not fit your pattern.
  - Where is there a place that has a high amount surrounded by places with a low amount?
  - Where is a place that has a much higher or lower amount than anywhere else?

It is important not to give the reason for the distribution unless you are asked to suggest one. This information is not provided in the maps and would require additional research.

1 Choose one or more of the maps in Figure 6.21A–E and use it to describe the global distribution of the indicator represented, using the PQE method.

Key concepts: place, space

HASS skills: analysing, communicating and reflecting

All of this additional information can be used to project future changes and therefore inform management decisions.

In the previous section, scatter graphs were used to analyse the relationship between two variables in terms of the influence that one variable had on another. In a similar way, we can look at the link between variables or phenomena using distribution maps.

spatial association degree to which the spatial distribution of two phenomena are similar

Spatial association refers to the degree to which the distribution of two phenomena is similar. As with scatter graphs, you must be careful not to make too many assumptions. For example, Figure 6.21A–E demonstrates that there is a strong spatial association between TFR and ALR. However, we cannot simply state that a high level of education causes women to have fewer children because there might be other factors that have contributed to this association, such as social pressures, access to health care and the cost of living.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.4

Describing the spatial association between two phenomena

Describing the spatial association between two phenomena or variables is an important part of understanding the relationship between them. It involves looking at two maps with the same scale and analysing how similar or different their distributions are.

A strong spatial association between two phenomena would mean that their distributions are very similar, for example, if areas that have a high amount of something in one map also have a high amount of something else in the other map. A moderate spatial association between two phenomena would exist if some regions of the map have a similar distribution and other regions of the map do not. A weak spatial association between two phenomena would exist if the two maps do not appear to have many regions that correlate.

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There are two important things to include when describing a spatial association:

- A clear statement of the strength of the spatial association (for example, 'There is a strong/moderate/weak spatial association between … and …').
- Several examples of evidence to back up your statement. This should include examples from both high and low ends of the spectrum.

The evidence that you choose will depend on the strength of the association. Even if the spatial association is strong there might be some exceptions to include.

1 Choose two of the maps in Figure 6.21A–E and describe the spatial association between the indicators that they represent.

Key concepts: place, space, interconnection

HASS skills: analysing, evaluating, communicating and reflecting

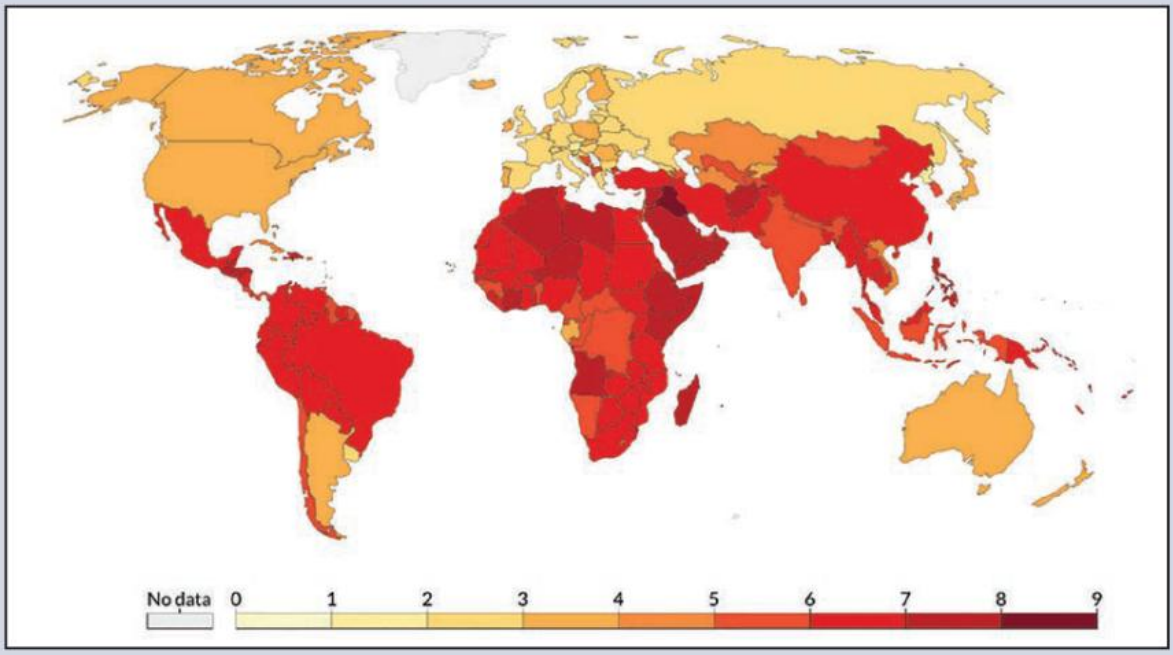
How does wellbeing change over time?

Studying the distribution of different wellbeing indicators does not just give us a current view of global variations. It can also reveal trends over time. By comparing the distribution of current data with past data, trends can be identified.

Looking at Figure 6.22a, the TFR in 1950 was high in South America, all of Africa, the Middle East and most of Asia. China had one of the highest TFRs in Asia – between six and seven. By 1980, China's TFR had dropped significantly to between two and three, even though much of the TFR in other Asian countries stayed relatively high. This is because China introduced its One Child Policy in 1979, which legally restricted parents to have only one child. This policy was specifically aimed to slow China's population growth in order to prevent an economic collapse and widespread famine.

When combining the data from Figure 6.22 with the graph in Figure 6.23, it is clear that the One Child Policy was successful in reducing the TFR. However, this trend demonstrates the complexity involved in measuring human wellbeing: the policy successfully reduced the TFR but it also led to a range of economic and social consequences for its population.

CHILDREN PER WOMAN, 1950

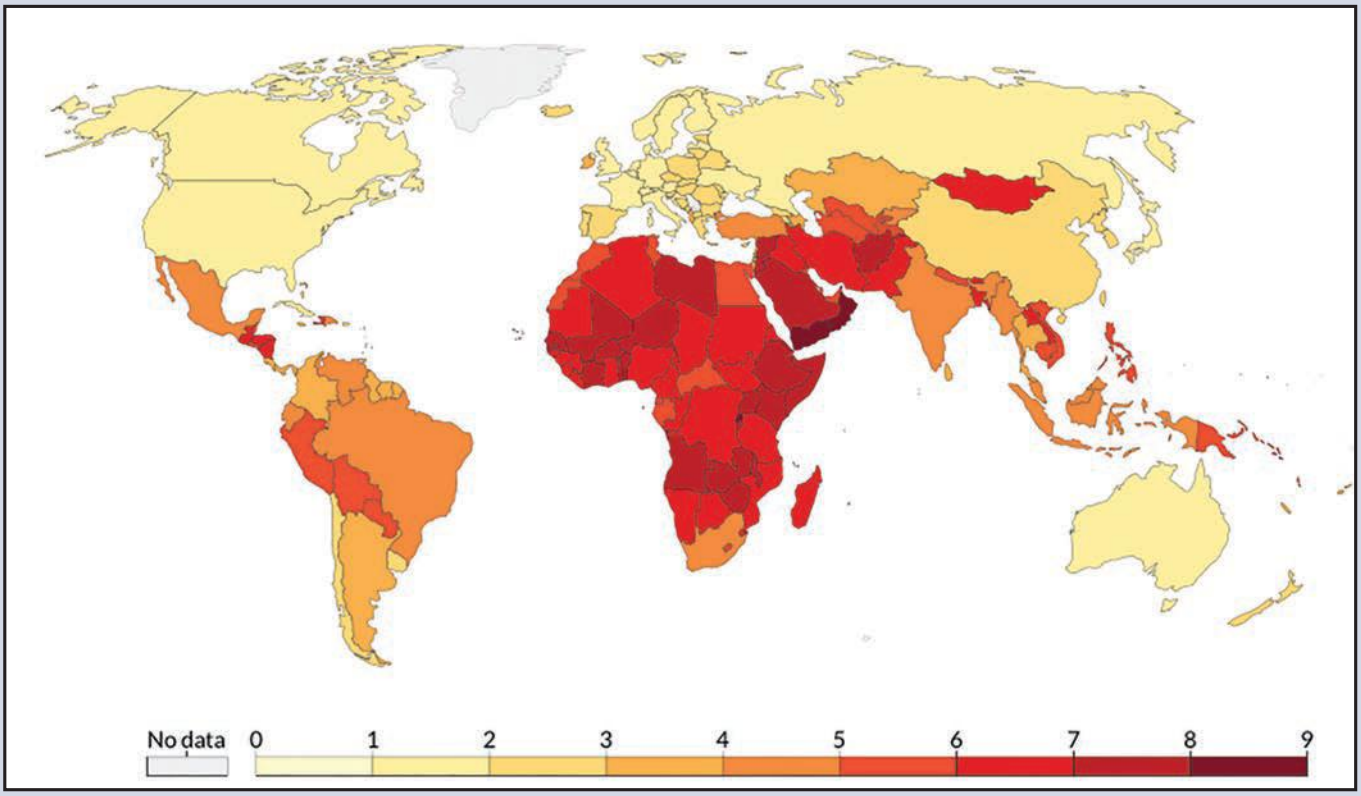


▲ **Figure 6.22a** Global distribution of TFR in 1950

Source: Our World In Data website, 2021

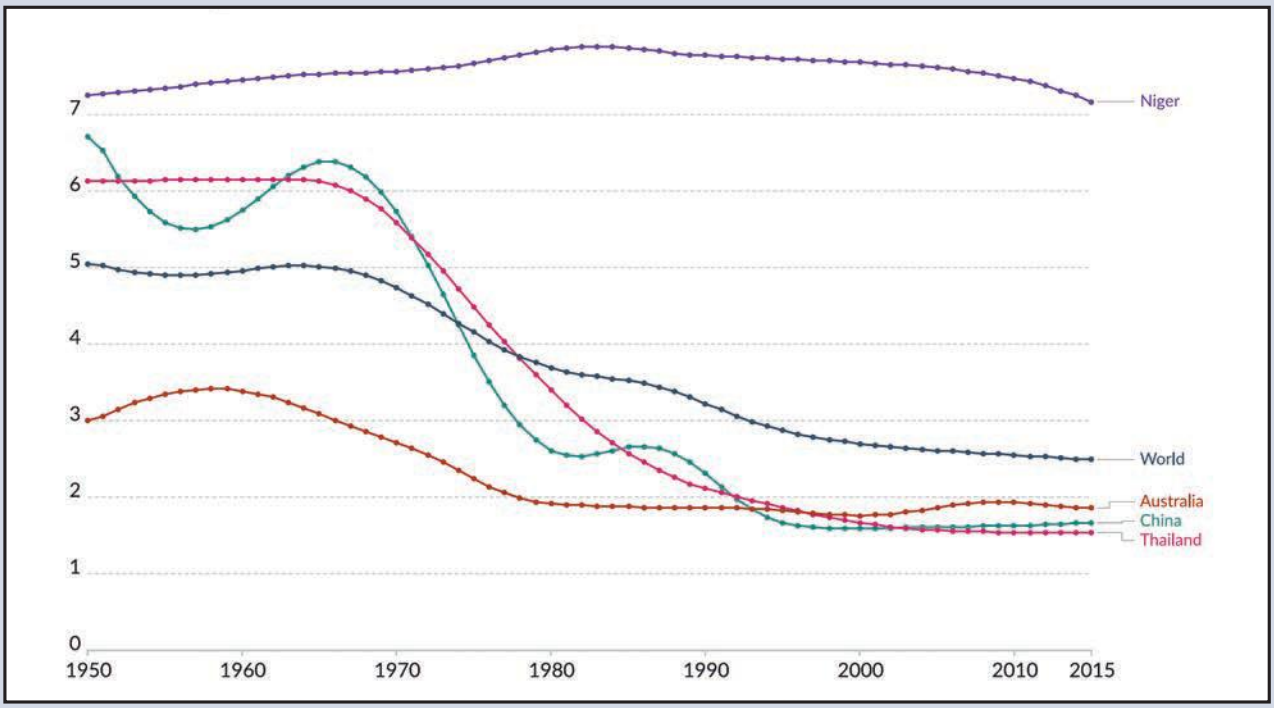
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CHILDREN PER WOMAN, 1980



▲ **Figure 6.22b** Global distribution of TFR in 1980
Source: Our World In Data website, 2021

CHILDREN PER WOMAN, 1950–2020



▲ **Figure 6.23** Change in TFR from 1950 to 2020 in three selected countries, compared with world TFR statistics
Source: Our World In Data website, 2021

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ACTIVITY 6.10

Analysing geographical data

Describe how the distribution of TFR changed over time between 1950, 1980 and 2020, using Figure 6.22 and Figure 6.23. Suggest a reason for this change.

Key concepts: place, change

HASS skills: analysing, evaluating

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.5

Describing the trend of a line graph

In addition to looking at the change in distributions, geographers look at how phenomena change over time by analysing line graphs. These types of graphs are created by plotting data for each year on a set of axes. Years are marked on the x-axis and the variable being measured is marked on the y-axis. Each data point is then joined with a line so that the trend of change can be seen. Figure 6.23 shows how the TFR of different countries has varied since the 1950s.

When describing the trend of a line graph, include the following:

- An overall description of what the graph is showing. What variable is the graph representing? Has it increased, decreased or remained stable over the time period?
- What values support your description? How much has the variable gone up or down? Over how many years?
- Mention any time periods that stand out as being unusual due to their rapid or slow growth. Include any peaks (high values) or troughs (low values) and quote the values for these.

1 Choose two of the countries in Figure 6.23 and carry out the following tasks:
   - Describe the trend of the change in TFR over time for each country.
   - Compare the trends in these countries.
   - State which country you think would have a higher level of wellbeing based on this information.
   - Suggest a reason why Niger's TFR has remained high over this period when all of the other examples have decreased.

Key concepts: place, space, environment, interconnection

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

Using population pyramids to determine wellbeing

Population pyramids are a type of graph that reveals a population's structure in terms of its age and sex. These graphs display the proportion of the population in five-year intervals. Each interval is divided into males and females.

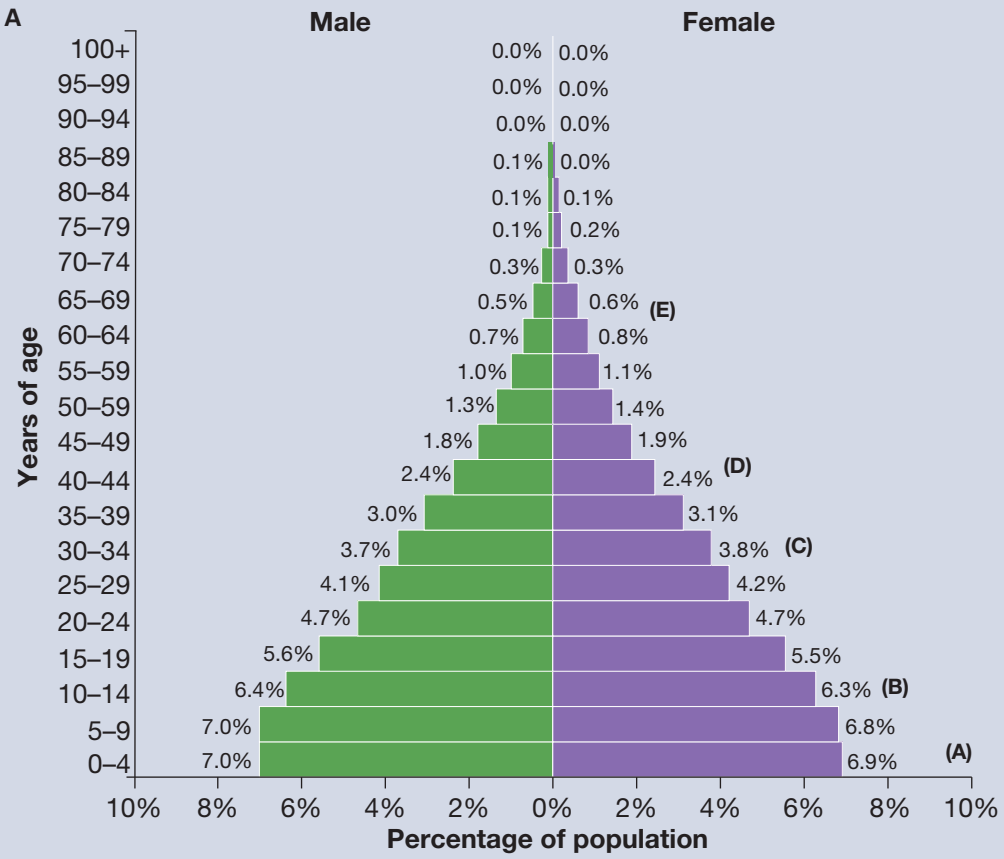
Population pyramids reveal information about various wellbeing indicators, such as whether TFR or IMR are high or low, or whether the population has a high or low life expectancy. They can also give clues about the significance that international **migration** is having on a population.

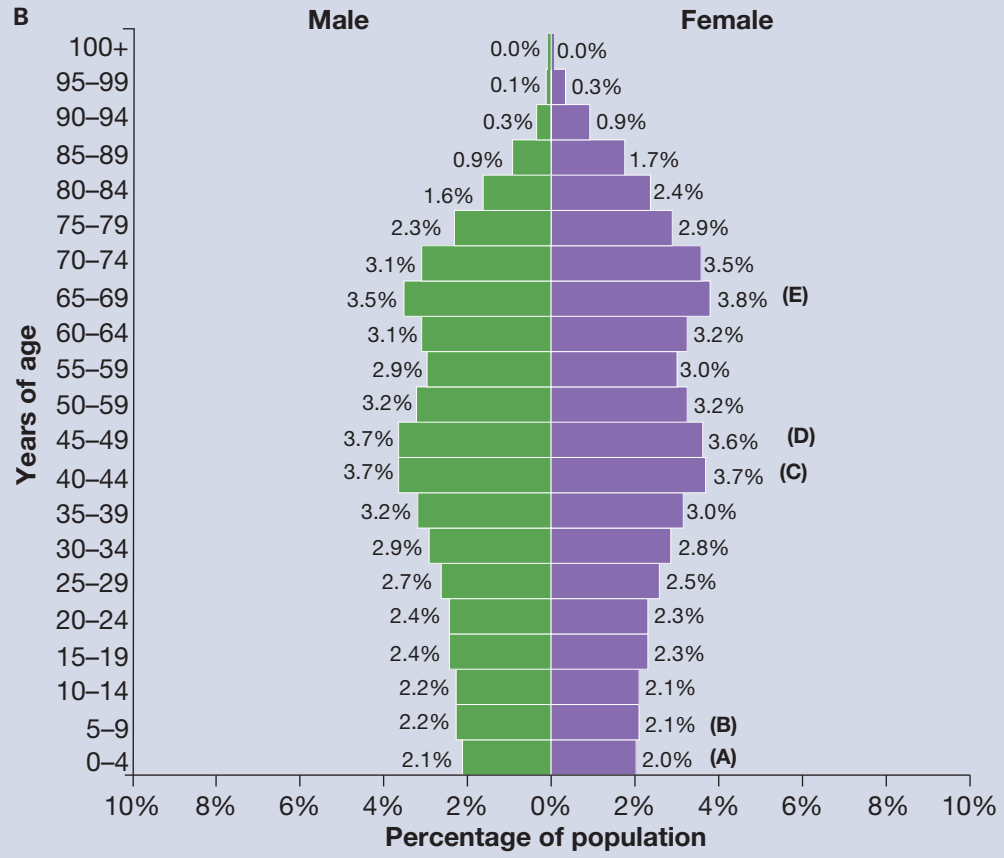
migration temporary or permanent movement of people from one place to another

Using this information, it is also possible to estimate whether a population is growing, stable or shrinking, and whether the population is predominantly old or young. This information is vital because it is linked to economic prosperity. Figure 6.24 (A and B) shows examples of some common shapes and what they indicate.

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AGE-BASED POPULATION PYRAMID





▲ **Figure 6.24** Two examples of annotated population pyramids

(A) A broad base indicates a high TFR

(B) A drop in the proportion of the 5–9 cohort compared with the 0–4 cohort implies a high IMR (there is no significant drop in Figure 6.24B)

(C) A relatively wide 30–40 cohort indicates a young population and a large workforce

(D) A triangular structure suggests the population is growing rapidly

(E) A sharp tapering of the 65+ cohorts indicates a low life expectancy

(A) A narrow base indicates a low TFR

(B) A consistency between the 0–4 and 5–9 age groups implies a low IMR

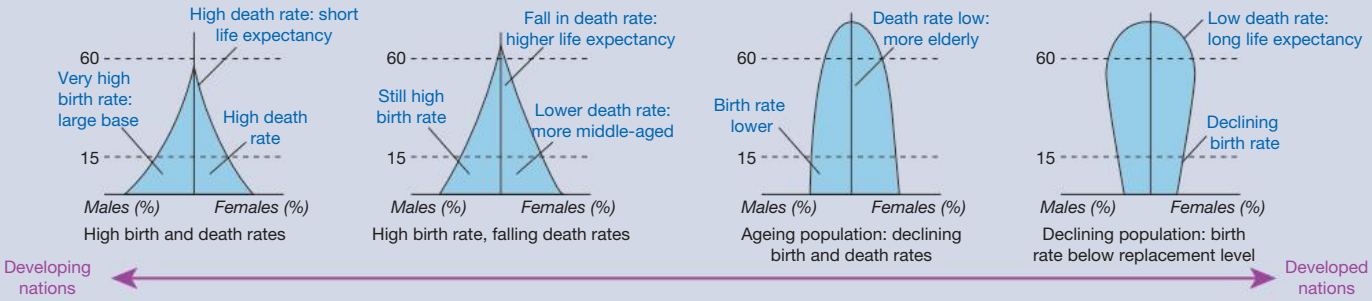
(C) A relatively wide 40–50 cohort indicates a large workforce, possibly due to immigration

(D) An inverted triangular structure suggests a decreasing population

(E) A wide 65–79 cohort indicates a high life expectancy

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POPULATION PYRAMID SHAPE TRENDS



▲ **Figure 6.25** The general shape or structure of a population pyramid reveals whether the population is growing, stable or shrinking.

DEVELOPING GEOGRAPHICAL CONCEPTS AND SKILLS 6.6

Annotating a diagram

Annotating a diagram, photo or graph is a very important geographical skill. It helps geographers to analyse figures and convey their meaning to others. While labelling a diagram tells you what different kinds of things are in a diagram, annotating a diagram involves a description of what the things depicted are and why they are significant.

When annotating a population pyramid, it is important to include a description of:

- the overall shape of the pyramid and what this indicates
- the size of the base compared to other cohorts
- any bulges or indentations and what this might mean
- the size of the older cohorts.

1 Search online for the Population Pyramid website.
   - Choose a country and copy (via the Download button) its population pyramid into a graphic design or word processing program (such as Word) so you can annotate it.
   - Change the year for this country and describe how its population structure has changed over time.
   - Compare your chosen country with a classmate and discuss which country might have a higher level of wellbeing.

Key concepts: place, interconnection, change

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

What are the causes of global variations in wellbeing?

In Geography, factors are the circumstances that contribute to something or make something happen. As shown in Table 6.4, factors can be classified using the SHEEPT acronym, which stands for social, historical, economic, environmental, political and technological.

Many factors determine the wellbeing of a country's population. These factors can lead to trends within regions and variations between them. For example, Australia is rich in natural resources like coal and uranium, which has helped it to maintain economic prosperity. Similarly, Saudi Arabia owns 20 per cent of global oil reserves, which is the main reason it has the strongest economy in the Middle East.

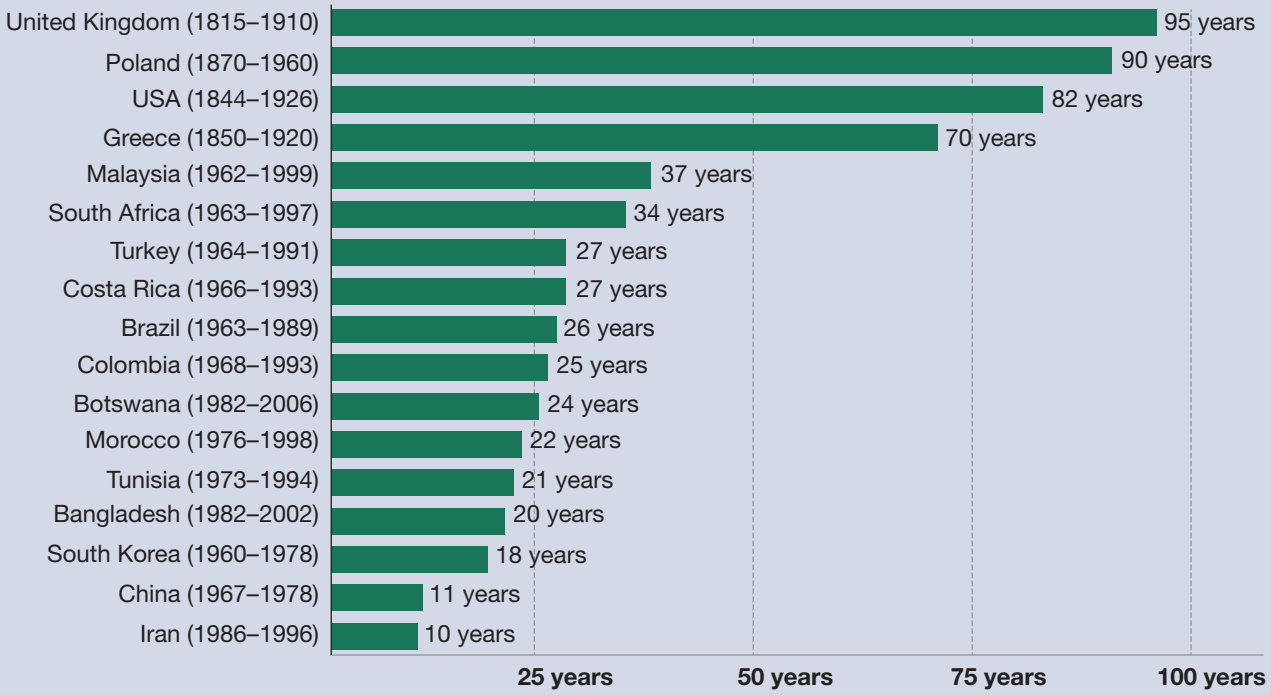
A country's social and historical context also determines variations in wellbeing. Figure 6.26 shows the time taken for various countries to reduce their TFR. While many European countries took nearly a century for the TFR to drop from six to three, Iran took only a decade.

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In some countries, social factors such as religious beliefs or access to technology have a large impact on the number of children a woman will have.

Political decisions can also play a vital role in determining a country's wellbeing. While many Central American countries, such as Guatemala and El Salvador, are battling poverty, crime and political instability, Costa Rica is relatively stable and economically prosperous. It is the happiest country in its region. This is largely because it has not had an army for 70 years – the money saved on defence has been spent on education and health care. This has led to an ALR of 98 per cent and an IMR of just 7.8, indicating a much higher level of wellbeing than neighbouring countries.

TIME TAKEN FOR FERTILITY TO FALL



▲ **Figure 6.26** Time taken for countries to reduce their TFR from six to three

Data source: The data on the total fertility rate is taken from the Gapminder fertility dataset (version 6) and the World Bank World Development Indicators. The interactive data visualisation is available at OurWorldinData.org. There you can find the raw data and more visualisations on this topic. Licensed under CC-BY-SA by the author Mas Roser.

FACTORS CLASSIFIED USING SHEEPT

Classification	Description
Social	Factors relating to people, including culture, values, religion, population structure, education and ethnicity
Historical	Factors relating to actions or events from the past that might influence the present
Economic	Factors relating to the earning or spending of money
Environmental/Physical	Factors relating to the influence of the characteristics of natural or human environments
Political	Factors relating to governments and the impacts of their decisions
Technological	Factors relating to the influence and uses of difference types of technology

▲ **Table 6.4** Factors can be classified using the SHEEPT acronym

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ACTIVITY 6.11

Check your understanding

In a table, provide an example of a factor affecting wellbeing for each of the SHEEPT categories.

Key concepts: interconnection, change **HASS skills:** communicating and reflecting

How does the level of development of a place influence its wellbeing?

A common way to classify countries based on their wellbeing is by their level of economic development. **Developed countries** are more **industrialised** and have a stronger economy than **developing countries**.

Countries are generally considered to be developed if they have a GDP per capita of above US$12 000, although many developed countries have a GDP per capita closer to US$40 000 or more. Developed countries also generally have a higher standard of living and greater access to medical care and technology. Developed countries rate higher than developing countries in most wellbeing indicators. They also rank higher in the UN Human Development Index. In combination, these factors often lead to developed countries having a stable or decreasing population (see Figure 6.27).

Developing countries are defined as having a low GDP per capita and a low level of industrialisation. They generally rank low in indicators such as adult literacy, access to sanitation and life expectancy. They also often have high levels of unemployment, widespread poverty, poor living conditions, a less safe environment to live in and rapidly growing populations.

developed country country with a high GDP per capita, higher standards of living and greater access to medical care and technology

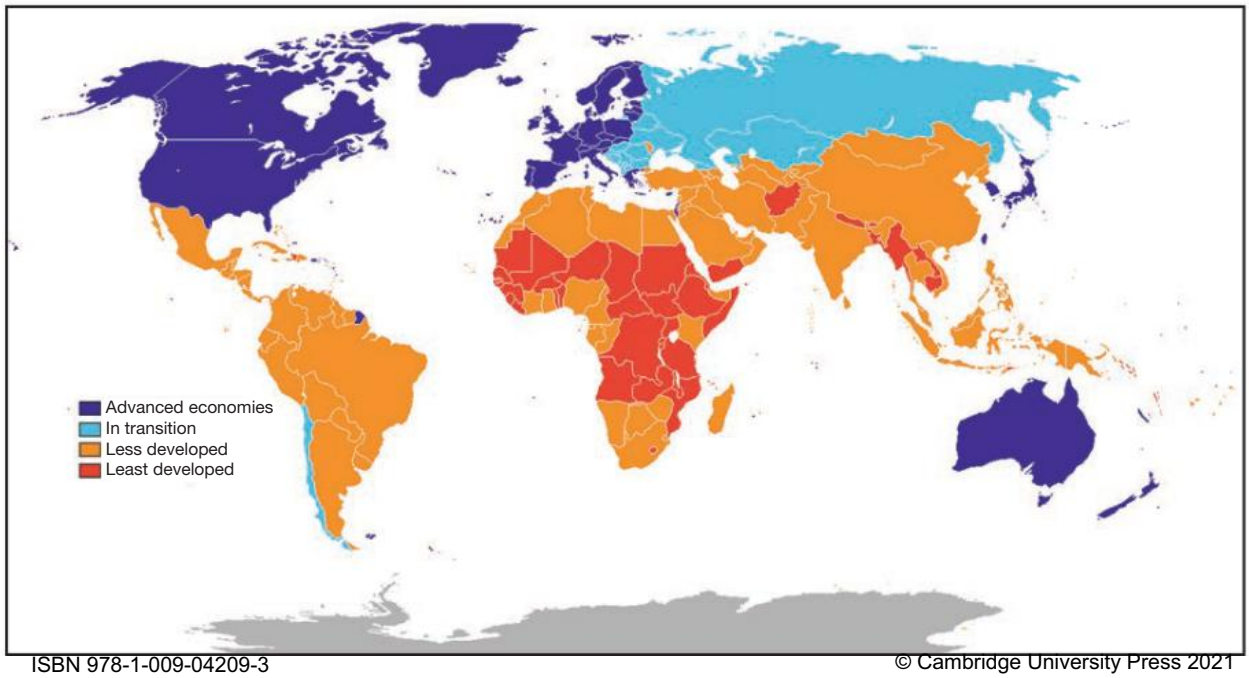
industrialised country or region that has transformed its economy from one based on agriculture to one dominated by industries such as manufacturing

developing country country with a low GDP per capita and a low level of industrialisation

Less economically developed countries are a subcategory of developing countries. They have the lowest level of social and economic development and often depend on developed countries to support them in establishing industries.

Emerging markets or transition economies are another subcategory of country, one that is more difficult to define. These countries have characteristics that could place them in either the developed or developing categories. For example, China has the world's second-largest economy but it also has a relatively low GDP per capita due to its enormous population.

▼ **Figure 6.27** Location of developed countries compared with less and least developed countries



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ACTIVITY 6.12

Analysing geographical data

Using Figure 6.27, describe the global distribution of developed and developing countries.

Key concepts: space **HASS skills:** analysing

What are the impacts of global variations in wellbeing?

Inequality

Many issues relating to the inequality of wellbeing within countries' populations are related to **economic inequality**. In 2018, the 26 richest people owned the same amount of money as the poorest 3.8 billion people – that's approximately half of the global population! Figure 6.28 shows that the richest 1 per cent of people own nearly half of the world's wealth.

economic inequality differences in the wellbeing or wealth within a population, especially when the differences are uneven

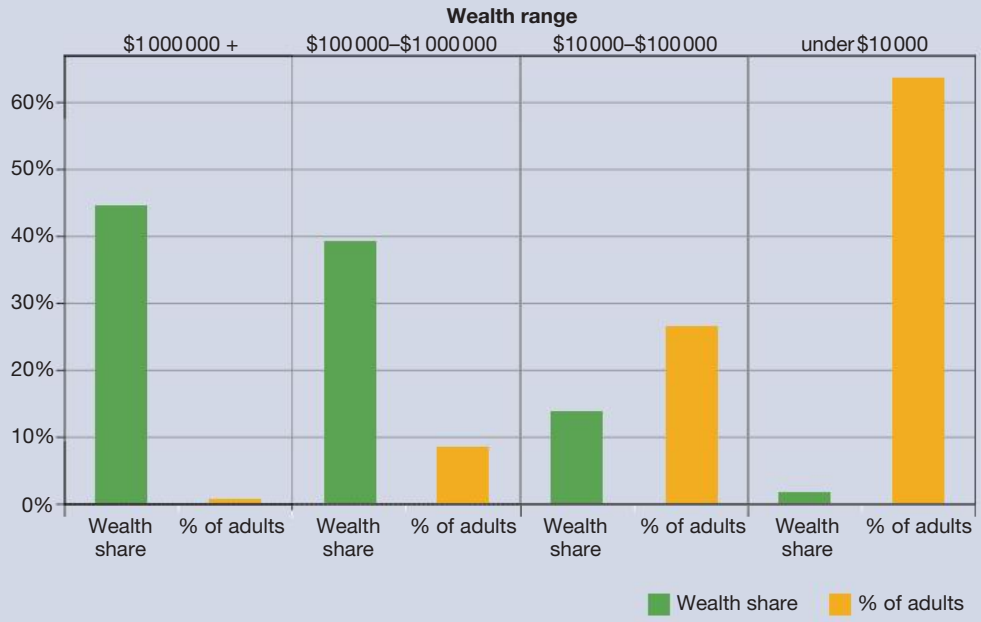
This 1 per cent of the world's population is all of the people in the world who own more than US$1 million worth of assets. In 2019, 1.18 million Australians were in this category.

The distribution of the world's millionaires is also uneven and disproportional to population size. Figure 6.28 shows that 41 per cent of the world's millionaires are found in the United States, while a total of 65 per cent of the world's millionaires are found in Europe and North America combined.

According to the United Nations, the proportion of the global population living in developed countries is declining, and will be only 15 per cent in 2030. This is because the population of many developed countries is stable or shrinking as many more people choose to have less children.

In developing countries, particularly the least developed countries, the TFR is still very high, causing rapid population growth. This inequality between countries is fundamental to their levels of wellbeing. It means that the country into which you are born is a factor that is likely to determine whether or not you have access to basic services such as sanitation, clean drinking water, health services, adequate housing and technology.

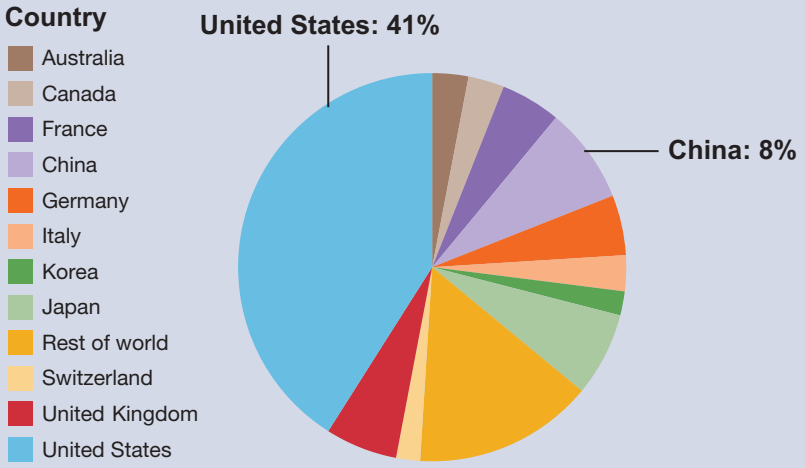
WEALTH DISTRIBUTION



▲ **Figure 6.28** In 2018 the richest 1 per cent of the global population owned 45 per cent of the world's wealth.

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DISTRIBUTION OF MILLIONAIRES



▲ **Figure 6.29** The distribution of the world's millionaires is uneven.

replacement rate a total fertility rate (TFR) of 2.1 is the average number of babies women need to have within a country for its population to remain stable (this does not take into account population changes due to migration)

ageing population population in which the proportion of people 65 years old or older is growing

social security financial assistance, usually provided by the government, for people without an income (for example, elderly people or unemployed people)

Growing and ageing populations

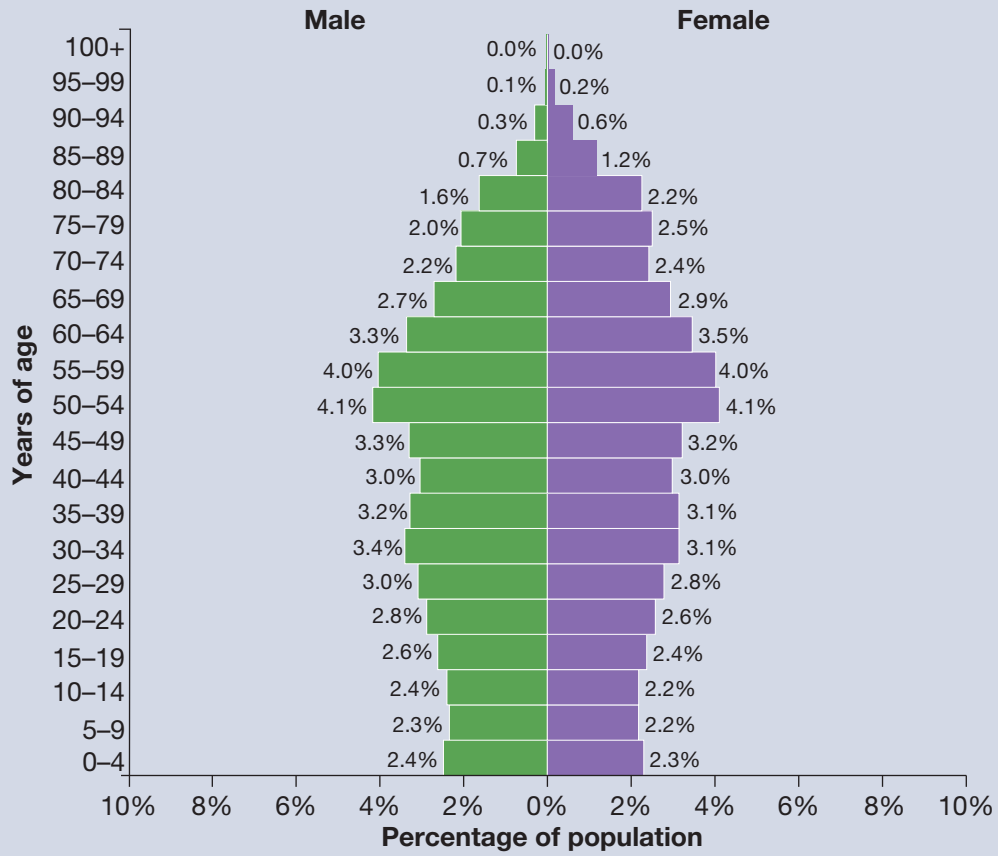
Wellbeing within a country has a large impact on its population growth. Economically developed countries with a high level of wellbeing generally have a low TFR and a high life expectancy. This leads to a stable or decreasing population.

Germany's population is stable and slowly decreasing. Its growth rate was -0.16 per cent in 2018. Germany's growth is negative because it has a TFR of just 1.50 children per woman. This is far below the **replacement rate** of 2.1, which is the amount of children a woman needs to have to keep the population stable. However, Germany's population isn't shrinking rapidly because it has a large annual migrant intake.

Figure 6.30 shows that Germany's population structure is very top-heavy and tapering inwards at the bottom. This indicates a high life expectancy and a low TFR. This means that, within a decade, Germany is likely to have an increasingly large dependent elderly population and a reducing number of workers. This structure is also known as an **ageing population**.

Although an ageing population can have positives, such as low levels of unemployment and a prosperous lifestyle for many residents, it does create difficulties in managing the economy and ensuring the wellbeing of older residents. In many cases, elderly people require some form of **social security**, access to

2019 GERMAN POPULATION PYRAMID



▲ **Figure 6.30** Germany's population pyramid in 2019

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medical treatment and the opportunity to maintain an active social life.

On the other hand, less economically developed countries with a low level of wellbeing, such as Niger, often have a high TFR and a low life expectancy. This leads to a rapidly growing population.

At 3.8 per cent in 2018, Niger has the highest annual population growth rate in the world. If this growth rate is maintained, Niger's population of 22.2 million in 2019 will triple to 63.1 million by 2050. This is largely due to a very high TFR of 7.2 children per woman. Other countries within the Sahel region, such as Nigeria and Mali, have similar levels of growth.

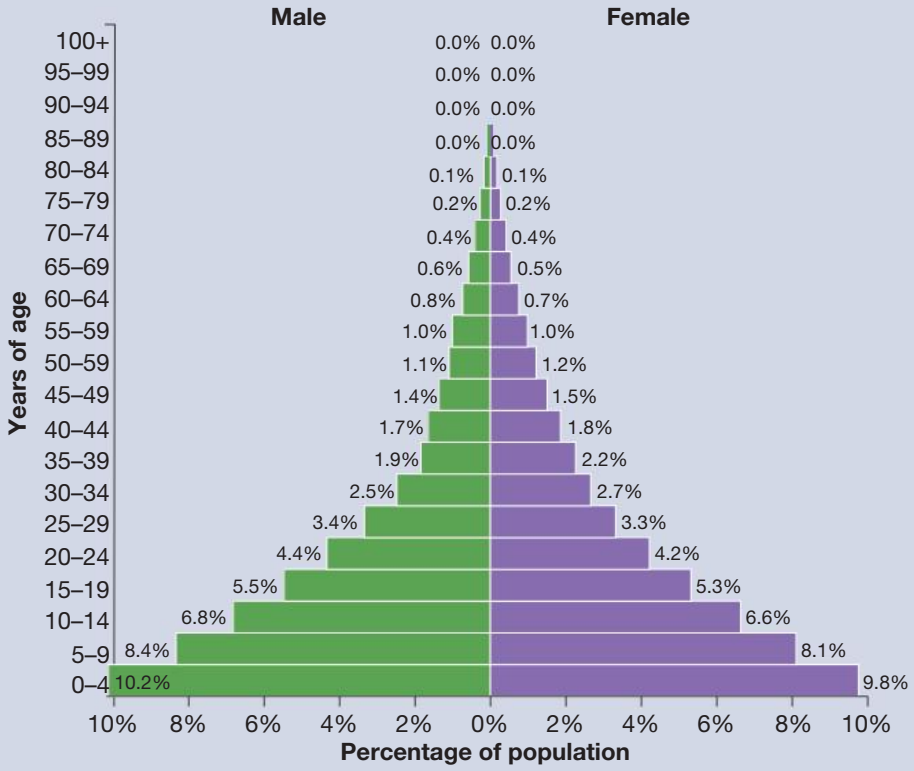
demographic dividend potential economic growth that can occur when the largest proportion of the population is of working age

Figure 6.32 shows that Niger's population is very young. This can lead to economic growth by providing a **demographic dividend** in which there is a large number of people of working age. However, if it is not managed correctly, this factor can also create high youth unemployment, a lack of universal education, political unrest and a lack of food security.



▲ **Figure 6.31** Children from Kannare village in south-western Niger

2019 NIGER POPULATION PYRAMID



▲ **Figure 6.32** Niger's population pyramid in 2019

ACTIVITY 6.13

Analysing geographical data

Compare Germany and Niger's population pyramids in Figure 6.30 and Figure 6.32. How are their population structures different? How might this affect the wellbeing of their populations?

Key concepts: space, interconnection **HASS skills:** analysing, evaluating

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Migration

Large variations in the wellbeing of the population of different countries is one of the major causes of international migration. **Emigrants** from countries with low levels of wellbeing often leave their home country, either permanently to seek a better life or temporarily to seek employment.

Temporary emigrants usually send money to their families in their home countries in the form of **remittances**. While this has a very positive economic impact on the emigrants' countries of origin, it often has a negative economic impact on the country they have migrated to. For example, a country's local economy does not benefit from the earnings that are sent to emigrants' home countries, while the unemployment rate of **nationals** can rise due to emigrants being employed in the place of locals.

This situation has occurred in Saudi Arabia, where approximately one-third of its population are **immigrant** workers from places like India and Bangladesh. This has led to high levels of unemployment for Saudi Arabians.

In extreme cases, excessive migration can lead to conflict, illegal activity (such as people smuggling) and humanitarian crises. Many people from places such as Mexico, Guatemala and Venezuela flee the inequality, violence and economic hardship they experience in their home countries, seeking better living conditions in the United States.

emigrant person leaving their country of origin

remittances money that an international migrant earns and sends back to an individual or family in their home country

national a citizen of a country

immigrant person moving to a foreign country

refugee person who has fled their home country and is unable or unwilling to return due to fear of being persecuted

asylum seeker person who flees their home country and enters another country to apply for protection as a refugee

In 2019, Guatemala was considered one of the most dangerous places to live because of its long-standing civil war, while Venezuela was battling a severe economic crisis. According to the United Nations High Commissioner for Refugees, many of these people are **refugees** who are legally seeking asylum – they are fleeing for their lives. In May 2019 alone, 132 887 migrants were stopped by the US Border Patrol after crossing the US–Mexico border seeking asylum.

Many of the **asylum seekers** who cross the US–Mexico border are detained for processing. The vast majority are denied refugee status, meaning they are not allowed to settle within the United States.



▲ **Figure 6.33** Central and South American migrants gathering inside a makeshift detention centre in Texas

MAKING THINKING VISIBLE 6.3

Headlines

Write a headline based on one of the impacts of global variations in wellbeing. Consider how you will capture the most important aspect of the situation. You might wish to undertake some research about a specific place to give your headline some context.

Key concepts: place, interconnection, scale, change

HASS skills: questioning and researching, communicating and reflecting

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END OF SECTION REVIEW 6.4

Review questions

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

Recall

1 Define 'distribution' and 'spatial association'. Summarise why these concepts are important. Outline the steps needed to describe them.
2 What is the difference between a developed and a developing country?
3 What is inequality and how is it linked to wellbeing?
4 Define 'ageing population' and 'growing population'. For each situation, explain how it might affect the wellbeing within a country.
5 What is the replacement rate and why is it significant? Why is Australia's population increasing despite having a TFR of 1.77?
6 Summarise one example of a negative impact of global variations in wellbeing.

Interpret

7 Classify the following factors using the SHEEPT categories (some factors might belong in more than one category):
   a An aid organisation has provided free contraception and education to women in a village in Ethiopia.
   b A civil war breaks out in New Zealand between the North and South Island.
   c The population density of Manila, Philippines, has reached over 40 000 per square km.
   d A new malaria vaccine has been developed and the Nigerian Government has made it freely available.
8 Describe how variations in global wellbeing lead to migration.
9 Discuss one positive and one negative impact of migration.

Argue

10 Suggest one or more factors that might explain the distribution of one of the wellbeing indicators shown in Figure 6.21A–E. Undertake research to see if your suggestion is accurate.
11 'Inequality is both a cause and a consequence of variations in human wellbeing.' Evaluate this statement with reference to some of the topics and specific examples explored in this chapter.

Extension

1 Visit populationpyramid.net.
   a Based on the shape of the world's population pyramid, is the global population growing or shrinking?
   b How did the world's population pyramid look different in 1980? What is it projected to look like in 2050?
   c Examine Saudi Arabia's population pyramid. Suggest a reason for the greater amount of middle-aged male cohorts.
   d Choose another country from the list and discuss the implications of that country's current and projected population pyramid in terms of the wellbeing of its residents.
2 Visit IfItWereMyHome.com.
   a Choose two countries to compare (for example, Australia and Canada).
   b Read each of the indicators and decide which country would have a higher level of wellbeing.
   c The red scores are meant to be worse and the green scores are meant to be better. Is this always the case when comparing Australia with places such as Ethiopia? For example, why would someone from Ethiopia spend 99.7 per cent less on health care compared with someone from Australia?
3 Research China's One Child Policy and prepare a brief summary. Explain why it was introduced. Discuss whether or not it was successful, and the social and economic impacts it had on China's population.

Key concepts: place, space, interconnection, sustainability, scale, change

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

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6.5 The reasons for spatial variations in human wellbeing at a national scale

FOCUS QUESTIONS

- How does human wellbeing vary at a national scale and what impact does this have?
- What are the causes of variations in wellbeing and how are these causes interconnected?

How does human wellbeing vary at a national scale?

Variations in human wellbeing occur on a national scale, which means they can vary from place to place across an entire country. This variation is often measured by region. Geographers use regions as a way of dividing an area into smaller areas that differ in their characteristics. Sometimes these divisions seem to be arbitrary, such as the divisions between the states and territories of Australia.

Regions can be divided further into subregions. For example, Western Australia is divided into subregions including Gascoyne, Goldfields-Esperance, Great Southern, Kimberley, Mid West, Peel, Pilbara, South West, Wheatbelt and Metropolitan Perth. Metropolitan Perth can be further broken down into different suburbs (for example, Cottesloe, Innaloo, Midland, Harrisdale).

Differences in wellbeing within a country are often referred to as inequality. This means some citizens of a country have a higher level of wellbeing than other people in the same country.

A common comparison between regions is GDP per capita or average income. Other measures include things like unemployment levels, safety, air quality and internet speeds. Mexico, for example, has a very high variation in homicide rates, ranging from 2.4 murders per 100 000 people in Yucatan on the eastern peninsula, to almost 65 per 100 000 in Guerrero on the Pacific coast. The following case study provides two examples of very different countries that both have large variations in various aspects of human wellbeing.

CASE STUDY 6.1

Rural/urban wellbeing in Vietnam

Vietnam is a developing country with one of the fastest-growing economies in South-East Asia. Despite only having a GDP per capita of approximately US$2500 in 2018, Vietnamese people are above average in their ability to convert wealth to wellbeing. This means Vietnam ranks as highly in wellbeing indicators as many countries with twice its wealth.

Since the 1986 economic reforms known as the Doi Moi, Vietnam has seen high economic growth rates, one of the greatest reductions in poverty in the world and vast improvements in living standards. However, this growth has also widened the gap between rich and poor people. This gap is particularly prevalent when comparing relatively wealthy urban regions with surrounding poorer rural areas.

Amazing but true ...

The richest person in Vietnam earns more in one day than the poorest person earns in 10 years. This rich person could spend US$1 million every day for six years before they ran out of money.

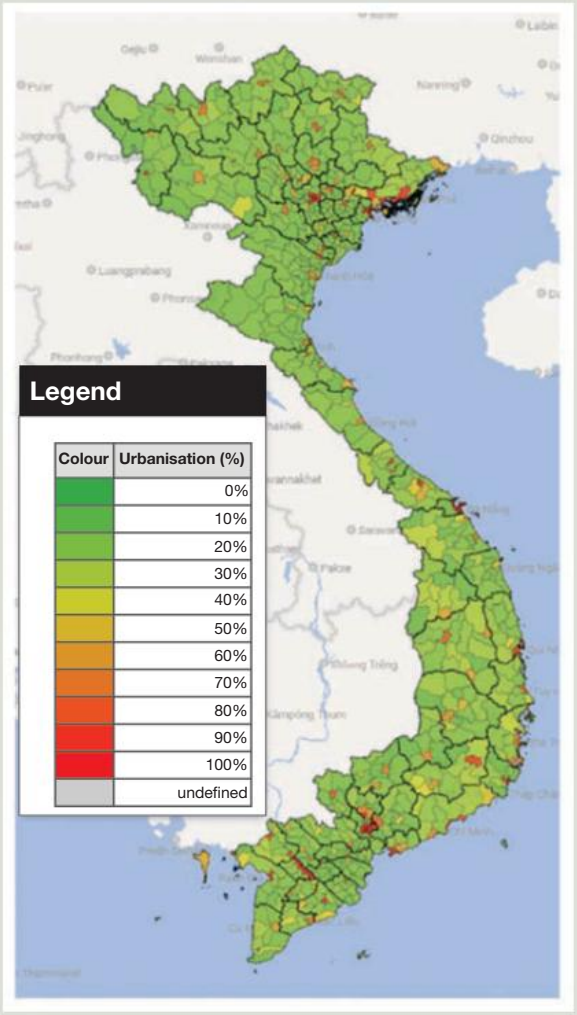
While Vietnam's economy was once dominated by agriculture, recent government expenditure and foreign investment in its urban areas have led to a transition towards manufacturing and services industries.

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However, while Vietnam's urban regions have become growth centres, rural regions are still dominated by the agricultural industry, which has shown only minor economic growth. In addition to economic inequality, rural regions fall behind urban regions in a number of wellbeing areas:

- Although Vietnam's overall TFR is 1.95, which is below the replacement rate of 2.1, the TFR remains much higher in the Central Coast and Central Highlands regions, resulting in larger household sizes. This is largely due to a lack of contraception and family planning services.
- Vietnam's IMR is very low in cities such as Hanoi and Ho Chi Minh City, similar to many European cities. However, in rural areas of Vietnam the TFR is among the highest in the world, particularly in remote areas where there is limited access to health care.
- Although over 80 per cent of Vietnamese people have access to a safe water supply, remote mountainous regions still lack this access.
- On average, residents in urban areas of Vietnam have attended two more years of schooling compared to those in rural areas.



▲ **Figure 6.34** Distribution of rural and urban regions in Vietnam

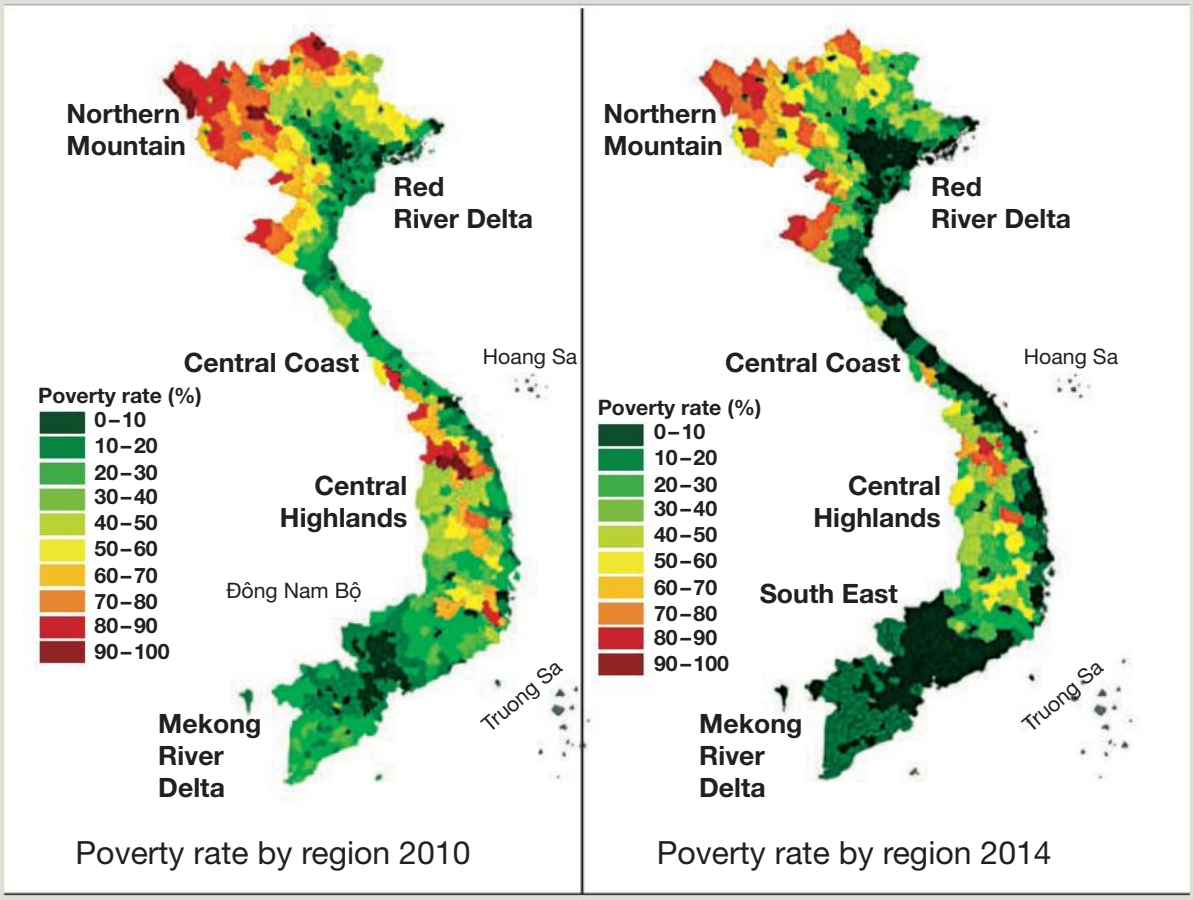
INCOME PER CAPITA IN VIETNAM



▲ **Figure 6.35** Income per capita in Vietnam's rural and urban areas over time



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▲ **Figure 6.36** Distribution of poverty within Vietnam

Analysing geographical data

1 Using Figure 6.35 and Figure 6.36, describe the spatial association between the regions with high levels of poverty and the level of urbanisation within those regions. The instructions in Developing Geographic Concepts and Skills 6.3 will help.

Key concepts: place, space

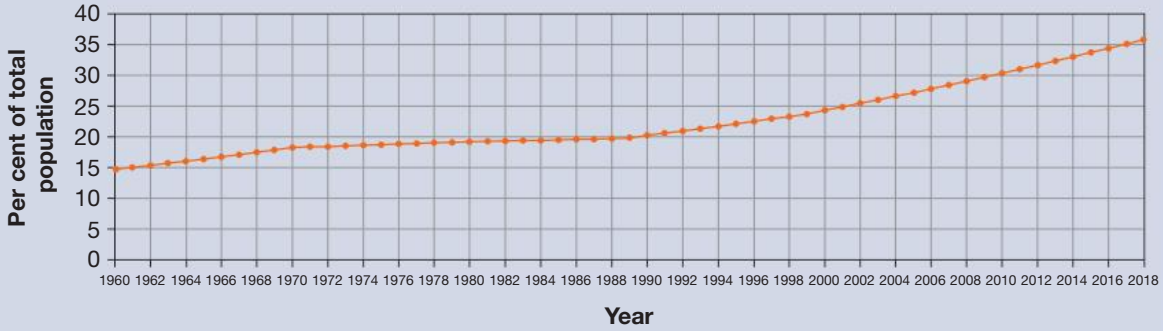
HASS skills: analysing, communicating and reflecting

One of the biggest impacts of the economic divide between urban and rural areas has been rapid urbanisation. The rapid expansion of the business sector in urban areas of Vietnam has created an increase in the demand for labour. As a consequence, many Vietnamese people have left rural areas for places such as Hanoi in search of better employment opportunities and living conditions. Figure 6.37 shows the change in the proportion of Vietnamese people living in urban areas between 1960 and 2018.

While rural-to-urban migration often does improve the wellbeing of those who migrate, it also increases the unevenness of wealth distribution – urban areas continue to prosper while neighbouring rural regions struggle to retain workers. This can ultimately reduce wellbeing in rural areas for people who cannot migrate, because even less money is invested in these poorer regions.

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URBANISATION WITHIN VIETNAM



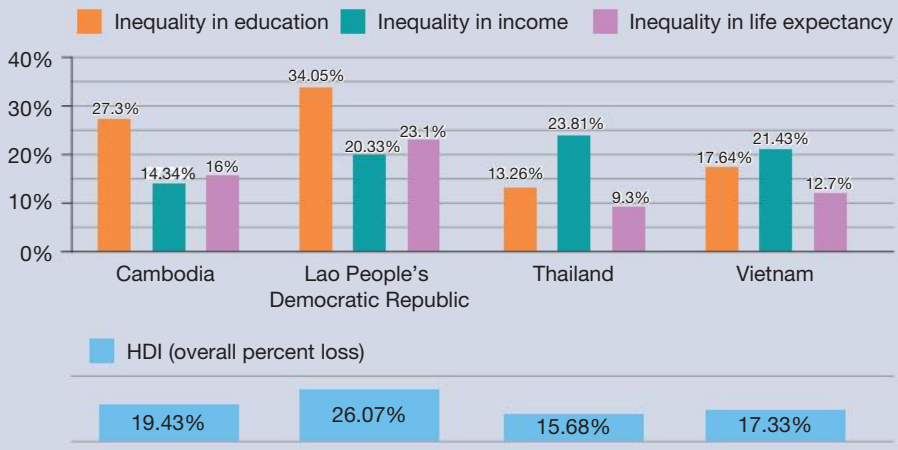
▲ **Figure 6.37** Change in proportion of Vietnamese people living in urban areas between 1960 and 2018

Rapid urbanisation can also lead to very high population densities in urban centres. Negative impacts associated with this can include a lack of housing availability and affordability, increased traffic congestion and poorer air quality. If urban areas do not have the space, resources and infrastructure to manage population growth then this growth is considered unsustainable, and can ultimately lead to a reduction in the wellbeing of urban residents.

To manage the urban–rural divide, the Vietnamese Government is faced with a number of challenges, including:

- providing economic support for disadvantaged people (for example, subsidies to help rural farmers to maintain economic growth in the agricultural sector)
- investing in rural areas to develop industries that will provide jobs
- increasing the level of education in rural areas, particularly for females and ethnic minorities
- managing urbanisation to ensure it is sustainable and doesn't adversely affect urban regions
- attracting foreign investment to establish industries in rural areas that will help to evenly distribute wealth, job opportunities and the population.

COMPARING INEQUALITY



▲ **Figure 6.38** Comparison of Vietnam's inequality with its neighbouring countries, based on three inequality measures. The HDI (overall percentage loss) is an overall measure of inequality based on how much it causes a country's HDI score to decrease.

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Analysing geographical data

Refer to Figure 6.38 and complete the following tasks:

1 Rank the four countries from the most equal to the least equal.
2 Which of the three indicators shows the biggest variation between the four countries?
3 Search online for the United Nations Development Programme website. Click on the Data tool and compare Vietnam's level of inequality with other countries around the world, such as Italy.

Key concepts: place, space, scale

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

Analysing geographical data

1 Figures 6.39 to 6.42 depict the contrast in living conditions and lifestyles between Vietnam's rural and urban regions. Describe the differences shown in these figures. Compare them with your own lifestyle and your home city or town.



▲ **Figure 6.39** Women working in the rice fields in Sa Pa in north-western Vietnam



▲ **Figure 6.40** Rural village among the terraced rice fields of Sa Pa, north-western Vietnam



▲ **Figure 6.41** Traffic in Ho Chi Minh City, Vietnam's capital city



▲ **Figure 6.42** Ho Chi Minh City is the largest Vietnamese city by population.

Key concepts: place, space, environment

HASS skills: analysing, communicating and reflecting

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END OF SECTION REVIEW 6.5

Review questions

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

Recall

1 Define 'inequality', and provide an appropriate example.
2 What common measurements are used to compare regions?
3 Write a paragraph summarising the variation in wellbeing in Vietnam. Include statistics as evidence.

Interpret

4 Rural regions in Vietnam have lower levels of wellbeing with respect to a number of different factors.
   a Choose one of these factors and suggest two things that have contributed to this inequality.
   b Describe two potential impacts of this inequality.

Argue

5 'Unsustainable levels of rural-to-urban migration can lead to a reduction in wellbeing in both rural and urban areas.' To what extent do you agree with this statement? Use information from this chapter and further research to justify your argument.
6 The Vietnamese Government is faced with a number of management challenges due to regional inequality.
   a State which of these challenges you think will be the most difficult to overcome. Justify your decision with evidence.
   b In one paragraph, design and outline a management initiative that the Vietnamese Government could implement to try to overcome this challenge.

Extension

1 Using Google Street View, explore photos of different places within Ho Chi Minh City and Hanoi. Describe the differences in their geographic characteristics and discuss how this is linked with wellbeing.
2 Research Doi Moi. Why was it needed, was it successful and what impact has it had on wellbeing within Vietnam?
3 Visit the World Bank's website via the link at https://cambridge.edu.au/redirect/9700 to find the World Bank's mapVIETNAM project and explore maps based on data from Vietnam's latest census.
   a Describe the strength of the spatial associations between the different wellbeing indicators such as sanitation, poverty and secondary school attendance.
   b Discuss what this tells you about the interconnection between different aspects of human wellbeing.
4 Search online for the OECD Regional Wellbeing website.
   a In pairs, choose a country and try to find the region that has the highest overall level of wellbeing based on what you think are the most important indicators.
   b Compare your results with your partner and discuss the differences.

Key concepts: place, space, interconnection, sustainability, scale, change

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

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6.6 The reasons for spatial variations in human wellbeing of Australia's Aboriginal and Torres Strait Islander population

FOCUS QUESTION

Why does human wellbeing vary between Australia's Aboriginal and Torres Strait Islander populations and what impacts does this have?

Variation of wellbeing within Australia

Australia's treatment of her Aboriginal people will be the thing upon which the rest of the world will judge Australia and Australians – not just now, but in the greater perspective of history.

▲ **Figure 6.43** Gough Whitlam, Speech delivered at Blacktown, NSW, 1972

Aboriginal and Torres Strait Islander peoples represent approximately 2.8 per cent of Australia's population. However, there is a wide gap between the wellbeing of Indigenous Australians and non-Indigenous Australians, based on demographics, wealth, education and health.

Although statistics show that Aboriginal and Torres Strait Islander peoples living in urban areas have a relatively low level of wellbeing, this gap is even wider when considering Indigenous Australian peoples living in remote communities.

Figure 6.44 shows the location of remote communities comprising 14 per cent of Aboriginal and Torres Strait Islander peoples.

The differences in the wellbeing of Indigenous and non-Indigenous Australians become apparent when comparing demographics. There is a large variation in life expectancy – Aboriginal and Torres Strait Islander peoples die on average 6.6 years earlier than non-Indigenous Australian people. There is also a large difference when comparing the age structure of these populations.

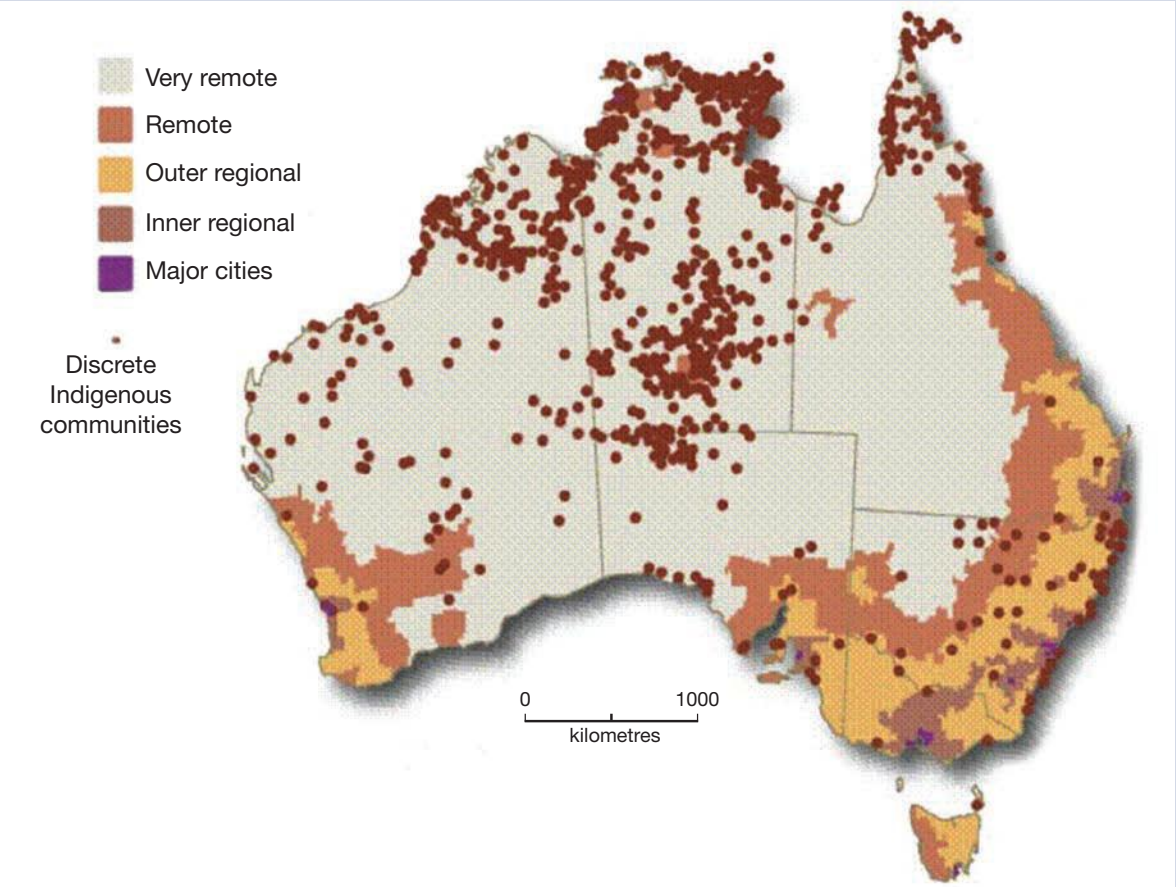
Figure 6.45 shows the age structure of Australia's Aboriginal and Torres Strait Islander population compared with its non-Indigenous population. While non-Indigenous Australians have a population pyramid similar to most other developed countries, the shape of the population pyramid for Aboriginal and Torres Strait Islander peoples is similar to those of many developing sub-Saharan African countries.

Over half of Australia's Indigenous population are people aged under 25, compared to just one-third of Australia's non-Indigenous population, which has a large proportion aged 65 and older.

The differences in wellbeing between these populations extend beyond demographic measures. The 2016 Australian Census showed that only 47 per cent of Aboriginal and Torres Strait Islander peoples aged between 20 and 24 years had completed Year 12. While this was an increase from 32 per cent in 2006, it is still very low when compared with 79 per cent for non-Indigenous Australians.

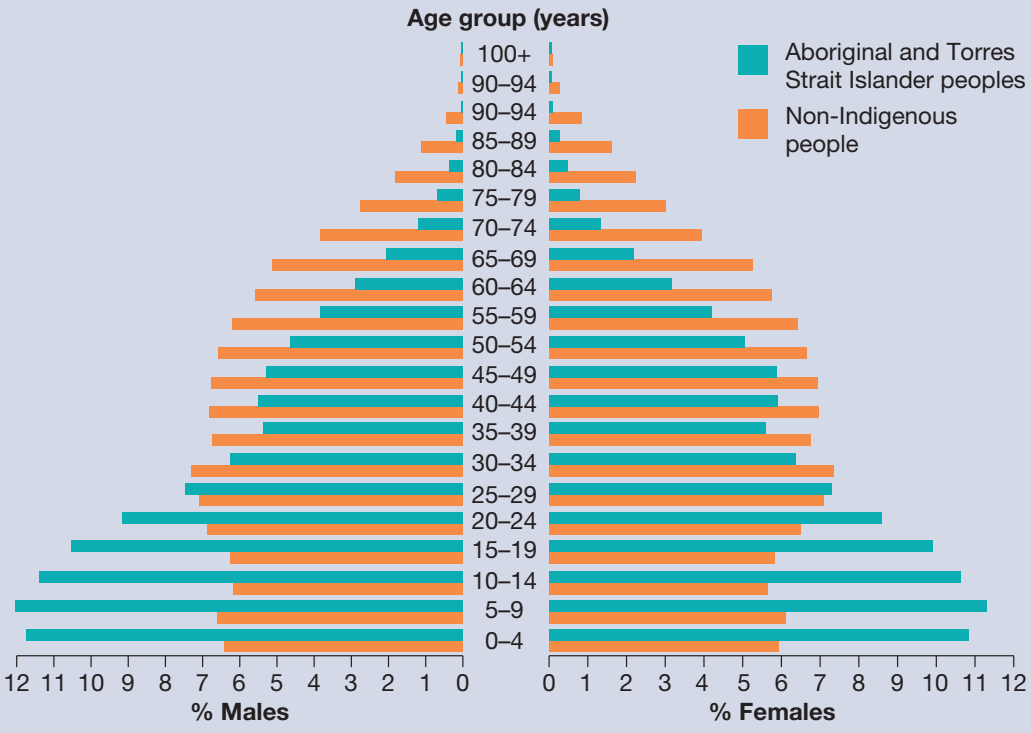
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ABORIGINAL AND TORRES STRAIT ISLANDER COMMUNITIES



▲ **Figure 6.44** Location of Aboriginal and Torres Strait Islander communities in Australia

POPULATION PYRAMIDS OF INDIGENOUS AND NON-INDIGENOUS PEOPLE



▲ **Figure 6.45** Population pyramid comparing Australia's Aboriginal and Torres Strait Islander and non-Indigenous populations

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The unemployment rate for Aboriginal and Torres Strait Islander peoples in 2016 was 18 per cent and 27 per cent for young Indigenous peoples aged 15 to 24. This is significantly higher than the Australian average of 5.7 per cent and 14 per cent for young people overall (see Figure 6.46).

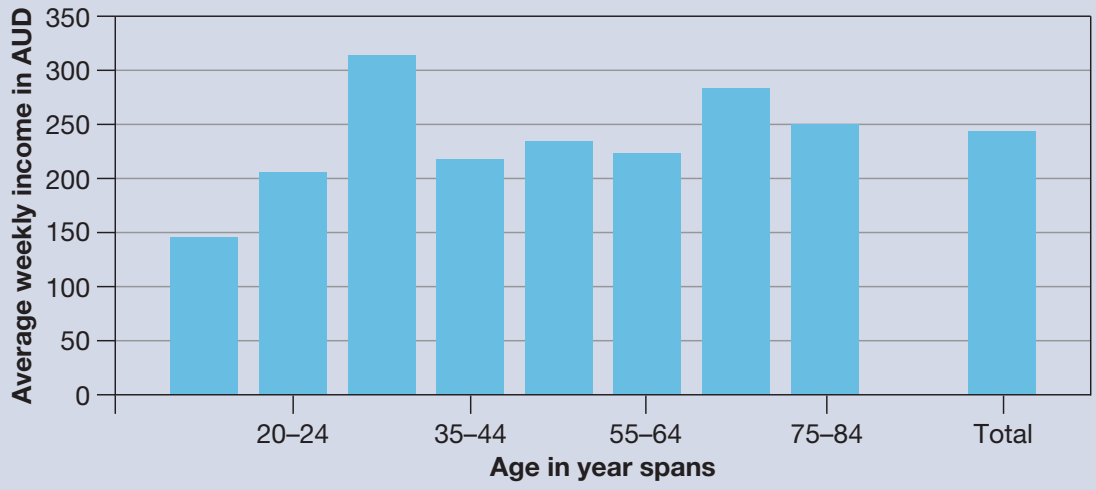
For Aboriginal and Torres Strait Islander peoples, the average weekly income was quite low – A$441, compared to the Australian weekly average income of A$662. The average weekly income is even lower for Indigenous people living in remote communities, such as Binjari, which is located near Katherine in the Northern Territory (see Figure 6.47).

UNEMPLOYMENT RATES FOR INDIGENOUS AND NON-INDIGENOUS PEOPLE



▲ **Figure 6.46** Unemployment rate for Aboriginal and Torres Strait Islander people compared with non-Indigenous Australians

AVERAGE WEEKLY INCOME IN BINJARI, NORTHERN TERRITORY



▲ **Figure 6.47** Average weekly income for different age groups in Binjari, Northern Territory

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ACTIVITY 6.14

Analysing geographical data

1. Compare the population pyramids for Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians using Figure 6.45. Refer to specific age cohorts as well as the overall shape of the pyramids.
2. Using Figure 6.46, calculate the percentage difference in the unemployment rate between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.
3. Create a table containing statistics that compare the wellbeing of Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.

Key concepts: space **HASS skills:** analysing

Health and disease within Aboriginal communities

One of the biggest concerns facing Aboriginal communities is the prevalence of treatable and preventable diseases. **Scabies** is a treatable skin infection that spreads from person to person. It is widespread throughout remote Aboriginal communities, but rare throughout the rest of Australia.

Within Aboriginal communities, studies have shown that up to 70 per cent of children are infected with scabies within the first year of their life. This is the third-highest rate of infection in the world. If left untreated, this infection can lead to kidney disease and heart conditions, or develop into a more severe form of infection known as crusted scabies.

scabies skin condition caused by microscopic mites burrowing under the skin

public housing housing provided by governments for people with low incomes, including those who have experienced homelessness or family violence

It is estimated that up to 1 per cent of all Aboriginal and Torres Strait Islander peoples living in remote communities have crusted scabies. Without adequate treatment, half of all people who develop crusted scabies die within five years.

There are several factors that contribute to the severity and prevalence of scabies and other diseases within these communities. These include overcrowded housing, and the sharing of beds, clothes and towels.

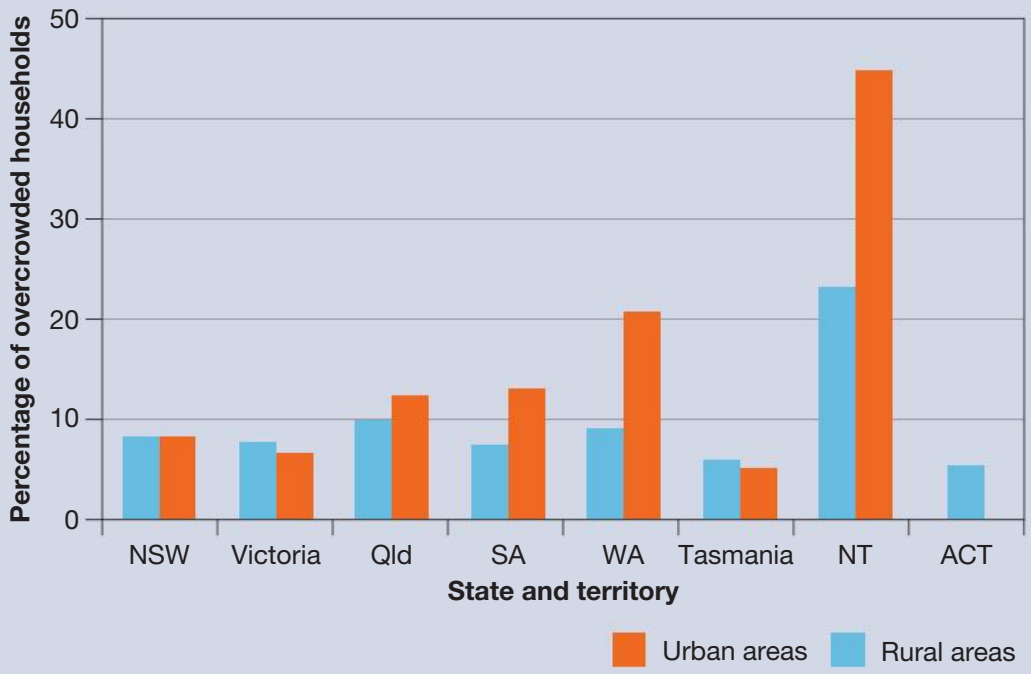
Within the Katherine region, approximately one in four Aboriginal people are homeless due to the high price of rental houses and the lack of **public housing**. This rate of homelessness is over 30 times the Australian average. People in Katherine who live in houses are often living with three or four generations (children, parents, grandparents and great-grandparents) under the same roof in very crowded conditions (see Figure 6.48). This allows infections like scabies to quickly pass among family members.

Furthermore, even when a scabies infection is treated, there is a high rate of reinfection unless the person's living conditions can also be improved.

Another contributing factor to poorer health outcomes for people living in remote communities is the lack of access to health care services. Even in places where a health clinic is available, many are underresourced and lack essential infrastructure and adequate staffing.

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ABORIGINAL AND TORRES STRAIT ISLANDER HOUSES THAT ARE OVERCROWDED



▲ **Figure 6.48** Percentage of Aboriginal and Torres Strait Islander houses that are overcrowded (defined as needing at least one additional bedroom)

FIELDWORK 6.1

Comparing human wellbeing in different places

Fieldwork is an essential part of studying Geography. It enables you to investigate many of the concepts that you study in the classroom while in the real world. In this investigation, your aim is to compare human wellbeing in two different places. For example:

- two different countries, such as a less economically developed country (LEDC) and a more economically developed country (MEDC)
- select population group comparison, such as Indigenous Australians and Indigenous Americans
- a rural and an urban area of Western Australia, such as Metropolitan Perth and the Kimberley
- suburbs in Perth, such as Balga and Peppermint Grove.

The following structure will help to form the basis of your study:

- **Title and introduction:** introduce your study by providing some context. This should include the locations you are investigating and the wellbeing indicators that you will be comparing.
- **Background information:** research some background information about your places, including their location, geographic characteristics and history. Include a location map and a satellite image from Google Earth.
- **Aim:** write an aim for your fieldwork that is achievable based on the data that you intend to collect.
- **Research question:** write a research question that you intend to answer using the data that you collect.
- **Hypothesis:** write a clear and concise hypothesis. This is a testable statement that provides a testable prediction prior to collecting primary data. It should relate to the research question.

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- **Primary data collection:** consider the types of primary data that you will need to test your hypothesis and answer your research question. Examples include surveys of local residents, mapping of access to local services and infrastructure, and interviews with politicians, councillors or police.
- **Secondary data collection:** use websites such as AURIN or the OECD to collect information about your location's demographics, health, education and other indicators of wellbeing.
- **Presenting and analysing your data:** summarise your data using tables, graphs and maps where appropriate. Analyse your data to draw conclusions, answer your research questions and state to what extent your hypothesis has been supported or disproven.
- **Conclusion and evaluation:** summarise your findings and evaluate the success of the field trip. What were the positives and negatives of your data collection? What could be done differently next time? What additional data could be collected to extend this investigation?
- **References:** ensure you keep a record of any sources used and present these in a bibliography.

END OF SECTION REVIEW 6.6

Review questions

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

Recall

1 Create a table containing statistics that compare the wellbeing of Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.

2 List the factors that contribute to the prevalence of scabies and other preventable diseases within remote Aboriginal communities.

Interpret

3 Using Google Maps, find the location of Binjari and turn on Satellite View.

- **a** Describe the remoteness and geographic characteristics of the landscape.
- **b** Describe the impact that the location and characteristics of this place might have on the wellbeing of its residents.
- **c** How do Binjari's geographic characteristics compare to your local area?

Argue

4 Discuss the extent to which you agree with Whitlam's quote at the start of section 6.6. Use examples from this chapter in your response.

Extension

1 Design an infographic highlighting the challenges facing Aboriginal and Torres Strait Islander peoples, using software such as Piktochart.

2 Search for the Australian Indigenous Health InfoNet website and find a local-, state-, or national-scale response aimed at improving the wellbeing of Aboriginal and Torres Strait Islander peoples. Outline the main features of the response.

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

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

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6.7 The role of government and non-government organisations in improving human wellbeing

FOCUS QUESTION

How do government and non-government organisations seek to improve human wellbeing?

Government and non-government organisations

Government and non-government organisations use a range of initiatives to try to improve human wellbeing on anything from a local to a global scale. These initiatives contain goals relating to the aspects of wellbeing that they are aiming to improve. They often contain specific targets that must be reached in order to achieve these goals.

In some cases, an organisation might focus primarily on one form of wellbeing, such as improving literacy. However, due to the interconnection between factors that determine wellbeing, many of these initiatives aim to improve wellbeing in several different areas.

A government organisation is an organisation that is part of (or has links with) a government department. For example, the Australian Government's Department of Social Services manages national **policies** that aim to create an equitable society in areas such as rent assistance, homelessness and the National Disability Insurance Scheme. At a state level, WorkSafe conducts targeted visits to workplaces to ensure the health and safety of employees in Western Australia.

Intergovernmental organisations involve the cooperation of governments from several member countries that are usually bound by a **treaty**. They work towards common goals involving issues on an international scale. The **United Nations (UN)** was formed after World War II with the aim of preventing future wars. It works to uphold international law, deliver **humanitarian aid** and protect human rights.

A non-government organisation (NGO) is a **not-for-profit** group that is not part of a government department. NGOs can exist at local, national or even international scales.

policy course of action proposed and carried out by a governing body

treaty written agreement between two or more political authorities bound by international law

United Nations (UN) international organisation, made up of over 150 countries, that seeks to maintain peace between nations

humanitarian aid short-term assistance to people who need help recovering from natural or human-made disasters

not-for-profit organisation organisation that does not operate for the profit or personal gain of its members

Amazing but true …

Bermuda is an island in the North Atlantic Ocean. It had a population of only 71 176 people in 2018. Banking and other financial services make up 85 per cent of Bermuda's GDP. In 2016, the international non-government organisation Oxfam declared Bermuda to be the world's worst corporate tax haven.

Bermuda's extremely low corporate tax rates attract investment from wealthy individuals and businesses, so that they can pay Bermuda's low tax rates. This effectively means that less money flows back to their home countries' governments, which means these countries have less to spend on support programs and infrastructure.

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They are generally funded by grants, memberships, private donations, and the sale of goods and services.

Oxfam is an international NGO focusing on the alleviation of poverty around the world. The Australian Red Cross is a national example of an NGO operating within Australia. It provides international aid across the Asia–Pacific region, supporting communities that have experienced disasters, and managing and providing blood donations. It also provides support for vulnerable people such as the elderly, people with disabilities, and Aboriginal and Torres Strait Islander peoples.

How do you measure the effectiveness of a management initiative?

Geographers use data to monitor and assess wellbeing. This data can be measured against specific targets to see whether or not those targets have been met. This is one way to measure the effectiveness of wellbeing management initiatives. In other words: has wellbeing actually improved, or have there been any further consequences?

The following case studies provide examples of a variety of wellbeing management initiatives at a range of scales.

Global Scale: 2030 Agenda for Sustainable Development

In 2015, the United Nations adopted the 2030 Agenda for Sustainable Development. This agenda involves all 193 developing and developed member countries of the UN working together to achieve 17 Sustainable Development Goals (SDGs) by 2030 (see Figure 6.50).

These goals include an overall aim to reduce poverty while improving wellbeing in terms of education, sanitation, equality and peace. They also include aims to tackle climate change and ensure the sustainable management of marine and **terrestrial** environments. The 17 goals seek to build on the UN's previous eight Millennium Development Goals.

terrestrial relating to dry land

> *The Sustainable Development Goals are a reflection of our values and ambitions. They are the contemporary manifestation of the 'fair go'.*

▲ **Figure 6.49** Senator the Hon. Concetta Fierravanti-Wells, Minister for International Development and the Pacific, 2018 Australian Sustainable Development Goals Summit

A fundamental part of the 2030 Agenda is sustainability, which is defined by the UN as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'.

The SDGs cover all three elements of sustainability: economic, social and environmental. The UN acknowledges that all three of these elements are interconnected and therefore a crucial part of maintaining the wellbeing of individuals and entire populations.

The 17 SDGs contain a total of 169 targets against which the success of the goals will be measured. Each of these targets has a set of indicators that are used to determine whether the target has been met. The goals are non-binding, meaning that governments are not legally forced to meet them. However, countries are expected to establish their own national policies to achieve each goal, and are involved in reviewing their progress at a local, regional and national scale.

As part of this review process, each country will undergo a Voluntary National Review at least twice between 2015 and 2030. Australia underwent its first review in 2018. Figure 6.50 shows some of the measures taken within Australia towards eradicating poverty. Data demonstrating the progress made for each of the SDGs and for each individual country can be accessed using the SDG-Tracker and the Sustainable Development Report Dashboards (see Figure 6.52).

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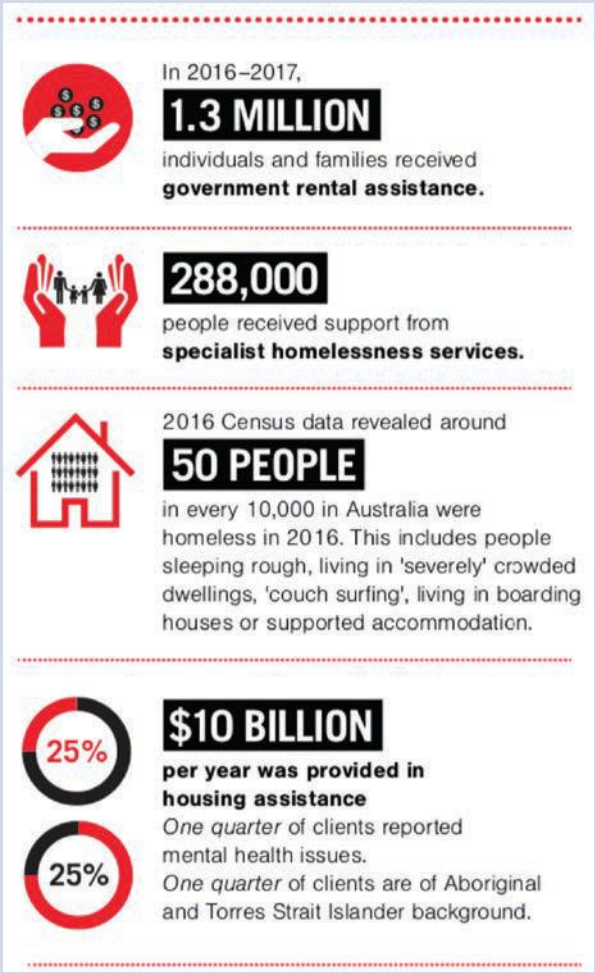
▲ **Figure 6.50** The United Nations' 17 Sustainable Development Goals

The main obstacle to the success of many of the SDGs is funding. An article published in *The Economist* suggested that achieving all 17 goals will require US$2–3 trillion each year for the entire 15-year period. This is considered to be unrealistic.

Studies have shown that just solving the issue of access to clean water and sanitation is estimated to require US$200 billion. Unless major changes are made to the funding of SDGs within UN member countries, it is unlikely that many countries will meet their targets.

For example, a 2018 study showed that although there is a decreasing number of underweight people within sub-Saharan African countries, the goal of ending malnutrition by 2030 is unlikely to be met within the region.

LEAVING NO ONE BEHIND



▲ **Figure 6.51** Summary of Australia's progress in meeting the first SDG, No Poverty, sourced from Australia's National Voluntary Review in 2018

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CHAD'S PROGRESS IN MEETING THE SDGS



▲ **Figure 6.52** Sub-Saharan African nation Chad's progress in meeting the SDGs, as shown in the Sustainable Development Report Dashboard, 2021

ACTIVITY 6.15

Analysing geographical data

1 Using Figure 6.50, rank the 17 SDGs in order of the ones you think are the greatest and smallest priorities. Justify your top three and bottom three choices.

2 Search online for 'SDG tracker' and use the SDG tracker tool in the following tasks.
   - **a** Choose one of the SDGs and write a brief summary explaining what the goal involves.
   - **b** List at least two of the targets that are used to measure the achievement of the goal.
   - **c** Using the data provided, evaluate whether or not these targets are on track to be met and therefore whether the SDG is likely to be met by 2030.

3 Search online for the Sustainable Development Report 2021.
   - **a** Choose two countries to compare.
   - **b** Assess which of the two countries has shown the most overall improvement in the 17 areas and which is most likely to achieve the SDGs by 2030.
   - **c** For one of your chosen countries, choose a goal that is on track and one that has received a decreasing score. Click on the on-track goal. List which indicators have been achieved and which have significant challenges remaining.

Key concepts: place, space, change

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

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International scale: the Bill and Melinda Gates Foundation

In 2000, Bill Gates, **philanthropist** and billionaire founder of Microsoft, established the Bill and Melinda Gates Foundation. This non-government organisation aims to improve health care and reduce poverty in some of the poorest regions of the world. The foundation has five key divisions, each focusing on a different aspect of wellbeing:

- **Global Health Division:** aiming to reduce the impact of infectious diseases such as HIV/AIDS and malaria and reduce the child mortality rate in developing countries
- **Global Development Division:** expanding health care to poor communities around the world through the delivery of health products and services
- **Global Growth & Opportunity Division:** developing innovations to help reduce inequality and poverty through improvements in agricultural development, gender equality, financial services and sanitation
- **United States Division:** ensuring all students in the United States graduate from high school and have the opportunity for tertiary education
- **Global Policy & Advocacy Division:** promoting policies and building relationships with governments and other non-government organisations to further advance programs.

A recent focus of the Bill and Melinda Gates Foundation has been improving sanitation in developing countries within sub-Saharan Africa and South Asia. The aim is to improve the safety of sanitation facilities and reduce preventable deaths from diseases such as cholera, diarrhoea and dysentery. The rapid growth of cities in these poor regions has created a need for innovative sanitation solutions, since traditional sewerage systems are not financially viable.

In rich countries we have sewers that take clean water in, flush some of the dirty water out, in almost all cases there's a treatment plant. Could you process human waste without that sewer system?

▲ **Figure 6.53** Bill Gates, Reinvented Toilet Expo 2018

philanthropist a person who donates their time and money to helping others

Since 2011 over US$200 million has been spent on the Reinvent the Toilet Challenge. The aim was to develop a toilet that could remove germs from human waste while recovering useful resources such as energy, clean water and nutrients. It also had to be able to operate 'off the grid' without a connection to a water supply, sewerage system or an electricity grid, at the same time as remaining affordable.

Several toilets have been designed to meet these criteria, using localised chemical treatment rather than expensive sewerage infrastructure. The next step is reducing the cost and producing these toilets at a large enough scale.

▼ **Figure 6.54** Beijing, 2018: Bill Gates presenting at the Reinvented Toilet Expo using a beaker of faeces to highlight the health concerns related to a lack of sanitation



▼ **Figure 6.55** This self-contained toilet was developed as a solution to sanitation in densely populated urban areas within developing countries.



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Local and national scales: Closing the Gap

The wellbeing gap between Australia's Aboriginal and Torres Strait Islander peoples and non-Indigenous communities is being tackled at local, regional and national scales.

In 2010, Binjari in the Northern Territory was described in a local newspaper as the 'worst address in Australia' because of its high levels of violence and unemployment.



▲ **Figure 6.56** Members of Binjari's building program

In response, in 2014 the Binjari Community Aboriginal Corporation established a program giving young men an opportunity to turn their lives around. These young men are trained as builders and provided with work refurbishing and building homes and infrastructure within the town. This work provides a boost to their income while tackling many of the other social problems in the region, such as drug and alcohol abuse.

On a national scale, in 2005 the Australian Government established a strategy called Closing the Gap. The aim of this strategy is to achieve equality for Aboriginal and Torres Strait Islander peoples in health, life expectancy, education and employment.

Various targets have been set, with the overall goal of reducing disadvantage among Aboriginal and Torres Strait Islander peoples by 2030.

Improvements are monitored each year by the Council of Australian Governments. Unfortunately, as of 2018, only half of the targets listed in Figure 6.57 are on track to be met. Many have not been reached by their intended year of achievement. In 2019 the Close the Gap report admitted that it was of great concern that the gap in the life expectancy was widening rather than closing (see Figure 6.58).

Furthermore, school attendance rates for Aboriginal and Torres Strait Islander students have increased by less than 1 per cent in most states and territories. Fortunately, the percentage of Aboriginal and Torres Strait Islander students who do attend school and go on to finish Year 12 is increasing steadily, so that particular gap is closing.

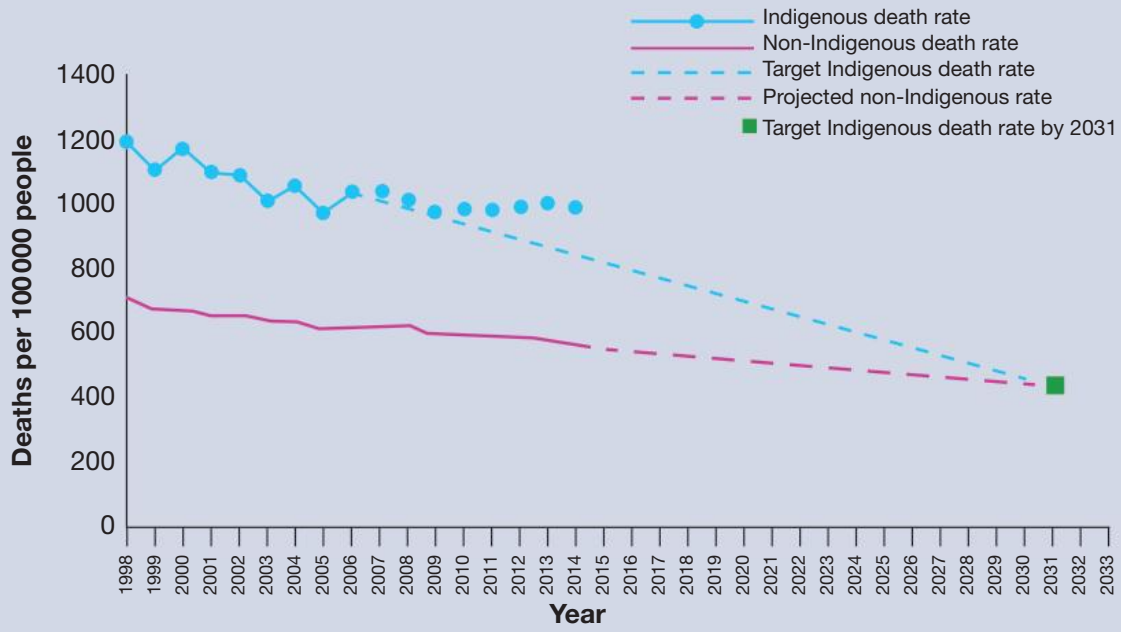
Closing the Gap targets

- close the gap in life expectancy by 2031
- halve the gap in child mortality by 2018
- ensure 95 per cent of Aboriginal and Torres Strait Islander four-year-olds are enrolled in early childhood education by 2025
- halve the gap in reading, writing and numeracy by 2018
- halve the gap in year 12 attainment by 2020
- halve the gap in employment by 2018
- close the gap in school attendance by 2018

▲ **Figure 6.57** List of targets set as part of the Closing the Gap policy.
Source: Australian Parliamentary Library

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INDIGENOUS DEATH RATE



▲ **Figure 6.58** The number of deaths per 100 000 for Aboriginal and Torres Strait Islander peoples is far above the Closing the Gap target rate. It is unlikely the target will be met by 2031.

Source: Australian Parliamentary Library

ACTIVITY 6.16

Analysing geographical data

Refer to Figure 6.58. Quantify the trend in the number of deaths per 100 000 people for Indigenous and non-Indigenous Australians. Based on this trend, is the reduction of the Indigenous death rate likely to meet its target?

Key concepts: change

HASS skills: analysing, communicating and reflecting

National scale: improving literacy in India

According to **UNESCO**, around 900 million people in the world cannot read or write. Thirty-seven per cent of these people live in India.

India has made significant progress in improving its literacy rate from just 18 per cent in 1951 to 74 per cent at the time of the last Indian census in 2011 (see Table 6.5).

However, just over a quarter of India's 1.3 billion people still do not have basic reading and writing skills. Around 400 million more have only a very basic level of literacy. As a result, India is struggling to grow its economy and support and stabilise its booming population.

UNESCO the United Nations Educational, Scientific and Cultural Organization, an agency seeking to build peace through international cooperation in education, science and culture

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INDIA'S LITERACY RATE

Year	Male %	Female %	Combined %
1881	8.1	0.35	4.32
1891	8.44	0.42	4.62
1901	9.8	0.6	5.4
1911	10.6	1.0	5.9
1921	12.2	1.8	7.2
1931	15.6	2.9	9.5
1941	24.9	7.3	16.1
1951	27.16	8.86	18.33
1961	40.4	15.35	28.3
1971	45.96	21.97	34.45
1981	56.38	29.76	43.57
1991	64.13	39.29	52.21
2001	75.26	53.67	64.83
2011	82.14	65.46	74.04

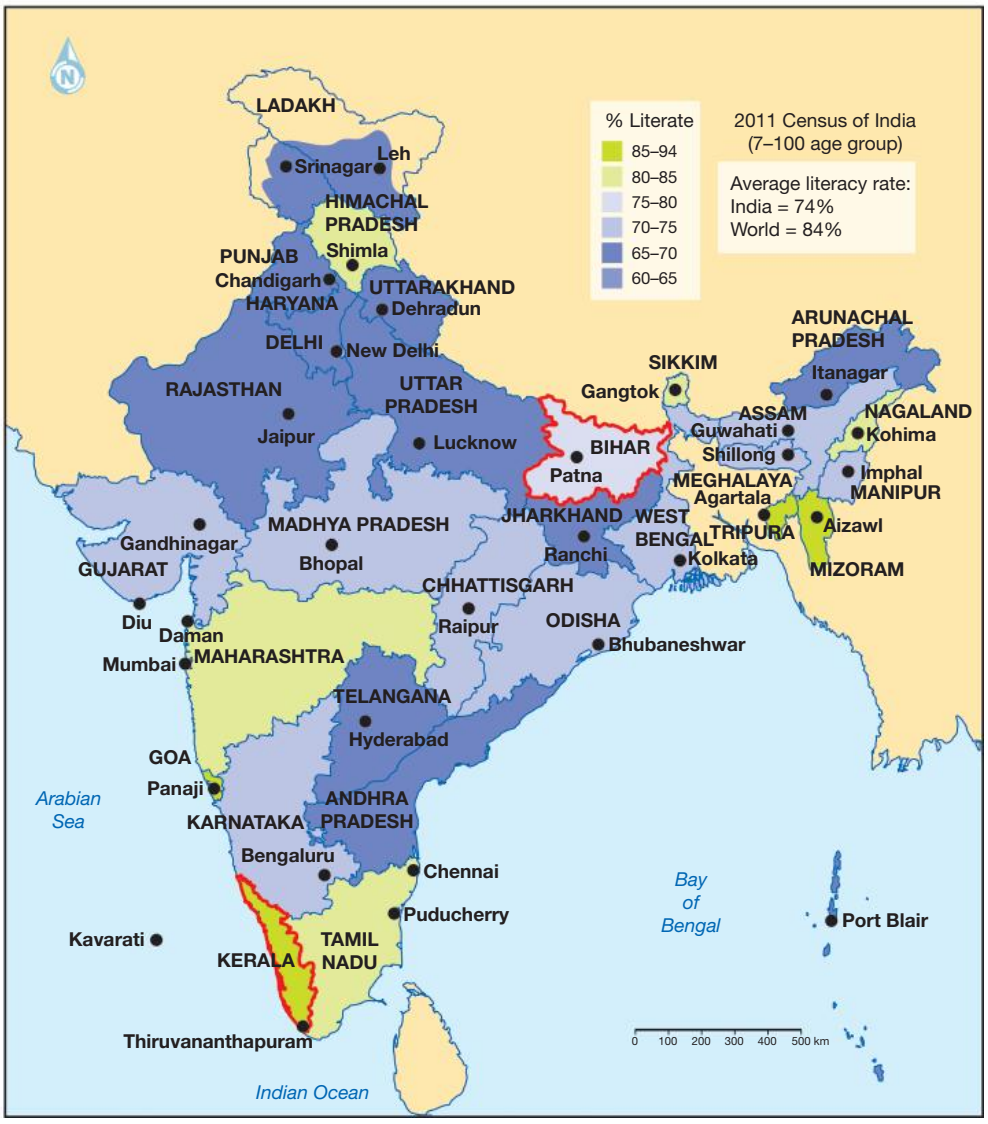
▲ **Table 6.5** Change in India's literacy rate for those aged over seven years, from 1881 to 2011, based on data from the Indian Government Census.

Source: Indian Government Census 2011

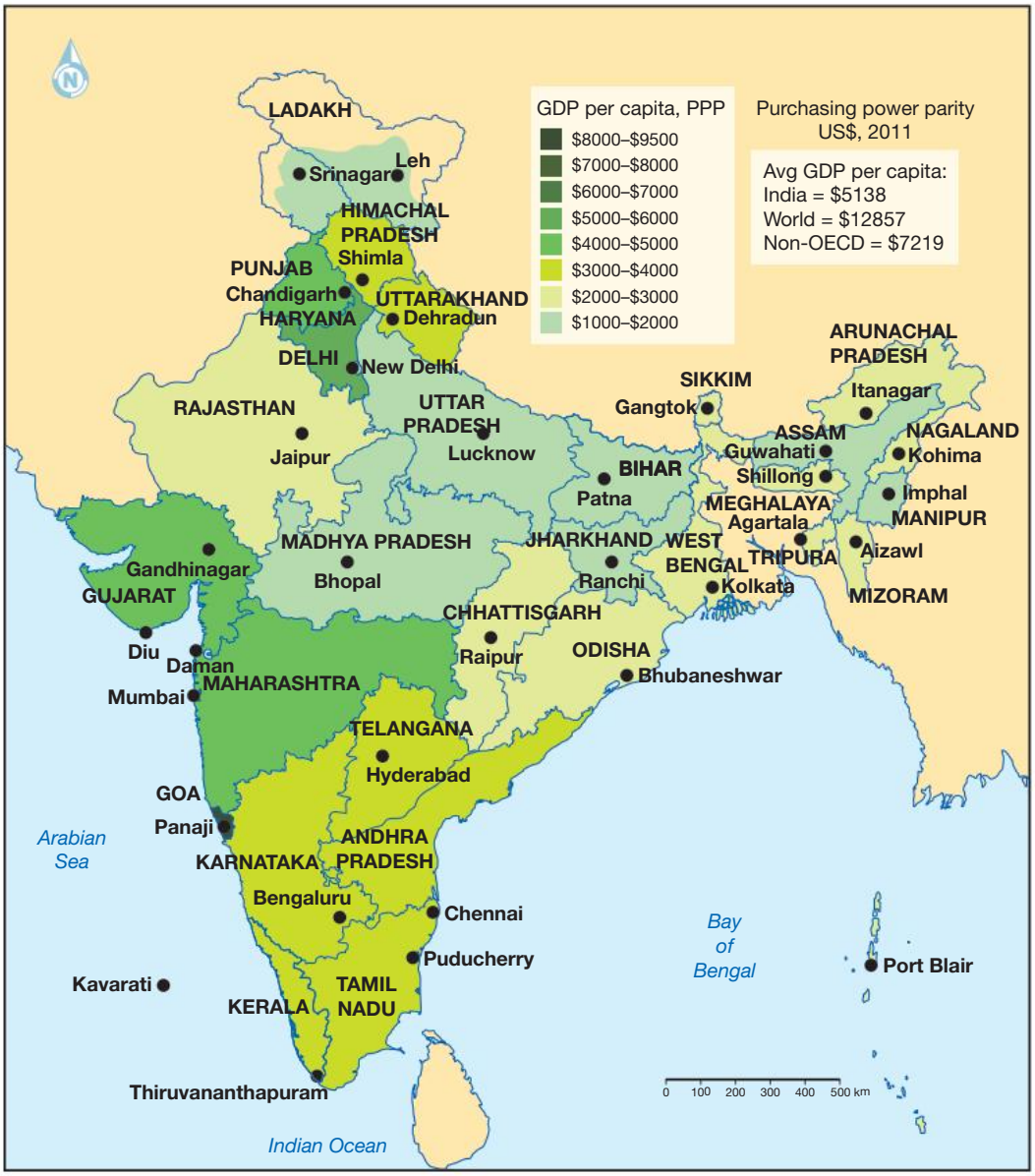
As Figure 6.59 shows, the distribution of literacy in India is uneven. In Kerala, on India's south-western coast, the literacy rate is above 90 per cent. In contrast, in Bihar, which borders Nepal in the north, the literacy rate is just 63.92 per cent.

Figure 6.60 shows what appears to be a spatial association between GDP per capita and literacy, with several of India's wealthier states also having higher literacy rates. However, it is unclear whether these states are wealthier because they have higher rates of literacy or whether they have higher rates of literacy because they are wealthier.

▼ **Figure 6.59** Spatial distribution of India's literacy rate by state based on 2011 census data



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▲ **Figure 6.60** Spatial distribution of India's GDP per capita by state

ACTIVITY 6.17

1 Using the data from Table 6.5, draw a line graph showing the trend in the literacy rate from 1881 to 2011 for males, females and the combined population.
   - Describe the trend shown in each graph.
   - Use the graphs to project how India's literacy rate is likely to change in the future.
   - Use your data to discuss the impact that gender has on India's literacy problem.
2 Using Figure 6.59 and Figure 6.60, describe the spatial association between GDP and literacy. Discuss the extent to which GDP appears to have an effect on literacy levels.

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

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In 2009, the Indian parliament passed the *Right to Education Act*, which mandates that all children aged between six and 14 have access to free and compulsory education. Although this has led to a significant increase in the number of children attending school, many children are still unable to attend due to a need to earn an income or help with domestic duties.

The issue of education is particularly prevalent for females. Forty per cent of girls drop out of school before reaching secondary school. As a result, the female ALR of 65.46 per cent trails significantly behind the male ALR of 82.14 per cent.

Amazing but true …

A study of 188 schools in central and northern India showed that 89 per cent of Indian schools had no toilets, and that there was an average of 42 students for every teacher.

In remote rural areas, government schools lack adequate infrastructure, including classrooms, learning materials and toilets, while many cannot attract qualified teachers. There is also an uneven distribution of expenditure on education, with rich states spending up to six times more on education per student than poorer states. Many underprivileged families from these poorer regions do not prioritise education, which perpetuates the poverty cycle.

NGOs have implemented a number of innovative strategies to try to improve literacy rates in India. Planet Read is an organisation that seeks to raise awareness of this issue and educate millions of people using **Bollywood** movies. **Same language subtitles** are used when broadcasting weekly Bollywood movies on television, acting as an entertaining teaching tool.

Bollywood nickname for India's film industry, based in Mumbai (formerly Bombay – 'Bombay' + 'Hollywood' = 'Bollywood')

same language subtitles television or movie subtitles that are in the same language as the audio

As part of this program, the lyrics to songs are highlighted in a style similar to karaoke so that viewers are able to follow along with the singing. This is an extremely effective strategy, considering an estimated 780 million Indians watch an average of more than three hours of television every day!



▲ **Figure 6.61** Millions of Indians watch Bollywood movies with same language subtitles to help improve their literacy.

Studies have shown that 90 per cent of Indian viewers using same language subtitles have improved their literacy skills by viewing these programs. Furthermore, this approach is simple to implement, very affordable and can reach hundreds of millions of people, even in remote communities.



▲ **Figure 6.62** Small rural school in Rajasthan, northern India

Overall, the literacy situation in India is improving. Since the 1991 census, growth in literacy has exceeded population growth. This means the number of people in India who are non-literate has decreased. The youth literacy rate for Indian people aged 15 to 24 was 86.14 per cent in 2011. This indicates that India's ALR will continue to grow in the future as its young people mature into adulthood.

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It is projected that India will achieve universal primary education by 2050, and universal lower secondary education by 2060, which will contribute to this improvement in ALR.



► **Figure 6.63** Despite being underfunded, many government schools in India are seeking to improve literacy in remote areas, particularly for girls.

END OF SECTION REVIEW 6.7

Review questions

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

Recall

1 Define the following terms. Include an example of each in your definition:
   - government organisation
   - intergovernmental organisation
   - non-government organisation.
2 List the three elements of sustainability covered within the United Nations Sustainable Development Goals (SDGs).
3 The SDGs are non-binding. What does this mean?
4 Summarise the sanitation goal that the Bill and Melinda Gates Foundation is trying to reach.
5 Provide some statistics that summarise the literacy problem facing India's population.

Interpret

6 What do you think Senator the Hon. Concetta Fierravanti-Wells means when she refers to the SDGs as a 'fair go'?

Argue

7 Based on the information provided, discuss which of India's *Right to Education Act* or Planet Read is likely to be more successful in improving literacy in India.

Extension

1 Visit the Bill and Melinda Gates Foundation's website and prepare a brief report about one of the many wellbeing projects undertaken by this organisation.
2 Read the latest Closing the Gap report, including the progress summary. Evaluate whether or not the strategy will be successful based on the number of targets that are likely to be met.
3 Research the life expectancy, infant mortality rate and death rate for Indian states with high levels of literacy. Using this information, discuss the regional impact that literacy can have on human wellbeing.

Key concepts: place, space, interconnection, sustainability, scale, change

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

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6.8 Conclusion: why does it matter?

Wellbeing is about more than wealth; it is about dignity. The location of our birth shouldn't decide our life expectancy, our level of education, our choices of employment or our level of happiness. We hope this chapter has revealed that wellbeing isn't just an issue faced in a far-off country, it is an Australian issue too. Geography isn't only about identifying urban problems though; it is also about global, national and local solutions. People have the power to change the world through sustainable thinking, new scientific discoveries or even through grassroots movements. We can all help to bridge the gap in wellbeing by joining in with the efforts occurring already through volunteering or career pathways.

6.9 End of chapter activities

Reflection

Self-assessment

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

Making thinking visible

I used to think … but now I think …

Throughout this chapter you have learned about various aspects of human wellbeing and the vast differences in the wellbeing of people around the world. Using the following sentence stems, write a short paragraph demonstrating your understanding of various wellbeing issues.

1A **I used to think that nearly everyone in the world would have access to a toilet.**

1B **Now I understand that …**

2A **I used to take the ability to read and the opportunity to attend school for granted.**

2B **Now I understand that …**

3A **I used to think that a country in which families had lots of children was an indication of …**

3B **Now I understand that …**

4A **I used to think that wellbeing would not vary much across a city like Perth.**

4B **Now I understand that …**

5A **I used to think that Aboriginal and Torres Strait Islander peoples had a similar level of wellbeing to non-Indigenous Australian people.**

5B **Now I understand that …**

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Inquiry



Research task

Choose one or more of the wellbeing indicators discussed throughout this chapter and prepare a case study relating to a specific place at a local, regional or national scale. Undertake research using a variety of sources and media in the following areas:

- detailed information about the indicator, including the factors that change it and the impacts it can have
- background information about your chosen location, including data about your chosen indicator and related indicators
- a summary of factors that have led to this wellbeing situation
- an example of a management initiative seeking to manage or improve wellbeing
- the likelihood of this initiative meeting its overall aim or specific goals or targets.

Present your findings in a report that includes relevant maps, data and statistics.

Writing



Extended response questions

1 'Low levels of wellbeing are a cycle that will continue unless there is specific intervention from government or non-government organisations.' Discuss the extent to which you agree with this statement by referring to one or more of the case studies presented within this chapter.

2 Discuss the importance of spatial technology, such as GIS, in assessing, monitoring and managing wellbeing at a local, national and global scale.

Analysis



Problem-solving task

Design your own management initiative to deal with one of the wellbeing issues identified in this chapter. Consider the scale of your initiative, the goals that need to be reached, the organisations that would be involved, whether the cost would be realistic and the time frame within which specific targets would need to be met. Some ideas for issues to tackle include:

- the wellbeing gap between Aboriginal and Torres Strait Islander peoples and non-Indigenous people in Australia
- inequality within a city such as London or a country such as Vietnam
- the prevalence of treatable diseases within vulnerable communities
- the variation in life expectancies between and within countries and the association between life expectancy and the fertility rate
- the impacts associated with one particular aspect of wellbeing, such as sanitation, literacy or happiness.

Share your initiative with a classmate and ask them to evaluate its likely success.

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Making connections: Geography and the other HASS topics

Geography has many connections with other subjects in the Humanities. Have you considered how what you have learned about environmental change and wellbeing relates to the other topics you will cover this year?

Civics and Citizenship

Government policy and land management in another place

Environmental worldviews differ across the world. Explore other nations' attitudes and actions towards land use and management, such as China, Germany, Lithuania or Malaysia.

Role of the High Court

What role does the High Court of Australia play in environmental management? Research notable cases the High Court has presided over and their outcomes.

World Heritage Convention (1972)

What is this document and why is it significant to land management and wellbeing? What is Australia's role and responsibility to this global agreement? Take the time to explore the 'Five Cs' of this strategy.



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Economics and Business

Global Sustainability Index

A greener alternative to most economic indicators, the Global Sustainability Index provides an alternative option. How does Australia rank? Why is examining a nation's policies and actions towards the environment an indicator of economic growth?

Consumer choice – the power of people

How ethical are your consumer choices? Can you think of any recent changes in the Australian market that illustrate more ethical or environmental thinking? Why were these choices made?

Fast fashion is addictive, cheap and convenient. But what are the consequences of these consumer choices on the environment?

Explore these issues further by viewing the ABC's *War on Waste* series or by conducting your own research.



History

The Bombing of Hiroshima and Nagasaki

Have you ever considered this historical event from the perspective of the environment? What short- and long-term impacts did these atomic bombs have on Japan's natural environment? Are those impacts still present and ongoing today?



Wellbeing and civil rights

To what extent is the fight for civil rights also a fight to improve wellbeing? Explore some of the platforms, evidence and reasons presented by key civil rights movements and individuals. Are they fighting to address inequality in wellbeing? The following are some potential research choices:

- The Black Panthers
- Freedom Riders (US)
- Martin Luther King
- Freedom Ride (Australia)
- Aboriginal Advancement League
- Eddie Mabo.

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Part 4



History

What is history?

History is the study of the past. The concept of history is common to all people. It exists in all societies. We study the past in order to better understand the present and to help us prepare more effectively for the future. History can give us a sense of where we have come from, and it can also give us a sense of where we are headed.

History is a process of investigation that follows certain rules. It begins by posing a question or starting an investigation, then gathering evidence that will answer that question.

Introducing historical concepts and skills

Historians study the past in order to discover and understand the lives of people who lived in societies that came before our own. They aim to get a picture of what everyday life was like, what the traditions, beliefs, values and customs of the time were and how those things impacted the operation of society on a social, political and economic level. In order to work effectively, an historian must make use of specific concepts to assist in gaining an understanding of the past and making connections to the world we live in today. The eight historical concepts listed on the next page.

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1 **Sources** refer to any written or nonwritten materials that can be used to investigate and provide information about the past.
2 **Evidence** is the information obtained from sources that is valuable for a particular inquiry.
3 **Continuity and Change** refers to aspects of life or society that have remained the same or changed over a period of time.
4 **Cause and Effect** is used to examine the relationship between historical events or actions, where one event or action occurs as a result of the other.
5 **Perspective** is a person's point of view, the position from which they see and understand events going on around them.
6 **Empathy** is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.
7 **Significance** is the importance that is assigned to particular aspects of the past (e.g. events, developments, individuals, groups, movements and historical sites).
8 **Contestability** occurs when particular interpretations about the past are open to debate; for example, as a result of a lack of evidence or different perspectives.

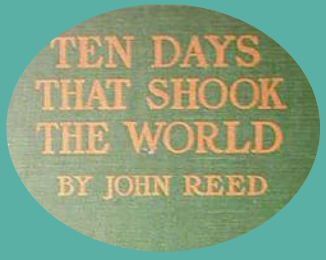
Working with historical sources and evidence

One kind of evidence historians seek out is **primary sources**. These are records that were made by people who lived at the time being investigated. Written or printed documents are useful primary sources. Photographs, drawings and paintings can also tell us a great deal if we can interpret, or 'read', them carefully.

Another kind of evidence used by historians is **secondary sources**. These are records made at a time after the event being investigated. When using secondary sources, historians look critically at the views of the people who created those sources. They ask extra questions about those people's interpretations of what happened.

As historians, our most important form of **evidence** comes from primary **sources**. However, there is a very special relationship between primary sources and secondary sources. Because primary sources were written by people who were alive at the time – people who experienced those events directly – it is tempting to think that they must be completely reliable eyewitness accounts. However, this overlooks the fact that every person has their own particular way of looking at things, based on their personal values and attitudes. These values and attitudes might lead a person to write an explanation of what happened that is more in line with their values and attitudes than what actually happened. This is called **bias**.

The task of a historian who is writing a **secondary source** many years after the event is to look critically at a primary source. They need to carefully research who the creator of that primary source was and what their point of view might have been. For example, in times of war we might expect a general sitting comfortably in his headquarters to have one view of a battle, while an ordinary soldier fighting at the battlefront might have a very different view of the battle.



▲ **Source A** This is from the cover of American journalist John Reed's book *Ten Days That Shook the World* from 1919. Reed presented a firsthand account of the 1917 Russian October Revolution and followed many of the prominent Bolshevik leaders closely during his time in Russia. This is therefore a valuable primary source.



▲ **Source B** The 1928 silent film *October: Ten Days That Shook the World* is a secondary source, because it was created well after the depicted events took place. The film recreated key events in the Russian Revolution and was made by director Sergei Eisenstein, pictured here.

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Historical overview: the modern world and Australia

The interwar years

War and the struggle to rebuild lives and countries in peacetime had a significant influence on the twentieth century, initiating the creation of the United Nations and the beginning of the Cold War in 1945.



A flapper in the 1920s

World War I
Over 20 million people died in World War I, several empires collapsed, and a communist party, the Bolsheviks, seized power in Russia in 1917.

Influenza pandemic
Following World War I the Spanish influenza pandemic killed between 20 and 30 million people.

Treaty of Versailles
The Treaty of Versailles formally ended the war between Germany and the Allied powers. Germany was required to disarm and pay significant reparations to other European countries.

Timeline of the interwar years

1914–18
World War I

1917
Russian Revolution

1918–20
Spanish flu pandemic kills millions worldwide

1919
German revolution, and start of the Weimar Republic

1919
Treaty of Versailles

1922
Benito Mussolini comes to power in Italy

1923
Hyperinflation strikes in Germany

1929
Wall Street Crash

1932
F.D. Roosevelt elected in the USA, and begins his New Deal

1933
Adolf Hitler appointed Chancellor of Germany

1935
Mussolini launches an Italian invasion of Abyssinia (Ethiopia), despite League of Nations protests

1936
The Berlin Olympics

1937–38
The Rape of Nanjing

1938
Germany invades Czechoslovakia

Roaring Twenties
The world experienced prosperity in the 1920s. Distinct cultural features emerged, such as 'flapper' fashions, the development of jazz music, and the Art Deco style.

Great Depression
The Wall Street Crash plunged most of the world into the Great Depression. At its height in 1932, unemployment in Australia reached 32 per cent. The uncertainty and unrest saw the rise of militaristic dictatorships in Italy, Germany and Japan.

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Video
The interwar years

The League of Nations

This organisation was formed in 1920 out of the ashes of World War I, after the Paris Peace Conference where the Treaty of Versailles was signed. It was the first international body dedicated to maintaining peace between nations and lasted until 1946, when it was replaced by the United Nations.

Communism

The world's first communist revolution occurred in Russia in 1917. It was based on the idea that the means of production, such as property and businesses, should be nationalised and run on behalf of the people, rather than privately owned. Although intended to create a utopia, in Russia it led to the brutal dictatorship of Joseph Stalin.

Liberalism

Liberalism encouraged business owners and intellectuals to demand a greater say in their government and the laws of their respective countries. Demands from women for the right to vote reflected a widespread belief in liberal ideas.

Fascism

Fascism was a political idea based on militaristic government, where democracy was replaced by authoritarianism, in countries such as Italy and Germany between the world wars. Fascists were extreme nationalists who governed through a combination of propaganda and fear.

World War II

World War II began in Europe but spread across the globe, resulting in the deaths of over 70 million people, including six million Jews as part of the Holocaust, an act of genocide by the Nazi government in Germany.

Timeline of World War II

1939
World War II begins when Germany invades Poland, and Britain and France declare war on Germany

27 May–4 June 1940
Evacuation of Dunkirk

June 1941
Operation Barbarossa

December 1941
Bombing of Pearl Harbor

January 1942
German leaders devise the Holocaust

February 1942
Fall of Singapore and bombing of Darwin

June 1942
Battle of Midway

July–November 1942
Australian forces defeat the Japanese at Kokoda

August 1942 –Feb 1943
Battle of Stalingrad

June 1944
D-Day

January 1945
Russian forces liberate Auschwitz

April–May 1945
Russian forces reach Berlin and force Germany to surrender; Hitler commits suicide

August 1945
Two atomic bombs are dropped on Japan, forcing Japan to surrender

This Historical overview is designed to help you to understand the interwar years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression. You should read all the text closely in the Historical overview, watch the videos, then complete the activity that follows.

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Efforts to achieve peace and security

The global community has relied on the United Nations as the body responsible for maintaining or restoring peace and security and promoting human rights across the world since 1945.



Eleanor Roosevelt holding a copy of the Universal Declaration of Human Rights

Universal Declaration of Human Rights

The Universal Declaration of Human Rights consists of 30 articles outlining the rights of individuals. It was adopted by the United Nations General Assembly, and has formed the basis of numerous international treaties, human rights instruments, economic agreements and other laws.

UN peacekeeping

One of the main activities carried out by the UN is peacekeeping – sending troops or police into an area experiencing conflict in an effort to maintain or restore peace.

Australia's contribution

Australia's contribution to UN peacekeeping has seen military personnel sent to places such as Cambodia, Somalia, Bougainville, Rwanda and East Timor. Australia also contributed to the Korean War as part of the force led by the USA as agent for the UN Command.

Founding member states of the United Nations, 1945
Dependent territories of founding states in 1945
Non-member states in 1945

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Rights and freedoms

The modern world has increasingly focused on the rights and freedoms of different groups since the 1960s.



Prime Minister Gough Whitlam and Gurindji leader, Vincent Lingiari, 1972

Civil rights movements

The push for civil rights for ethnic groups, including African Americans and Native Americans in the United States and Aboriginal and Torres Strait Islander Peoples in Australia, resulted in major campaigns in both countries. Among other issues, land rights became a particular focus for many Indigenous peoples.

Feminism

'Second wave' feminism in the 1960s and 1970s focused on ending discrimination against women in areas such as employment, pay, family law and sport.

LGBTQIA+

Decriminalising homosexuality has improved the rights and freedoms of lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual and other (such as non-binary and pansexual) people in many parts of the world.

National independence

The end of World War II and founding of the United Nations saw the independence of former European colonies, which has become a key part of the modern world. From India to Kenya, Indochina to Algeria, and Indonesia to Malaysia, former European colonies have either campaigned or fought for national self-determination.

Video
Rights and freedoms

Activity: Historical overview

1. Why might the two world wars be considered the two most significant events in shaping the modern world?
2. What are the strengths and weaknesses of the United Nations?
3. Why would some countries not join the United Nations? Why might some people not want Australia to be a member?
4. What do each of the rights and freedoms groups mentioned here have in common? How do you think they were linked?
5. Which of these movements have had the greatest success, and which are still active today?

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Depth study 1

Investigating World War II (1939–1945)

Overview

During the 1930s Australia followed the British policy of 'appeasing' the leaders of the expansionist Germany, Italy and Japan. Appeasement can be defined as the process of 'giving in' to the demands of an aggressive ruler in order to avoid the possibility of a declaration of war. The Allies, for instance, did not like the many demands of Adolf Hitler, and gave in to them on the grounds that compromise was better than triggering another world war.

Later, when war broke out despite appeasement, nearly one million Australians enlisted voluntarily to support Britain and its allies in their struggle against Germany. The men and women who enlisted had in some cases already been involved in the Great War of 1914–18. One hundred Australians, including 30 pilots, were present at the early World War II conflict known as the Battle of Britain, the savage air battle that saved Britain from invasion. The Australian 6th Division fought against the odds in North Africa, at Tobruk and El Alamein. One important difference between World War I and World War II was that World War II touched Australia directly. The Japanese mini-submarine attack on Sydney Harbour, which killed 19 sailors, showed how easily the war could reach Australia. The devastating attack on Darwin and other northern cities, which killed 230 people and injured 300 to 400 more in Darwin alone, was so traumatic that for decades its full extent was kept a secret.

Australia's involvement in World War II significantly redirected Australia's international alliances away from Britain towards the United States, and helped to increase the pace of its industrial development. It contributed to a significant change in Australian immigration, and the lives of women and Aboriginal and Torres Strait Islander peoples.



Video
Depth study overview

Introducing historical concepts and skills: *cause and effect, continuity and change, significance* and *contestability*

Throughout this depth study there will be a special focus on the concepts of **continuity** and **change**. Even in times of great change – such as the world wars – some things remain unchanged and continue as they had before. For example, many of the features of World War II were unchanged from the first. Militaristic nationalism again gripped Germany and led to the conflict, while the intervention of the USA was once more significant in ending the war. Alongside these elements of continuity, however, change was also evident. For instance, Australia's World War I allies, Italy and Japan, became Australian foes in World War II.

Historians never limit themselves to merely describing what has happened in the past. Instead, they ask themselves two main questions.

First, what kinds of **change** have occurred in the period of time we are studying? Are the changes mainly **political** (to do with government), **economic** (to do with the production of goods) or **social** (to do with the way people lived)? Are the changes a combination of two or three of these kinds of change?

Second, can we **quantify** these changes (that is, explain whether the changes were massive in scale or relatively minor)? Did the changes generally benefit people or did they cause difficulty and hardship? Did the changes affect the entire population or only certain groups of people? What were the long-term and short-term consequences of those changes?

These two considerations can come together very powerfully in the hands of the historian. Instead of making a general statement like 'Australia was

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▲ **Source C** Soviet soldiers fly the the Red Flag, made from tablecloths, over the ruins of the Reichstag in Berlin. This iconic World War II photograph was taken during the Battle of Berlin (2 May 1945). It was reprinted in thousands of publications and has become one of the most well-known images of World War II.

changed by the experiences of World War II', the historian can say that, in political terms, change was less dramatic than for other nations because the Commonwealth Government of Australia, created in 1901, remained in place throughout both wars. In economic terms, a historian can say that the Australian economy remained capitalist, but also that Australia learned how to increase its manufacturing capacity by creating its own ammunition instead of relying on Britain. In social terms, the historian can say that Australian society was changed very greatly by World War II, due to the fact that women gained the experience of entering the workforce and proved that they could do jobs that, traditionally, only men had done up until that time.

Significance

An event, a person or an idea can be considered significant for a number of reasons. In History, something is **significant** if it brings a substantial change from the period that preceded it, and if that change is lasting. World War II, the subject of this chapter, is regarded as a significant world event. It changed governments, created new ways of thinking, had an impact on millions of lives, and led to the 'Nuclear Age'.

Contestability

In the study of History, historians interpret events in different ways, which can often lead to a clash of ideas. When the perspectives of historians differ greatly, which can include vastly different interpretations of the same evidence, we call this **contestability**. In this depth study, we look for opportunities to see this concept in action.

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CHAPTER 7

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

Australia's involvement in World War II (1939–1945)

7.1 Setting the scene: Europe's everyday memorial to the Holocaust: the *Stolpersteine*

In many ways, there is a sense in modern-day Berlin (the capital of Germany) that a bright, limitless future lies ahead. At ground level, though, the past is permanent. All across the city, fitting snugly between cobblestone footpaths that were relaid after Berlin was all but destroyed at the conclusion of World War II in 1945, are small, brass plaques that remind us of the human cost of this conflict.

These plaques are known as *Stolpersteine* ('stumbling stones'). Each plaque contains the name of a resident who once lived at the stone's location, and who was forcibly evicted by the fascist regime that took hold of Germany between 1933 and 1945. The stones include the victim's date of birth and their final fate: imprisonment, exile, suicide or, as is overwhelmingly the case, murder. These people include Jewish people, Romani people, gay and lesbian people, people with a disability, and those who politically opposed the fascist government of the National Socialist Party. They are a reminder that those who fell victim to the Holocaust and the National Socialist (Nazi) regime were ordinary people who lived in ordinary streets in an otherwise ordinary European city.

The *Stolpersteine* are the creation of German artist Gunter Demnig, who began making them in 1992. Each one is crafted by hand. There are 70 000 *Stolpersteine* installed across 1200 towns across Europe, but Demnig's work is ongoing – the National Socialists killed approximately nine million people. In an event of such scale it is easy to understand how individual names can be lost and forgotten.

Carefully examine the photo in Source 7.3. These *Stolpersteine* represent the members of the Laubinger family – the parents, seven children and five grandchildren – who were forcibly removed from their home in Leipzig by the German army and secret police between 1939 and 1943. An entire extended family was removed. On the far right is Artur, who was 15 years old when he was deported. He was murdered a year later in Auschwitz.

Artur Laubinger would likely have been forced down the road past his childhood home at gunpoint. He would have been shouted at by soldiers and barked at by dogs while clutching the few possessions he could carry. His neighbours and friends would have watched. He may have been forced to live in squalid conditions in a faraway ghetto and eventually taken via train to the Auschwitz concentration camp, the largest death camp in wartime Germany. He would have been separated from his family, stripped of his few belongings and murdered in one of Auschwitz's four industrial-sized gas chambers.

What would you do if the police came for your neighbours and took them away? Would you say something? Who would you say it to? What if they came for your parents? Your brothers and sisters? Your nieces and nephews? What if they came for you?

When the people of Berlin walk to school or work, or meet with their friends, they do so with reminders of these horrific events at their feet. Every year Berlin residents gather in their neighbourhoods to clean their local *Stolpersteine* in order to help preserve the story that the stones tell. They are educated and warned about the events that led up to these horrific events, and urged to make a commitment that they never happen again. We all must do the same.

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▲ **Source 7.1** A *Stolpersteine* ('stumbling stone') memorial



▲ **Source 7.2** German artist Gunter Demnig laying one of his *Stolpersteine* in Berlin's Friedrichstrasse on 27 March 2010



▲ **Source 7.3** *Stolpersteine* for the Laubinger family, who were forcibly removed from their house by the German army and secret police.

MAKING THINKING VISIBLE 7.1

Understanding significance

Look carefully at the images of the *Stolpersteine*. Each name on each stone was a small part of a much larger conflict. Use the images and the text in Sources 7.1 to 7.3 to answer the following questions.

1. The Holocaust was clearly a significant event in many people's lives. What do you know about the Holocaust?
2. What can you see in these images that tells you something about the Holocaust?
3. Why are the plaques in such a public place?
4. What does this tell you about German people and their attitudes after World War II?

Key concepts: sources, evidence, significance, empathy

HASS skills: analysing, evaluating

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7.2 Chapter overview

Introduction

The study of World War II is an essential element of understanding the world we live in today. It was a direct result of World War I, which took place between 1914–18 and was also known as 'the war to end all wars'. The eruption of global conflict almost 20 years after the end of World War I saw death, destruction and displacement on the grandest scale in human history. We study World War II to understand the way the world was reshaped and upended by its battles of ideas, and the way it inspired the fortification of an Australian society under threat of invasion.

Learning goals

By the end of this chapter, you should be able to answer the following questions:

- How did the end of World War I lead to the start of World War II?
- How could factors like communism, the Great Depression and the policy of appeasement provide the platform for World War II?
- How was the National Socialist Party able to rise to power in Germany?
- How did German military tactics contribute to their early victories in the conflict?
- How was Australia drawn into World War II?
- What was the Australian experience of war on the home and on the battlefront?
- What were the major turning points of World War II?
- What was the Holocaust and how did it happen?
- What were the consequences of the Holocaust?
- What was the atomic bomb and why was it used to end World War II?
- What was the impact of World War II on Australia's place in the world?
- What are the key lessons we can still learn from the World War II?

Historical skills

After completing this chapter, you should be able to:

- Explain what 'continuity and change' means in the study of history
- Understand and evaluate different historians' points of view
- Develop historical empathy with people in the past
- Interpret primary sources in both print and visual form
- Evaluate the reliability of primary sources
- Correctly use special terms specific to the topic under study
- Use factual evidence (dates, statistics, examples) to substantiate an argument.

Digital resources

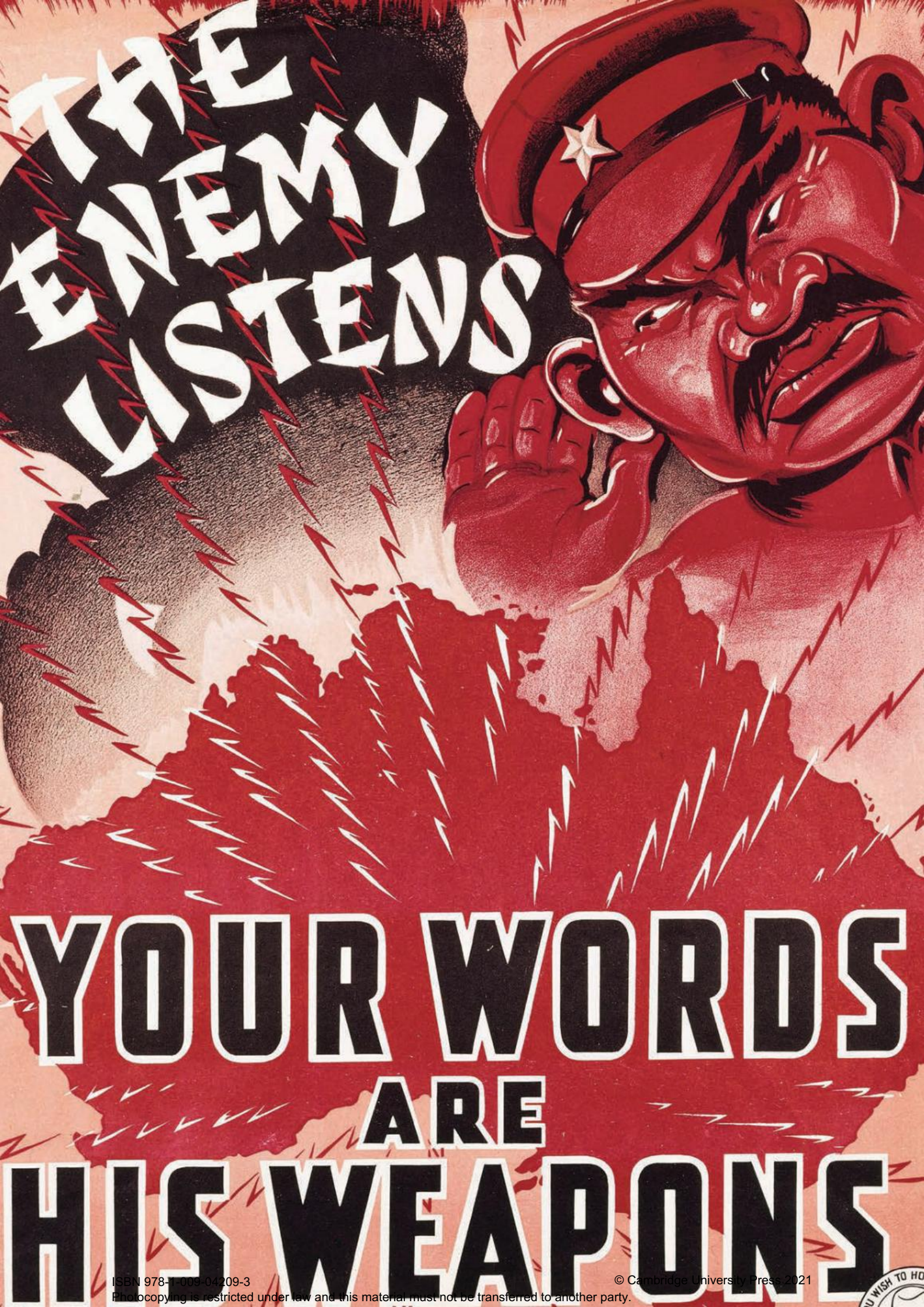
Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- image gallery tour of key locations in this chapter
- videos, image galleries and other extra materials.

Video
Five interesting facts about World War II

► **Source 7.4** A propaganda poster produced by Australia during World War II about Japanese espionage. A copy of this poster is now in the London Imperial War Museum.

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7.3 Timeline of key events

- In the lead-up to World War I, Europe was controlled by five major empires that were competing for power, land, wealth and influence. As each nation built its military strength, powerful alliances or mutual protection agreements were forged, to be called upon in the event of a war. A bonfire of national suspicion, jealousy and aggression had been built. All it needed was a spark. The assassination of a little-known member of the Austrian royal family in a small corner of Europe provided that spark, igniting World War I.
- The end of World War I left matters unresolved. In Europe, Germany lurched towards extreme political ideologies as millions of people were left homeless and unemployed by the Great Depression.
- The rising spectre of communism in Russia meant that Germany was left to its own devices to plan and launch a sinister revenge for the conclusion of World War I.



France, 1916: ANZAC soldiers marching to the front

Timeline of Australia's involvement in World War II

28 June 1919
Treaty of Versailles is signed

October 1929
Wall Street crash and the beginning of the Great Depression

30 January 1933
Adolf Hitler becomes Chancellor of Germany

September 1939
Germany invades Poland, Britain declares war on Germany, and Prime Minister Robert Menzies announces that Australia is also at war with Germany

1940
The 6th, 7th and 9th Divisions of 2AIF transferred to the Mediterranean and North Africa

July 1940
Intense air war starts in Europe with Battle of Britain

1941
2AIF joins Allies to fight **Axis** forces in North Africa, capturing Tobruk and enduring five-month Siege of Tobruk

8 December 1941
Japan bombs the US naval base at Pearl Harbor

15 February 1942
Singapore falls to the Japanese

19 February 1942
Japan launches the first of 64 bombing raids on Darwin

31 May 1942
Japanese midget submarines attack Sydney Harbour

June 1942
Battle of Midway: US defeats Japan, turning point of war in the Pacific

Axis name given to the political and military alliance of Germany, Italy and Japan during World War II – unlike the Allies, these nations did not coordinate their fight against their enemies

Timeline questions

Use the World War II timeline in the Historical overview as well as the one here to answer these questions.

1. How many countries can you identify in this timeline?
2. What do the events in this timeline, including the number of countries involved, tell you about the scale of World War II?
3. What are three key events that stand out to you? What do these events make you think about?



German Chancellor Adolf Hitler

Key concepts: sources and evidence, significance

HASS skills: analysing, communicating and reflecting

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What came after this topic?

The end of World War II reshaped the world. The use of the atomic bomb meant that the suspicion and animosity between the USA and Russia, which those countries had put aside to defeat Hitler, soon resurfaced. As the leaders of the free world divided Germany and the rest of postwar Europe between themselves, a new and frightening conflict – the Cold War – began. This new conflict would last for another 45 years. While the atrocities of the fascist National Socialist Party were uncovered, and former German leaders were tried and punished, the German capital of Berlin remained the divided centre of a global conflict that few could escape.



Surviving National Socialist Party leaders in court for the Nuremberg Trials, a series of military tribunals held by the Allies in the German city of Nuremberg in late 1945

November 1942
Battle of El Alamein, where Allies defeat Axis forces in North Africa

January 1943
Battle of Stalingrad: Russians defeat Germany, turning point of war in Europe

February 1943
The Australian Government decides to send conscripts outside of Australian-held territories

July 1942 to January 1943
Australian forces push the Japanese back along the Kokoda Track in New Guinea

6 June 1944
Allied forces invade German-occupied France on D-Day

October 1944
Australian warships join US Navy in Battle of Leyte Gulf, the largest naval battle in the war

8 May 1945
Germany surrenders (VE Day)

6 and 9 August 1945
The United States detonates two atomic bombs over the Japanese cities of Hiroshima and Nagasaki

15 August 1945
Japan surrenders (VP Day)

1946–52
Australians form a large part of the British Commonwealth Occupation Force in Japan



The mushroom cloud from the atomic bomb dropped on Hiroshima



1942: A squadron of US bombers on patrol over Midway Island in the Pacific



US troops prepare to land in France during D-Day

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7.4 The causes and course of World War II

FOCUS QUESTIONS

- What was the real cause of World War II?
- How significant was the Treaty of Versailles in causing World War II?

Timeline: Germany and the causes of war in Europe

7 November 1917
- The Bolshevik Party takes control of Russia

11 November 1918
- World War I ends

28 June 1919
- Treaty of Versailles signed

24 February 1920
- The German Workers Party changes its name to the National Socialist Party

29 July 1921
- Adolf Hitler becomes leader of the National Socialist Party

August 1921
- The German economy plunges into hyperinflation

8 November 1923
- Hitler and other National Socialist Party members arrested for failed Beer Hall Putsch

20 August 1927
- The first annual Nuremberg rally is held by the National Socialist Party

29 October 1929
- Stock price crash on the New York Stock Exchange sparks the Great Depression

May 1930
- Unemployment in Germany reaches four million

30 January 1933
- Adolf Hitler sworn in as Chancellor of Germany

15 October 1935
- In defiance of the Treaty of Versailles, the German Army is reformed

7 March 1936
- The German Army marches into the Rhineland

13 March 1938
- *Anschluss* unifies Austria and Germany

30 September 1938
- British Prime Minister Neville Chamberlain claims he has made an agreement with Hitler to avoid war

15 March 1939
- Czechoslovakia surrenders territory to Germany

1 September 1939
- The German army invades Poland; World War II begins in Europe

▲ **Source 7.5** Nuremberg, Germany, 1937: National Socialist Party rally

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Introduction

In this section you will examine the five key causes of World War II. Each of these causes played a fundamental role in driving the world towards war. It will be your task to determine which was the most influential cause of the conflict.

The Treaty of Versailles

The Treaty of Versailles was one cause of World War II. At 11 a.m. on 11 November 1918, a ceasefire was honoured and the 'war to end all wars' (or World War I) was ended. World War I had ground an entire generation of young men through a cycle of death and futility as European empires fought to settle old scores. Germany, aided by its Austro-Hungarian and Italian allies, had sought to exert its power across Europe, opposed by the formidable alliance of the nations of France, England and Russia.

In the four years of World War I, 17 million soldiers were killed. Many of these deaths were a result of the **stalemate** of trench warfare. In the final year of the war, several factors forced its conclusion:

1. All nations, particularly Germany, were exhausted from the conflict. Few nations had the economic or emotional will to continue the fight.
2. America had joined the war and committed four million soldiers to the conflict.
3. The Spanish flu had decimated the fighting capacity of all combatants (it would eventually kill 50 million people worldwide).

The conclusion of World War I led to the collapse of the Austro-Hungarian and Russian Empires. Kaiser Wilhelm, the German leader blamed by many for the conflict, had fled his capital and **abdicated** his powers as the country descended into chaos, lurching from one armed uprising to another. As German soldiers marched home, however, they were confident that they had done their duty for the 'fatherland'.

stalemate situation in which neither side in war can win or in which no progress is possible

abdicate when a monarch decides to give up their throne and title

The deadliest blow of World War I was not delivered in any battle. It was delivered on a paper document in June 1919.

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 7.1

Identifying continuity and change

Historians examine the key events of the past so they can not only understand the order of events that took place, but also why they happened and what it means that they happened. As historians, we have to examine the events and look for **change** or **continuity**. To do this we ask a number of questions. What changed? What was unchanged? Was the change on a large or a small scale? Who did the changes affect?

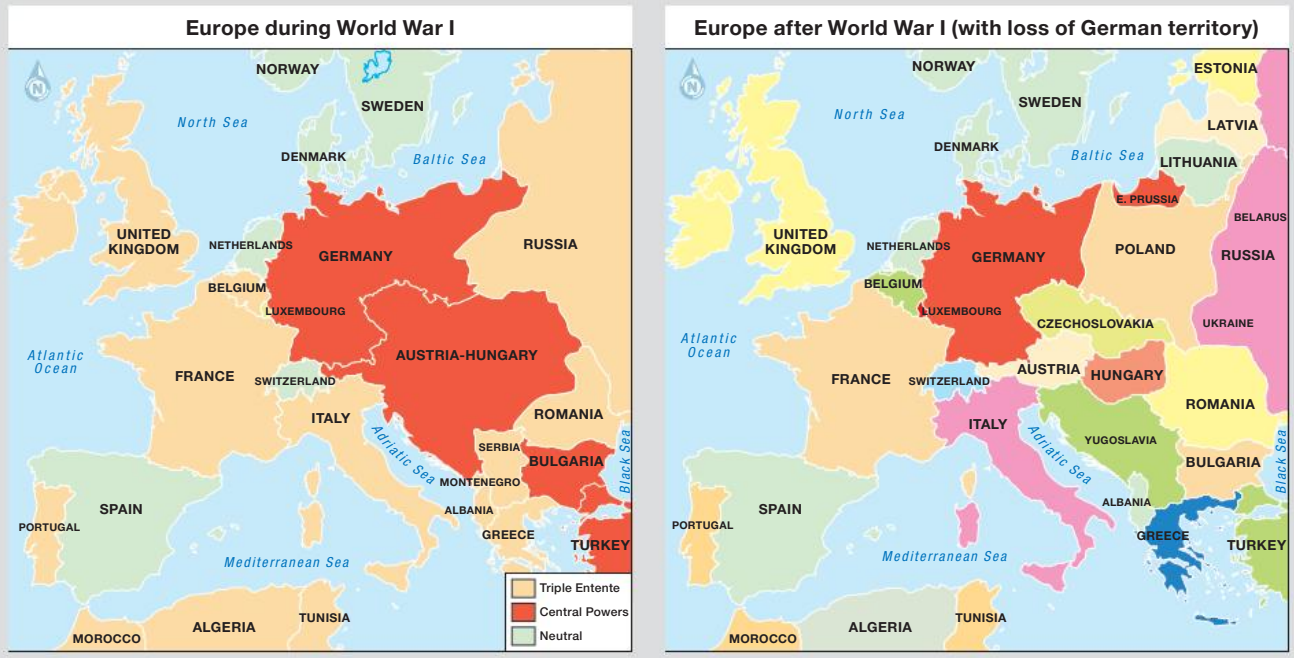
Examine the following two maps then answer the questions that follow.

1. Explain the power Germany and its allies, Austria-Hungary and Russia, enjoyed prior to World War I.
2. Examine the second map, paying special attention to the borders around Germany. What changed after the war?
3. What do you see as the significance of these changes?



Extension activity: the causes of WWI refresher

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▲ **Source 7.6** These two maps show the changes to Europe's borders after World War I

Key concepts: sources, evidence, significance, continuity and change, cause and effect

HASS skills: analysing, evaluating

A dictated peace

In an effort to draw World War I to a close, leaders from all of the nations involved in the war met in Paris, to negotiate the terms of the Treaty of Versailles. The smaller nations were looking to gain independence, while the larger ones were hoping to be compensated for their losses.

The negotiations were dominated by the leaders of France, the United Kingdom and the USA. Their countries were known as 'The Big Three'. Germany was excluded from the negotiations. Germany's wartime ally Austria-Hungary was also excluded from the negotiations. Austria and Hungary had been decimated by the war. Separate treaties were signed with Austria, Hungary, Turkey and Bulgaria. This left Germany alone and vulnerable.



▲ **Source 7.7** June 1919: The Big Three: British Prime Minister David Lloyd George (right), American President Woodrow Wilson (centre) and French Prime Minister Georges Clemenceau (left) attend the Paris Peace Conference at the end of World War I.

The Big Three

1 **Woodrow Wilson, President of the USA:** Wilson came to Paris with policies based on his January 1918, 14-point plan, that encouraged national independence. The 14 points also encouraged demilitarisation of all nations and shared blame for the war. He also came to establish a League of Nations that would meet to resolve disputes and avoid future conflicts. Wilson's plan was rejected by the US Congress in Washington, and the USA never joined the League of Nations.

2 **Georges Clemenceau, President of France:** Clemenceau wanted revenge. France had been invaded and many of its towns had been reduced to rubble. He wanted to punish Germany for invading France. He also wanted to make sure it would never try to invade again. He had no interest in Wilson's 14-point plan. He simply felt Germany should pay what it owed for what it had done.

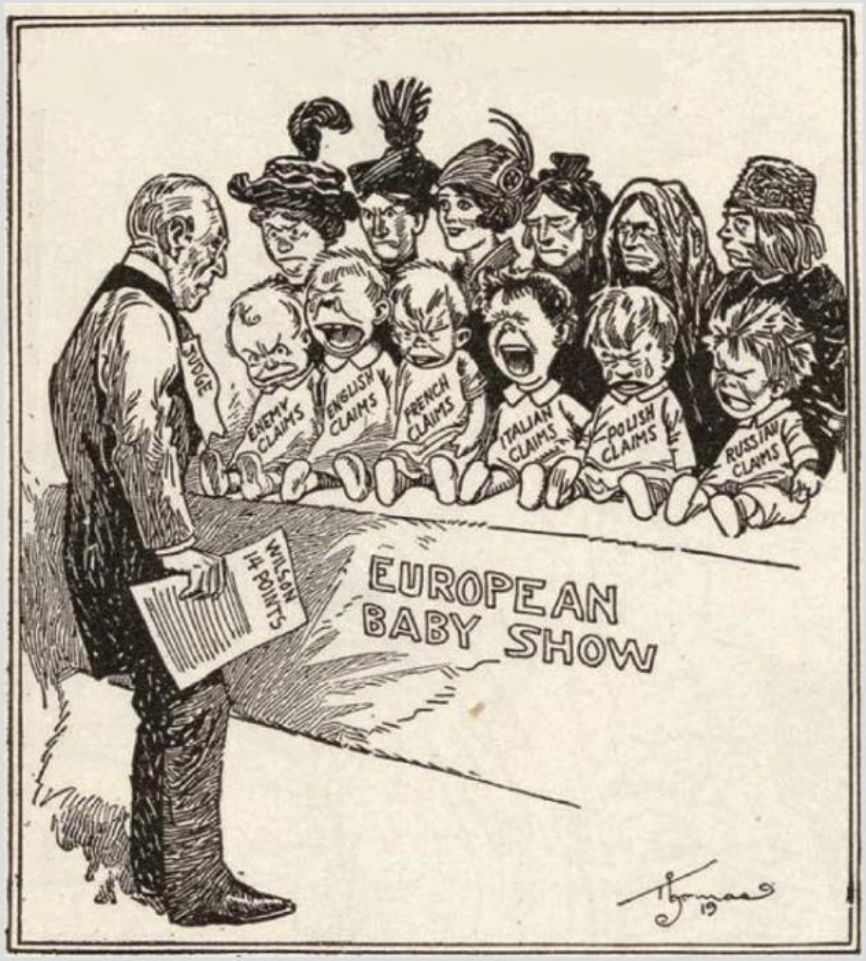
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3 **David Lloyd George, Prime Minister of the United Kingdom:** Lloyd George was in a tricky spot. He needed to seek retribution for the deaths of hundreds of thousands of British people. He also wanted to protect Britain's colonies and interests around the world. The 14-point plan didn't appeal to him either. However, he believed that Germany's economic power needed to be protected to assist future trade and economic recovery.

ACTIVITY 7.1

Using historical sources as evidence

Analyse Source 7.8 and consider what the motivations of each leader meant for the Versailles negotiations.



◄ **Source 7.8**
Political cartoon by Burt Randolph Thomas, published in *The Detroit News* in June 1919

Responding to the source

1 Explain what this source tells you about American attitudes to the Great War.
2 How does this source help to explain the response of the US Congress to Wilson's proposals?

Key concepts: sources and evidence, perspectives **HASS skills:** analysing

The conditions of the treaty

The results of the Treaty of Versailles were disastrous for Germany. Knowing that a resumption of the war would mean their defeat, the German delegation reluctantly signed the treaty, condemning their army and population to years of harsh conditions.

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TREATY OF VERSAILLES

Treaty term	Significance
The surrender of all German colonies	Germany's wealth and influence around the world were destroyed
The return of Alsace-Lorraine to France	Alsace-Lorraine was a stretch of land on the French–German border and a source of conflict and propaganda for both sides – Germany was humiliated by its loss
Land was granted to Belgium, Poland and Czechoslovakia, reducing Germany's territory significantly	Certain nation-states like Poland and Czechoslovakia now existed because of the Treaty, further damaging Germany's pride. Many ethnic Germans were now outside of Germany's borders, and East Prussia was isolated by the Polish Corridor.
The French army would occupy the Western Rhineland, Germany's prime industrial region	This occupation crippled Germany's ability to build an army and affected its ability to generate money
Germany must pay **reparations** of 269 billion marks; the equivalent of 96 000 tonnes of gold (Germany finally paid off this debt in October 2010, 92 years after the country's defeat)	This was an almost impossible sum to repay, which was deliberately intended to keep Germany in debt
An admission of Germany's guilt in causing the war	This was perhaps the most insulting clause of the Treaty because it lay all the blame for the war at Germany's feet
Limitation of Germany's army to 100 000 men, with no conscription, no tanks, no heavy artillery, no poison gas supplies, no aircraft and no airships	This meant Germany would never be able to build an army that could threaten France. It also created an embittered and dangerous population of ex-servicemen in Germany.
The German navy was allowed only six battleships and forbidden to use submarines	Germany was now unable to compete with Britain to establish and manage colonies around the world

reparations payment or other assistance given by those who have done wrong to those whom they have wronged

▲ **Table 7.1** Terms of the Treaty of Versailles and the significance of their impact

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 7.2

Explaining cause and effect

Examine the Treaty of Versailles' conditions carefully in Table 7.1.

Responding to the source

1 The Treaty had three key aims – demilitarisation, relinquishing of territory and reparations for war damage. Can you explain a reason for each?
2 What was the likely economic impact of the Treaty on Germany?
3 How might the admission of guilt have had the greatest impact of all? Consider its psychological and political effects, in particular.

Key concepts: significance, cause and effect **HASS skills:** evaluating, communicating and reflecting

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Reactions to the Treaty

The German people were in shock. They had not believed that they might lose the war. They had been told by their government that it was a war of defence. The vast sum of money Germany owed to France was astronomical. To make matters worse, Germany was not allowed membership in the League of Nations, which was the very group designed to prevent future conflicts.

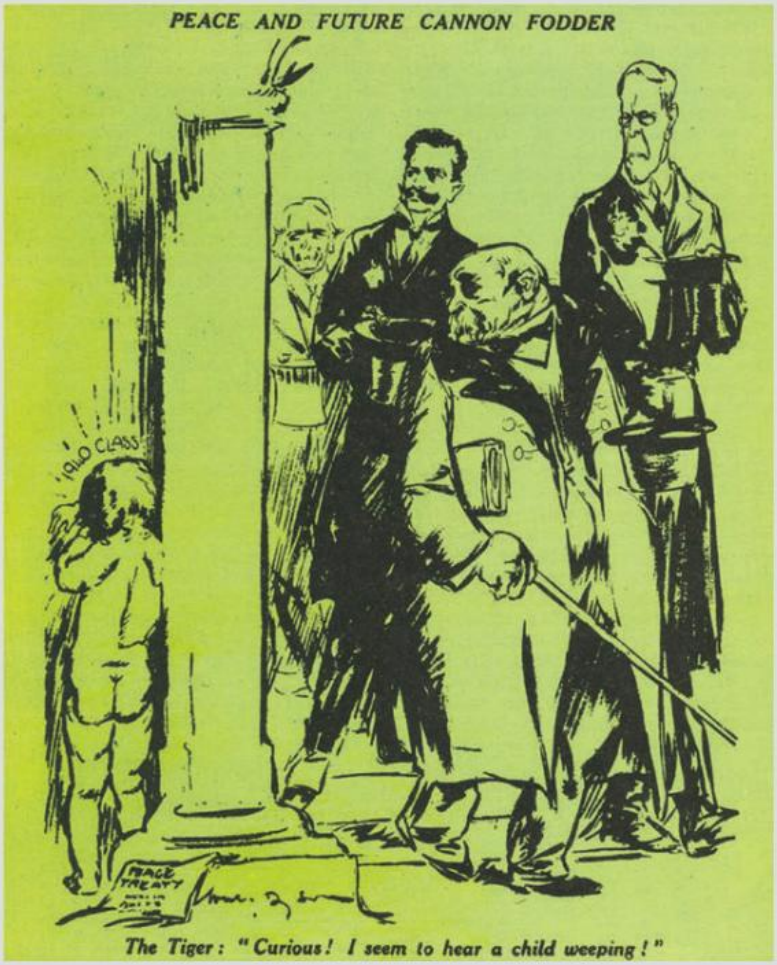
The impact of the Treaty

The shock and humiliation of the Treaty of Versailles was felt across Germany. Extremist political groups clashed in the streets while the new German Government was still attempting to pick up the pieces left by the departure of the Kaiser. When the bill for reparations was due, the German Government paid the first instalment, but then announced it could pay no more.

ACTIVITY 7.2

Using historical sources as evidence

Responding to the source



▲ **Source 7.9** This newspaper comic by Australian cartoonist Will Dyson was printed after the signing of the Treaty of Versailles in 1919

1. Identify the people you can see in this poster.
2. Explain what the child is doing in the corner of the image. Why do you think the child has been drawn this way?
3. This poster was created in 1919 and is making a prediction about 'the class of 1940'. How old would this child be in 1940? What prediction is being made for the 'class of 1940'?
4. What is the normal fighting age of a soldier? Using your answer from the previous question, compare the two numbers. What does this suggest to you?
5. Based on what you have learned, explain the point of view that this source is presenting on the Treaty of Versailles.

Key concepts: sources, evidence, significance, cause and effect, perspectives

HASS skills: analysing, evaluating

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hyperinflation when the prices of goods and services rise by more than 50 per cent every month

In return, French and Belgian soldiers marched into the Rhineland and helped themselves to resources, including food, steel and coal. The German Government encouraged workers in the region to go on strike in response. By April 1923, the German Government was spending seven times more money than it was able to make. The solution was seemingly simple: print more money.

Hyperinflation

The mark (the German currency) had been steadily decreasing in value since the end of World War I. Printing more money, however, was a catastrophic decision. The exchange rate between the US dollar and the German mark rose from 4.2 marks to one dollar in 1914 to a peak of around 4.2 trillion marks to one dollar by November 1923. This meant that whatever savings people had were now worthless.

Even with giant piles of banknotes, German people could not afford to buy the basic commodities they needed to survive. These piles of money were not enough to even buy firewood. Heating is essential in a European winter, so workers were bringing wheelbarrows of cash home and burning it to stay warm. Prices were rising so fast that waiters had to climb onto tables to announce changes in menu prices in restaurants every half an hour. In October 1923, the price of one dozen eggs was 4 billion marks. Children played with stacks of banknotes while others swept useless notes down the drains in the streets.

This chaos of **hyperinflation** eventually subsided and a new German Government was formed in August 1923. The new German Chancellor, Gustav Stresemann, was able to restore order. Hyperinflation and the French occupation were not forgotten by ordinary Germans, though – especially not by one particular soldier called Adolf Hitler.

ACTIVITY 7.3

Using historical sources as evidence



◄ **Source 7.10** A banker with stacks of banknotes in Germany's Weimar Republic during hyperinflation

Responding to the source

1 Summarise the impact of hyperinflation in a sentence.

2 Explain how hyperinflation would have compounded the anger Germans felt about the Treaty of Versailles.

Key concepts: significance, cause and effect

HASS skills: evaluating

Fear of communism

Prior to the end of World War I, the Russian monarchy was barely holding onto its power. For decades political activists had been chipping away at the authority of the Russian Tsar, Nicholas II. These activists were inspired by the writings of German philosopher Karl Marx. In *The Communist Manifesto*, Marx's 1848 political pamphlet, he wrote about a world where industrial workers were being crushed by wealthy factory owners who exploited workers for their own gain. In Marx's assessment, the two classes of people would inevitably come into conflict, with the result being revolution. This would leave the workers in charge of a classless utopia in which the state owned the resources and shared them equally. Marx had studied workers in France, Germany and England. His ideas were popular all across the world (they still are in some places today), but they took particular hold in Russia and were a significant cause of World War II.

If western democracies were afraid of communism, they were even more afraid of the Russian leaders. Vladimir Lenin, the man who led Russia into

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communism, was considered responsible for millions of deaths during the Russian Civil War (1918–21). Even so, his crimes would be nothing compared to the horrors of his successor, Josef Stalin, who ruled Russia through a regime of terror. Stalin had built a **cult of personality** so strong and vast that his power could not be questioned. Communism was seen as a threat by some because it sought to overturn democracy, nationalise businesses, strip individuals of their own property, and restrict the freedoms enjoyed by most people in the rest of the world. As a result, when the aggression of Italy, Germany and Japan needed to be countered in the 1930s, democratic, capitalist nations considered their anti-communist governments a defence against Stalin, and did not act.

The Great Depression

While Germany was able to recover from the disaster of hyperinflation, a greater challenge took place in 1929. Using loans from American and other international banks, the German Government had been able to stabilise its economy and, for a short time, return to normality. The relief caused by this made most Germans forget about the past and look forward to the future as Germany became the European centre of art and culture. All of this success came to an end, however, thanks to a stock market crash in New York City, USA.

On 24 October 1929 an economic disaster occurred at the Wall Street Stock Exchange. This disaster sent shock waves around the world. During the 1920s, millions of Americans had invested their savings in a strong and growing stock market that promised ordinary Americans a fortune in returns on their investments. However, the rush to invest money meant that the value of the companies being invested in became vastly overinflated. This steadily increasing **economic bubble** was doomed to burst. When it did, millions of people around the globe were plunged into poverty as the price of stocks and the value of companies dramatically crashed.

cult of personality situation in which a public leader is deliberately presented to the people of a country as a great person who should be admired (even loved) and never questioned

economic bubble (or 'asset bubble') situation in which the rising prices for stocks, goods and other property appear to be based on over-enthusiastic views about the future

When the banks collapsed, ordinary people lost their life's savings, their homes and their jobs. Companies that employed thousands of people closed overnight. Millions of people around the globe were forced to stand in line for welfare and charity handouts. Around the world, many nations' eyes turned away from events in other countries so they could focus on their financial recovery. Few nations noticed the pain that was being experienced in Germany. In Germany, widespread unemployment and a divided government delivered more and more votes to radical parties such as that led by Adolf Hitler.

Additional content
For more detail on the nature of communism and leaders in Russia, see the Interactive Textbook.

MAKING THINKING VISIBLE 7.2

See, think, wonder

Examine Source 7.11.



◄ **Source 7.11** Sydney, 1931: A man in a makeshift tent in Sydney's Domain Park reads a pamphlet titled 'How to End Capitalism'.

1. What do you see in this image?
2. What do you think about that?
3. What does it make you wonder?
4. Use your answers to the questions above in context with what you have learned so far. Why would this image be concerning to leaders of democratic countries?

Key concepts: sources, evidence, cause and effect, perspectives, empathy

HASS skills: analysing, communicating and reflecting

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The rise of fascism

Fascism began in Italy, under Benito Mussolini. The ideas of fascism include authoritarian controls, anti-communism and extreme nationalism. It developed in Italy due to dissatisfaction with the country's treatment at the Paris Peace Conference, where it was not granted the benefits it sought from having supported the Allies, and a series of unpopular socialist governments. Mussolini's success provided a model for German fascism and Adolf Hitler.

The rise of Adolf Hitler and the National Socialist Party was one cause of World War II. Known to have a tense relationship with his father, but a strong one with his mother, Hitler had grown up poor. In 1909, at 20 years of age, he found himself wandering the streets of Vienna, Austria, selling paintings and postcards. The outbreak of war in 1914 gave him purpose and saw him awarded the prestigious Iron Cross for bravery as a runner.

The way that World War I concluded enraged Hitler. Like many of his generation, Hitler believed that he had fought a noble, patriotic war. The humiliation of the Treaty of Versailles led Hitler to believe that Germany had been 'stabbed in the back' by treasonous politicians. A key part of this theory was the view that communists and Jewish people had somehow engineered this betrayal.

ACTIVITY 7.4

Using historical sources as evidence

The Great Depression was a hammer blow to life in Germany. Six million people found themselves out of work and unable to find new employment.

Source A

German writer Heinrich Houser made an essential record of life in Germany:

> An almost unbroken chain of homeless men extends the whole length of the great Hamburg–Berlin highway … unskilled young people for the most part, who had been unable to find a place for themselves in any city or town in Germany and who had never had a job and never expected to have one.

▲ **Source 7.12** From, Jackson J. Spielvogel, *Western Civilization: Alternate Volume: Since 1300*, p. 187

Source B

The White Rose, a political group, made this observation in 1929:

> Rushes on the banks [account-holders withdrawing their money in panic] are beginning. Savers have been seized by panic. They are certain that their money, for which they have saved and slaved, is lost. They stand as early as midnight in endless lines to be first when the cash drawers open … The ordered life of the banks is being torn apart. All personnel must be mobilised to disburse payments. Nobody makes deposits.

▲ **Source 7.13** From Kaes, Anton & Jay, Martin (authors), Dimendberg, Edward (ed.), *The Weimar Republic Sourcebook*, 1995, p. 74

Responding to the sources

1. Which groups appear to be affected by the Great Depression in both sources?
2. Given what you understand about life in Germany after World War I, what effect would the events mentioned in the sources have on the youth of Germany?
3. In a paragraph, explain how the conditions of the Great Depression would affect the ability of The Big Three to respond to German aggression.

Key concepts: sources, evidence, significance, cause and effect

HASS skills: analysing, evaluating, communicating and reflecting

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Amazing but true …

The soldier who recommended Hitler for the Iron Cross was Jewish. He was later arrested and imprisoned by Hitler's secret police, the **Gestapo**.

In 1919, at the age of 30, Hitler joined the German Workers Party (DAP). He quickly rose through the ranks to become its leader in 1921. A skilled public speaker, Hitler would often draw crowds in beer halls and at party meetings. He and his fellow members were protected from their political opponents by the ***Sturmabteilung***, or SA – a **paramilitary** force of young men who wore brown shirts and regularly employed violent tactics to further Hitler's messages. The DAP was renamed the National Socialist German Workers' Party (NSDAP) in 1920 but is more commonly referred to as the National Socialists or Nazis. The party remained on the political fringes for much of the decade.

On 8 November 1923, the National Socialists attempted a violent takeover of the Bavarian Government, known as the **Beer Hall Putsch**. This was planned as a stepping stone to taking over the whole of Germany. Hitler and Eric Ludendorff, a former Army General, were attempting to exploit Germany's instability. They were met with firm resistance from the police, who forced the 3000 protesting National Socialists to flee before a hail of bullets. Hitler's subsequent arrest and trial made him famous.

Amazing but true …

During the chaos of the Beer Hall Putsch, a police bullet aimed at Hitler passed inches from his head and killed the man beside him.

During his trial, Hitler used his time on the witness stand to express his political views. This brought international attention to the once-obscure National Socialist Party. Hitler would serve only nine months of his five-year sentence in relative luxury. He frequently received visitors in prison, and spent time developing his personal **manifesto**. The result was *Mein Kampf* ('My Struggle'), a book that would serve as the blueprint for the rise of the National Socialist Party.

Gestapo German secret police force dedicated to finding, arresting and often torturing enemies of Hitler's National Socialist Party

***Sturmabteilung* (SA)** ('storm division') unofficial militia force of the National Socialist Party, armed with batons (but not firearms due to the Treaty of Versailles restrictions) unarmed notorious for their violence and intimidation of their political opponents

paramilitary unofficial military organisation that behaves and is organised in an almost identical fashion to a legitimate military force

Beer Hall Putsch violent attempt, begun in a beer hall, to overthrow the Bavarian Government

manifesto public declaration of political ideas and aims



▲ **Source 7.14** German Nazi activist Horst Wessel at the head of a parade of SA stormtroopers, or 'brownshirts', in Nuremberg, Germany, 1929. This was part of a series of collectable propaganda images published in Germany during the Nazi period that were called *Deutschland Erwacht* (Germany Awakes).

ACTIVITY 7.5

Check your understanding

1. Who did Hitler and other Germans blame for their defeat in World War I?
2. How did Hitler rise through the ranks of the National Socialist Party?
3. Who were the SA?
4. Consider what you have learned about Germany in the 1920s. What benefits do you think membership in the SA would have provided for young German men?
5. How did the failure of the Beer Hall Putsch become a victory for the National Socialist Party?

Key concepts: cause and effect

HASS skills: analysing, evaluating

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The rise of the National Socialists: 1928–33

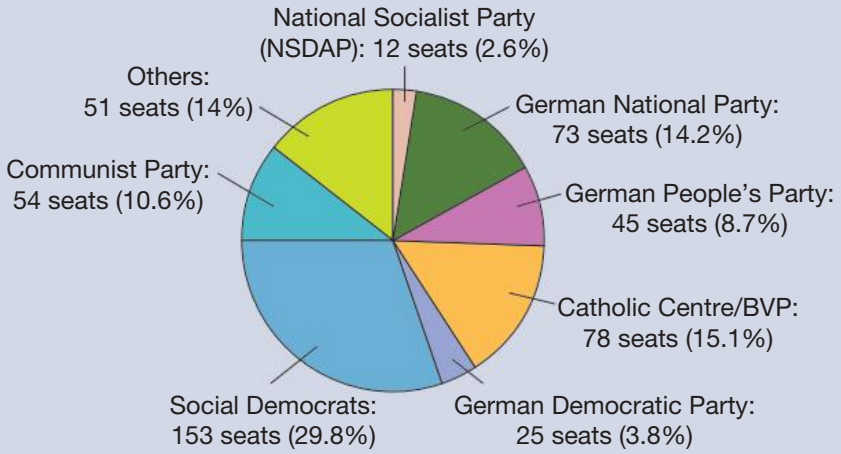
The failed Beer Hall Putsch had taught Hitler that power could be taken in Germany, but only through legitimate political means. In the 1928 election, the National Socialist Party only secured 2.6 per cent of the national vote. The Wall Street crash of 1929 changed everything.

> The Great Depression provided the National Socialist Party with the opening it needed to convince the German people that they had the answers to their problems. Millions of people were unemployed. Young people were hardest hit, with millions of high school and university graduates wandering the streets looking for work and food, neither of which were in good supply. A British diplomat returning to London from Berlin noted that he was: 'Much struck by the emptiness of the streets and the unnatural silence hanging over the city, and particularly by an atmosphere of extreme tension'.

▲ **Source 7.15** From Isabel Deney, *Fall of Hitler's Fortress City: The Battle for Königsberg, 1945*, 2007, p. 29

GERMAN ELECTION RESULTS, MAY 1928 AND 1930

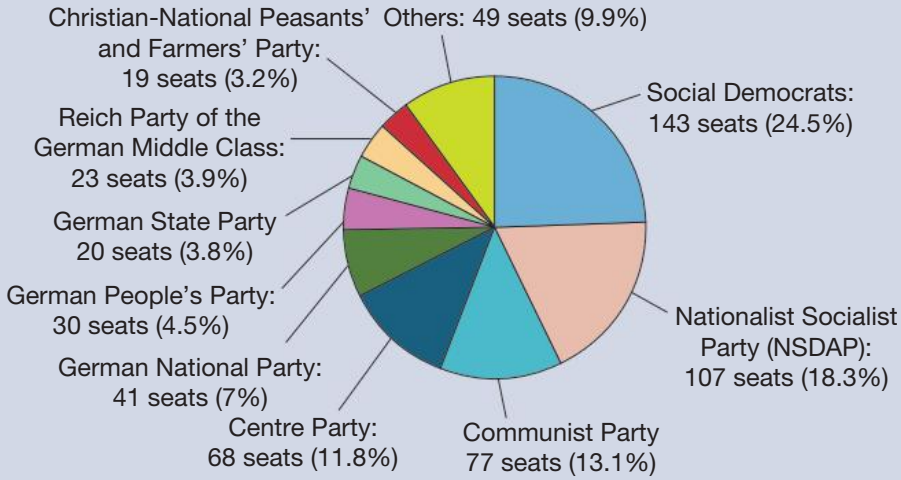
1928 GERMAN ELECTION RESULTS



Total number of Reichstag deputies = 491
Total votes cast: 30 million (75.6%* of those entitled to vote)

*These percentages indicate how much of the votes each party received from the total votes cast

1930 GERMAN ELECTION RESULTS



▲ **Source 7.16** German election results for 20 May 1928 and for 1930. What effect do you think the Great Depression had on German voters? What type of political leaders did they support by 1930?

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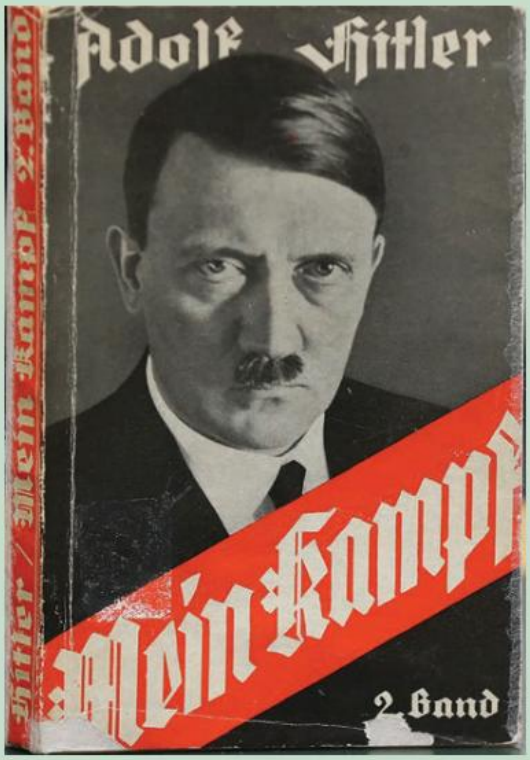
FAMOUS FACE

ADOLF HITLER

Adolf Hitler was the Chancellor and Führer (leader) of Germany between 1933 and 1945. A hardline nationalist, he inspired millions to follow him into war against Germany's 'enemies' and oversaw the murder of nine million people, including Jewish and Romani people and other people considered 'undesirable'.

> Never in my life have I been so well disposed and inwardly contented as in these days. For hard reality has opened the eyes of millions of Germans to the unprecedented swindles, lies and betrayals of the Marxist deceivers of the people.

▲ **Source 7.17** Adolf Hitler, 1929 from Isabel Deney, *Fall of Hitler's Fortress City: The Battle for Königsberg, 1945*, 2007



▲ **Source 7.18** Adolf Hitler on the cover of his 1924 book *Mein Kampf* ('My Struggle')

ACTIVITY 7.6

Check your understanding

1. Explain how the Great Depression benefited the National Socialist Party.
2. Consider the perspective of Germany's young people, those who were born during and after World War I. Explain what they would understand about their country.
3. How would the perspective of young Germans be different from those of the older generations?
4. Make a prediction. How could the Great Depression lead to war?

Key concepts: cause and effect, perspectives

HASS skills: evaluating, communicating and reflecting

The National Socialist Party

With an eye on the forthcoming election, Hitler made his promises clear to the German people. He promised to:

- provide strong government
- reduce unemployment
- rid Germany of communists
- tear up the Treaty of Versailles
- return Germany to glory.

With his political speeches and his increasingly popular book, *Mein Kampf*, Hitler promoted a platform of 'National Socialism'.

Hitler's National Socialist party was actually not socialist at all. Socialism itself is closer to communism than anything Hitler's party proposed. It is a common historical understanding that the political belief the National Socialists followed was fascism.

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Fascism can be defined as an extreme, authoritarian ultranationalism that is usually led by an unelected dictator. Fascist governments rely on violent suppression of opposition and strong control of people, society and the economy.

The rise of fascism in Germany happened after the dictator Benito Mussolini had installed a fascist government in Italy. In Spain, General Francisco Franco fought a brutal civil war to install a fascist government between 1936 and 1939. On the other side of the world, a similar political trend was taking place in Japan as the Japanese Empire began forcibly expanding into China in 1933.

Hitler's platform claimed that Germany must rid itself of its 'impure elements' in order to restore its strength. In Hitler's eyes, banks, big business and industry needed to adopt these principles to ensure their success. The financial muscle of these organisations could fast-track employment and ensure political power. This explained his hatred for communism, a political system that actively seeks to destroy these kinds of organisations. Even more than restoring the German economy, Hitler sought to reshape German identity.

Lebensraum ('living space') the concept that Germany needed to expand its borders into other countries' territory so it could use those countries' resources, which were seen as Germany's by right of the National Socialists' perceived natural superiority of German people

The four pillars of National Socialist ideology and education

In the lead-up to the 1933 election in Germany, the National Socialist Party put forward four key pillars of their political ideology:

1. Nationalism
2. *Lebensraum*
3. Anti-communism
4. Antisemitism.

1. Nationalism

Hitler proposed to tear up the Treaty of Versailles and reverse the decade of humiliation it had endured as a result of the Treaty. By creating the *Sturmabteilung* (SA) he was already flouting the condition that Germany could not have an army larger than 100 000.

> *The Versailles Treaty is worthless. 60 million German hearts and minds are on fire with anger and shame. They will cry out 'We want war!'*

▲ **Source 7.19** From *Mein Kampf* ('My Struggle'), Adolf Hitler

At its peak, the SA numbered two million strong. Hitler consistently spoke out against the restrictions of the Treaty, promising to rebuild the military if elected, and to break the conditions of the Treaty one by one. He promised to return a sense of pride to the German people.

2. *Lebensraum*

> It will be the duty of German foreign policy to get large spaces to feed and house the growing population of Germany. Destiny points us towards Russia.

▲ **Source 7.20** Adolf Hitler, From *Mein Kampf* ('My Struggle')

For Germany to be great again, it needed space. ***Lebensraum*** literally translates to 'living space'. National Socialist ideology proposed that Germany needed to expand its borders so it could make use of the natural resources available in Eastern Europe. Hitler claimed that Eastern Europe was not just a creation of the Treaty of Versailles (much of the land in this region had been taken from Germany by the Treaty), but a place inhabited by people Hitler saw as 'racially inferior'.

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In short, Hitler saw the people east of Germany as people who were unfit to inhabit land that Hitler viewed as Germany's for the taking, since Germans were the 'master race'. This theory of German and 'Aryan' superiority lay underneath much of its political agenda. Hitler's *Lebensraum* ideology was not just a threat to Germany's eastern neighbours. It was also a direct challenge to the conditions of the Treaty of Versailles.



▲ **Source 7.21** German before World War II and its expansion in the lead-up to the war (you can zoom in on this map in the digital versions of this book)



▲ **Source 7.22** German-speaking areas outside Germany's post WWI borders desired by Hitler, and territory to be taken over as part of *lebensraum*.

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3. Anti-communism

The chaos in post-World War II Germany led to a rise in the popularity of communism. Despite the horrors of the Russian Civil War the fundamental ideas of communism appealed to many German people who had experienced the economic failures of hyperinflation and the Great Depression.

Violent clashes between German communists and government forces were common. Across Europe, fascism rose as a strong and genuine challenge to communism. A political movement that grew in postwar Italy and later in Spain, fascism served as the political opposite of communism – it used organised violence to protect the interests of the middle class. The threat of communism's expansion from Russia, coupled with its stated intention to put an end to private property, let Hitler provide a genuine election platform: if successful he would rid Germany of communism and establish it as a place of more traditional 'German values'.

> *The menace of Russia hangs over Germany. All our strength is needed to rescue our nation from this international snake.*

▲ **Source 7.23** From *Mein Kampf* ('My Struggle'), Adolf Hitler

4. Antisemitism

The final and most damaging ideology of the National Socialist Party was that of antisemitism. Antisemitism is defined as open hostility and prejudice against people of the Jewish faith. While Hitler was not alone in his antisemitism, not all Germans were antisemitic.

The National Socialists claimed that Jewish people were the cause of all of Germany's problems. This was not a new idea. The myth of an 'international conspiracy' of Jewish people working against non-Jewish people had existed for many centuries, with no logical evidence to back it up. In 1930s Germany, Jewish people were even being blamed for the catastrophe of World War I, despite the fact that they formed only 1 per cent of Germany's population – the bulk of Europe's Jewish population lived in Eastern Europe.

Incorporated into Hitler's hatred of communism and the restoration of German pride was the subjugation of Jewish people who lived in Germany. Hitler's antisemitic ideology was based on the pseudoscience of **eugenics**. To Hitler, the 'Aryan' race (defined as people who were tall, blonde and blue-eyed) were destined to be the masters of Europe. All other people would be subservient to them.

Propaganda

Once in power, the National Socialists pursued a strong and coordinated campaign of **propaganda** that utilised the power of mass media to spread their ideology. Led by Propaganda Minister Joseph Goebbels, a coordinated media plan was used to sway the thinking of German people.

The gradual silencing of communist and oppositional voices in the early 1930s was accompanied by the creation of the *Volksempfänger*, an affordable and popular radio that was found in millions of German homes. For the first time for many, the voices of famous celebrities, politicians and, most importantly, the National Socialist leadership was broadcast directly into the homes of German families.

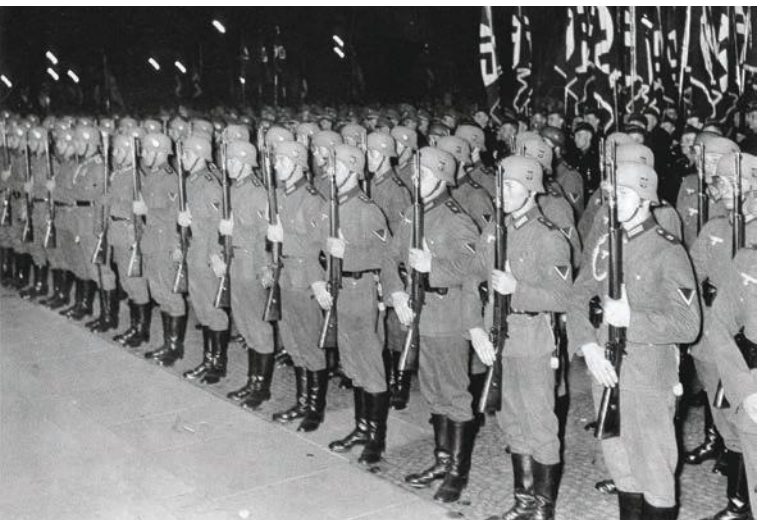
In public streets, posters were used to reinforce National Socialist ideology. Presenting a range of ideas, such as the strength of German power and the demonisation of German 'enemies', these repetitive messages were a constant presence. The strong use of colour, particularly red, gave the posters a sense of urgency.

The emerging technology of film was exploited by Goebbels. The popularity of going to the cinema meant Germans could be exposed to National Socialist ideology in a visual and engaging form. Using both documentary and 'fictional' stories, the propaganda arm of the party created films such as *Jud Suss*, which reinforced notions of antisemitism, while grand epics like *Triumph of the Will* showcased the adulation that 700 000 National Socialist Party supporters demonstrated for Hitler at a National Socialist Party rally.

eugenics pseudoscience (since discredited) of improving a population by preventing people who are seen as 'physically inferior' from having children, sometimes by sterilising or murdering them

propaganda deliberate spreading of biased information, usually political, to influence the behaviour and thought of a population

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▲ **Source 7.24** 1938: German soldiers standing to attention in the Austrian capital of Vienna

Appeasement: 1933–37

The policy of **appeasement** was adopted by leaders around Europe to avoid conflict. Appeasement allowed Hitler to rebuild Germany, to break every clause in the Treaty of Versailles, and to trigger another world war.

From the moment he became Chancellor of Germany, Hitler began to exert power in the same way that other dictators around the world had. His ideology made clear his desire to destroy the Treaty of Versailles, invade Eastern Europe and rid Germany of 'undesirables'.

The **Nuremberg Laws** passed on 15 September 1935 sent a clear message to the world that the ideology of antisemitism had become a reality. The laws declared that:

- Jewish people were no longer German citizens – they were now 'subjects'
- Jewish people were no longer able to vote or hold public office
- marriage and sexual relations between Jewish people and German people 'of kindred blood' was illegal
- Jewish people were no longer allowed to raise the German flag.

The laws made a clear distinction between who was and was not German. By creating a legal definition of what a 'Jew' was, the National Socialists were able to single out individuals and create a fixed definition of who did and did not belong. A hardline fascist state had emerged.

In October 1935 Hitler posed the most daring challenge to the Treaty of Versailles by reforming the *Wehrmacht* (the German Army) and rebuilding its strength. No other country tried to prevent this. Nations like the United Kingdom had reduced the size of their armed forces after World War I and could not afford to rebuild them.

appeasement practice of making concessions to satisfy someone with a greed for power

Nuremberg Laws antisemitic and racist laws passed in Germany on 15 September 1935 – these laws were enacted by the German Government after a meeting in the city of Nuremberg

Allies political and military alliance of the British Commonwealth, France, the United States and Russia, who forged an agreement to fight National Socialist Germany

isolationism attempt to remain separate from the issues of other nations

Two major events in the following years proved to be the failure of appeasement. In a move planned to test the resolve of the French and British to uphold the Treaty's conditions, on 7 March 1936 Hitler ordered the *Wehrmacht* to march into the Rhineland, which had been taken from Germany by the Treaty. Again, nothing was done to oppose this act.

How were these clear and deliberate acts of aggression allowed to happen?

The policy of appeasement was not overwhelmingly popular, but it existed for several simple reasons:

- **Few wanted another world war.** An entire generation of young men had been lost in the trenches in France and the Allied nations did not have the will to fight again.
- **The Great Depression had severely weakened the Allies**. America had returned to its policy of **isolationism** and turned its attention inward. Millions of jobless men and women around the world were angry with their own governments and unconcerned with Germany.
- **Many saw the Treaty as too harsh.** People thought it was only fair that Germany be able to restore its national pride.
- **Many world leaders admired Hitler.** In times of economic disaster, he had reduced unemployment from six million people to one million people in just four years, bringing prosperity back to Germany.
- **Germany was a buffer to communist Russia.** National Socialist ideology was clear in its intention to destroy communism. It could potentially do this work for other world leaders.

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FAMOUS FACE

NEVILLE CHAMBERLAIN

Neville Chamberlain was a conservative politician who served as Prime Minister of Britain during the first eight months of World War II. He is best known for his foreign policy of appeasement, in particular for his signing of the Munich Agreement in 1938, which allowed Germany to occupy the German-speaking Sudetenland region of Czechoslovakia.

ACTIVITY 7.7

Sequencing chronology

1 Create a timeline of appeasement up to 1937.

2 What do you notice? At what point could Hitler's actions have been halted?

Key concepts: cause and effect, perspectives

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



▲ **Source 7.25** British Prime Minister Neville Chamberlain waves to the crowd at Heston Aerodrome and claims to have secured 'peace in our time' after returning from signing the Munich Agreement, 1938

ACTIVITY 7.8

Using historical sources as evidence

Examine the following sources to discover a range of opinions on the policy of appeasement.

Source A

Our Government is much more afraid of Communism than it is of Fascism.

▲ **Source 7.26** British journalist John Langdon-Davies, 1936

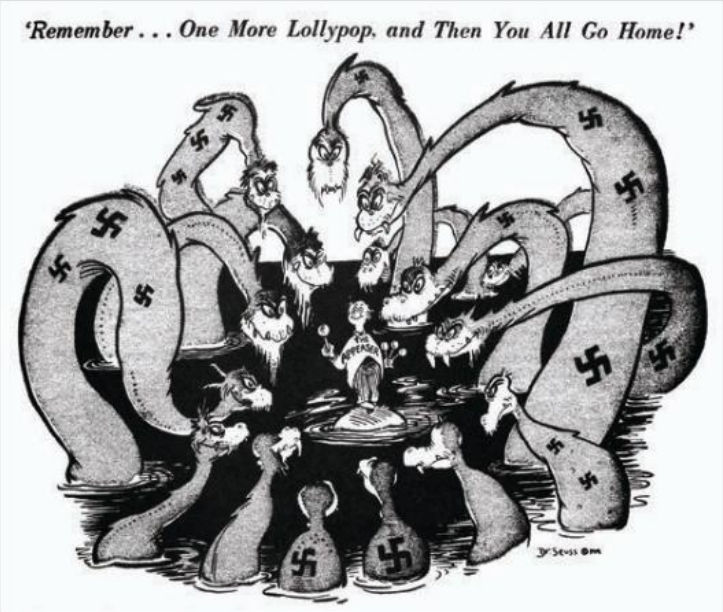
Source B

An appeaser is one who feeds a crocodile, hoping it will eat him last.

▲ **Source 7.27** Winston Churchill

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Source C



◄ **Source 7.28** Political cartoon by children's author Dr Seuss, criticising the policy of appeasement

Source D



► **Source 7.29** The infamous salute at the Berlin Olympic Stadium, Germany, 1938 – under pressure from British diplomats, the England football team (white shirts), captained by Arsenal's Eddie Hapgood, agreed to give the National Socialist salute before the match against Germany.

Responding to the sources

1 What do these sources tell you about attitudes outside Germany in the 1930s, including:
   - **a** the popularity of National Socialism?
   - **b** the fear of communism?
   - **c** the desire to avoid conflict?

Key concepts: sources, evidence, cause and effect, perspectives

HASS skills: analysing

The failure of the League of Nations

The League of Nations was created in the wake of World War I to resolve disputes between nations around the globe. While it proved successful in mediating border squabbles between smaller nations, its lack of a unified military meant that larger and more aggressive states like Italy, Japan and – eventually – Germany began to simply ignore the League and stake their claims on territory regardless. The League fell apart at the outbreak of World War II, but it was used as a blueprint to create the United Nations, which exists to this day.

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The push towards the outbreak of war: timeline

Between 1937 and 1939 Germany edged closer to war:

30 January 1937
- Hitler publicly demands a withdrawal from the Treaty of Versailles.

16 August 1937
- British journalist Norman Ebbutt is kicked out of Germany for reporting on the German army's rearmament.

13 March 1938
- Germany achieves *Anschluss* ('union') with Austria after marching soldiers into Vienna and declaring the nation 'reunified' with Germany.

29 September 1938
- The French and British governments agree at a conference in Munich to allow Germany to forcibly take over the Sudetenland, a region in Northern Czechoslovakia populated by German speakers.

30 September 1938
- The British Prime Minister returns from Munich claiming he has won 'peace in our time', waving a signed, one-page agreement from Hitler that promises no further aggression – the crowd loudly cheers the success of appeasement.

15 March 1939
- Czechoslovakian President Emil Hácha suffers a heart attack as Hitler announces an invasion of Czechoslovakia, ignoring the Munich agreement – Hácha survives and agrees to surrender.

23 August 1939
- Western leaders are shocked when Hitler and Russia's Josef Stalin sign the **Molotov–Ribbentrop Pact** , declaring a policy of non-aggression against each other.

1 September 1939
- Germany invades Poland, prompting France and Britain to declare war on Germany, triggering the start of World War II.

▲ **Source 7.30** Hitler salutes from his car at the 1934 National Socialist Party Congress.

Molotov–Ribbentrop Pact controversial treaty between Germany and the Soviet Union to refrain from attacking one another

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ACTIVITY 7.9

Check your understanding

Carefully examine the timeline and respond to the following questions.

1. Define these terms and events:
   - rearmament
   - *Anschluss*
   - Munich Conference
   - Molotov–Ribbentrop Pact.
2. Why didn't Austria defend itself against German occupation?
3. Neville Chamberlain is seen as a symbol of appeasement. Why do you think this is the case?
4. The Molotov–Ribbentrop Pact terrified the Allies. Explain why it had this effect on them.
5. What is your opinion of the policy of appeasement? Explain your response with evidence.
6. Consider all of the causes of World War II. Which do you think is the most significant? Give evidence in your response.

Key concepts: cause and effect, perspectives

HASS skills: analysing, evaluating, communicating and reflecting

Additional content
For a more detailed assessment task on the causes of World War II, see the Interactive Textbook.

The early years of World War II: *Blitzkrieg* 1939

Once German soldiers crossed the border into Poland, they unleashed a terrifying war machine that had been developed in secrecy. A state-of-the-art air force attacked Polish towns as fearsome tanks roared towards Polish soldiers who were mounted on horseback. Poland's defences were swept aside in a matter of weeks. The world stood to attention as the German Army, fed by years of hardship, ideological education and a zest for revenge, now looked to wreak havoc on Europe.

Using the techniques of ***Blitzkrieg***, which involved heavy aerial bombing followed by a rapidly moving and highly mobile force of tanks and infantry, the German Army swiftly broke through the Polish defences and encircled the Polish Army. It was a rapid departure from the tactics of the World War I, utilising new technology in a way no European army had in action to this date.

Blitzkrieg ('lightning war') a media term for a coordinated military attack involving heavy aerial bombing followed by a rapidly moving and highly mobile force of tanks and infantry

▼ **Source 7.31** 1 September 1939: Polish mounted forces about to fight the German forces that swept into Poland. The German forces were made up of 7.25 million men and six armoured divisions.



▼ **Source 7.32** The German invasion of Poland on 1 September 1939 combined the use of 45 German divisions with an aerial attack. By 20 September 1939 only Warsaw was still holding out. Poland's final surrender came on 29 September 1939.



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▲ **Source 7.33** The Maginot Line in France, c. 1939

The phoney war

Immediately after the surrender of Poland, Germany made no immediate moves. This invasion became known as 'the phoney war' as very little appeared to happen as a result, suggesting that there had been no war at all! France and Britain did not retaliate until April 1940, when Germany invaded Denmark and Norway. As German troops marched across the Danish border, the German Ambassador met with the Danish Foreign Minister and declared the invasion a 'friendly necessity'. Norway was invaded one hour later. By the end of the day all major Norwegian cities were in German hands. Germany had used the threat of *Blitzkrieg* to nullify resistance and convince both nations to surrender.

Maginot Line line of concrete fortifications designed by the French to defend their borders with Belgium and Germany

English Channel stretch of ocean that separates England from France

The western offensive

Hitler's war of revenge began on 10 May 1940 as the German armies invaded both the Netherlands and Belgium at the same time. As the French and British armies rushed to defend Belgium, the Netherlands' defences were quickly swept aside. In the 1930s the French army had built a massive line of fortified defences known as the **Maginot Line**. Based on their experiences in World War I, the French Government believed the concrete fortifications would hold back a German attack. However, the German assault either bypassed the fortifications on land or flew over them. On 25 May 1940, mere weeks after the assault began, General Lord Gort, commander of the British armies defending France, ordered an evacuation from Europe. It seemed that nothing could stop the German Army.

The miracle of Dunkirk

Unable to stop the German Army, British, French and Dutch forces were in constant retreat. British and French soldiers were pushed back to a corner of France and stranded at the coastal French town of Dunkirk, a short distance across the **English Channel** from England. While retreating servicemen waited out in the open to be rescued, German fighter planes destroyed the port and terrorised the exposed soldiers. Desperate to save them, the British Government put out a call for any men in Britain who had naval experience and access to a boat (of any kind) to sail from England to Dunkirk and rescue the stranded soldiers.

World War I had seen the German Army take four years to advance a short distance beyond the French border, at a cost of millions of lives. World War II saw it conquer all of France in a matter of weeks.



▲ **Source 7.34** Oil painting by Charles Ernest Cundall, *The Withdrawal from Dunkirk*, June 1940

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ACTIVITY 7.10

Check your understanding

1 Explain the tactics of *Blitzkrieg*.
2 Why were these tactics so effective in the first years of the war? Explain your answer with evidence.
3 What was the 'miracle of Dunkirk'?
4 The French and British armies were not prepared for the German Army's advance. What reasons can you give for this? It might help to look back over the chapter to find evidence.

Key concepts: sources, evidence, significance, continuity and change, cause and effect

HASS skills: analysing, evaluating



▲ **Source 7.35** German advances in the first years of World War II

ACTIVITY 7.11

Using historical sources as evidence

Read the report from *Time* magazine on the evacuation of Dunkirk:

> At Dunkirk, the spectacle was prodigious, appalling. Inside the blazing line of warships lay transports of every description, from big merchantmen and passenger steamers to channel ferries, private yachts, fishing smacks, tug-drawn coal barges. Over these craft wheeled swarms of German high bombers, down at them plunged wedge after wedge of **dive-bombers**.

dive-bombers planes that fly directly down towards their target to increase the accuracy of their bombs

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Day and night the sea air was filled with screaming gulls and bats of death … When the soldiers reached the sea … they were in smoke-grimed rags and tatters, many shoeless, some still lugging packs and rifles, others empty-handed in their underclothes.

paean song of praise

Crossing the water to Dover … millions of relatives at piers and stations, watching for their own men, joined in the pitiful **paean** of thanks for those who were restored. Soldiers saluted sailors and said, 'Thanks, mate, well done.' French (and Belgian) survivors grinned, 'Merci.' A giant job well done it was … Among the Allied wounded, most talk was of getting patched up quickly and going back … Even the Germans admitted that men who had been through the retreat to Dunkirk were fighters to be respected.

▲ **Source 7.36** *Time,* 10 June 1940

Responding to the source

1. How does the author describe the scene at Dunkirk?
2. How were the soldiers rescued?
3. How does the author explain the attitude of the soldiers who were rescued?
4. Research the origins of *Time* magazine. Where would this report have been read? What effect do you think it would have had on its readers in England or America?
5. Create a short timeline of the key events leading up to and including Dunkirk. What does it tell you about the success of *Blitzkrieg*?

Key concepts: sources, evidence, significance, perspectives, empathy, contestability

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

Winston Churchill emerges

In response to the evacuation at Dunkirk, and to the impending threat that Britain was next in line for German invasion, newly elected British Prime Minister Winston Churchill gave a rousing speech before Parliament that he hoped would galvanise the British people.

FAMOUS FACE

WINSTON CHURCHILL

Winston Churchill was the Prime Minister of Britain from 1940–45. He inspired the British nation to resist the German invasion and to fight to free Europe from fascism.



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ACTIVITY 7.12

Using historical sources as evidence

Source A

We shall not flag or fail. We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.

▲ **Source 7.37** Winston Churchill, report to House of Commons, 4 June 1940

Source B



▲ **Source 7.38** Cover of a wartime issue of *Simplicissimus,* a German satirical magazine. The heading reads, 'Winston Churchill from the German point of view'.

Responding to the sources

1. Imagine yourself as a citizen of Britain at this time. What would your fears be?
2. How does Churchill propose to defend Britain?
3. Examine the German portrayal of Churchill. How would a British audience respond to this?

Key concepts: sources, evidence, significance, perspectives, empathy, contestability

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

The next phase of World War II was coming to Britain. It would test the limits of British resolve. In August 1940, German planes began bombing cities all across England. The Battle of Britain had begun. It was to be the first of many turning points in the war.

ACTIVITY 7.13

Check your understanding

Consider all you have learned to this point. What had Germany achieved between 1933 and 1940? Write your response in a small summary paragraph.

Key concepts: significance

HASS skills: communicating and reflecting

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END OF SECTION REVIEW 7.4

Review questions

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

Recall

1 How was Germany punished by the Treaty of Versailles?
2 What is communism?
3 What was the impact of the Great Depression?
4 How did the National Socialist Party rise to power in Germany?
5 What were the four pillars of National Socialist ideology?
6 What media technologies were used to promote National Socialist ideology?
7 What does 'appeasement' mean in the context of World War II?

Interpret

8 Was Germany to blame for starting World War II?
9 Why was Germany so successful in the early years of the war?
10 How did perceptions of Josef Stalin contribute to the fear of communism?

Argue

11 The failure of appeasement allowed Hitler to get away with too much. To what extent did appeasement cause World War II? Use evidence in your response.

Extension

1 Research the fate of the Polish, French and Dutch armies that were defeated by the German Army. How did soldiers from these armies spend the remainder of World War II?

Key concepts: evidence, significance, cause and effect

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

7.5 An examination of significant events of World War II

FOCUS QUESTION

What were the key events that determined the outcome of World War II?

In this section, we will sketch some significant events of World War II. A detailed consideration of the events of the Holocaust can be found in section 7.8.

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Timeline of key events during World War II

1937
- Japanese Army invades China

1940
- Germany expands into Western Europe

1940
- 300 000 British and French forces are rescued from the Germans on the beaches of Dunkirk, France

1940
- Allied pilots defend England from the German *Luftwaffe* in the Battle of Britain

1941
- Operation Barbarossa begins: Germany invades Russia

1941
- The USA enters World War II after Japan attacks the US naval base at Pearl Harbor

1942
- Singapore is captured by Japan

1942
- Darwin is bombed by Japanese forces

1942
- The Battle of the Coral Sea
- The US defeats Japan for the first time in the Battle of Midway

1942–43
- Australian and US forces defeat Japan at Kokoda and Guadalcanal

1942–43
- The Battle of Stalingrad turns the war against Germany

1943
- Allied forces invade Italy and force it to surrender

1944
- The Allies land in France to open the Western Front against Germany

1944
- The Battle of the Bulge defeats the last German resistance in Belgium

1945
- Russian forces reach Berlin and force Germany to surrender

1945
- Two atomic bombs are dropped on Japan, and the Japanese surrender soon after

◄ **Source 7.39** Japanese troops on horseback during the 1931 invasion of the Chinese province of Manchuria

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In this section, you will be introduced to a range of significant events, groups and individuals, each of which played a role in deciding the course of World War II in Europe and Asia. As you read about each one, carefully consider the role of civilians, leaders and military personnel in determining the war's outcome. The study of World War II is littered with debates about who made the greatest sacrifice, how the war was won and who actually 'won' it. Several key events guided its course.

Operation Barbarossa: 22 June 1941

Additional content A detailed research task for the whole class is available in the Interactive Textbook.

On 22 June 1941, Hitler acted upon his long-standing threat. He broke the Molotov–Ribbentrop Pact he had co-signed with Josef Stalin and ordered the German invasion of Russia. Strategically, this was a risky decision. If Britain were ever to liberate France from German occupation, Germany would be fighting a war on two fronts – on its eastern and its western borders simultaneously.

Germany's invasion of Russia would have catastrophic consequences for Russian civilians as well as German and Russian soldiers. It would prove to be a turning point in the war. The Russian Army was unprepared, lacking leadership due to Stalin's orders for the arrests of its top generals between 1938 and 1941. By the time of the German invasion, 40 000 Russian army officers had been arrested or executed. As a result, the Russian Army was initially brushed aside by the German *Blitzkrieg*.

As 4.5 million German troops stormed into Russian territory, they did so with eight years of National Socialist ideology at the forefront of their minds. Unlike their attacks upon Western Europe or Africa, this invasion was to be a war of 'total annihilation' and a *Rassenkampf* ('race war') against communism and Judaism. This was more than an invasion – it was a **crusade**. In the eyes of the National Socialists, the Russian people were less than human. In 1941, the German Army was given the order to execute all captured communists and to either enslave or expel the remainder of the population.

crusade war of religious significance

> *Kick in the door, and the whole rotten structure will come crashing down.*
>
> ▲ **Source 7.40** Adolf Hitler on communist Russia



▲ **Source 7.41** National Socialist anti-Russian propaganda poster. A man with a skeleton face stands over bloody corpses, wielding a whip. His hat and clothing are Russian in style.

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Russia's critical lack of preparation for the invasion led to catastrophic defeats. In the first week of the invasion the German Army advanced 320 km, destroyed 4000 Russian aircraft and killed or wounded over 600 000 Russian soldiers. By December 1941, German forces were within sight of the Russian capital of Moscow. They had encircled the city of Leningrad, the spiritual home of the communist revolution, and were heading towards the southern city of Stalingrad.

Hitler had promised to conquer Russia before its notorious winter settled in. He would push its population out past the eastern Ural Mountains, creating *Lebensraum* ('living space') for the German **Reich** that, according to National Socialist propaganda, would last 1000 years.

A near-suicidal resistance by the Russian Army managed to slow the German Army's advance. Winter arrived and the German Army became trapped in the snow. They would never capture Moscow.

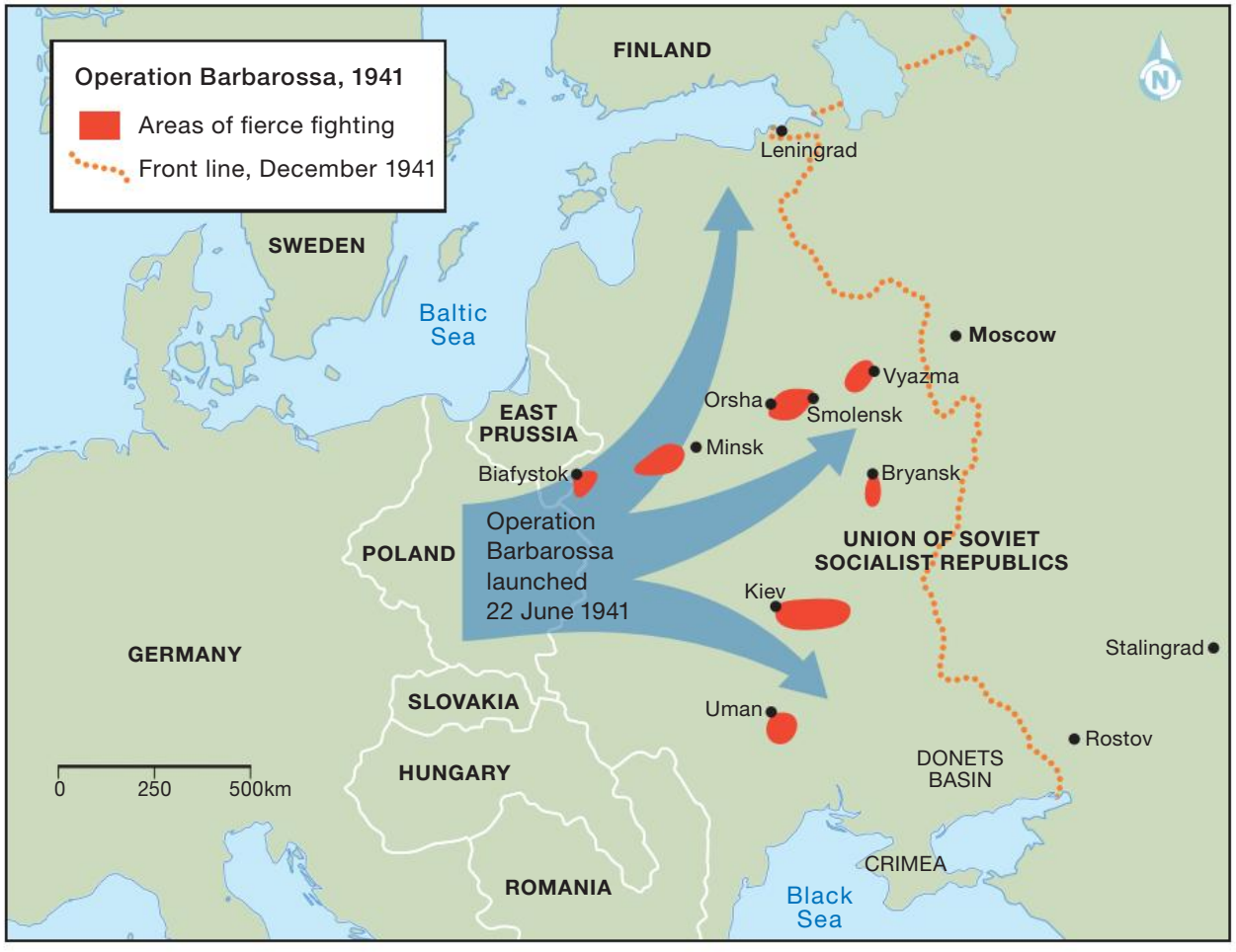
However, it was not just winter that worked against the Germans. Other crucial factors included:

- the Soviets' **'scorched earth' policy**
- the Soviets' superior manpower and industrial capacity
- the Soviets' **lend-lease** agreements with the Allies giving them financial backing
- Stalin's leadership
- Hitler's interference in his own generals' military strategy and the Nazis' obsession with taking an entire front, rather than focusing just on Moscow.

Reich ('realm' or 'empire') The Reich, or more specifically the Third Reich, was a National Socialist concept that sought to establish the third great German empire, after the Holy Roman Empire of 800–1806 and the German Empire of 1871–1918. National Socialist propaganda claimed that the Third Reich would be established through war

scorched earth policy the act of an army destroying everything in an area such as food, buildings or equipment that could be useful to an enemy

lend-lease a strategic wartime policy of the USA between 1941 and 1945 where the US provided food, oil and war materiel (military equipment and supplies) to its allies



▲ **Source 7.42** Operation Barbarossa was Germany's plan for an attack on Russia in 1941.

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Pearl Harbor: 7 December 1941

At the outbreak of World War II in 1939, the USA had no intention of joining the conflict. It believed its policy of isolationism kept it safe. The Japanese Air Force shattered this illusion of safety when it attacked the naval base at Pearl Harbor, in Hawaii.

Pearl Harbor was located an exceptionally long way from Japan's military expansion activities in Asia. The USA's Pacific American fleet was stationed in Hawaii in order to defend the west coast of the USA. Prior to the attack, despite tension over the treatment of China, Japan and the USA were not at war. However, conflict had been brewing between the two nations. The USA had recently cut off its oil trade with Japan in protest against Japan's actions in Asia.

On 7 December 1941, hundreds of Japanese planes launched a surprise attack from aircraft carriers, bombing the Hawaiian military base, badly damaging and sinking 20 ships, and killing over 2400 American naval personnel. The USS *Arizona* had 1000 American sailors on board when it was hit by an 1800-pound (800 kilogram) bomb. All 1000 sailors died when it sank.

▼ **Source 7.43** The USS *Arizona* burning during the Japanese surprise attack on the American naval base at Pearl Harbor in Hawaii on 7 December1941 (view footage online at https://cambridge.edu.au/redirect/9649)



The Pearl Harbor attack was devastating, but it did not achieve its goal of eliminating the American Pacific fleet. Despite the shock, the US fleet was able to recover relatively quickly. More importantly, the US Congress voted 388 to 1 in favour of immediately declaring war on Japan and joining the fight against Germany. This meant that the enormous (and geographically isolated) manpower and economic might of the USA would join the fight against fascism and imperialism. Germany now had to face the combined might of Britain, the USA and Russia. The war against Japan became a matter of national importance to the American people.

In his memoirs, British Prime Minister Winston Churchill recorded his reaction to America's declaration of war:

> Once the fire is lighted under it there is no limit to the power it can generate. Being saturated and satiated with emotion and sensation, I went to bed and slept the sleep of the saved and thankful.

▲ **Source 7.44** Winston Churchill, 1941, cited in Barton Biggs, *Wealth, War and Wisdom*, 2009, p. 49



EXTRA!

WAR!

San Francisco Chronicle

JAPAN ATTACKS U. S.!

Hawaii and Manila Bombed;

Chute Troops Off Honolulu!

Bulletins

Eyewitness Reports Sound Of Terrific Cannonading In Pearl Harbor Area

FDR Calls Cabinet; Army and Navy Ordered To Battle Stations

▲ **Source 7.45** The *San Francisco Chronicle* reports on Japan's attack on Pearl Harbor and its declaration of war on the US

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▲ **Source 7.46** The European locations of some significant events of World War II

The Battle of Stalingrad: August 1942–February 1943

The Battle of Stalingrad was the defining battle of World War II. The German Army's two-pronged attack against the city and the oilfields of the Caucasus in the south promised a crucial victory for Hitler. Oil was becoming a critical necessity for the success of the German war effort.

German bombers began by pounding the city into rubble, but when the order came to enter the city, they found it ferociously defended.

Unlike the previous battle at Leningrad, the German Army were drawn deeper into Stalingrad as they battled from house to house, street to sewer, factory to department store. In one particular incident of the battle, Russian soldiers occupied a building's cellar while German soldiers held the ground floor at the same time as more Russian soldiers lobbed grenades at the Germans from the first floor of the same building. The German Army nicknamed this kind of fighting *Rattenkrieg* ('rat war').

Regardless of the cost, Russian forces were continually sent into the burning city from their camp on the other side of the Volga River. They charged into battle with the motto 'not one step back'. Sometimes they did so without weapons. Those who tried to retreat were gunned down by their fellow soldiers. By the end of the battle each side had lost at least a million soldiers to fighting, starvation and cold.

Countless acts of horror and heroism punctuated the five-month battle. As winter descended upon the city and Russian snipers, hidden in the rubble, targeted German officers, German morale began to drop.

▼ **Source 7.47** A Russian Army soldier hides in the rubble of Stalingrad.



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▲ **Source 7.48** The centre of the city of Stalingrad after it was liberated from the German occupation

Famed Russian sniper Vasily Zaytsev, a hero of Russian propaganda, claimed to have killed over 300 German soldiers. For a German army used to *Blitzkrieg* tactics, Stalingrad had become a freezing deathtrap.

Meanwhile, Stalin and his military commander, General Georgy Zhukov, had been secretly raising two huge armies to the north and east of Stalingrad. On 19 November, these two Russian armies encircled the Germans occupying Stalingrad in a **pincer movement** that trapped the entire German Sixth Army.

pincer movement military tactic in which an army splits in two and circles around an enemy to trap them

Obsessed with the capture of the city, Hitler refused persistent requests from German generals to fight their way out and retreat. Eventually, 200 000 German soldiers froze to death inside the surrounded city. Of the surviving 91 000 soldiers who disobeyed orders and surrendered, only 6000 would survive their time in the Russian prisoner-of-war camps. The Russian Army spent the following two years fighting its way towards Berlin.

> Nobody knew the names of those unfortunate men who, huddled together on the ground, bleeding to death, frozen, many missing an arm or a leg, finally died because there was no help.

▲ **Source 7.49** A German sergeant after the defeat at Stalingrad cited in Antony Beevor, *Stalingrad*, 1988, p. 362

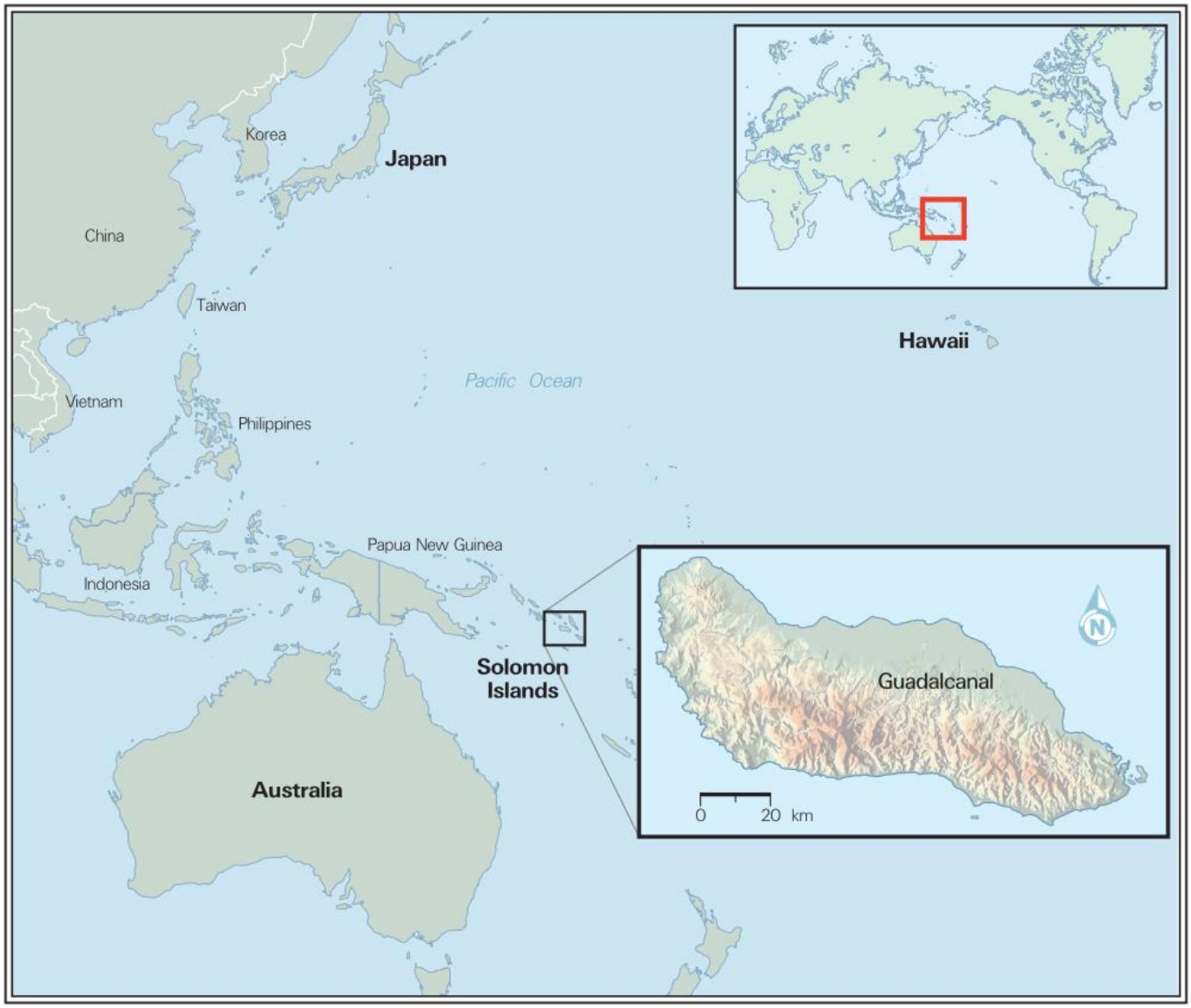
In a hopeless effort to deliver supplies and evacuate the wounded, a *Luftwaffe* sergeant recalled a gathering of defeated Germans at one of the few remaining German airstrips in Stalingrad.

Guadalcanal: August 1942 – February 1943

Along with the June 1942 Battle of Midway, the land-and-sea battle for the Pacific island of Guadalcanal was a major turning point in the war against Japan. A tropical island that offered little more than an airfield, Guadalcanal was strategically important to the Japanese because, as a base, it could be used to threaten air and sea links between Australia and the US. Whoever held it would have a strategic advantage. Guadalcanal had been occupied by Japan since May 1942. On 7 August 1942, a battalion of American Marines, the US Army's elite troops, landed on the island to surprisingly little resistance.

The American forces were unaware that the Japanese forces had retreated inland in order to protect the airfield. What followed was a savage battle fought in difficult and unforgiving tropical conditions. The battle also raged at sea and in the air, which meant that the opposing land-based forces on the island were abandoned to fight alone. Two-thirds of the 32 000 Japanese personnel would never leave the island. While only 2000 US Marines lost their lives, over 8000 were evacuated after contracting malaria.

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▲ **Source 7.50** The remote Solomon Islands became the scene of one of the great battles of the Pacific campaign of World War II.

Amazing but true …

Malaria is a debilitating tropical disease carried by mosquitoes. It produces extreme flu-like symptoms including headaches, fevers, nausea and vomiting. It crippled the fighting capacity of the individual soldier. They would be forced off the front line and end up bedridden in hospital. Around 65 per cent of the American army in the Pacific reported contracting malaria at some point. In some cases, the impact of malaria on either side of a battle played a significant role in determining the outcome.



► **Source 7.51** An American soldier spraying oil on stagnant water to kill mosquitoes, while other soldiers take samples of mosquito larvae to study malaria.

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The fighting on Guadalcanal was very difficult. Under constant threat from the air, the US Marines had to battle uphill to capture the airfield, only to be met with bombardments from the Japanese ships moored off the coast. Unsupplied and weakened by malnutrition and disease, they held the airfield for four months, fighting back against the Japanese all the time.

Stories of this battle provided the US with heroes for war propaganda, including famed marine Chesty Puller, a veteran of World War I, who led a 500-person-strong defence of an almost 2-km front. This success won Puller his third Navy Cross (the US's second-highest award for bravery in combat). He refused to be taken off the line, despite having **shrapnel** embedded in his legs.

shrapnel metal fragments of a bomb, shell or other object that are propelled by an explosion

paratroopers highly trained soldiers who parachuted out of planes, often under fire and behind enemy lines

The marines' eventual victory in February 1943 would put the Japanese forces on the defensive for the remainder of the war.

US War Correspondent Richard Tregaskis was watching on 9 August as US battleships pounded the island before the marines' landing:



► **Source 7.52** Modern representation of a US marine dressed for battle in the Pacific

'I think most of us that were watching the gunfire suddenly knew the awful feeling of being pitifully small, knew for a moment that we were tiny particles in the gigantic whirlpool of war. The terror and power and magnificence of man-made thunder made that point real … We were only pawns in a battle of the gods, then, and we knew it.'

▲ **Source 7.53** Richard Tregaskis, US war correspondent

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D-Day: 6 June 1944

The Allied invasion of German-occupied France on 6 June 1944 was momentous. It spelled the end for Germany's war ambitions. The opening of a second front to fight the German Army meant that Germany now had to fight a war in the east and west simultaneously. The build-up to and planning of this invasion was conducted with enormous secrecy in England.

Operation Fortitude was one of the many military operations that took place on D-Day. As part of Operation Fortitude, the Allied Forces used dummy landing craft, fake tanks, spies, false news reports and double agents to successfully convince Hitler that the invasion would take place in Calais, France. This was over 300 km north-east of the invasion's actual location in Normandy, France.

On 6 June 1944, Operation Overlord marked the start of the invasion of France. On this day, 5000 navy vessels ferried troops from England to the beaches of France, while 20 000 **paratroopers** were dropped behind enemy lines in flimsy gliders. Despite massive casualties suffered by those landing on the beaches while being fired upon by German machine guns, and by paratroopers who were shot before they made it to the ground, over 156 000 troops had landed by the end of the day. By the last day of June 800 000 Allied troops had come ashore.

The fighting on the day was extraordinarily fierce. American, British and Canadian troops stormed beaches that were littered with landmines and German machine gun nests. Many soldiers died before they even made it onto the sand of the beach. However, Hitler believed the invasion was a trick and had not placed sufficient defences in Normandy. Worse still, the legendary General Erwin Rommel, charged with the defence of France, was away from the front lines, celebrating his wife's birthday in Germany. Germany was effectively caught by surprise and the 'beginning of the end' in Europe had begun.

Berlin in the last days of World War II: April 1945

After its defeat at Stalingrad the German Army faced even more losses at the Battle of Kursk. This was the biggest tank battle in human history, in which 6000 tanks and almost two million troops fought a ferocious battle that sent the German Army into permanent retreat through its own eastern territories. The Russian Army gathered steam as it moved forward. Along the way it discovered the atrocities, war crimes and acts of **genocide** committed by German troops in Russian towns and against the Jewish people of Eastern Europe. By the time the Russian Army reached the outskirts of Berlin in 1945, the German Army's fighting capacity had been destroyed. Meanwhile, the ferocity of the Russian Army was on the rise.

genocide deliberate killing of an entire group of people because of their national or ethnic identity

The city of Berlin's only defence force were bands of elderly men and young boys. As Hitler's health had begun to badly deteriorate, his obsession with controlling every aspect of the war resulted in blunders, like the catastrophic defeat two years earlier at Stalingrad. Few of Hitler's best military leaders were brave enough to speak up or contradict him. Those who did were demoted or suffered even worse fates.

> *'They had us pinned down. You'd stick your helmet up and they'd shoot a hole through it. It was hectic … the leaders got shot up … After a while everyone got organised. They knew they had to go. Because there was no way they could swim that English Channel.'*[1]

▲ **Source 7.54** US soldier Verle Buck

1 To see a video of the D-Day landings from PBS, please visit the link: https://cambridge.edu.au/redirect/9650

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What the Allies faced on D-Day: German defences at Normandy

Artillery casements
This artillery was encased in protective, thick concrete. It was used to shell ships approaching the beach.

Machine gun nests
These contained, and sheltered, machine guns. This was a powerful position from above to gun down troops. The infantry would often try to time their advance with the seconds it took to change the ammunition belt.

Barbed wire
Great amounts of barbed wire were used to catch and slow down advancing troops. They would need to carefully cut or flatten it amid all the artillery or they would become injured or tangled.

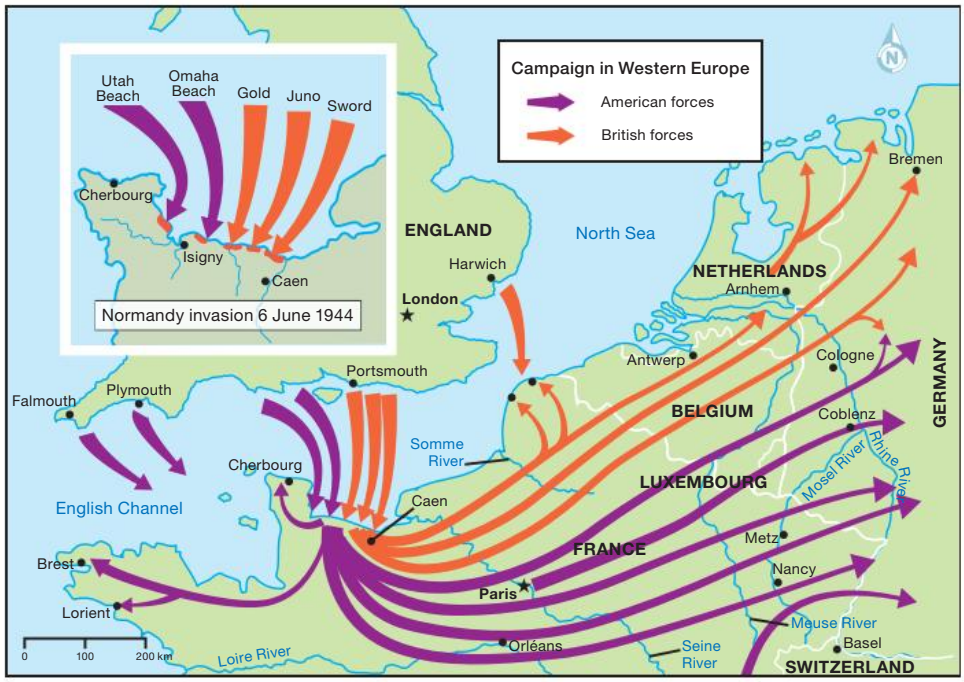
Seawall
The 3-metre concrete seawall made it difficult for infantry and almost impossible for vehicles to cross. But it did provide some termporary shelter from the German artillery.



▲ **Source 7.55** A painting for the US Army's *Stars and Stripes* newspaper depicting American troops fighting during the 6 June 1944 D-Day landings in Normandy, France

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► **Source 7.56** Overview of the D-Day invasion and the subsequent drive into Germany



Teller mines
These mines were on top of stakes and designed to be triggered by landing craft at high tide

Hedgehogs
Pointed crossed rails deterred boats and tanks coming in at high tide, to avoid being punctured

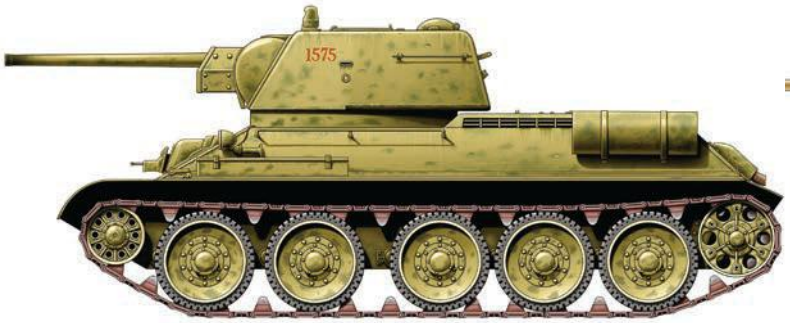
Troops
Approximately 2500 soldiers died before even reaching the beach

Landmines
These explosives were buried in the sand, and there were mines with tripwires

Higgins boat
These boats were also known as LCVPs (Landing Craft, Vehicle, Personnel). They carried light vehicles or up to 100 men to shore. They would lower the ramp and machine guns would create cover fire as the troops disembarked.

▲ **Source 7.57** Artist's representation of the fighting on Omaha Beach on D-Day

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▲ **Source 7.58** Artist's representation of a Russian T34 tank. The T34 was faster and nimbler than most German tanks. It rarely froze in the cold Russian winters.



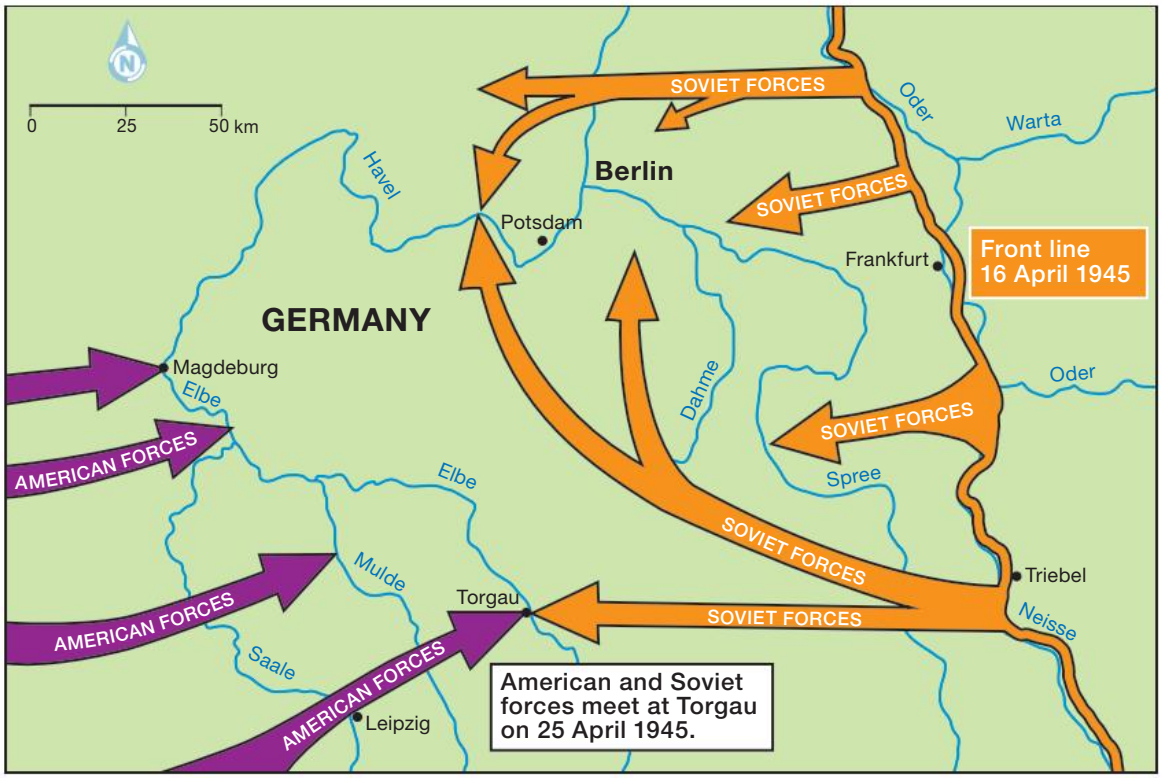
▲ **Source 7.59** Artist's representation of a German *Panzer* tank, one of the most feared tanks of World War II. *Panzers* were often the most powerful tanks on the battlefield, but were eventually outnumbered by the more reliable Russian T34 tanks.

The Russian Army beat the American and British to Berlin. For those left living in the devastated city, this was to prove their greatest and final punishment. Refusing to surrender, Hitler perversely ordered armies that had been annihilated in prior losses to attack and defend Germany in its final battle. Since the German Army's loss in Stalingrad, Hitler had become very ill. He had not been able to sleep and as a result had become delusional. While his grip on power was still strong, his hold on the reality of the situation was not. Thousands of German soldiers were surrendering to the Allies in Western Europe. Russian tanks and thousands of elite Russian troops stormed Berlin, terrorising its remaining citizens. It is almost impossible to determine, but some accounts estimate that at least 100 000 women in Berlin were sexually assaulted by Russian troops.

▼ **Source 7.60** Hitler handing out awards to members of the Hitler Youth, who were left to defend Berlin



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▲ **Source 7.61** Advance of the Russian Army and Allied forces on Berlin

The highest commanders of the German Army went into hiding. Only a few remaining fanatics stood by Hitler's side, hidden in a bunker underneath the city. It was in this bunker, on 30 April 1945, that Hitler and his wife, Eva Braun, committed suicide. The prophesised German Reich of 1000 years had lasted for little more than five years. On 8 May 1945, the German Army formally surrendered to the Allies. Commonly known as VE Day, it marked the end of the war in Europe.

Amazing but true …

There is no marked grave for Adolf Hitler. The former location of the bunker where he died is now an unassuming car park in front of an apartment complex.



▲ **Source 7.62** Chicago, 8 May 1945: To celebrate VE ('Victory in Europe') Day a priest waves a newspaper with news of Germany's unconditional surrender to elated pupils of a Roman Catholic school in Chicago

ACTIVITY 7.14

Check your understanding

With a classmate, discuss the fact that there is no memorial to Hitler's place of death. Why do you think this is?

Key concepts: perspectives, empathy

HASS skills: evaluating, communicating and reflecting

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The atomic bombing of Japan: 6 and 9 August 1945

On 6 August 1945, an American B-52 bomber dropped an **atomic bomb**, the most devastating weapon the world had seen to date, on the Japanese city of Hiroshima. Three days later a second atomic bomb was dropped on the city of Nagasaki. Stunned, defeated and bewildered, the Japanese Empire did the one thing so many hundreds of thousands of its soldiers had died to avoid. It surrendered.

atomic bomb a bomb that derives its destructive power from the rapid release of nuclear energy – the atomic bomb was developed by the top-secret US-based Manhattan Project between 1939 and 1945

The use of the atomic bomb was to have consequences that the world still lives with today, but at the time it was used to end a world war. Newly elected US President Harry Truman had authorised the use of a weapon that America had been developing in a secret, as part of a military operation called the Manhattan Project.

The project was inspired by the knowledge that Germany was developing a similar weapon, and fear of the consequences of the successful development and use of such a weapon. Germany never developed a working atomic bomb. However, America did.

At 8.15 a.m. on 6 August 1945, an American bomber called *Enola Gay* flew over the Japanese industrial city of Hiroshima. It dropped one single bomb, nicknamed Little Boy, and killed 80 000 of the city's 350 000 inhabitants in a blinding flash of pure atomic energy. Hiroshima was nearly wiped from the map.



▲ **Source 7.63** This photo demonstrates the devastation caused when the atomic bomb was dropped at Hiroshima. The building to the right has been preserved as the Atomic Bomb Dome, or Genbaku Dome, of the Hiroshima Peace Memorial.

After the bomb was dropped, attempts to contact the Japanese High Command and seek a surrender were met with silence. On 9 August, a much larger bomb, called Fat Man, was dropped on the smaller city of Nagasaki, and 50 000 people were killed. The following day, Japanese Emperor Hirohito announced via radio broadcast that Japan had surrendered. The great expansion of Japanese imperialism in Asia was over. So was World War II.

Ever since the atomic bombing of Japan, debate has raged over the morality of the action. This kind of debate is known in the study of History as 'contestability'. The atom bomb may have ended the war, but the destruction it caused was horrific. The long-standing argument in favour of using the bomb was that an invasion of Japan would have cost even more American lives. As US President Truman wrote in his personal diary at the time:

> It occurred to me that a quarter of a million of the flower of our young manhood was worth a couple of Japanese cities and I still think they were and are.

▲ **Source 7.64** US President Harry S. Truman, handwritten remarks, 15 December 1945

▼ **Source 7.65** Proximity of Japan to Iwo Jima, which in early 1945 was the site of a major battle between Japanese and US forces



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In the years since the bombing, however, historians have argued that not only did Truman know that Japan would surrender, he was using the bomb as a tool to intimidate Russian leader Josef Stalin in the lead-up to negotiations over the territorial division of postwar Germany. Truman later wrote that:

> We have discovered the most terrible bomb in the history of the world … It is certainly a good thing that Hitler's crowd or Stalin's did not discover this atomic bomb … It seems to me the most terrible thing ever discovered, but it can be made the most useful.

▲ **Source 7.66** US President Harry S. Truman

Debates about morality aside, the development and use of the atomic bomb certainly changed the course of human history.

Key concepts for your memory bank

Contestability is when interpretations about the past are open to debate, as a result of a lack of evidence or different perspectives. For example, when different historians have their own interpretations or perspectives on an event in the past, which causes a clash or contest of opinions. *Pop this concept into your memory bank – at the end of this book is an activity which will test your understanding of this, and other key HASS concepts!*

Consequences of war: the death toll

When the ink had dried on the Japanese surrender, the world took a breath to count the cost, the dead, the missing and the displaced people across the globe. All told, conflict in World War II led to approximately 15 million killed in battle and 45 million dead civilians who were caught up in bombings, battles and massacres. Millions would never return to their homes and started lives in other parts of the world.

A much larger, broader and longer **Cold War** between the Soviet Union and the nations of Western Europe would follow.

Cold War period of 45 years of hostility between the United States and the Soviet Union (Russia), characterised by threats, propaganda and small military conflicts around the globe

World War II will always be remembered for the use of the atomic bomb and the inglorious destruction of extreme ideology. It will forever be remembered for the discovery of perhaps the most horrific premeditated crime in human history: the Holocaust.

END OF SECTION REVIEW 7.5

Review questions

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

Recall

1. Why did the Japanese Army invade China?
2. Briefly explain *Blitzkrieg*.
3. How were 300 000 soldiers evacuated from Dunkirk?
4. What happened at the Battle of Britain?
5. What was Operation Barbarossa?
6. What was the significance of the fall of Singapore?

Additional content
Visit the Interactive Textbook to access a WWII Research Task.

Digital quiz
Please see the Interactive Textbook to access digital activities.

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7 Why was the Battle of Stalingrad so significant?
8 Explain the importance of D-Day.
9 What was the impact of malaria on the war in the Pacific?
10 Where were the two atomic bombs dropped?

Interpret

11 Evaluate the significance of the Battle of Stalingrad in Europe. How did it change the course of the war?
12 Evaluate the significance of the Pearl Harbor attack. How did the USA's declaration of war change the course of the conflict?

Argue

13 Hitler's decision to invade Russia was his gravest mistake. To what extent do you agree?

Extension

1 The top secret Manhattan Project developed the atomic bomb in the USA. The existence and use of this weapon set the world on a new course after World War II. Research the events of the Potsdam Conference in 1945 and answer the following question: What was US President Harry Truman's motive for using the atomic bomb on Japan?

Key concepts: significance, cause and effect, perspectives

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

7.6 The course of the war and the experiences of Australians in World War II

FOCUS QUESTION

How did World War II affect Australia?

Introduction

On the morning of 19 February 1942 the tropical calm of Australia's northern city of Darwin was broken by the wail of air raid sirens. As workers on the Darwin docks wandered out for their 10 a.m. 'smoko' break, they looked to the skies as radio reports filtered in about incoming enemy aircraft. The sleepy wartime outpost became the focal point of a large-scale assault by 242 Japanese bombers and fighter planes. Manning an anti-aircraft gun on the Darwin football oval, anti-aircraft gunner Jack Mullholland had a perfect view of the assault:

> *'The sky seemed to be full of white crosses … the enemy planes looked like a well-ordered cemetery advancing across a blue field.'*

▲ **Source 7.67** Jack Mulholland, anti-aircraft gunner

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▲ **Source 7.68** 19 February 1942: The *MV Neptuna* and a number of oil storage tanks were destroyed during the first Japanese air raid on Australia's mainland. In the foreground is *HMAS Deloraine*, which escaped damage.

the susso (short for 'sustenance payments') allowance given by the Australian Government to people who were unemployed

safety nets government services and payments that are geared towards eliminating poverty, including unemployment payments, housing assistance, job placement and (in the case of the susso) ration tickets for food

What followed was the single most devastating attack on Australian soil. Over two air raids, 235 people were killed. Ships were sunk, planes were destroyed and any sense of safety felt by Australians in 1942 was suddenly lost. After weaving its path of destruction through Europe, Africa and Asia, World War II was now at Australia's doorstep.

Winding back the clock

How had it come to this? Prior to the outbreak of war in Europe, Australia had quietly been recovering from its own experience of the Great Depression. The Wall Street crash had sunk the price of Australia's wheat and wool, while 32 per cent of Australians were out of work, with 40 000 young men wandering across the country, looking for work and setting up temporary accommodation outside of major cities.[2]

Australia and the Great Depression

By 1932 more than 60 000 men, women and children were dependent on '**the susso**', a welfare payment that barely covered the cost of food. As one person from Queensland commented at the time, 'Many spend more on a dog'. Gradually the Australian Government was able to restore the economy, introducing unemployment and sickness benefits to create **safety nets** for the poor. Because of its geographic isolation, Australia was somewhat immune to the tensions of Europe. The significant presence of the British Empire in colonies across Asia, like Hong Kong, Malaysia and Singapore, contributed to a general sense of security in the region.

Video
▲ **Source 7.68A**
Darwin bombing, July 1940

▼ **Source 7.69** Unemployed Australian men during the Great Depression



2 For more information on the Depression, see https://cambridge.edu.au/redirect/9651

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Australia prepares for war

Video
▲ **Source 7.70A** Prime Minister Menzies' announcement

Australians were proud of the experience of the Australian Imperial Force (AIF) in World War I, when they fought in Gallipoli and France in the service of the British Empire. To maintain Australia's fighting capacity, a local **militia** was established after World War I, and used to protect the nation's vast borders. When Australia declared war on Germany on 3 September 1939, Australian Prime Minister Robert Menzies announced a revitalisation of the AIF. A force of 20 000 men would be created and sent to fight overseas. This left a poorly equipped and trained militia of roughly 80 000 volunteers to protect Australia.

militia informal force of volunteer soldiers recruited from the civilian population and used to support the formal army of professional soldiers

Geneva Convention series of agreements made in 1864 by various countries relating to the way wounded and captured soldiers, as well as civilians, were to be treated in wartime

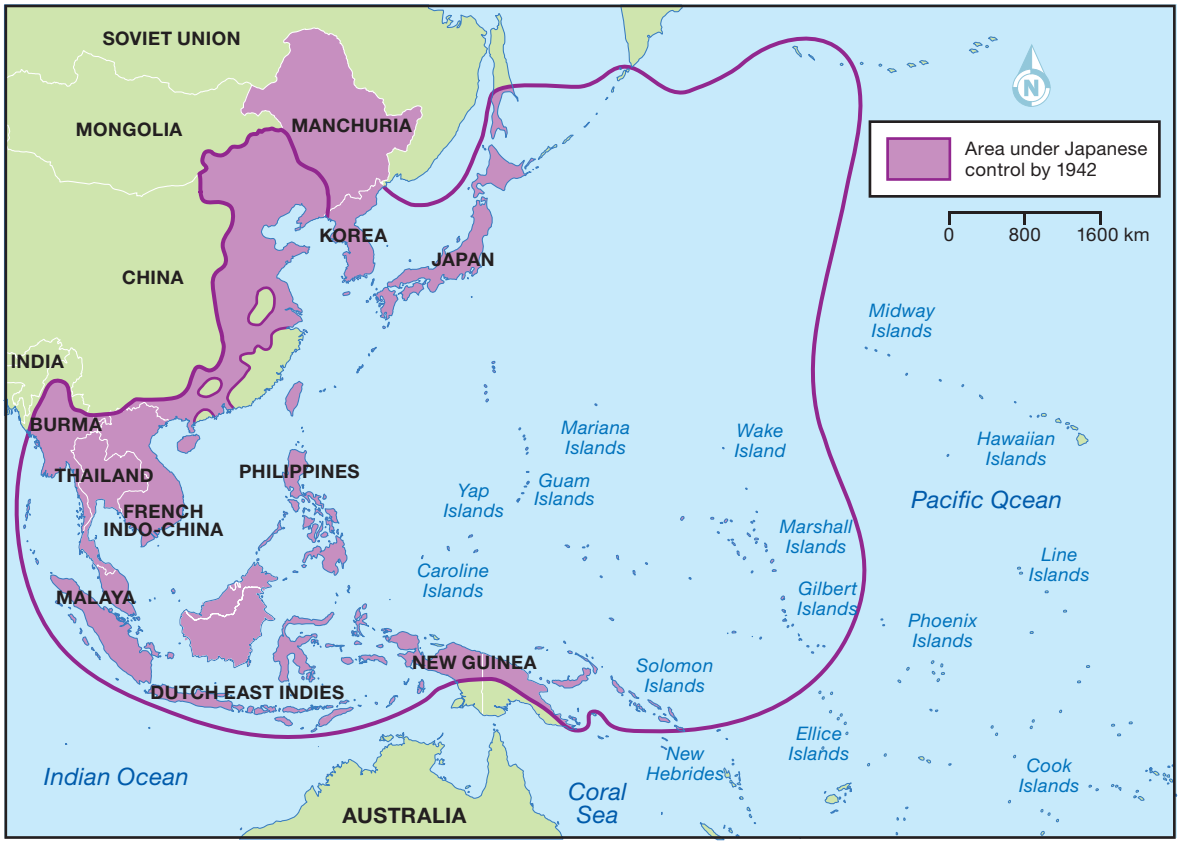
Japanese imperialism

As the war in Europe raged, a different, equally deadly war was edging closer to Australia.

In the 1930s the Empire of Japan wanted to expand its influence and borders. The first nation in Asia to successfully industrialise, Japan expanded its army into the north-eastern regions of China in the 1930s, declaring that territory to be the Kingdom of Manchukuo in 1932. Japanese nationalists believed their ability to industrialise was a testament to their racial superiority, which made them the rightful leaders of Asia. They sought to establish a 'sphere of influence' throughout South-East Asia, removing any European influence while asserting Japanese power.

Nanjing: 1937

Agitation by Japan led to all-out war with China in 1937. This was an indication of Japanese policies of expansion. Sweeping south through China, Japanese soldiers entered the city of Nanjing in December 1937. It is estimated that over 300 000 Chinese civilians were tortured and murdered. An untold number of sexual assaults also took place. In addition to the atrocities committed against civilians of all ages, Nanjing was looted and a third of its buildings were burned to the ground. What became known as 'the rape of Nanjing' sent shock waves through Asia. It was clear that the Japanese Army had rejected European ideas about the rules of war, as set out in the **Geneva Convention** of 1929.



▲ **Source 7.70** Territories captured by Japan by 1942

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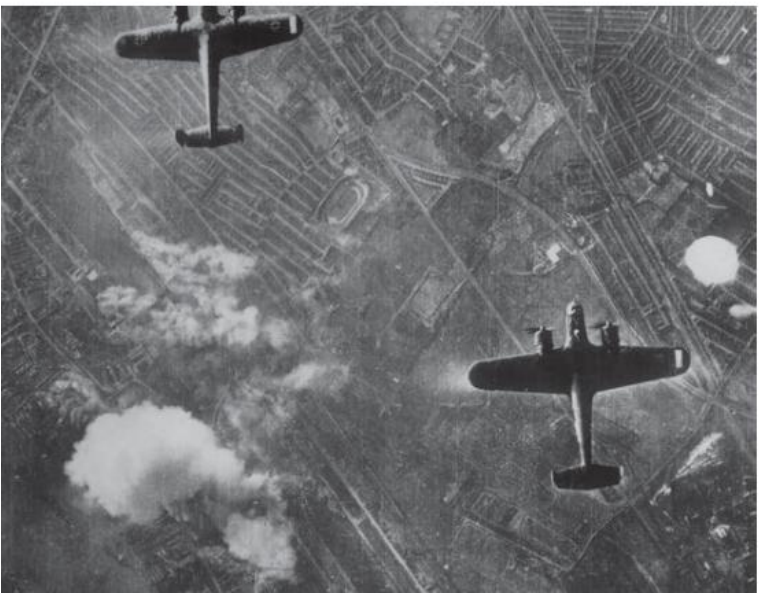
In 1939 Japan took advantage of the worsening situation in France. As the German Army took control in Europe, Japan invaded and took control of the formerly French colonies of **Indochina**.

The Battle of Britain: 1940

In July 1940 the German *Luftwaffe* began a series of bombing raids over England in order to win 'control of the skies' and pave the way for an invasion of the island nation. The British Royal Air Force (RAF) was able to design and manufacture a fighter plane, called the Spitfire. In many ways the Spitfire was superior to the German *Messerschmitt* fighter that was used to protect the German bomber planes. However, the RAF did not have enough trained pilots to fly them. Responding to the call to protect 'Mother England', pilots from Canada, France, Poland, America and Australia all travelled to Britain to join the fight.

Pilots took off from airfields across the UK to defend major cities and military targets. With help from Australian mechanics and ground personnel, at least eight Australian pilots became known as 'air aces' for shooting down five or more German aircraft.

The air battle over the United Kingdom lasted from July until October 1940. English civilians were deliberately targeted. In an effort to break the will of the English population, the *Luftwaffe* relentlessly bombed the major cities of London, Liverpool, Birmingham, Manchester and Southampton. During these months, in the period known as **the Blitz**, London was bombed for 57 consecutive nights, forcing most of the population to take shelter in underground **tube** stations.



During the Blitz, the current Queen Elizabeth herself survived the bombing of Buckingham Palace. To ensure that public morale remained high, the royal family refused to leave London. They asked British people to maintain a **'stiff upper lip'** and quoted the wartime motto of 'keep calm and carry on'.

Indochina collective name for the countries of Vietnam, Cambodia and Laos when they were under French colonial rule

the Blitz intense bombing attack on London by German planes in 1940

tube underground train stations that connect London's rail network

'stiff upper lip' British wartime ideal of showing fortitude and strength in the face of adversity



▲ **Source 7.72** British wartime poster

Despite the frequency of attacks, the outnumbered RAF pilots were shooting down German planes faster than they could be produced in German factories. Regardless of the massive destruction caused in British cities, Germany eventually abandoned its invasion plans in October 1940. It was the Allied Forces' first victory against Germany. In an address to the nation, Prime Minister Winston Churchill thanked the pilots of the RAF, claiming that, 'Never in the field of human conflict was so much owed by so many to so few'.

◄ **Source 7.71** Two *Luftwaffe* Dornier 217 bombers fly over the Silvertown area of London's Docklands on 7 September 1940, during the start of the Blitz on London. The photo shows that fires have started near the Beckton Gasworks. This picture was taken by a German bomber.

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ACTIVITY 7.15

Using historical sources as evidence

Examine the following transcript of a live broadcast of a battle over the sea near Dover.

On 14 July 1940, German aircraft attacked convoys in the English Channel. Based on the English coast, BBC reporter Charles Gardner gave British listeners their first near-live eyewitness account of the Battle of Britain as he announced the play-by-play.

> Here they come! The Germans are coming in an absolutely steep dive, and you can see their bombs actually leave the machines and come into the water. You can hear our anti-aircraft guns going like anything. I am looking round now. I can hear machine guns fire, but I can't see our Spitfires … Somebody's hit a German and he's coming down with a long streak, coming down completely out of control, and now a man's bailed out by parachute. It's a Junkers 87 and he's going slap into the sea. There he goes, smash! A terrific column of water! … Oh, we have just hit a Messerschmitt! Oh, that was beautiful! He's coming down … He's finished. Oh, he's coming down like a rocket now. An absolutely steep dive. Let us move round so we can watch him a bit more … No, no, that pilot's not getting out.

▲ **Source 7.73** Charles Gardner, BBC Home Service, 14 July 1940

Responding to the source

1. Visit the BBC Archives website and listen to more broadcasts from Charles Gardner.
2. Examine the language and point of view presented in the broadcast. What does it remind you of?
3. How would these broadcasts have helped inspire the British people to 'keep calm and carry on'?
4. Why would Australian pilots be so eager to help defend Britain?
5. Evaluate the contribution of RAF pilots, leaders and individual British people from the sources you have examined so far. How did each person contribute to the British victory?



► **Source 7.74** Artist's interpretation of a dogfight between British Spitfires and German *Messerschmitts*

Key concepts: sources, evidence, perspectives, empathy, contestability

HASS skills: questioning and researching, analysing, evaluating

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Greece and Crete: April 1941

After its failure to invade Britain, Germany turned its attention towards Eastern Europe. In 1940, in an attempted show of force, Benito Mussolini, fascist leader of Italy and ally of Germany, decided to invade neighbouring Greece. The invasion was a disaster. The Greek Army drove the Italian Army out of Greece and back across the border.

To avenge the humiliation of his ally, Hitler ordered German troops into Greece. They swept into Greece despite strong Greek resistance. The Australian Army, recently deployed by Australian Prime Minister Robert Menzies, was sent into Greece to fight for this lost cause. The Australian soldiers were soon pushed back to the Greek island of Crete with little more than the clothes on their backs. Unable to regroup in time, hundreds of Allied soldiers were killed when German bombers attacked their troop ships. Hundreds more were captured, while some Australian soldiers fled to the mountains to join the Greek anti-German resistance.

Around 600 Australian and New Zealand soldiers were able to escape from Crete to Egypt. The German army responded savagely to the Greek resistance, burning several villages to the ground. More than 450 000 Greek people died during the following four years of German occupation. Nearly 25 000 of them were executed for assisting the Allies.

Tobruk: April 1941

The war in Europe had stalled and the conflict had spread to northern Africa. After the Italian forces were driven from Libya and Tunisia by the Allies, Hitler again sent German forces to support the Italian Army. Under the leadership of the military genius Erwin 'The Desert Fox' Rommel, the German Army was able to reverse a number of the Allies' victories. Marching towards the Libyan port city of Tobruk, the German Army was stopped by a force of 14 000 Australian soldiers, who had dug in to defend the city. For 241 days the Australians withstood continuous attacks, enduring blistering heat and bitterly cold nights. Hiding in caves, trenches and holes, the Australian soldiers were described as 'rats caught in a trap' by German propagandists. Hearing this comment over the radio, the Australians took the title as a compliment, calling themselves the **Rats of Tobruk**. Fighting alongside British and Indian soldiers, the 'Rats' were evacuated in October because they were needed closer to home.



▲ **Source 7.75** Rommel in his command post vehicle during the Battle of Tobruk

Rats of Tobruk nickname German propagandists gave Australian soldiers at Tobruk, adopted by the Australian soldiers as their name for themselves

ACTIVITY 7.16

Using historical sources as evidence

Harry Ross Sutherland, a soldier in the 18th Brigade of the 7th Division of the Australian Imperial Force, recounted his experiences of serving in the Libyan port of Tobruk in 1941.

> Living conditions were terrible. We dug a hole in the ground to live in. That was also to protect us from the bombing raids and the hole was full of flies … The food was terrible and we had very little water. The reason we were there was that Germany declared war against England and if the Germans weren't stopped I don't know how far they would have gone. Tobruk was the first time they were ever stopped in their advances.

▲ **Source 7.76** Harry Ross Sutherland, 18th Brigade, Australian 7th Division

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Responding to the source

1 Research the experience of Australian soldiers in Tobruk via the Australian War Memorial website. Why was this battle so significant?

2 What does the nickname 'Rats of Tobruk' tell you about the fighting attitudes of Australian soldiers?



► **Source 7.77** Australian soldiers, known as the Rats of Tobruk, crouching in a trench

Key concepts: significance, empathy

HASS skills: questioning and researching, evaluating

The fall of Singapore: February 1942

While Australia's best soldiers were fighting off the German Army in North Africa, the Japanese Army inched further south through Asia. After the US Government enforced oil **embargoes** on Japan, Japanese Naval generals estimated that they had little more than a two-year supply of oil in reserve. This sparked a massive Japanese offensive directed at Australia, which at the time was only protected by a volunteer militia. Japan intended to cut Australia off from America, which would deny America a friendly base in the Pacific and allow Japan to focus on defeating America and finding new oil supplies.

embargo when a nation bans trade with another nation

theatre of war the entire area of land, sea and air that is – or may become – directly involved in a war

Britain was focused on defeating Germany in Europe and Africa, which allowed Japan to make bold moves in the Pacific **theatre of war**. On 7 December 1941 the Japanese Air Force launched a surprise attack on the American navy base in Pearl Harbor, Hawaii. This event brought the might of the until-then neutral United States into the war. In the short term, however, it allowed Japan to continue its march south, which led to the successful invasion of Thailand, Malaya and Singapore in December 1941. In response to these acts, Australia officially declared war on Japan.

Video
▲ **Source 7.77a** Extract from *Alert in the East*

For centuries, Britain's military superiority in Asia was maintained by its powerful navy. The mere presence of this force created the idea that Britain could maintain security in the region. Japan smashed this assumption when its air force sank the HMS *Repulse* and *Prince of Wales*, two of the strongest ships in the British naval fleet. Afterwards, Japanese forces immediately marched on Singapore, considered a jewel in the crown of British power in Asia, capturing the island in a matter of weeks.

Winston Churchill claimed he had 'never received a more direct shock'. Not only were the British and Australian soldiers often told that Japanese soldiers were poor fighters, the superior might of the British Empire's forces was taken for granted.

After a long and difficult retreat through Malaysia, the Australian, Indian and British forces were eventually overwhelmed by the relentless Japanese Army.

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▲ **Source 7.78** Three 'fit' workers standing outside the camp hospital at Shimo Songkurai No 1 Camp

Australian prisoners of war

The Australian soldiers captured by the Japanese Army were subjected to forced labour and slavery. Transported to camps across Asia, in 1943 Australian and British soldiers were sent to Thailand and Burma to build a rail line for Japanese supplies. The combination of **death marches**, brutality and malnutrition resulted in roughly one in three Australian prisoners dying in captivity. Working in jungles and through a monsoon season, the prisoners built the rail line by hand, forcing a path through a mountain of rock known as Hellfire Pass. A total of 2815 Australian soldiers would die building this rail line.

death march forced march of prisoners of war in which those who die are left to lie where they fall

MAKING THINKING VISIBLE 7.3

Reporter's notebook

Examine the following sources and evaluate the significance of the fall of Singapore.

Source A

A Japanese pamphlet handed to soldiers before the invasion of Singapore:

> When you encounter the enemy after landing, think of yourself as an avenger coming face-to-face at last with his father's murderer. Here is a man whose death will lighten your heart.

▲ **Source 7.79** From Peter FitzSimons, *Kokoda*, 2004

Source B

Australian army driver Joe Nimbs recalls the mad rush to escape Singapore at the wharves:

> These days it's everyone for themselves. We have heard all sorts of rewards are being offered by the Europeans to anyone that has anything that looks like it could get them off and away from Singapore Island … black smoke billowing across the island blocks out the sun and gives the area an eerie look that seems to spell doomsday.

▲ **Source 7.80** From Peter Brune, *Descent into Hell: The Fall of Singapore*, 2014, p. 3

Source C

British soldiers marching to formally surrender to the Japanese:

1. Identify the situation. What happened in Singapore?
2. What happened leading up to this event?
3. Reading Sources 7.79 and 7.80, and considering what you have learned, what do you think would be the thoughts and feelings of those trying to escape Singapore?



▲ **Source 7.81** Singapore, 1941: British soldiers surrendering to the Japanese Army

Key concepts: sources, evidence, cause and effect, empathy

HASS skills: analysing, evaluating

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ACTIVITY 7.17

Research task

Edward 'Weary' Dunlop was an Australian army doctor who was captured by Japanese forces in Java, Indonesia, and then transferred to work on the Thai Burma railway in 1943. Almost 2 metres tall, Dunlop had an imposing presence as a leader and as a doctor to the Allied prisoners in the Japanese **prisoner-of-war (POW) camps**. In his diary, he recounted an incident from 17 June 1943, when he was treating two men who had been beaten while on work duty:

> One, Private Bonzer, very bad feet and developed malaria today. Apparently aggravated by the lad's slowness, a soldier hit him on the back of the head, knocking him down which caused some sort of hysterical fit … Their laughter so enraged me that I nearly lost all control and advanced on them, calling them every 'cuss' word I ever heard. No doubt the meaning was caught, if not the actual words, and they backed away.

▲ **Source 7.82** Edward 'Weary' Dunlop (diary entry) from the *The War Diaries of Weary Dunlop – Java and the Burma Thailand Railway*, 1989, p. 282

1 Research the life of Weary Dunlop during the war. How significant was his contribution to the welfare of Australian soldiers?

2 Research the treatment of Australian soldiers at the hands of the Japanese Army. How great a risk did Dunlop take in this instance? Explain your response with evidence.

Key concepts: significance, empathy

HASS skills: questioning and researching, evaluating

The bombing of Darwin: 1942

The fall of Singapore created a crisis for Australian Prime Minister John Curtin, who had replaced former Prime Minister Robert Menzies in the federal election of 1941. The 15 000 Australian soldiers left in Asia after Singapore's capture were being marched to Japanese **prisoner-of-war camps**. Australia needed its soldiers at home.

prisoner-of-war camps hastily assembled prison camps for holding captured enemy soldiers – imprisoned soldiers were held in such camps for the duration of the war to prevent them from fighting against their captors

Curtin had little time to act. On 19 February 1942, four days after the fall of Singapore, 242 Japanese aircraft launched a devastating raid on Australia's most northern city, Darwin. It was the single most deadly attack on Australian soil, destroying 60 Australian and US naval vessels and resulting in 235 deaths.

It was not the start of an invasion, though. Japan had no plans to invade Australia. It simply sought to cut Australia and its American allies off from the outside world. General Hideki Tojo, the leader of the Imperial Japanese Army during World War II, confirmed just before his death that Japan had never had any plans to invade Australia.



▲ **Source 7.83** This 1975 painting by Australian artist Keith Swain is a reinterpretation of the 19 February 1942 Japanese air raid on Darwin. Japanese aircraft fly overhead, while the focus of the painting is the Royal Australian Navy corvette HMAS *Katoomba* fighting off the aerial attacks.

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> We never had enough troops to do so. We expected to occupy all of New Guinea and maintain Rabaul as a holding base, and to raid northern Australia by air. But actual physical invasion – no, at no time.

▲ **Source 7.84** General Hideki Tojo cited in Bob Wurth, *1942: Australia's Greatest Peril*, 2008, pp. 342–5

At the time, no Australian could have known about this top-secret decision of Japan's.[3] In any case, the attack was a shock. The war had never been so close. It had always been something happening on the other side of the world. The attack upon Darwin shattered this idea. Regardless of what Japan intended, World War II was now at Australia's door.

Australian Prime Minister John Curtin had sensed that the war was coming. Earlier, he had ordered the evacuation of over 2000 women and children from Darwin, and yet the city had still been unprepared. The Australian Government ordered the **censorship** of news about the event, in particular reports of the ferocity and number of attacks that followed (there would be 97 attacks before the end of the war). This was done to control the flow of information and hopefully prevent panic in the Australian population. Newspapers were allowed to print reports of the event, but significant details were kept from the Australian public. The official death toll of the attack was given as 17.

censorship deliberate prevention of information appearing in the media

Video
▲ **Source 7.84A** Prime Minister Curtin's announcement

CASE STUDY 7.1

Western Australia under threat

Less than two weeks after the bombing of Darwin, the Japanese struck Broome, a town in north-western Western Australia. Fighter planes **strafed** the port, destroying Allied aircraft and ships, and killing 88 civilians, which included refugees from the Dutch East Indies (now Indonesia).

Air raids across the northern coast created widespread fear of invasion, and many civilians were evacuated to the south. Fremantle, Rottnest and Exmouth became important military establishments for the Allies, and a network of airbases was created, including at Pearce, which is just north of Perth. Catalina flying boats (planes that could land on water) were a regular sight on the Swan River and, across the state, air-raid drills and '**brown outs**' were common until the threat of invasion passed in 1944.

strafing the use of machine guns, rather than bombs, by planes in combat

brown out in an attempt to deny the enemy the advantage of lights at night in potential raids, citizens were instructed to cover windows, and even car headlights, at night. While not a complete 'black out', it was still considered useful in confusing the enemy



▲ **Source 7.85** A Catalina aircraft, similar to those commonly seen on the Swan River during World War II

3 For more information on censorship during wartime and to take a quiz on the subject, visit the Western Australian Museum site through following this link: https://cambridge.edu.au/redirect/9652

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ACTIVITY 7.18

Using historical sources as evidence

Source A

In this first battle on Australian soil, it will be a source of pride to the public to know that the Armed Forces and the civilians comported themselves with the gallantry that is traditional in the people of our stock. As I have said, information does not disclose details of casualties, but it must be obvious that we have suffered. Let us each vow that this blow at Darwin, and the loss that it has involved and the suffering it has occasioned, shall gird our loins and nerve our steel. We, too, in every other city, can face these assaults. Let it be remembered that Darwin has been bombed, but it has not been conquered.

▲ **Source 7.86** Australian Prime Minister John Curtin, *Sydney Morning Herald*, 20 February 1942

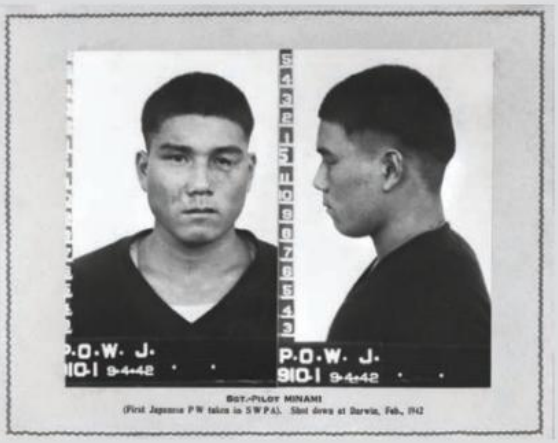
Source B

The planes came in from the south-east, and I looked up and they appeared to me like a cemetery, the white underbellies … coming across the blue sky. We fired and were terribly disappointed because the shells fell behind and below the planes. The fuses were powder fuses, which they found out later didn't last long in the tropics. It was a big shemozzle, the whole lot of it. The communications between the air force, the Americans, the army and the navy was non-existent.

▲ **Source 7.87** Jack Mulholland, anti-aircraft gunner, 19 February 1942

Source C

Australian civilian Matthias Ulungura captured Hajime Toyoshima, a Japanese pilot, after Toyoshima crash-landed on Melville Island during air raids in 1942. Ulungura's granddaughter, Flora Tipungwuti, retold his story.



► **Source 7.88** Identification photographs of Sergeant Hajime Toyoshima, the first Japanese prisoner of the Australian Army. Toyoshima was the pilot of a Japanese Mitsubishi Zero b11-1 aircraft, from the Japanese imperial navy aircraft carrier *Hiryu*. He had participated in the first air raid on Darwin.

Hopalong Cassidy fictional cowboy hero from Hollywood films of the 1930s and 1940s

He told me that he saw the plane crash on Melville Island and that he told his family to hide in the bushes and he'd go creep up. So he crept behind a tree … and then he just ran and took the gun off him and he poked him with his tomahawk and said to him, 'Stick 'em up, I'm **Hopalong Cassidy**!'

Source 7.89 Flora Tipungwuti in Elliana Lawford, 'World War II hero Matthias Ulungura honoured with statue on Bathurst Island', ABC News website, 2 July 2016

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Source D

► **Source 7.90** Gunner, a kelpie puppy, could sense Japanese air attacks long before human warning systems could. Gunner would grow agitated when he heard Japanese aircraft approaching, thereby warning those around him to head for cover.



Source E

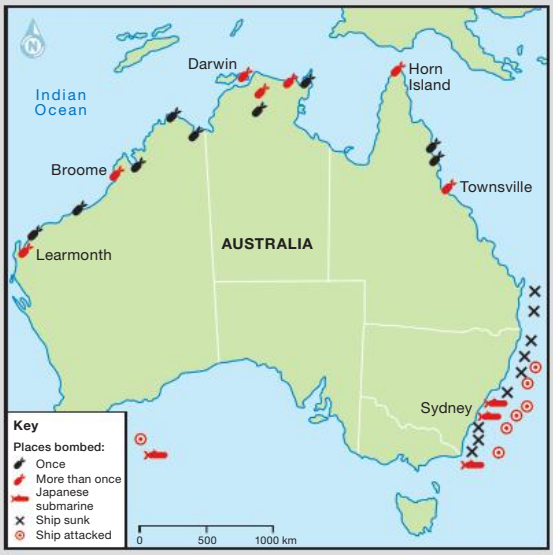
Royal Australian Air Force (RAAF) Sergeant Lionel King was 18 years old when he sheltered in a slit trench at the RAAF base as the bombers struck.

> We were up there with virtually no defences, I know it's an embarrassment to the government at the time … this is why they imposed strict censorship. When you hear that the anti-aircraft gunners were using World War I ammunition … army regiments had five rounds per rifle. We as an air force unit had nothing, not a rifle. Darwin was caught completely unprepared.

▲ **Source 7.91** Sergeant Lionel King, Royal Australian Air Force, cited in Michael Sweet, 'How Darwin was betrayed', *The Sydney Morning Herald*, 18 February 2012

Responding to the sources

1. What evidence can you find in Curtin's message to Australians that he is attempting to hide the details of the event?
2. Inspect the sources for evidence that would suggest the Australian defences in Darwin were unprepared for the attack. List as many as you can find.
3. Focus on the story of Matthias Ulungura. What does it suggest about the preparation of civilians for Japanese invasion and attack?
4. What does the map tell you about the actual scale and threat of Japanese forces in 1942?
5. Imagine you are an Australian citizen in 1942. Explain how you would have reacted to the truth of the Darwin bombing.
6. Why do you think the Australian Government acted in the way that it did?
7. In your opinion, was the censorship of the Darwin bombing justifiable in the circumstances?



▲ **Source 7.92** All recorded Japanese attacks on Australia

Key concepts: sources, evidence, significance, perspectives, empathy, contestability

HASS skills: analysing, evaluating, communicating and reflecting

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FAMOUS FACE

JOHN CURTIN



John Curtin was an Australian politician and a member of the Australian Labor Party. He served as Prime Minister of Australia from 1941 until his death in 1945. He led Australia for the majority of World War II, including all but the last few weeks of the war in the Pacific.

Kokoda: 1942

After World War I, the defence of the Australian mainland lay with the part-time soldiers of the Citizens Military Force (CMF), also known as the 'militia'. Shortly after the bombing of Darwin, the few remaining members of Australia's volunteer militia forces were sent to Papua New Guinea to confront the advancing Japanese forces. After the Australian Navy combined with US forces to repel the Japanese in the Battle of the Coral Sea, the Japanese were forced to attempt a land-based attack on Port Moresby. Over the course of five months, a poorly equipped and inexperienced Australian force fought a fighting retreat against the seemingly unstoppable Japanese forces. Fighting and dying in hot, tropical, mountainous terrain, the Australians were on the verge of defeat when the Japanese forces ran short of supplies and ammunition and came to a standstill, turning the tide of the battle. The Australians were able to force the Japanese into retreat across the Kokoda Track, as it became known. This was Japan's first defeat of the war on land.



▲ **Source 7.93** Proximity of the Port Moresby outpost to Australia

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END OF SECTION REVIEW 7.6

Review questions

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

Recall

1 Why did the Japanese Army invade China?
2 Briefly explain *Blitzkrieg.*
3 How were 300 000 soldiers evacuated from Dunkirk?
4 What happened at the Battle of Britain?
5 Where were Australia's forces sent at the start of World War II?
6 Why did the Japanese Empire want to expand?
7 How did Australians contribute to the Battle of Britain?
8 Why did Singapore fall to Japanese forces?
9 What was the purpose of the bombing of Darwin?

Interpret

10 Evaluate the contribution of Australian soldiers in Europe and North Africa. How was it significant?
11 Why was the fall of Singapore so significant to Australia's safety in the early years of World War II?



▲ **Source 7.94** Propaganda poster created by the Beaufort Department of Aircraft Production to promote the building of aircraft to protect Australia from Japanese invasion

Key concepts: sources, evidence, perspectives, contestability **HASS skills:** analysing, evaluating

Video
▲ **Source 7.93A** Kokoda Track, 1942

Additional content
For a detailed investigation into the significance of the Battle of Kokoda, see the Interactive Textbook.

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Argue

12 Was the Australian Government justified in keeping details of the Darwin bombing secret? Use evidence in your response.

Extension

Examine Source 7.95 and answer these questions:

- What do you see in the source?
- What message is it trying to communicate?
- What does it tell you about the feelings the Australian Government had towards the war?



▲ **Source 7.95** A modern artist's recreation of a photograph, from the Australian War Memorial collection, of Private H.E. Newman of the 2/33rd Australian Infantry Battalion as he stops for a drink during a patrol between Nauro and Menari in Papua New Guinea



Key concepts: evidence, significance, cause and effect



HASS skills: questioning researching, analysing, evaluating



7.7 The impact of World War II on the Australian home front

FOCUS QUESTION

How did the experiences of World War II reshape Australian society?

The events of World War II dominated life in Australia during the course of the war. The demand to support the war effort, the defence of Australia and the arrival of US forces meant that it was no longer a conflict happening far away in Europe. Mothers and fathers worried about their sons at war. Children worried about the fathers they barely knew and a potential monster lurking at Australia's borders. Work changed, food was scarce and perceived enemies from Germany, Italy and Japan were locked up as the government prepared for the possibility of invasion.

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▲ **Source 7.96** Australian propaganda poster warning Australians of the threat of invasion by the Japanese Army

Women at work

One of the most obvious changes on the work front was the role of women in jobs that had long been dominated by men. Leading up to the war, Australia had been a traditional and conservative society in which women usually filled the roles of housewives and childrearers. While so many men were joining up to defend Australia, weapons, uniforms, food and supplies still needed to be manufactured. Women flocked to fill labour roles traditionally held by men. Like the US propaganda icons of Rosie the Riveter and Wendy the Welder, who worked to build American military equipment, Australian women not only filled these roles, they excelled in them. As historian Patsy Adam-Smith noted in her book *Australian Women at War*, after the outbreak of war:

> Women beat a path to the doors of the authorities, begging to be allowed to assist, to help win the war, to give of their talents.

▲ **Source 7.97** Patsy Adam-Smith, *Australian Women at War*, 1984, p. 5



▲ **Source 7.98** 'Rosie the Riveter': a famous US wartime propaganda poster depicted a female factory worker in the munitions industry

Women built and made everything from trucks, tanks and aeroplanes to ammunition, boots and uniforms. In Melbourne, women were employed in the Fisherman's Bend manufacturing district to help make planes for the Royal Australian



▲ **Source 7.99** Australian poster from 1943, one of a series issued by the Department of Information (Advertising Division) to emphasise the importance of industrial production on the home front

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Air Force (RAAF). On farms where Australia's vital food stocks were grown, the Australian Women's Land Army was created to work to feed a nation that was almost cut off from the outside world by the war. In Western Australia, the Women's Land Army was run by the Country Women's Association (CWA), with training beginning at Fairbridge, south of Perth, in 1941. According to the *Historical Encyclopedia of WA*, published by University of Western Australia Press Publishing[4], employment of women in Perth factories also increased by around 22 per cent between 1942 and 1943, with most working in munitions works and small industry.

signals military communication using tools like radio and telephone

war effort mobilisation of a nation's population to work and provide support for a war – in Australia during World War II, thousands of women took on jobs normally done by men (who were fighting overseas in the war) to ensure that food, supplies and ammunition were being produced

Women also served on the front lines for the first time. The Australian Women's Army Service (AWAS) was formed in 1941 to fill traditionally male roles within the military. Women excelled in roles of intelligence, vehicle maintenance, **signals** and clerical work, all of which were crucial to the function of the Australian war machine. At its peak in 1944, over 20 000 Australian women were serving in the AWAS.

In addition to working for the military, 200 000 Australian women joined the workforce to further the **war effort**. While they were often paid between 60 and 90 per cent of a man's wage, these women were able to prove they could match or better the efforts of their male counterparts. Their role was vital to the war effort. The proximity of the war meant that everyone – young and old, men, women and children – wanted to play a part in guiding Australian soldiers to victory.

The farmers and the government didn't consider that the girls would be capable of doing the work. However, we showed them that if we couldn't do the work the way the men did, we initiated our own way …[5]

▲ **Source 7.100** Jean Scott, Australian Women's Land Army

Amazing but true …

After Australia's servicemen returned from the war and re-entered the workforce, many women returned to their roles as housewives and homemakers. However, in that crucial time they had proven that they were not only capable in traditionally male roles and vital to the success of Australian soldiers, but they could go above and beyond in the national interest. This set the tone for the feminist movements of the 1960s and 1970s, serving as a basis for the gender equality debates that continue to this day.

ACTIVITY 7.19

Using historical sources as evidence

Hilda worked in the munitions factory in Maribyrnong, Melbourne. She worked alongside 20 000 other men and women. More than half of the factory workers were women. Many grandmothers joined the workforce for the first time in their lives to help the war effort. Hilda recalled her days at the factory.

4 J. Gregory and J. Gothard, *Historical Encyclopedia of Western Australia*, WA Publishing, Crawley, 2009.
5 For this Anzac Portal audio recording of Jean Scott, please follow this link: https://cambridge.edu.au/redirect/9653

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You've got to put out a perfect bullet for the simple reason that they use them in the aeroplanes. And if it jams their guns, well, it could kill all the men. After all, if you've got a jammed gun, you lose your aeroplane. But more importantly, you lose somebody's brother, husband or son.

▲ **Source 7.101** Hilda, munitions factory worker

1 List some of the roles women took in the workforce in World War II.
2 Explain how these roles contributed to the war effort.
3 Examine Hilda's account and explain how working women understood the importance of their task.
4 Evaluate the role of World War II in advancing the cause of gender equality in Australia.

Key concepts: sources, evidence, significance, continuity and change, cause and effect

HASS skills: analysing, evaluating

Aboriginal and Torres Strait Islander peoples in the war

Aboriginal and Torres Strait Islander peoples made an invaluable contribution to Australia's war effort. Despite the fact that the government of the nation they called home denied them basic political and legal rights, hundreds of Aboriginal and Torres Strait Islander peoples joined up to serve in the Australian Imperial Forces. Time and again on the field of battle, they proved themselves equals of their fellow soldiers. However, when they returned home they were not afforded the same respect as soldiers from non-Indigenous backgrounds.

Percy 'Gunner' Suey served in Asia, spending over 1000 days in the notorious Changi prison in Singapore. After he was transferred to the equally notorious prison camps of Burma and Thailand, he became revered among the Australian prisoners for constantly escaping and returning with food, herbs and medicines. He had learned to hunt and forage for food with the Elders in his local community of Moree, in New South Wales. He put these skills to use in the jungle. Suey even managed to catch monkeys to feed his fellow inmates. He had multiple opportunities to escape, but he stayed to ensure the wellbeing of his fellow soldiers. At Changi, Percy sustained head injuries as a result of trying to protect the other prisoners. He lived with that scar well beyond the war.

Sadly, Suey's postwar experience did not reflect the sacrifices he had made for Australia. Although he was a hero to his comrades, his wartime contribution was ignored by the locals of Moree. He was refused admission to Returned Servicemen's League (RSL) clubs because of his Aboriginal identity. His daughter Lynette Goodrum remembers his return from war:

He took us to the Christmas party down to the RSL club and we had to go around the back. They opened the window up and they'd pass out a sandwich and cake to us on a paper plate and I can remember my father afterwards with tears in his eyes.

▲ **Source 7.102** Lynette Goodrum, daughter of Percy 'Gunner' Suey, in 'Indigenous POW Gunner Percy to be remembered in Redfern', ABC News website, 24 April 2013

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▲ **Source 7.103** Percy 'Gunner' Suey, who made numerous sacrifices to assist Australian prisoners of war

post-traumatic stress disorder (PTSD) a mental health condition that is caused by experiencing or witnessing a terrifying event – symptoms can include flashbacks, nightmares and severe anxiety

Laws that placed restrictions on the lives of Aboriginal and Torres Strait Islander peoples meant many of these soldiers were unable to collect the pensions they were entitled to as veterans. This only compounded the difficulties that all returning soldiers encountered after the war. Many of them suffered from **post-traumatic stress disorder (PTSD)**. Suey's daughter, Linda Boney, recalls her father's struggle with PTSD.

> *There were times when he was asleep [when] we had to be very careful how to wake him because he'd just grab our arms and nearly break our arms thinking that we were Japanese or that he's still fighting over there in the war.*

▲ **Source 7.104** Linda Boney, daughter of Percy 'Gunner' Suey, in 'Indigenous POW Gunner Percy to be remembered in Redfern', ABC News website, 24 April 2013

ACTIVITY 7.20

Research task

Research the life of William Cooper, the Secretary of the Australian Indigenous Australians' League. He argued that Indigenous Australians should not join World War II.

1. What reasons did Cooper have for this argument?
2. What evidence can you find in Percy 'Gunner' Suey's story that would support Cooper's position?
3. Why did Cooper protest against the fascist National Socialist regime in Germany? What kind of comparison was he trying to make?
4. What does Suey's story tell you about the overall experience of Aboriginal and Torres Strait Islander soldiers when they returned home to Australia?

Key concepts: sources, evidence, perspectives, empathy

HASS skills: questioning and researching, analysing, evaluating

Rationing

World War II severely disrupted Australia's access to food. The government had to enforce a strict program of rationing that limited the amount of food to which families had access. Lack of both labour and trade/shipping were other reasons for the need to introduce rationing. This was done because Australian and American troops stationed in Australia needed to be fed, fit and ready to fight on the frontlines. These soldiers took priority. Even the most basic commodities were affected. Most Australians drank tea regularly, but when the Japanese Army invaded key tea-producing regions in Asia, tea became scarce. Bread, butter and meat also became scarce and were controlled by a ration book system.

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In this system, families had to apply for a ration book that contained coupons that could be traded for a tightly controlled amount of food. Clothing was also eventually rationed in 1942. To combat the scarcity of food, people kept their own chickens and grew their own vegetables. Inner-city residents even dug up local parks to plant vegetables.

Every resource was committed to the war. The Australian Government began encouraging Australians to financially invest in the war effort by spending their own savings on '**war bonds**'. This essentially meant the government was borrowing money from its own citizens to manufacture weapons, ammunition and uniforms.

ACTIVITY 7.21

Using historical sources as evidence

war bonds a way for a nation's citizens to invest their savings in their government in order to pay for the material requirements of war, in return for earning interest on the investment after the war has concluded

Source A



◄ **Source 7.105** 17 January 1944: A woman reads a notice in the window of a butcher's shop on the first day of meat rationing. The notice explains the coupon system.

Source B



◄ **Source 7.106** 8 June 1943: A comparison of the sizes of the old and new restricted butter rations available to civilians

Source C



◄ **Source 7.107** Australian troops in New Guinea fill in loan application forms. The posters read, 'Invest your paybook credit or savings in Victory Bonds. Another nest-egg for your future! Ask the paymaster about it'.

»

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Responding to the sources

1 Examine each image carefully and explain how individual sacrifices contributed to the Australian war effort.
2 Rationing rules were enforced by law. Why do you think the Australian Government went to these lengths?
3 What do these images tell you about the overall impact of war on those at home?

Key concepts: sources, evidence, cause and effect, empathy **HASS skills:** analysing, evaluating



▲ **Source 7.108** US soldiers enjoy a cold drink at the temporary camp at the Melbourne Cricket Ground.

Americans in Australia

After the US entered World War II, thousands of US soldiers were stationed in Australia between 1942 and 1945. Melbourne, Sydney and Brisbane alone hosted 250 000 US troops in between battles in the Pacific. US troops were stationed in every Australian major city and military base. In Western Australia, Fremantle became an important American submarine base, and troops were also stationed at Albany and Exmouth.

For Australians who had long shared their national identity with England, the presence of so many Americans presented an interesting clash of cultures. Most of what Australians knew about the US had come from Hollywood movies. These clean-cut, well-mannered and well-paid soldiers were welcomed across the country.

For young Australian women, it was an exciting time. The US soldiers were paid almost twice what their Australian counterparts made and brought with them a chivalrous attitude to women. This made them an attractive proposition in times of food rationing. By the end of the war, around 12 000 Australian women had married US servicemen. Hazel Walker, who married a US soldier, remembers what the streets were like during World War II.

> There were hundreds of Yanks wandering around the streets downtown, looking lost and lonely. Waiting at the tram or bus stops, they would stop and ask the girls if they'd like to go to the movies.

▲ **Source 7.109** Hazel Walker cited in Tim Barlass, 'To America, with love and babies', *The Sydney Morning Herald*, 10 November 2013

While the Americans were generally well received, tension with Australian soldiers was inevitable.

The Battle of Brisbane

Tension between US and Australian soldiers reached a peak in Brisbane on the night of 26 November 1942. While the Americans were touted as 'saviours' who had come to fight the Japanese Army, Australian soldiers often described them as 'overpaid, oversexed and over here'. The US troops, neatly dressed in brand-new uniforms, became a symbol of hatred for Australians, who were poorer, had old, lumpy uniforms, and in many cases were outnumbered.

On the night of 26 November 1942, a scuffle between an Australian soldier and an American Military Policeman (these 'MPs' had been sent to Australia by the US Army to keep an eye on US servicemen) spiralled out of control.

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The fight initially only involved Australian troops fighting against the MPs. As the crowd swelled to around 3000, though, a wrestling match between an Australian soldier and an MP with a shotgun led to the death of Australian Private Edward Webster.

The following night, fuelled by alcohol and rumours, a large group of Australian soldiers went on a rampage. US soldiers were the primary target as a crowd of between 2000 and 4000 people surged towards the Australian headquarters of US General Douglas MacArthur. MacArthur was the supreme commander of the war against Japan. He held authority over both the US and – to an extent – the Australian soldiers. He was seen as a symbol of the American 'invasion' of Australia, and was not particularly popular among Australian soldiers.

Police, firefighters and the Australian Military Police were brought in to subdue the brawls breaking out between the two groups. The crowd was eventually dispersed, but the MP responsible for the death of Edward Webster never faced charges in Australia.

Clashes often broke out in pubs in Melbourne. On 13 February 1943, the intersection of Swanston and Flinders streets was closed down when 3500 US and Australian soldiers brawled in the street. The Australian media were desperate to stress the notion of friendship and cooperation between the two nations. The *Argus* newspaper reported the brawl with the headline: 'Not Out of Control'.[6] Relations were better in Perth, where a smaller group of more elite US servicemen was warmly welcomed.

ACTIVITY 7.22

Check your understanding

1 Why did tension between US and Australian soldiers exist?
2 Consider the Battle of Brisbane in the broader context of the war. What else could have fuelled the anger of the Australian soldiers?
3 Why would the media work to downplay the significance of the event in Melbourne?
4 Evaluate the impact of US troops on the Australian experience of the war.

Key concepts: significance, cause and effect, perspectives, empathy

HASS skills: evaluating

Internment camps

At the outbreak of World War II the Australian Government opened a series of **internment camps** to house 'enemies' who could be a danger to national security. Initially, these camps were populated by people who posed an obvious threat, like Percy Stephensen, the founder of the Australia First Movement. This movement was directly inspired by Hitler's fascist government in Germany. Stephensen and his small group of followers promoted Hitler's pseudoscience of racial purity and the establishment of a fascist state in Australia. Stephensen also published a magazine that argued that Australia's true friends were Germany, Italy and Japan. While Stephensen's group was miniscule, he and fellow members of the group from Sydney and Perth were arrested on suspicion of plotting assassinations and committing acts of **sabotage** for the Japanese. Stephensen spent the entire war in an internment camp in rural Victoria without charge.

internment camp prison camps for detaining people during times of war, based on the fear that they will help enemy nations carry out acts of war

sabotage to deliberately destroy or damage for political or military advantage

Elsewhere in Australia, thousands of Japanese civilians were also arrested and interned in these camps. Unlike German immigrants, who were only arrested if they declared their political support of fascist Germany, 4000 Japanese men, women and children were imprisoned for simply being Japanese.

6 To see a digitised version of this original article, please follow the link: https://cambridge.edu.au/redirect/9654

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Joe Murakami was 14 years old and living in Darwin when Australian soldiers came and transported his family to a camp in Tatura, Victoria. His father died in the camp.

> They didn't care if you were born in Australia or not, if you were Japanese or of Japanese extraction you were a 'Jap', that was that.

Source 7.110 Joe Murakami, cited in Jarni Blarkkarly, 'Japanese survivors recall Australia's WWII civilian internment camps', *SBS News*, 25 April 2017



▲ **Source 7.111** Tanunda, South Australia, 1934: A group portrait of some of the original members of the Nationalist Socialist Democratic Workers Party (NSDWP), Adelaide branch. They are standing beside a tree wrapped in the swastika flag of fascist Germany.

CASE STUDY 7.2

Internment in Western Australia

During World War II, 1196 people were interned in Western Australia, almost all of them adult males. The vast majority of internees were those of Italian backgrounds, and this had a significant effect on the business areas of market gardening, fishing and the mining industry where most Italians worked. The Italian people were initially interned at Fremantle Prison, then Rottnest, and then outside the town of Harvey in the South West. Not all Italians were interned, as their work was considered crucial to the war effort, while others were sent to work on farms throughout the South West.

A number of Japanese people were also interned, particularly the many pearl divers working in Broome. They were transferred to Woodman Point, near Fremantle, before being sent to South Australia, via Kalgoorlie, when fears of invasion were at their greatest in 1942. A lack of cultural understanding meant that often non-Japanese were also interned, such as members of the Chinese population.

Those people with German backgrounds were also a focus of internment, including some who had arrived in Australia after fleeing Nazi persecution, or who were Jewish.



▲ **Source 7.112** Majority Italian Internment Camp at Harvey, Western Australia

The following extract is from Parliament of Western Australia Hansard, 20 June 2012, pp. 4100a–4117a, where WA MP, Paul Papalia, moved the following motion in parliament:

That this house

4 notes the presence of internment camps in the state of Western Australia during the Second World War for the purpose of detaining 'enemy aliens' and prisoners of war;

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5 acknowledges that amongst the 'enemy aliens' interned were people who were either permanent Australian residents born in Australia or had become British subjects in accordance with Australia law;

6 accepts that the overwhelming majority of the people interned at the camps were law-abiding, had made a valuable contribution to Australian society and had posed no threat to the security of the nation or its people;

7 believes that most people were primarily interned in the camps on the basis of their cultural heritage or the mistaken belief that it posed an unreasonable risk, and not for any demonstrated or validated criminal or security concerns;

8 is aware of research and personal histories that demonstrate that the internment experience had a long-term detrimental impact on the health and welfare of many of the people interned;

9 recognises the pain, suffering, grief and hardship experienced by the people who were interned and their families and, in particular, the impact on mothers and wives who were left to care for children, homes, farms or businesses without government assistance;

10 congratulates those internees and their families who made the decision to remain in Australia and rebuild their lives following their internment;

11 celebrates the lives of those former internees and families who, despite their internment experiences, went on to make a significant contribution to the economic, social and cultural development of Australia;

12 asserts that, while the internment policy was implemented in the circumstances of a national emergency, it nevertheless acknowledges that the injustice experienced by some Australians was unnecessary and avoidable; and

13 hopes that as a maturing nation we have learned from the World War II internment experience to ensure that future generations of migrants to this country are treated with justice and equality before the law and are not discriminated against on the sole basis of their cultural heritage.

I place on the record that I move this motion in conjunction with my colleagues the members for West Swan and Armadale and with the support of members opposite who share Italian heritage.

ANALYSIS QUESTIONS

1 Why has this Member of Parliament brought up this matter in 2012?

2 Mr Papalia's grandfather was one of the Italians interned in Western Australia. Does this personal background of the author make the source contestable? If so, in what way?

3 How might internees have felt during their confinement during World War II?

4 How would the government have defended internment during the war?

5 Explain the impact and significance of World War II internment in Western Australia.

Key concepts: sources, evidence, significance, cause and effect, perspectives, empathy, contestability

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

The Cowra breakout

In Cowra, a town in rural New South Wales, about 700 Japanese soldiers, who were being held as prisoners of war, broke out of their prison camp. After hearing that they were to be moved to another camp, they decided to escape. Their decision had gone to a vote – it won on the agreement that no local civilians would be harmed. Using a stolen bugle to announce the breakout at 2 a.m., the Japanese soldiers broke out using improvised clubs and knives, killing three Australian guards in the process. They fled into the NSW countryside, hiding in farm sheds and open farmland. Over nine days of searching, 231 Japanese prisoners were killed, 108 were wounded and 344 were recaptured.

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Amazing but true …

The Senjinkun Code was a strict policy of the Japanese military that had trickled down to Japanese culture in general. This code forbids surrender to the enemy under any circumstances. To surrender would be a huge source of individual shame. Japanese soldiers were trained to fight to the death. The Senjinkun Code ensured that war with Japan was bloody and fierce. For the Japanese soldiers, a glorious death was preferable to a shameful surrender.

ACTIVITY 7.23

Using historical sources as evidence

Source A

Japanese prisoner Yamada Maseoshi discusses the Senjinkun Code.

> The most shameful thing for us was to be captured alive. That's what had been drummed into us. We had never met anybody that was a prisoner of war who had returned to Japan. So we thought no prisoner of war would ever return.

▲ **Source 7.113** Yamada Maseoshi from the BBC Podcast: *Witness History*: 'Witness to World War II: Japanese Prisoner Breakout', 5 August 2014

Source B

When Margaret Weir was 14 years old she came upon a strange scene in her mother's house.

> The Japanese prisoners were sitting down. My mother, being the perfect hostess as always, was serving them tea and scones … then they just got up, thanked my mother and sauntered off … eventually the military came … and they surrendered quite calmly.

▲ **Source 7.114** Margaret Weir from the BBC Podcast: *Witness History*: 'Witness to World War II: Japanese Prisoner Breakout', 5 August 2014

Source C

Bruce Weir, 16-year-old brother of Margaret, found another Japanese soldier while out on the family farm.

> He rushed out past my father and stood about ten yards away and invited my father to shoot him. My father declined and beckoned him to follow us back to the house.

▲ **Source 7.115** Bruce Weir from the BBC Podcast: *Witness History*: 'Witness to World War II: Japanese Prisoner Breakout', 5 August 2014

Responding to the sources

1. Using Source A and your knowledge from this chapter, why did the Japanese soldiers want to escape the prison camp?
2. Read Source B. Explain how this situation could have occurred.
3. Research the location of Cowra. What chance did the escapees have of reaching Japan alive?
4. Using your answer to Question 3, how could you explain the actions of the soldier in Source C?

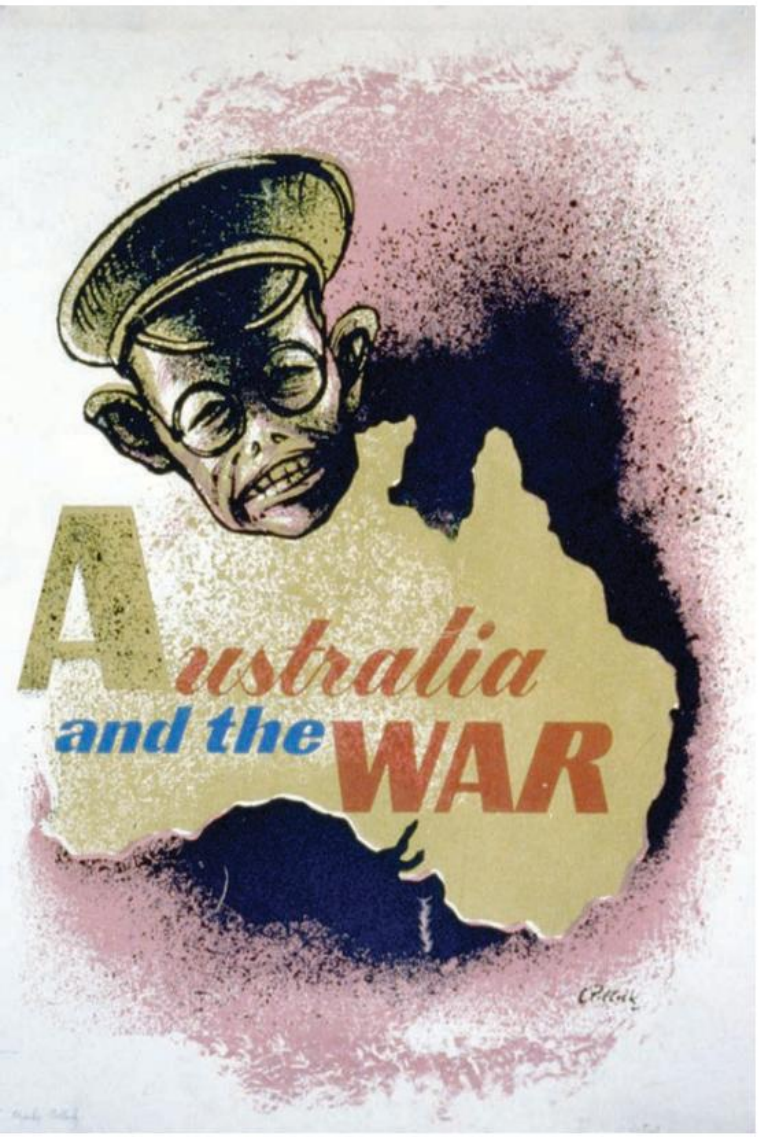
Key concepts: sources, evidence, cause and effect, perspectives, empathy

HASS skills: questioning and researching, analysing, evaluating

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Children and war

The experiences of many children in World War II were complex. Most children were protected from the true nature of war. Darwin had been evacuated of its civilian population before it was bombed. Australian children did not experience the horrors of carpet bombing or house-to-house combat like children in Europe and Asia did. Many children saw their fathers leave and come back as strangers. Many children experienced hardship and rationing or lived in fear of the Japanese 'monsters' they saw in propaganda posters and films. The following chilling accounts are from Australians who were children during this period, and as adults recounting their harrowing experiences.



▲ **Source 7.116** Australian propaganda poster emphasising the threat posed by the Japanese Army

> My greatest concern was after overhearing mother inform our next-door neighbour over the back fence that, 'If the Japs come I will kill the girls.' This threat gave me a few sleepless nights until I devised a plan of escape. I was a fast runner, so I decided to run away when the time came. I would go over the sand hills, past the mental asylum, into the far distant bushland, where I would be befriended by an Aboriginal tribe.

▲ **Source 7.117** Shirley Ingram, Western Australia, in Geraldine Doogue, 'Children in World War 2', *Saturday Extra*, 21 January 2006

> As a young child in a NSW country town, the biggest impact of World War II for me was scarcely knowing my Dad for the first few years of my life – except for his photo on the piano next to a bust of Beethoven. I used to kiss them both goodnight. I remember the day the war ended ... and we went to join the celebrations in our town, at school we were all given victory medals. I remember asking my mother what the ABC News would be about, now there was no war.

▲ **Source 7.118** Patricia Harrison, New South Wales, in Geraldine Doogue, 'Children in World War 2', *Saturday Extra*, 21 January 2006

> In 1945 a Welsh cousin came to stay. He'd been in Changi. No longer a seven-stone skeleton, he looked all right, but his nightmares distressed my parents terribly.

▲ **Source 7.119** Del Thompson, Victoria, in Geraldine Doogue, 'Children in World War 2', *Saturday Extra*, 21 January 2006

> *At primary school we spent part of each day studying maps of the 'front' so we knew where the latest fighting was. We were frightened with exaggerated pictures of 'Nazis' and 'Japs'... Children would often be threatened by parents that the 'Japs' would get them if they did not behave.*

▲ **Source 7.120** Geoff O'Brien, New South Wales, in Geraldine Doogue, 'Children in World War 2', *Saturday Extra*, 21 January 2006

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MAKING THINKING VISIBLE 7.4

Stop, look, listen

Use the primary sources of Australian children (Sources 7.117 to 7.120) during the war to complete the following activity.

Stop: What would life for children be like during World War II?

Look: What other sources could you look for to explain why this was the case?

Listen: Listen to what the sources tell you with an open mind. What other factors do you think could have influenced children to think this way?

Key concepts: sources, evidence, perspectives, empathy, contestability

HASS skills: questioning and researching, analysing, evaluating

Postwar immigration

Millions of people were displaced by World War II, which created huge waves of migration and immigration around the globe. As the furthest possible place one could be from the terrible memories of Europe, Australia became an attractive destination for thousands of war refugees.

> Australia wants, and will welcome, new healthy citizens who are determined to become good Australians.

▲ **Source 7.121** Arthur Calwell, Australian Minister for Immigration, 1945

Hundreds of thousands of European immigrants came to Australia to start a new life. Many were paid to come here by the Australian Government and were allowed to stay if they would work where the government needed them most. Critical labour shortages meant that many Australians supported 'unlimited immigration' to help rebuild the country's economy.

Known as 'ten-pound Poms' because that was the price of a ticket to Australia, British citizens came first. They were soon followed by people from Eastern Europe, Holland and Belgium. The largest groups, however, were Greek and Italian families seeking refuge from the destruction of the war and the chaos that had followed in both countries. This trend in migration would continue up until the 1970s.

The Snowy Mountains Hydro-Electric Scheme

Almost 100 000 of Australian's postwar migrants were put to work on the Snowy Mountains Hydro-Electric Scheme. This massive infrastructure project saw a series of huge dams and electrical power plants built over 25 years by immigrants from over 30 countries. The project employed people from all over the world, many from nations that had been enemies during the war. This enormously multicultural workforce put their previous differences aside to work together on the project. A new and peaceful life was the goal of all who worked on the project.

ACTIVITY 7.24

Research task

In pairs, research the postwar histories of Germany, Italy, Greece or an Eastern European nation. Using this research, explain why Australia would have been chosen as a destination for these immigrants.

Key concepts: cause and effect, perspectives, empathy

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

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ACTIVITY 7.25

Research task

In 2018, Woden Community Service began recording and preserving the stories of the migrants who worked on the Snowy Mountains Hydro-Electric Scheme.

1. View the video via the Woden Community Service Channel on YouTube and watch at least two or more stories.
2. What surprised you about these stories?
3. Why were these migrants particularly suited to working on the project?
4. How did the project help to create friendships across national lines?
5. Evaluate the impact of the Snowy Mountains Hydro-Electric Scheme on migration in Australia.

Key concepts: sources, evidence, significance, perspectives, empathy

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

END OF SECTION REVIEW 7.7

Review questions

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

Recall

1. How did the roles of Australian women change during World War II?
2. What was the contribution of Aboriginal and Torres Strait Islander peoples to the war?
3. Why did rationing exist?
4. What happened at the Battle of Brisbane?
5. What happened at the Cowra breakout?
6. How were postwar immigrants employed by the Australian Government?

Interpret

7. Evaluate the contribution of Australian women to Australia's war effort.
8. Why were Aboriginal and Torres Strait Islander soldiers so poorly treated after returning from war?

Argue

9. 'World War II played a significant role in shaping the nature of Australian society.' To what extent do you agree?

Extension

1. Carefully examine the first-hand accounts of life in Australia during World War II. What impact do you believe World War II had on Australian children?

Key concepts: significance, continuity and change, cause and effect

HASS skills: analysing, evaluating, communicating and reflecting

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7.8 An examination of a significant event of World War II: the Holocaust

FOCUS QUESTION

How did the Holocaust evolve from persecution to murder?



▲ **Source 7.122** (left) Neo-Nazis, alt-right supporters and white supremacists march with tiki torches through the University of Virginia campus on 11 August 2017. (right) At the Brandenburg Gate in Berlin, Germany, National Socialists celebrate Adolf Hitler being named Chancellor of Germany on 30 January 1933.

In 2017 a group of white nationalists marched with flaming torches into the town of Charlottesville, chanting, 'Jews will not replace us'. This march had the same look and feel as the National Socialist rallies that whipped Germany into an antisemitic rage 80 years earlier.

In recent years extremist ideology has attracted attention around the world. In order to understand the effects of extremist ideology it is essential that you learn about the Holocaust. Historians study the road to World War II and the horrors that followed in order to understand how and why people can sink to their lowest and darkest depths. We study these events in the hope that similar events will never happen again.

During World War II, approximately 15 million people – including six million Jewish people – were murdered. These murders were not crimes of passion or the by-product of war. They were cold, deliberate and methodical murders. Many hundreds of thousands of German people, both civilians and soldiers, were involved in the process of identifying, betraying, rounding up, imprisoning, starving and murdering Jewish people all across Europe. Millions more people stood by as this happened.

The survivors

Throughout this section you will hear from some of the survivors of the Holocaust. These people managed to live through these events and remake their lives in Australia.

Origins of the Holocaust

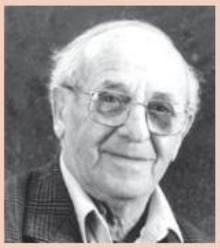
Holocaust is a term that once referred to the burning of a sacrifice on an altar. Since the 1950s, the term 'the Holocaust', or *Shoah* (a biblical Hebrew term which has been used to mean 'destruction' since the Middle Ages), has been used to refer to the collective anti-Jewish actions by the Nazi regime between 1933 and 1945: from stripping the German Jews of their legal and economic status in the 1930s; segregation and starvation in the various occupied countries; and the murder of close to six million Jews in Europe.

Historian Lucy S. Dawidowicz, author of a detailed and comprehensive examination of the Holocaust, claims that its origins emerged well before Hitler and the National Socialists came to power in 1933. Rather, antisemitism had existed for centuries all across Europe, and specifically in Germany.

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Irma Hanner: Irma grew up in Germany with her mother, who was taken by the Gestapo (the German secret police) when Irma was 10. Irma had to endure life as an orphan in wartime Germany. Irma spent the war working in a labour camp in Czechoslovakia. Irma lives in Melbourne.[7]



John Chaskiel: John was born in Weilun, Poland, in 1929. He was the fifth of seven children. He was 10 years old when Germany invaded Poland. John lives in Melbourne.[8]



Willy Lermer: Willy spent the war in a number of Polish forced labour camps. Just as he was on the verge of death, he was liberated from Dachau concentration camp. Willy lived in Melbourne. He died in Melbourne in February 2017.[9]



Lusia Haberfeld: Lusia was eight years old when World War II broke out. Born in Lodz, Poland, she was transported into the Warsaw ghetto and spent much of the war in the Auschwitz-Birkenau camp. She was separated from her father and little brother on arrival at Majdanek. She never saw them again. She was liberated from Bergen-Belsen with her mother. Lusia lives in Melbourne.[10]

Holocaust historian Lucy S. Dawidowicz notes that the representation of Jewish people as spreaders of disease and therefore death and destruction goes back to antisemitism of the Middle Ages, where Jewish people were unjustly accused of spreading the plague and poisoning wells. These accusations were, of course, untrue, based on false church teachings that the Jews had killed Jesus. Jewish people had been vibrant and long-standing contributors to European life for centuries.

When Hitler and his followers likened Jewish people to parasites who sought world domination, his irrational words were not new concepts. His views were certainly more extreme than those that had been heard in earlier times, but in the 1920s he attempted to justify these ideas with modern pseudoscience like eugenics and **social Darwinism**. He saw the world order as being in a desperate struggle between those of **Aryan** blood and those whom he deemed inferior. To Hitler, Aryan blood had to be protected by war. Victory would establish an Aryan Third Reich that would last 1000 years.

social Darwinism discredited theory that individuals, groups and peoples are subject to the same Darwinian laws of natural selection as plants and animals

Aryanism discredited theory that the so-called race of 'Europeans' were responsible for all of the progress that has benefited humanity, and were thus superior to all other races

Dawidowicz believes that the Holocaust began with the marriage of established antisemitism and Hitler's National Socialist ideology. Hitler's earliest indication of his intentions came on 6 April 1920, when he reportedly said during a speech that, when dealing with the 'Jewish problem':

> Every means is justified, even when we must ally ourselves with the Devil.

▲ **Source 7.123** Adolf Hitler, speech, 6 April 1920 cited in Lucy S. Dawidowicz, *The War against the Jews 1933–45*, 1975, p. 45

MAKING THINKING VISIBLE 7.5

See, think, wonder

Carefully consider Hitler's quote in Source 7.123 about every means being justified.

1. What does the quote say to you about Hitler?
2. What do you think about that?
3. What does it make you wonder?

Key concepts: perspectives

HASS skills: questioning and researching, analysing, evaluating

7 Please see a video of Irma Hanner's experience, through a Survivor testimony Jewish Holocaust Centre video, through this link: https://cambridge.edu.au/redirect/9656

8 Please see a video of John Chaskiel's experiences, as part of the Jewish Holocaust Centre's Eyewitness Project, through this link: https://cambridge.edu.au/redirect/9655

9 Please see a video of Willy Lermer's experiences, as part of the Jewish Holocaust Centre's Eyewitness Project, through this link: https://cambridge.edu.au/redirect/9657

10 Please see a video of Lusia Haberfeld's experiences, as part of the Jewish Holocaust Centre's Eyewitness Project, through this link: https://cambridge.edu.au/redirect/9658

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The legislation of the Holocaust: 1933–45

Once the National Socialist Party came to power in 1933, Hitler began taking steps towards anti-Jewish legislation. When the Reichstag fire of 1933 was blamed on a communist agitator, the first **concentration camp** of Dachau was opened. Dachau was soon filled with 15 000 political prisoners. Anyone who dared to criticise the National Socialist Party risked arrest and potentially being sentenced to hard labour in Dachau.

concentration camp prison where political prisoners or members of persecuted minorities are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes so that they can provide forced labour

Irma Hanner's mother was Jewish and a Communist. She was arrested when Irma was not home:

> Being Jewish and Communist, it was not a good combination. She was arrested one day, I was not home … when I came home the house was empty and I spent two days by myself. Then my aunty came and found me.

▲ **Source 7.124** Irma Hanner



▲ **Source 7.125** National Socialist Party supporters salute as books condemned as not adhering to Nazi ideology are burned

Children were encouraged to rid their schools, homes and libraries of any books written by Jewish people or communists. In March 1933, in town squares, huge bonfires were lit and large groups of families threw these books on the fires, eradicating these alternative words, thoughts and views.

On 1 April 1933, the German Government went even further, encouraging a boycott of businesses owned by Jewish people. By 7 April Jewish people were banned from government positions and from acting as judges or lawyers. The following year, Jewish people were banned from joining trade unions and denied access to non-Jewish doctors, and Jewish doctors were banned from seeing non-Jewish patients. By 1935, Jewish newspapers had also been banned.

On the streets, the paramilitary force known as the *Sturmabteilung* (SA), or Brownshirts, had long been terrorising communists and Jewish people in the name of the National Socialist Party. Hitler then used his own personal guard, the *Schutzstaffel* (SS) to massacre hundreds of members of the SA in the Night of the Long Knives in mid-1934. This was not done to punish the SA for its violence, but instead to control it.

By 1935 Hitler was determined to legally exclude Jewish people from all aspects of everyday life. As we saw in section 7.4, the Nuremberg Laws of 1935 made it clear how they would identify Jewish people and how those people would be excluded. If only one of your grandparents were determined to be Jewish, you could also be declared to be Jewish. Once people were identified as Jewish, they were barred from working in government roles, from teaching in German schools and from marrying people who were determined to not be Jewish.

By 1938 the Nuremberg Laws had become more extreme and overt. Table 7.2 lists a breakdown of the changes to these laws over time and what effects they had.

For Irma Hanner, these laws meant she faced open discrimination and violence in the street.

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The children used to bash us with sticks.

▲ **Source 7.126** Irma Hanner



► **Source 7.127** A Brownshirt soldier stands by a window display from a Jewish-owned store in Berlin. The sign reads, 'Germans! Defend yourselves! Don't buy from Jews!'

NUREMBERG LAWS

Date and description of the law	What it meant
26 April: All property owned by Jewish people that is worth more than 5000 Reichsmarks will be registered with the Government.	The German Government used this to not only identify the residences of wealthy Jewish people, but to find valuable properties they could repossess when those people were forcibly removed.
14 June: All businesses owned or part-owned by Jewish people will be registered with the government.	Much like the register of properties, the registration of businesses allowed the German Government to identify which businesses to target during boycotts and repossession.
11 July: All Jewish people are banned from health spas and resorts.	Jewish people were slowly excluded from participating in German life and would eventually be physically removed from the view of non-Jewish Germans.
23 July: All Jewish people will carry identity cards.	Jewish people could be asked for their identification at any time of day, exposing them to public harassment at the hands of the SA.
27 July: Local governments will remove and replace Jewish street names.	Any trace of the Jewish identity, including their contribution to and their place within Germany's history and culture, was slowly being removed.
17 August: All Jewish newborn children must have Jewish first names.	This made it harder for Jewish people to hide their identities.
1 September: Jewish people are prohibited from owning or working in law firms.	As an extension of their exclusion from everyday society, this meant few Jewish people would be able to find legal support against the German Government.
5 October: All passports belonging to Jewish people will be stamped with a large, red 'J'.	This law meant the journeys of Jewish people could be monitored and their re-entry into Germany could be refused.

▲ **Table 7.2** Elements of the 1938 Nuremberg Laws and what they meant for Jewish people living in Germany

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Kristallnacht: 9 November 1938

When a German diplomat was murdered in Paris by an exiled Jewish student, German Propaganda Minister **Joseph Goebbels** took to the radio and called for revenge. On the night of 9 November 1938 *Kristallnacht* ('the night of broken glass') saw four years of growing legal, social and economic antisemitism explode in an orgy of violence. Over three nights Jewish-owned shops were smashed and looted, destroying 7000 Jewish-owned businesses. Officially 100 Jewish people were beaten and killed, though the actual number is much higher, as German police stopped registering these deaths. Two hundred **synagogues** were set alight. The graves of Jewish people were vandalised and almost 30 000 Jewish people were rounded up and taken to concentration camps. No German citizen faced punishment for this violence. Instead, the German Government demanded that the Jewish community pay one billion Reichsmarks for the damage.

Joseph Goebbels Propaganda Minister of National Socialist Germany, Goebbels was responsible for the spread and control of National Socialist messages and ideologies through the media

synagogue Jewish place of worship

Hermann Goering Head of the *Luftwaffe* (Germany's Air Force), Goering was one of Adolf Hitler's closest advisors and an extremely powerful member of the National Socialist Party



▲ **Source 7.128** Pedestrians glance at the broken windows of a Jewish-owned shop in Berlin after the November 1938 attacks of *Kristallnacht*

ACTIVITY 7.26

Check your understanding

After the events of *Kristallnacht*, **Hermann Goering**, head of the *Luftwaffe* (the German Air Force) and one of the most powerful military and political leaders in the National Socialist Party, stated that:

> If, in the near future, the German Reich should come into conflict with foreign powers, it goes without saying that we in Germany should first of all let it come to a showdown with the Jews.

▲ **Source 7.129** Hermann Goering cited in Lucy S. Dawidowicz, *The War against the Jews 1933–45*, 1975, p. 45

Irma Hanner's school was attacked during *Kristallnacht*.

> The synagogue was burned down and part of the school was destroyed, but we still had school 'til 1940 … but every day some children went missing. Of the 250 school children, only five survived. Including me.

▲ **Source 7.130** Irma Hanner

1. Analyse the contribution of the Nuremberg Laws to antisemitism in Germany. Do you think *Kristallnacht* was a logical consequence of this? Explain your response with evidence.
2. Examine the Nuremberg Laws and suggest ways each one could impact the lives of individuals.
3. Explain how *Kristallnacht* and the views of Goering were a consequence of the Nuremberg Laws.
4. How does Irma Hanner's account help explain the significance of *Kristallnacht* for Jewish people in Germany?

Key concepts: sources, evidence, significance, cause and effect

HASS skills: analysing, evaluating

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Sterilisations and euthanasia

The National Socialist Party's hatred for Germany's 'enemies' was extended to every person they considered 'unfit'. By 1934 up to 400 000 Germans had been forcibly sterilised to prevent them from having children. Anyone deemed to suffer from 'feeble-mindedness' was included in the euthanasia program that targeted people with a disability and people housed in mental hospitals. Anyone who suffered from any condition, from schizophrenia to epilepsy, was included. Gay and lesbian people were also targeted. Five hundred black children, whose parents came from combined African and German backgrounds (most of them children of French troops living in German territory), were also sterilised.

ACTIVITY 7.27

Using historical sources as evidence

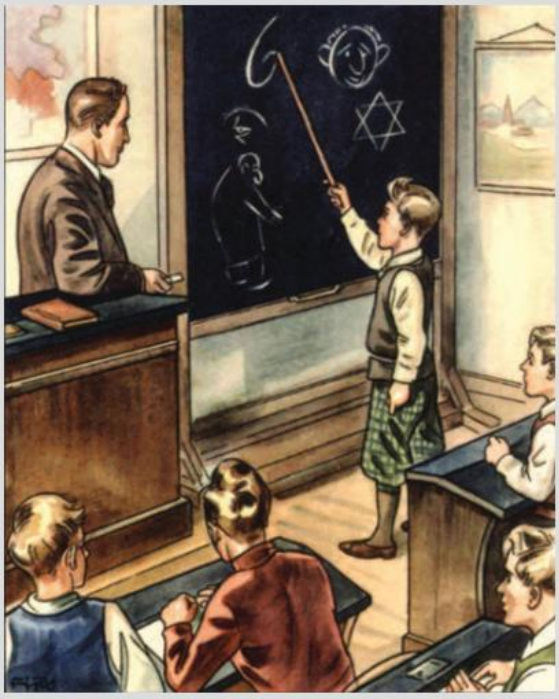
Source A

Read the following excerpt from a German school textbook:

> The construction of a lunatic asylum costs six million marks. How many houses at 15 000 marks each could have been built for that amount?

▲ **Source 7.131** From *Handicapped: Victims of the Nazi Era, 1933–1945,* published by the United States Holocaust Memorial Museum

Source B



▲ **Source 7.132** Student: 'The Jewish nose is bent. It looks like the number six…' This illustration comes from the textbook *Der Giftpilz,* published in 1938. This book aimed to increase antisemitism by teaching students to believe negative myths about Jewish people.

Responding to the sources

1. How did the pseudosciences of social Darwinism and eugenics justify the inclusion of these illustrations and questions in schoolbooks?
2. Consider the relationship between National Socialist ideology and education. How do maths problems like Source 7.131 help to normalise the treatment of 'enemies' of Germany?

Key concepts: sources, evidence, contestability **HASS skills:** analysing, evaluating

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The Final Solution: 1939–45

Poland had the largest Jewish population in Europe when Germany invaded the country in September 1939. This invasion made around 3.3 million Jewish people the subjects of the fascist National Socialist regime.

John Chaskiel saw the German invasion of Poland first-hand when he was nine.

> The Nazis bombed our town and everybody had to work. What was the work? We had to clean the rubble and dig up the dead bodies.

▲ **Source 7.133** John Chaskiel

Willy Lermer tried to join the Polish army but was too late. He saw the German war machine in action.

> The tragedy of humiliation, degradation, torture started. It went slowly, and the noose got tighter and tighter around our necks, as the Jews were persecuted.

▲ **Source 7.134** Willy Lermer

In order to identify (and separate) the Jewish population, the German Government ordered all Jewish people in Poland to wear an armband or a yellow **Star of David** on their clothing. As the war spread to Western Europe in 1940, bringing even more Jews under their control, Hitler and the Nazi leadership now devised a plan to solve 'The Jewish Question' – that is, how they could kill all the Jewish people in Europe.

In February 1940, the deportation of all European Jews into sealed **ghettoes** inside major cities began. The army was employed to forcibly remove Jewish families from their homes at gunpoint, to cramped, crowded and disease-ridden corners of major European cities. The largest ghetto was in Warsaw, Poland, where 400 000 Jewish people were forced into an area 9.2 square km in size, to live in apartments that had an average of 7.2 people per room.

Star of David six-pointed star, consisting of two overlapping triangles, used as a symbol to identify and represent Jewish people

ghetto the term 'ghetto' originated from a sixteenth-century Jewish neighbourhood in Venice, Italy. Over the centuries, walled-off, crowded and heavily policed communities of Jewish people in European cities were referred to by this term. In National Socialist Germany, the term became synonymous with overpopulated, run-down areas of cities, where Jewish people were forced to live

Lusia Haberfeld was nine years old when she and her family were forced in to the Warsaw Ghetto:

Conditions in the ghettoes were squalid. Food was scarce and disease spread rapidly, killing thousands. Those who were able to work were used as slave labour in German factories, making weapons and supplies for the German war effort that, by 1941, had spread to Russia.

> My very first memory that comes to my mind is fear … The fear was of the Germans. Every time I saw a German in the ghetto I was trembling from fear … I was very scared of being separated from my parents.

▲ **Source 7.135** Lusia Haberfeld

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ACTIVITY 7.28

Using historical sources as evidence

Source A



▲ **Source 7.136** Children in the Warsaw Ghetto in Poland

Source B



► **Source 7.137** German SS soldiers searching a Jewish man in the Warsaw Ghetto

Responding to the sources

Using these sources and your own knowledge, explain the living conditions in the Warsaw Ghetto.

Key concepts: sources, evidence **HASS skills:** analysing

From imprisonment to murder

The German army invaded Russia to further Germany's need for *Lebensraum*. They were told that Russian civilians were subhuman and to fight Russian soldiers in different ways to the ways they had fought British and French soldiers. They were told that the normal rules of war did not apply. All Jewish people and communists in Russia were to be rounded up by specially formed units called the ***Einsatzgruppen***. As the German Army swept through each Russian town, the *Einsatzgruppen* would arrive just as the army moved on to the next town. Once the army had left, the *Einsatzgruppen* would begin its work.

The *Einsatzgruppen*

Einsatzgruppen ('deployment group') group of SS soldiers who acted as mobile killing units during the invasion of Poland and Russia – their orders were to identify, arrest and murder all enemies of the Reich: Jewish people, communists and any religious or political leaders who might oppose the National Socialist Government

The orders of the *Einsatzgruppen* were to murder Jewish people on a massive scale. After rounding up the people left behind in defeated Russian towns and cities, they took these people into nearby fields and forests and shot them. Sometimes people were shot in small groups. Sometimes they were shot in the hundreds or the thousands. Of the six million Jewish people killed in the Holocaust, approximately 1.5 million of these people were killed by the *Einsatzgruppen*.

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Babi Yar

Over two days in September 1941, 33 000 Jewish people were executed at the Babi Yar ravine outside of the Ukrainian city of Kiev. Melbourne resident Yelena Gorodetsky was six years old when the shootings began near her childhood home in Kiev. On that day, her mother's friend had warned them to hide. Yelena's father had investigated and had found German soldiers shooting thousands of Jewish people and looting their corpses of valuables. Yelena's neighbours and close friends helped them to hide their Jewish identity from the German Army for the duration of the war. Yelena's father committed suicide a year later. She was one of the very few Jewish people from Kiev to survive the Babi Yar massacre.



▲ **Source 7.138** The Babi Yar massacre that took place at the Babi Yar ravine near Kiev, Ukraine in 1941 saw German *Einsatzgruppen* troops line up Jewish people and execute them before a ditch.

> *'It was by some Jewish miracle we met Mama's friend.'*

▲ **Source 7.139** Yelena Gorodetsky in Rachel Kohn, 'Babi Yar: Survivor of massacre that killed 33,000 Jews lives in Melbourne', ABC Radio National for *The Spirit of Things*, 12 September 2017

Odessa

Mishka Zaslavsky was 16 years old in 1941, when the German Army came to the Ukrainian city of Odessa accompanied by its Romanian allies. Odessan residents watched as Zaslavsky, his mother, his siblings and thousands of Jewish residents were forced from their homes and marched to a local prison. Angered that retreating Russian forces had blown up and killed the headquarters of 160 Romanian troops, revenge was ordered. That day, 5000 Jewish people were shot in the city streets and left where they fell. Some 20 000 Jewish people were herded into underground bunkers that were sprayed with gasoline and set alight. Zaslavsky somehow escaped.

> It was terrifying. I jumped over the fence. The soldiers in the guard towers began shooting at everyone who fled. They didn't hit me. I jumped into a cornfield and crawled. I could not help but look back. What did my one-year-old sister do to deserve to die like that?

▲ **Source 7.140** Mishka Zaslavsky

John Chaskiel lived in the Polish town of Weilum. A German soldier had been killed in a motorbike accident and some local Jewish people had been blamed. Ten elderly Jewish men were rounded up for execution. The Germans ordered John's father to carry out the executions.

> My father blankly refused. He said, 'No, I cannot hang the Jews because my uncle is amongst them.' The Gestapo man took out his gun and started bashing him. He started pulling him. He said, 'Come out and hang the Jews!' He (my father) said, 'No!' Then he (the Gestapo man) took his gun and he shot him (my father) … We had to dig his grave. It took four hours … When I got home we had a little cry and Mum said, 'From now on, you're the head of the house.'

▲ **Source 7.141** John Chaskiel

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Mobile gas chambers

Insidiously, the *Einsatzgruppen* began to calculate the cost of bullets used in these massacres. The war in Russia was escalating, and despite the frequent and detailed documentation the *Einsatzgruppen* provided their superiors with about death counts, their activities came at a financial cost to the German Army.

Often working with collaborators in the occupied countries of Lithuania, Latvia, Ukraine and Estonia, the *Einsatzgruppen* began experimenting by killing Jews inside large trucks that they filled with their own exhaust fumes. Once again, detailed reports were filed and returned to high command. *Einsatzgruppen* commanders began to report instances of fatigue, alcoholism and suicide among their units. By 1943, their work had ceased. By that time the use of poison gas and concentration camps was in full swing. Murder had moved to an industrial scale.

Wannsee Conference: January 1942

Heinrich Himmler, leader of the dreaded *Schutzstaffel* (SS) and commander of the *Einsatzgruppen*, saw the expense of so much killing as a hindrance to Germany's war effort. He devised a more 'cost-effective' strategy. By the winter of 1942 Germany had established close to 1000 concentration camps. These camps were mainly used to imprison 'enemies' of Germany. They also built almost 2000 forced labour camps, which used slave labour to build war materials. Six of these camps would be converted into killing centres, or 'death camps'. The largest death camp, Auschwitz-Birkenau (one of a number of camps called 'Auschwitz'), had been experimenting with a poison gas called Zyklon B. It had been used to kill 600 Russian prisoners of war.

In 1942 a conference was held in Wannsee, Germany. At this conference 15 high-level leaders of the fascist National Socialist regime met to discuss the '**Final Solution**'. At this conference it was announced that the SS would oversee the transportation of all Jewish people in German-occupied European nations to concentration and death camps in the eastern occupied territories. SS General Reinhard Heydrich informed the conference that Hitler had personally tasked him with 'the project'.

Heinrich Himmler leader of the SS, or 'Reichsführer SS'. Himmler was chief of the entire SS structure, which included the SS, the German Police and the whole concentration camp system. He reported directly to Hitler.

Final Solution – *Endlösung* the term used by the Nazis for the genocide of the Jewish people of Europe



▲ **Source 7.142** Location of the major Nazi death and labour camps in Europe

ACTIVITY 7.29

Check your understanding

1 Explain the process the National Socialist leadership followed from mass deportations to murder.
2 Use the sources and personal accounts you have read so far to explain how this process affected the individuals who survived the killings.

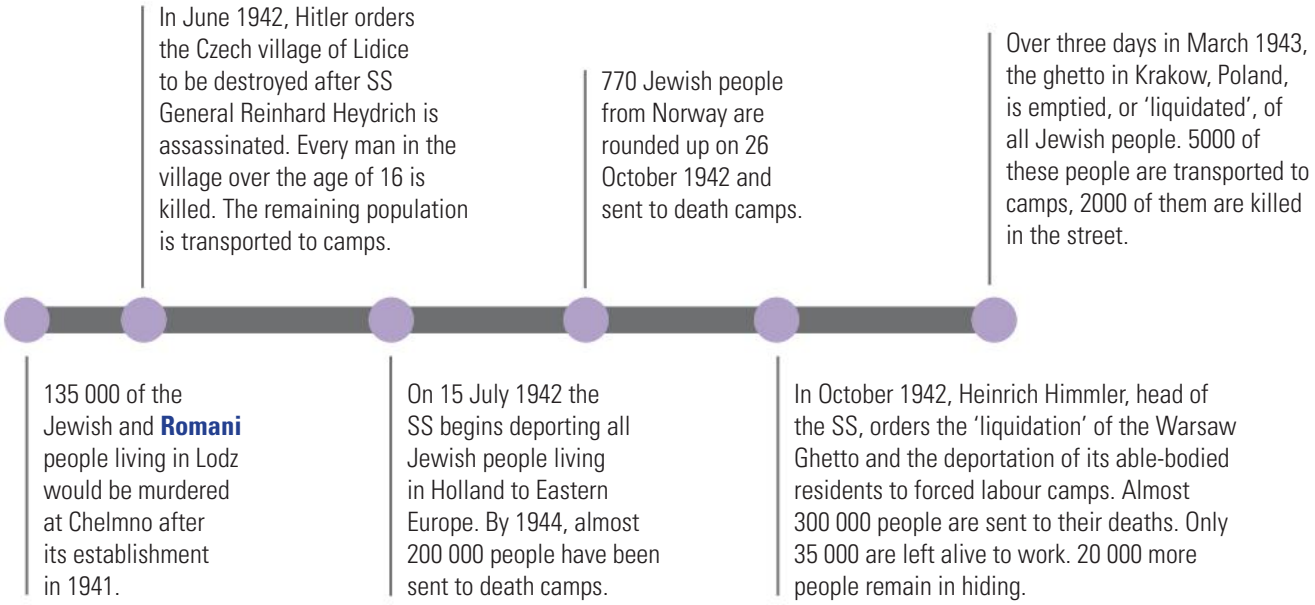
Key concepts: sources, evidence, cause and effect, empathy **HASS skills:** analysing, evaluating

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Romani sometimes referred to as Roma or Gypsies (now considered a derogatory term), the Romani people are one of the European ethnic groups that were targeted by the National Socialists as part of their eugenics policies

Transportation and 'liquidation': 1941–43

All over Europe, Jewish people were being rounded up and placed on overcrowded trains bound for camps in Germany and Poland. The order to murder all the Jewish people in the ghettoes came after the mass killing commenced in the Polish death camp of Chelmno in early 1942.



▲ **Source 7.143** Timeline showing the acceleration of mass murders in the lead-up to the Final Solution

ACTIVITY 7.30

Check your understanding

Examine the timeline in Source 7.143 and explain the relationship between the Wannsee Conference and the escalation of the Holocaust.

Key concepts: sources, evidence, cause and effect **HASS skills:** analysing, evaluating

John Chaskiel, head of his household at age 11, was walking home from the shops with food for his family when a German Army truck picked him up in the street in Poland.

> Trucks were driving around picking up young people. I happened to be picked up amongst them as well. So mum did not get the fruit, mum did not get the bread. Nothing. I was picked up and sent to a slave labour camp called Poznan.

▲ **Source 7.144** John Chaskiel

Irma Hanner was 12 years old in 1942. She was taken from her relatives and transported to the Theresienstadt slave labour camp in Czechoslovakia. She was alone.

> We had to go to work. I worked in a farm growing vegetables for the SS. Not for us … I had one friend and her parents there. But a year and a half later they were sent to Auschwitz … I was surrounded by a lot of people but I was alone.

▲ **Source 7.145** Irma Hanner

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The Warsaw Ghetto Uprising: April–May 1943



▲ **Source 7.146** Warsaw, Poland, 19 April 1943: Captured Jewish civilians who participated in the Warsaw Ghetto Uprising are marched out of the city by German troops.

For the 50 000 Jewish people still living in the Warsaw Ghetto in 1943, deportation and death were expected at any time. A few hundred residents formed a resistance group, smuggled arms into the ghetto and began a violent uprising against the German forces. On 19 April 1943, on the eve of **Passover**, the SS entered the ghetto with the intention of 'liquidating' (murdering) its remaining residents.

Armed with pistols, grenades and a few rifles, the resistance fighters surprised the German forces and forced them outside the walls of the ghetto. In response, the SS began to burn the ghetto down building by building, forcing the resistance out of hiding. The fighting lasted for a month. By the time it was over, 7000 Jewish people had been killed in the fighting. The rest had been forced out of hiding and captured. In a brutal and symbolic gesture, 7000 more Jewish people were sent directly to their deaths at the Treblinka death camp.

Passover key Jewish religious festival that commemorates the liberation of the Israelites from slavery

During the Uprising, Lusia Haberfeld hid in a bunker with her family.

> At one stage the manhole opened up. And we saw people coming down the stairs with guns pointed up and we all said our last prayers because we thought, 'This is it, the Germans have arrived to get us.' But to our great surprise and relief and pride … we saw the young people who were the fighters … I don't remember their faces, but I feel very privileged to have seen them.

▲ **Source 7.147** Lusia Haberfeld

ACTIVITY 7.31

Check your understanding

1. Why would the Warsaw Ghetto inhabitants decide to resist and fight?
2. Why does Lusia Haberfeld remember the resistance fighters with such pride?
3. Examine Source 7.147. Why is the Warsaw Ghetto Uprising remembered as a significant moment for the Holocaust and World War II?

Key concepts: significance, empathy

HASS skills: analysing, evaluating

Life in the camps

Upon arrival at Auschwitz-Birkenau, the process of 'selection' determined who would live and who would die. An endless stream of train carriages loaded with prisoners came from ghettoes and cities all over Europe. Those who survived the journey were forced off the train by barking dogs and screaming guards. Quickly they were separated into groups of men, women and children.

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John Chaskiel was transported from the Lodz ghetto to Auschwitz-Birkenau.

> We arrived at Birkenau and could hear the screams … 'Raus! Raus, Jude! Out! Out, Jew!' The dogs were barking and as we got out they started screaming, 'Men on one side, women on the other side!'

▲ **Source 7.148** John Chaskiel

By chance, a family friend who was a prisoner spotted one of the boys who John was standing next to and quickly told them to lie about their age.

> He asked me, 'How old are you?' and I said, '17.' He points his finger like that (to the right). So when he points his finger to the right, I'm going to live. If he points his finger to the left, I wouldn't be here telling you this story.

▲ **Source 7.149** John Chaskiel

Lusia Haberfeld and her family were transported to Lublin concentration camp, Majdanek, after the Warsaw Ghetto was destroyed. It was the last time she saw her father and brother.

> They said, 'Women to one side, men to another side' and we were separated forever.

▲ **Source 7.150** Lusia Haberfeld



▲ **Source 7.151** Germany, 5 May 1945: Some of the thousands of wedding rings removed from concentration camp victims to salvage the gold. US troops found piles of rings, watches, precious stones, eyeglasses and gold fillings near the Buchenwald concentration camp.

People were separated again, into groups deemed either healthy or sick. In an instant, families were torn apart. Most of the survivors would never see their mothers, fathers or children again. Those deemed 'healthy' were sent to work. The rest were led away, stripped of their belongings and murdered in the gas chambers. Selected prisoners who were not chosen to be murdered, known as ***Sonderkommando***, were forced to remove the bodies for cremation, but not before they were ordered to strip the bodies of any gold teeth, wedding rings or jewellery.

Sonderkommando prisoners in German concentration and death camps who were forced to work in the gas chambers

John Chaskiel survived selection. He remembers seeing the crematoriums.

> *We knew in Auschwitz there were gas chambers … we could see across the chimneys and the soot from the chimneys was on our uniforms.*

▲ **Source 7.152** John Chaskiel

Other prisoners were then ordered to search through the prisoners' luggage for valuables. Clothing, jewellery, gold and anything of value was taken and sent back to Germany.

Not only had these people's homes been robbed after they were transported to the camps (674 train-loads of stolen goods were taken from France alone), but their corpses and final possessions were looted too.

As the war began to turn against Germany, these stolen goods were sent back to Germany to prop up its failing economy. Whether they knew it or not, many people in Germany were wearing clothes, shoes and glasses taken from the dead. Their children were playing with stolen toys.

Work will set you free

Concentration camp prisoners would be lied to for the entire time they were imprisoned, right up until they were murdered. When they were being sent to the camps, they were told they would be given work and food. When they were separated,

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those condemned to death were told they were having a shower in large underground concrete chambers. They were then gassed to death. The gates that hung over the entrance of Auschwitz stated, '*Arbeit macht frei*', which translates to 'Work sets you free'.

Life in the camps was a daily struggle of torture, brutality and degradation. In the Plaszow slave labour camp, Willy Lermer was under the control of camp commandant Amon Goeth. Both the camp and Amon Goeth were made famous by the film *Schindler's List*.

> Amon Goeth was a vicious sadist. To call him an animal, that would be an insult to the animal … for him to kill someone it was like for you to have a cup of tea when you are thirsty.

▲ **Source 7.153** Willy Lermer



▲ **Source 7.154** The gates of the concentration camp at Auschwitz, Poland



▲ **Source 7.155** *The Food of the Dead for the Living* by David Olère (1989). In this self-portrait, which was painted by a Jewish survivor of Auschwitz-Birkenau, Olère collects food that has been abandoned near the undressing rooms of Crematorium III at Auschwitz-Birkenau so he can throw it over the fence to the prisoners at the women's camp. Notice the identification number tattooed on Olère's arm. As shown in the bottom right corner of the image, Olère signed his artistic works using this number.

Schindler's List is a 1993 award-winning film directed by Steven Spielberg. It details the efforts of German businessman Oskar Schindler to save Jewish people from the death camps.

The German officers kept meticulous records. To identify prisoners, many were tattooed with numbers. This stripped people of their identity and reduced them to statistics on paper.

John Chaskiel still remembers the impact of receiving these tattoos.

> *They tattooed a number on our arms. My number is B7584. And from that moment on, I was no more John Chaskiel, I was not a human being, I wasn't even a dog. I was just a number.*

▲ **Source 7.156** John Chaskiel

At Auschwitz, Dr Joseph Mengele, a German scientist, conducted a range of barbaric experiments on prisoners, usually children, subjecting them to horrific conditions that included freezing them, injecting them with diseases and conducting live experiments on twins. He was trying to prove that the National Socialists' racial theories were right.

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ACTIVITY 7.32

Using historical sources as evidence

Source A



◄ **Source 7.157** 27 January 1945: A group of child survivors stand behind a barbed wire fence at the Auschwitz-Birkenau concentration camp, in southern Poland, on the day of the camp's liberation by the Russian Army. This photo was taken by Russian Army photographer Captain Alexander Vorontsov during the making of a film about the liberation of the camp. In this photo are Melbourne survivors Eva Slonim and her sister, Marta. The sisters were mistaken for twins, and were kept alive for the Mengele twin experiments.

Source B



◄ **Source 7.158** 7 May 1945: Starved prisoners, nearly dead from hunger, pose in a concentration camp in Ebensee, Austria. This camp was reportedly used for 'scientific' experiments.

Source C



◄ **Source 7.159** Dachau concentration camp was the first of its kind opened by the National Socialists in 1933. It was intended to house political prisoners, but soon became a centre for forced labour. Dachau's prisoners were forced to create ammunition for the German Army until the camp was liberated in 1945.

Responding to the sources

1. How were Jewish people treated when they arrived at the camps?
2. How were Jewish people treated after 'selection'?
3. How were Jewish people dehumanised? What purpose do you think this played in the death camps?
4. Review the experiences of John, Willy, Irma and Lusia. How do their experiences help you understand the Holocaust in a different way? Use examples from the sources to explain your response.

Key concepts: sources, evidence, empathy

HASS skills: analysing, evaluating, communicating and reflecting

The machinery of death

At Auschwitz, the systematic murder of Jews and Romani people took on a rapid pace. Daily death figures were being recorded and sent to German High Command, and orders were given to increase them. At its peak, Auschwitz was killing and cremating over 4000 prisoners per day.

Willy Lermer was transported to Auschwitz, and was selected to live. Made to undress, then shaved and disinfected, Willy was forced into a sealed chamber.

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> I saw water pipes, shower heads. I thought to myself, 'I will go right underneath the showerheads because the gas will come from the showerhead.' I would take a couple of deep breaths and I would go quick … Once the room was full, they closed the doors and water came down.

▲ **Source 7.160** Willy Lermer

Willy was spared death, but the knowledge that he was never safe stayed with him.

> Once I was out the exit door … There the smell of burning hit me … I could see smoke, I could see flames of fire. I didn't know what it was at the time.

▲ **Source 7.161** Willy Lermer

Melbourne biomathematician Lewi Stone, based at RMIT, used German train schedules and ledgers recovered from concentration camps to estimate that, in 1942, across German-occupied Europe, the death camp system was killing over 14 000 people per day.

Death marches and cover-ups

As the war turned against Germany in 1943, there was a desperate rush to cover up the crimes of the Final Solution. Russian armies raced across towns and areas previously held by Germany. They discovered evidence of the crimes, mass graves and massacres of the *Einsatzgruppen*. Mass graves were dug up by the retreating German Army and the bodies were burned. Some of the camps were destroyed to hide the evidence of mass killings, while remaining prisoners were abandoned to die.

Irma Hanner witnessed people being deported from her camp in Czechoslovakia towards Auschwitz. However, the advancing Russian Army forced the train to return to Theresienstadt. She recalls the devastating results of this train trip.

> They were three weeks on the rail. When they opened the doors … half, three quarters fell out. They were all dead. No water, no food. Horrible. Young boys looked like men of 80.

▲ **Source 7.162** Irma Hanner

In 1944, Himmler ordered the destruction of the gas chambers at Auschwitz. Most of the evidence was destroyed, but enough remained to reveal the crimes that had taken place. Some 60 000 prisoners who were healthy enough to walk were marched out of the camp and back towards Germany through snow, blizzards and forests.

The SS were ordered to kill anyone who remained and burn all documentation, but the failure of the German Army meant that order was breaking down. Many SS soldiers deserted the camps, and even the army.

In Irma Hanner's camp, the murder of Jews intensified:

> The ones which they killed there were cremated and they were put in boxes. So one day we were told we had to take the boxes, with the ashes of the dead people, and throw them in the river.

▲ **Source 7.163** Irma Hanner

The death marches were brutal. Those who stopped due to exhaustion were shot on the spot. Across Poland and Germany, the last healthy prisoners were evacuated and marched back towards Berlin.

Video
▲ **Source 7.164A** Lilly Appelbaum Malnik describes a death march

John Chaskiel recalls the marches.

> As we were marching. Freezing cold. Boils, bruises, diarrhoea … If I wanted something to eat I had to bend down and pick up a bit of snow … for the ones that could not make it, they were shot.

▲ **Source 7.164** John Chaskiel

It is unknown exactly how many people died during these marches, but the numbers are estimated to be in the tens of thousands. Most survivors who were left to die because they were too ill to walk were eventually liberated by advancing British, US and Russian forces after their German guards had fled.

Liberation

On 7 January 1945, the Russian Army took over Auschwitz and liberated the camp. The German Army had killed over 7.1 million people here in the short time the camp had existed. While exploring the camp, the Russian soldiers found

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7.7 tonnes of human hair, 370 000 men's suits and 837 000 women's coats and dresses. Only 7000 people remained alive in the camp.

On 11 April 1945, abandoned prisoners at Buchenwald camp stormed the SS guard towers and took control of the camp. The bulk of the SS had left the camp with 28 000 prisoners and left the remaining 21 000 to starve. Later that same day, US forces liberated the camp. Over the course of the war, 56 000 people had been killed at Buchenwald.

On 15 April 1945, British forces entered the Belsen concentration camp. They found 60 000 prisoners starving and near death. These prisoners had been abandoned and left to die.

For the survivors of these camps, liberation was not the end of their struggle. Recovery from starvation and disease was slow. Many did not make it. The British soldiers desperately provided aid to the survivors of Belsen, but 14 000 people would still die after liberation. Worse still, the survivors had no homes to return to. Their families had been destroyed. Many of them simply did not know where to go, or what to do next.

righteous among the nations name given to the non-Jewish people who risked their lives to save Jewish people during the Holocaust

The physical and emotional scars of these experiences would be with the survivors forever.

Lusia Haberfeld narrowly avoided the gas chambers at Auschwitz-Birkenau, survived a death march and was liberated at Bergen-Belsen. She carries the memory of the Holocaust with her always.

> I was dehumanised and humiliated like everybody else. I had my childhood absolutely, totally stolen from me … I have anxiety, I can't look at a chimney … I am scared of all dogs … If it's a heavy rain I get very sad because I remember the rain at Auschwitz beating on the roof of the barracks and the hopelessness of our situation.

▲ **Source 7.165** Lusia Haberfeld

The Nuremberg Trials

After Germany lost the war and the Allies occupied Berlin, thousands of German soldiers and officers were captured and brought to trial for their crimes. Most admitted to their crimes, but claimed that they had 'just been following orders'. At the Nuremberg Trials of 1945–46, 199 top German Government officials were charged for their involvement in the systematic murder of six million Jewish people, three million Romani people and countless other 'enemies' of Germany. Several high-ranking members of the National Socialist Party committed suicide before they reached trial, though in the end 12 high-ranking officers were put on trial, found guilty and sentenced to death.

In the years that followed World War II, German concentration camp guards, collaborators and officers were hunted across the globe and put on trial. Businesses that had profited from the slave labour that the camps had provided were also identified. Some of the people from these businesses were also sent to trial.

The righteous among the nations

During World War II a number of brave individuals and groups tried to save Jewish people from persecution. Thousands of people all across Europe had hidden Jewish families in cellars and behind false walls in their homes. Some did so for the duration of the war, at great risk to their own lives. The fascist National Socialist regime would punish these 'collaborators' brutally. Known as the **righteous among the nations** within the worldwide Jewish community, these brave people helped to save thousands of lives, often at the risk of their own.

ACTIVITY 7.33

Group research

1 Split into groups of five and examine the table of names listed on page 333. Each group member should choose one individual to research and answer the three questions within the table.

2 When you have finished your research, rejoin your group and share your findings.

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Name	Describe their contribution. What did they do and why?	What happened to them after the war?	How many people did they save?
Raoul Wallenburg			
Oskar Schindler			
George Mandel			
Irena Sendler			
Jerzey Kominski			

3 Compile your research into a brief presentation to your class that answers the three questions. You can copy and complete the table above to guide you.

4 Examine the table of names. Summarise the ways non-Jewish people tried to help Jewish people during the Holocaust.

5 Why do you think they did this? What reasons did you find?

6 Why were these people recognised as 'righteous gentiles'? Why are they significant?

Key concepts: significance, empathy **HASS skills:** analysing, evaluating

END OF SECTION REVIEW 7.8

Review questions

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

Recall

1 How were laws used to persecute Jewish people prior to World War II?

2 How did *Kristallnacht* accelerate the violence against Jewish people in German society?

3 What were conditions like in the ghettoes?

4 How did the Wannsee Conference change the course of the Holocaust?

Interpret

5 With reference to Source 7.166, explain why the Warsaw Ghetto Uprising was a significant event.



◄ **Source 7.166** Visitors place flowers on the steps of the Warsaw Ghetto Heroes, commemorating the tens of thousands of Jewish people within the ghetto who rose up against the National Socialists on 19 April 1943 with great strength, even though the uprising was ultimately unsuccessful.

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6 How could the process of selection in camps such as Auschwitz mean the difference between life and death?

Argue

7 Examine the defence of German military personnel at the Nuremberg Trials. Is the defence of 'following orders' valid? Explain your response with evidence.

Extension

1 Evaluate the impact of the Holocaust on John, Willy, Irma and Lusia. How were their lives changed?
2 Research the life and artworks of David Olère. Write a short presentation on his experiences during the Holocaust.



Key concepts: sources, evidence, significance, continuity and change, perspectives, empathy



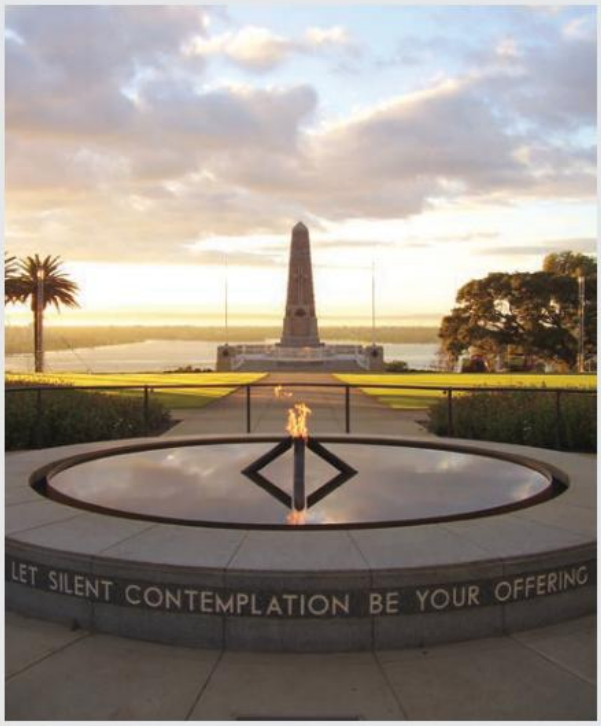
HASS skills: questioning and researching, analysing, evaluating, communicating and reflecting



7.9 Conclusion: why does it matter?

We study World War II so we can understand the nature of human conflict on a mass scale. The horrors of the Holocaust live on as a permanent reminder of the extremities of war, hatred and racism. World economies continue to rise and fall – it is essential to recognise the conditions and factors that cause people and nations to resort to extreme solutions that inevitably lead to conflict.

It is important to understand how Australia forged a new identity and a new place in the world in the midst of an all-encompassing global conflict.



► **Source 7.167** The Eternal Flame and, in the distance, War Memorial, in Kings Park, Perth, Western Australia. The War Memorial is dedicated to those from Western Australia who served Australia in wartime.

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7.10 End of chapter activities

Reflection

Self-assessment

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

Analysis

Flow of main ideas

What have you learned about World War II? In this activity, copy the diagram below or use the Interactive Textbook and fill in the diagram by explaining, using a few dot points, what each topic means in terms of understanding World War II. We have done one for you as an example.

The Treaty of Versailles	
The rise of the National Socialist Party	
War in Europe	
War in Asia	
Australia's role in World War II	
The Holocaust	• Jewish people were targeted by the fascist National Socialist regime in Germany • The legalisation of discrimination against Jewish people escalated to murder when World War II began • The mass murder of Germany's 'enemies' began with the 'Final Solution' • Some Germans were punished for their wartime crimes

Inquiry

Research task

1 Research more of Australia's experience of World War II. How valuable was its contribution to the overall conflict?

2 Read about the defining events of Operation Barbarossa. How did Hitler's decision to invade Russia change the course of World War II?

Writing

Extended response question

1 What are the key lessons we can still learn from World War II?

Key concepts: significance, cause and effect, continuity and change

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

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Depth study 2

Investigating rights and freedoms (1945–the present)

Introducing historical concepts and skills: *understanding perspectives, developing empathy* and *cause and effect*

Throughout this depth study there will be a special focus on **understanding perspectives** and **developing empathy**. You should focus on developing your ability to consider more than one perspective on historical periods and events. Once you learn about what happened in the past, and why, the next step is to build an understanding of how people felt about the events – either those people that were directly involved, or those that viewed the events from another time or another place. When you can appreciate how these people feel, you have shown empathy. A good example in this chapter is the debate over 26 January as Australia Day.

Empathy with those who have different backgrounds and experiences from yourself is often difficult to achieve, and may lead to you considering perspectives with which you may not agree. A good historian, however, will always be able to explain a range of perspectives, and sympathise with people from a variety of backgrounds. Empathy can help us explain why people behave and react in certain ways, and why events may have a different impact on one person than they do on another. This is an important part of understanding cause and effect.



Video
Depth study overview

Analysing cause and effect

Historians analyse the causes of historical events. One thing may seem to be the cause of an event, but closer examination might reveal **multiple cause factors**. Historians evaluate each cause individually in order to decide its importance. Sometimes several different causes interact. Historians distinguish between **long-term causes** (conditions or problems that have existed for decades, even centuries), **short-term causes** (new problems occurring over a few years) and **immediate causes** (sudden developments occurring a few months or days before an event). Immediate causes are also called **triggers** or **catalysts**. Historians also distinguish between types of causes. **Political causes** are the actions of governments or their opponents or changes in political ideology. **Economic causes** are the pressure of unemployment, economic recession or sudden technological change. **Social causes** are issues relating to living conditions, working conditions or health and diet.

Once a historian has established the causes of a historical event, they measure and describe the **effect** these causes had on people. Were the effects positive or negative? Did they bring benefits or cause harm? Historians evaluate whether the event did more good than harm. For example, the arrival of Europeans in Australia benefited settlers who were desperate for land, but it did enormous damage to Aboriginal and Torres Strait Islander peoples, disrupting their way of life and causing enormous loss of life.

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▼ **Source A** Aboriginal elder Herbert Bropho looks on during the Black Lives Matter Rally at Langley Park on 13 June 2020 in Perth, which highlighted the high rates of Aboriginal deaths in custody in Australia. The event was organised in solidarity with protests in the United States following the killing of unarmed black man George Floyd by a police officer in Minneapolis.

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CHAPTER 8

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

Rights and freedoms and Australia (1945–the present)

8.1 Setting the scene: two views of Captain Cook at Botany Bay

Daniel Boyd created the painting in Source 8.1, *We Call Them Pirates Out Here*, in 2006. It depicts Captain James Cook's landing on Australian shores under a British flag emblazoned with a pirate skull. Cook himself wears an eye patch typical of a pirate who has sailed the world and lives for theft, dispossession and violence.



▲ **Source 8.1** *We Call Them Pirates Out Here*, 2006, by Daniel Boyd

The painting is a direct parody of the 1902 painting *The Landing of Captain Cook at Botany Bay, 1770,* by Melbourne artist E. Phillips Fox.

Fox's painting (see Source 8.2) was created 114 years after the original event, and was not even created in Australia. Fox was commissioned by request after a wealthy Melbourne surgeon died and left money to the National Gallery of Victoria. The condition of the commission was that the painting had to be created in England, so Fox left Australia to tell the story of Australia.

The Landing of Captain Cook at Botany Bay, 1770 exists as a European version of events. Cook has long existed as a notable figure in Australian history, said to be the first person who 'discovered' Australia. In Fox's painting, Cook appears as a brave, benevolent explorer. He raises his hand to calm the concerns of his troops and crew, who appear threatened by the naked, faceless and aggressive 'natives' in the background. Fox's painting presents a version of events that suggests that the English brought civilisation to an untamed land. Flying proudly in the background is the British naval flag, a symbol of the imperial power that had colonised, controlled and exploited the resources of almost a quarter of the entire world by 1902.

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The Landing of Captain Cook at Botany Bay, 1770 represents one of many landmark moments in the expansion of the British Empire and, for some, the birth of Australia as a nation. Today the painting endures as a lasting record of Australia's modern formative years.

In 2006, over one hundred years after Fox painted the landing of Cook, and 236 years after Cook landed on Australian shores, artist Daniel Boyd reinterpreted the painting, adding a different perspective to a mostly accepted view of Australian history. Small details draw attention to greater ideas. Cook and his crew have parrots on their shoulders and wear eye patches. The British naval flag is covered with the Jolly Roger skull, a cultural symbol of pirates – violent people who existed outside the law. These symbols make Boyd's interpretation of Cook, his crew and their intentions clear. He has depicted them as a band of criminals who came to steal, plunder and destroy. As you read through this chapter, the massacres, dispossession of land and denial of basic human rights you will learn about all support Boyd's claim. However, more subtle references in the painting point to a longer and more damaging aspect of Cook's arrival. Rather than replicate the 'naked savages' in Fox's painting, Boyd included plants that are known colloquially as 'black boys'. This decision sheds light on the casual racism that has plagued the lives of Aboriginal and Torres Strait Islander peoples since Cook's arrival.



▲ **Source 8.2** *The Landing of Captain Cook at Botany Bay, 1770*, 1902, by E. Phillips Fox

Boyd suggests that the founding of Australia is, for some, a cause for mourning. Cook's arrival led to a long and gradual decline of the Aboriginal and Torres Stait Islander peoples' involvement and control of the land they had inhabited for 60 000 years. Disease, forced removal, destruction of culture and a deliberate denial of human rights persisted in some form for two centuries. As recently as 1967, Aboriginal and Torres Strait Islander peoples were not officially counted as part of the Australian population. However, Aboriginal and Torres Strait Islander peoples have fought long and hard to re-establish their place in Australia. Boyd's painting reflects the anger that fuels that fight.

MAKING THINKING VISIBLE 8.1

Stop, look, listen

1. **Stop:** Be clear about the claims made in each of these paintings. What version of history does each one present?
2. **Look:** Can you confirm some of the claims made by each painting? Find your sources. Where will you look?
3. **Listen:** Hear what the sources tell you with an open mind. Is it possible for your source to be biased? How does that bias affect your information?

Key concepts: sources, evidence, perspectives, empathy, contestability

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

Please note that some historical sources in this chapter include terms that are considered to be quite offensive today. They have been included for historical context only.

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8.2 Chapter overview

Introduction

Aboriginal and Torres Strait Islander peoples are the proud custodians of the world's longest surviving culture. The arrival of Europeans in Australia in 1778 pushed the First Australians and their culture to the fringes of a new settlement that would eventually grow into a multicultural nation of 25 million people.

Aboriginal and Torres Strait Islander peoples have always fought for their rightful place in their own land. By learning about the struggle for recognition, citizenship, land rights and an end to racism, we can discover how individuals, groups and movements can create change, and how their struggle continues.

The idea that all human beings have 'natural rights' dates back to the ideas of the Enlightenment in the eighteenth century. And yet, the world since 1945 has seen a continued struggle to secure rights, particularly for indigenous peoples around the world.

In our own times the idea of universal rights is under greater threat than ever. Australia may be proud of its contribution to the creation of the Universal Declaration of Human Rights, but Aboriginal and Torres Strait Islander peoples have had to struggle long and hard to translate these principles into reality.

It was only in 1962 that all Aboriginal and Torres Strait Islander peoples were able to vote in federal elections, and it was only in 1967 that they were voted by referendum to be included in the Australian census (the survey of our population) and to be subject to federal law. More recently, the Mabo Decision, the Report on the Stolen Generations, the National Apology and Sorry Day have brought Indigenous issues more fully to the attention of Australians.

This has not, however, completed the process of reconciliation that is still required to fully normalise relations between the First Peoples of Australia and its subsequent settlers. Reconciliation is perhaps Australia's greatest challenge. It will take the hearts and minds of the young people who will soon become citizens with the right to vote to devise an appropriate and fair settlement.

Learning goals

By the end of this chapter you should be able to answer these questions:

- How did European arrival affect Aboriginal and Torres Strait Islander peoples?
- How did mistreatment, dispossession and segregation affect Aboriginal and Torres Strait Islander peoples?
- How did individuals' acts of protest begin the struggle for civil rights in Australia?
- How did Australia's growing place in the world bring attention to Aboriginal and Torres Strait Islander peoples' civil rights?
- What role did the American civil rights movement play in influencing Australia's civil rights movement?
- How did individuals drive the civil rights movement forward in Australia?
- How effective were different methods of protest?
- What was the significance of the 1967 Referendum?
- Why did the Australian Government begin to recognise Aboriginal and Torres Strait Islander peoples' land rights claims?
- How have Aboriginal and Torres Strait Islander peoples' sporting and cultural identities contributed to civil rights and recognition?
- Why did the Australian Government apologise to the Stolen Generations?
- What is the future for reconciliation in Australia?
- What is the Australian Government doing to close the gap between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians?

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Historical skills

After completing this chapter, you should be able to:

- Sequence events in chronological order to analyse historical significance
- Develop historical empathy with people in the past
- Evaluate the reliability of primary sources
- Use factual evidence (dates, statistics, examples) to substantiate an argument.

Digital resources

Visit the Interactive Textbook to access:

- interactive Scorcher Quiz
- image gallery tour of key locations in this chapter
- videos, image galleries and other extra materials.

Video
Five interesting facts about rights in Australia



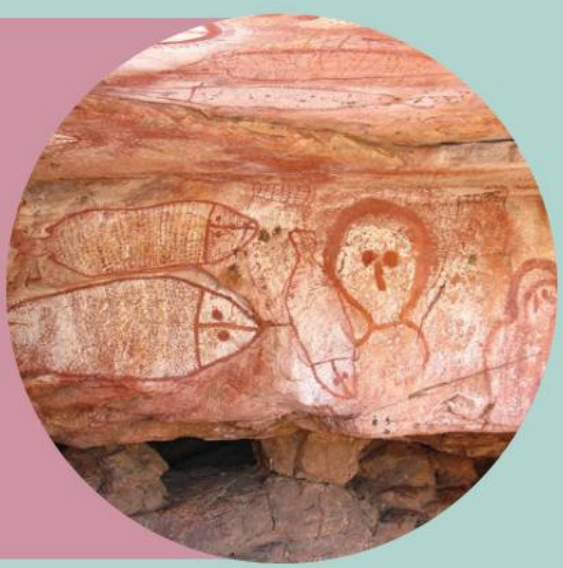
▲ **Source 8.3** Charles Perkins meets a supporter of the Aboriginal Freedom Ride, in New South Wales, February 1965. As a student and Aboriginal activist, Perkins was inspired by the public focus that the Freedom Rides had given to the serious racial inequality that existed in the southern parts of the United States. In early 1965, he secured a bus and encouraged 29 other students to join him on a Freedom Ride of rural New South Wales. The tour received great attention from the Australian media, highlighting the racial segregation that prevailed in many public venues, such as local swimming pools and RSL clubs.

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8.3 Timeline of key events

What came before this topic?

Recent archaeological discoveries have determined that humans have been present on the Australian continent for around 60 000 years. Since that time many vast, complex and highly diverse societies have developed, living in close harmony with the land. In the century leading up to European arrival in Australia, great empires like the British Empire had been sailing to all corners of the world to claim land, wealth and power. Debate surrounds which European nation was first to set foot in Australia, but there is little argument about those who stayed. In 1770 Captain Cook landed in Botany Bay, near modern-day Sydney, and claimed the land for the British Crown. Within a small space of time, the British arrival would have a catastrophic impact on tens of thousands of years of Aboriginal and Torres Strait Islander peoples' culture and identity.



Aboriginal cave painting at Gwion Gwion in the Kimberley region of Western Australia. The painting depicts a fish hunt, and though scientists sometimes have trouble dating such paintings, they are evidence of the oldest continuing culture on Earth.



Early British settler John Batman

60 000 BCE
Earliest recorded human presence on the Australian continent

1770
Captain James Cook lands in Botany Bay as part of his exploration of the Pacific Ocean

1788
Governor Arthur Phillip and the First Fleet arrive from Britain and establish a permanent penal colony

1789
Smallpox dramatically impacts upon Aboriginal and Torres Strait Islander peoples living near modern-day Sydney

1834
The Pinjarra Massacre

1835
John Batman 'buys' Melbourne from Elders of the Wurundjeri Nation

1886
The Aboriginal Protection Board (WA) is established to move Aboriginal and Torres Strait Islander groups to missions and reserves

1905
The *Aborigines Protection Act* (WA) formalises the removal of Aboriginal children from their families

1938
The Day of Mourning protest signals the start of the Aboriginal and Torres Strait Islander civil rights movement

1946–49
The Pilbara Strike takes place – Australia's longest ever strike

1955
African American activist Rosa Parks refuses to give up her bus seat to a white passenger, sparking the Montgomery Bus Boycott and the American civil rights movement

Timeline questions

1. In the first half of this timeline, how would you summarise events after the arrival of Captain Cook?
2. In the second half of this timeline, how could you explain the relationship between the Australian and US civil rights movements?
3. What do you notice about the pace of change after the 1967 Referendum?



Civil rights activist Rosa Parks

Key concepts: continuity and change, cause and effect

HASS skills: analysing, evaluating

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What came after this topic?

In the years following the 1967 Referendum and the 2008 Apology to Aboriginal and Torres Strait Islander peoples, progress for civil rights has been slow. While many argue that great gains have been made by acknowledging the mistakes of the past, Aboriginal and Torres Strait Islander peoples still seek to be heard in the Australian Parliament as debate has begun over the place for an 'Indigenous voice' in the nation's most important political body.



The Hon Ken Wyatt AM MP, Australia's first Indigenous member of the House of Representatives, who was raised in south-west Western Australia, delivers his maiden speech in the House of Representatives at Parliament House in Canberra, 29 September 2010. Wyatt symbolically wears a traditional possum-skin cloak.

1964
The US *Civil Rights Act* is signed in Washington, outlawing discrimination on the basis of race

1965
As part of the Freedom Rides, Aboriginal activist Charles Perkins leads Aboriginal and Torres Strait Islander activists on a tour of the NSW outback

1966
Protesting over poor wages, a group of Aboriginal and Torres Strait Islander station hands stage the Wave Hill walk-off. This strike lasted until 1975.

1967
In a national referendum 90.7 per cent of Australians vote to count Aboriginal and Torres Strait Islander peoples in the national census and to give the Australian Government the power to make laws on their behalf

1968
US civil rights leader Martin Luther King is assassinated

1972
An Aboriginal Tent Embassy is established at Parliament House in Canberra



Eddie Mabo

1982
Eddie Mabo launches legal proceedings to win back ownership of traditional lands in the Torres Strait

1992
Australian Prime Minister Paul Keating makes the 'Redfern speech', acknowledging the suffering experienced by Aboriginal and Torres Strait Islander peoples



Paul Keating delivering the Redfern speech

1997
The *Bringing them Home* report on the Stolen Generations is read in Federal Parliament

2008
Prime Minister Kevin Rudd issues a formal apology to Aboriginal and Torres Strait Islander peoples

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8.4 The origins and significance of the Universal Declaration of Human Rights

FOCUS QUESTION

How did the Universal Declaration of Human Rights affect Australia and the world?

Introduction

In 1967, 90 per cent of Australians voted to remove parts of the Australian Constitution that discriminated against Aboriginal and Torres Strait Islander peoples. The 1967 **Referendum** made a minor change to the wording of this important national document. This was the culmination of a decades-long struggle for Aboriginal and Torres Strait Islander peoples to be recognised and included in Australian society. Aboriginal and Torres Strait Islander peoples would now be counted in the national census, meaning that they 'officially' existed as Australians. The obvious question, therefore, asks, why did they 'unofficially' exist before the referendum?

referendum general vote on a single political question that has been referred to the electorate for a direct decision

Universal Declaration of Human Rights an internationally recognised document that outlines the fundamental rights and freedoms of all people

The successful referendum result appeared to be the end of a long struggle. However, critics of the 1967 Referendum claim that subsequent Australian governments have rarely used the results of 1967 to improve the lives of Australia's First Peoples. The struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms has had to continue, with significant victories moving the struggle forward. Progress has been slow. Tellingly, at the conclusion of the 2019 federal election, WA Senator Ken Wyatt was the first-ever Indigenous Australian appointed to the role of Indigenous Affairs Minister. That was 52 years after the 1967 Referendum.

In this chapter you will learn about the struggles that led up to 1967, as well as the struggles that continued beyond.

The Universal Declaration of Human Rights

The **Universal Declaration of Human Rights** (UDHR) was adopted by the General Assembly of the United Nations (UN) on 10 December 1948. This came three years after the global devastation wrought by World War II. The declaration stated that all people, regardless of culture, creed or where they live, have inherent rights.

The United Nations grew from the ashes of World War II. It sought to resolve conflict and create an enduring peace for the whole world. By adopting the UDHR, the UN promoted ideas of civil and legal rights, freedom of speech, religion and political association. It claimed that all humans had the right to life, freedom and privacy.

ACTIVITY 8.1

Check your understanding

1 What does the result of the 1967 Referendum tell you about the attitude of Australians towards Aboriginal and Torres Strait Islander peoples' rights at the time?

2 It took 52 years for the Australian Government to appoint an Aboriginal or Torres Strait Islander politician to the role of Minister for Indigenous Affairs. What does this tell you about the reaction of the Australian Government to the 1967 Referendum?

Key concepts: continuity and change, perspectives **HASS skills:** evaluating

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The UDHR begins with a simple statement.

> ... recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.[1]

▲ **Source 8.4** From the Universal Declaration of Human Rights

It set out a new vision for the world that attempted to recalibrate the way people treated one another. It was an ambitious and optimistic vision.

After World War II there was a global trend of nations declaring independence from European colonisation and determining their own fate. This trend did not reach all corners of the globe. By 1950, South Africa had established a system of **apartheid** into law. This system legally discriminated against black people in South Africa, excluding them from society. Similar laws existed in the southern states of the USA. Around the globe, in places like the Soviet Union, the Middle East and Latin America, the adoption of universal rights was slow. In some cases, they were never applied. As a new player on the world stage at the conclusion of World War II, Australia swung its attention towards its own human rights record.

apartheid ('separateness') a system of laws in South Africa that legally separated non-white people from white society

ACTIVITY 8.2

Using historical sources as evidence

Article 2 of the Universal Declaration of Human Rights states:

> Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
>
> – Article 2 of the Universal Declaration of Human Rights

Responding to the sources

1. Use what you know about World War I and World War II to identify the historical events this statement attempted to avoid repeating.
2. Research the UDHR online. Read through its 29 Articles and make a list of five that you feel to be the most significant in 1948.
3. Read through the list again and make a list of the articles that you feel to be the most significant in our lives today. What is the significance of this document for your life in Australia?



▲ **Source 8.5** Children of the United Nations International Nursery School looking at a poster of the Universal Declaration of Human Rights

Key concepts: significance, continuity and change, cause and effect

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

1 To see a copy of the Universal Declaration of Human Rights from the UN, please follow the link: https://cambridge.edu.au/redirect/9659

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missions closed communities created by churches or religious individuals to house Aboriginal and Torres Strait Islander peoples, train them in Christian ideals and prepare them for work

half-caste outdated and offensive term that identifies a person whose parents are from different national or racial backgrounds

In 1948, many Aboriginal and Torres Strait Islander peoples lived on government settlements or **missions**. Their lives were controlled by welfare, government and religious organisations that dictated how they could travel, work, worship and behave. In many instances, Aboriginal and Torres Strait Islander peoples were forbidden from speaking their native languages or practising their cultural traditions. Very few received exemptions that allowed them to travel, go to school, attend cinemas or enter hotels and pubs. All of this took place at the same time as a government-sponsored program that removed **half-caste** or 'mixed-race' Aboriginal and Torres Strait Islander children from their families in order to assimilate them into white Australia.

As Australia took its seat at the United Nations in 1945, global attention was slowly bringing the treatment of Aboriginal and Torres Strait Islander peoples into the light.



▲ **Source 8.6** Johannesburg, South Africa, 1956: A sign commonly seen in South Africa under apartheid



▲ **Source 8.7** 1900: An Aboriginal man sitting outside a tent at the Deebing Creek Mission.

Key concepts for your memory bank

The concept of **significance** relates to the importance that is assigned to particular aspects of the past (e.g. events, developments, individuals, groups, movements and historical sites). Significance includes an examination of the principles behind the selection of what should be investigated and remembered. *Pop this concept into your memory bank – at the end of this book is an activity which will test your understanding of this, and other key HASS concepts!*

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END OF SECTION REVIEW 8.4

Review questions

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

Recall

1 When was the Universal Declaration of Human Rights (UDHR) created?
2 What were the conditions set out by the UDHR?

Interpret

3 Why did the governments of South Africa, the US and Australia not apply the UDHR to all their people?

Argue

4 The UDHR was intended to apply to all people. To what extent was this intention realised in the years that followed?

Extension

1 Compare what you have learned about the UDHR with the treatment of Aboriginal and Torres Strait Islander peoples in 1948. In what ways were they denied civil rights?
2 Why did the issues of human rights come to the world's attention after World War II?

Key concepts: cause and effect, perspectives **HASS skills:** analysing, evaluating



▲ **Source 8.8** South Africa: A black South African man in a park reads on a bench marked 'Europeans only'.

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8.5 Aboriginal and Torres Strait Islander peoples' struggle for rights before 1965

FOCUS QUESTION

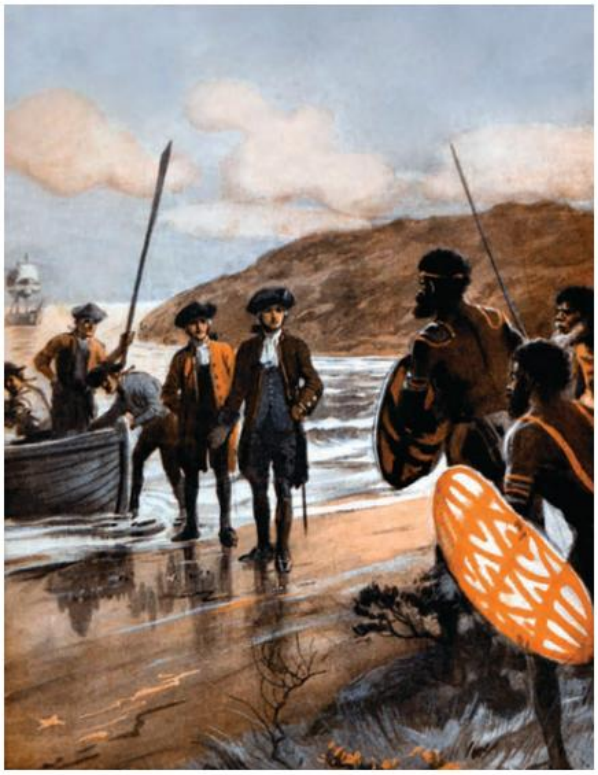
What were the events that brought Aboriginal and Torres Strait Islander peoples to demand civil rights in Australia?

The impact of *terra nullius*

A common story about Australia's history is that Captain Cook declared Australia to be ***terra nullius*** upon landing in Botany Bay in 1770. In fact, Australia was never officially declared to be 'empty' by Cook, or by the people of the First Fleet who arrived in Australia in 1788. The early European arrivals were not able to create a treaty with the local tribes in order to acquire land, so the idea that it belonged to no one became a tool, rather than a law, that allowed the British settlers to push Aboriginal and Torres Strait Islander peoples off their land.[2]

terra nullius legal term for land that is unoccupied or uninhabited

smallpox contagious, life-threatening viral disease with symptoms that include fever and pustules that usually leave permanent scars



▲ **Source 8.9** Captain Cook's landing at Botany Bay, illustrated by George Soper

This idea of Australia as an empty land persisted and was used to dispossess Aboriginal and Torres Strait Islander peoples across the continent until NSW Governor Sir Richard Bourke enshrined the idea into law. On 10 October 1835 Bourke declared Australia to be *terra nullius* in a proclamation that stated any people found occupying land without the NSW Government's official approval were to be considered trespassers. This opened the floodgates for the dispossession of Aboriginal and Torres Strait Islander peoples from their traditional lands. This principle was further supported by the 1836 trial of Aboriginal man, Jack Congo Murrell, where the Judge ruled that he would have to be tried under British law, as there was no other system of law in Australia.

The idea of *terra nullius* would face its biggest challenge centuries later when Aboriginal and Torres Strait Islander peoples sought to dispute the idea that such a proclamation could ever legally have been made.

The impact of disease

More convicts and settlers followed after the establishment of Australia as a British colony. So did **smallpox**, a disease for which Aboriginal and Torres Strait Islander peoples in the New South Wales area had no immunity. It is impossible to measure the impact smallpox had on them, but the Aboriginal and Torres Strait Islander peoples of New South Wales were almost wiped out. Fleeing the spread of the epidemic, they abandoned their traditional homes, scattering north and south. When David Collins, Judge-Advocate of the new colony, took an Aboriginal man who had been living among the British to search for his fellow Aboriginal people, they had vanished.

2 For a discussion on loaded terms such as 'discovered' or 'invasion', please see the article 'Discovery, settlement or invasion? The power of language in Australia's historical narrative' by Peter Kilroy in *The Conversation*, 1 April 2016, through the following link: https://cambridge.edu.au/redirect/9660

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> *'He lifted up his hands and eyes in silent agony for some time; at last he exclaimed, "All dead! all dead!" and then hung his head in mournful silence.'*

▲ **Source 8.10** David Collins, Judge-Advocate of the colony of New South Wales, April 1789[3]

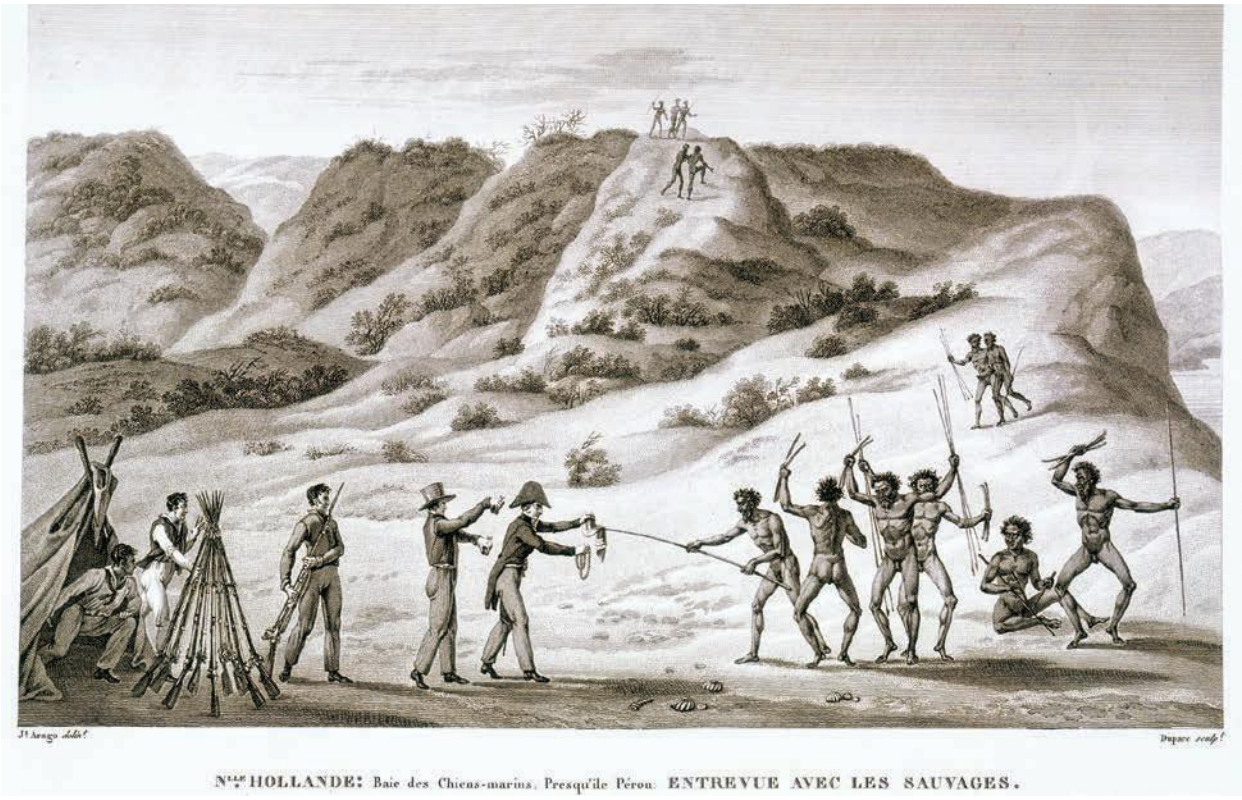
It is impossible to gather accurate statistics from the time, but it is estimated that 90 per cent of Australia's Aboriginal and Torres Strait Islander population were killed by diseases like smallpox, measles and influenza in the 10 years that followed British arrival.

The impact of dispossession

The British settlers' demand for land brought them into direct conflict with the Aboriginal and Torres Strait Islander peoples who had inhabited their traditional lands for tens of thousands of years. For Aboriginal and Torres Strait Islander peoples, the connection to land transcends ownership. For 60 000 years, the land had given them all they could want for. In return they cared for it. **Dreaming stories** told of the creation of the 500 Aboriginal groups that populated the continent. These oral traditions were handed down from generation to generation.

Dreaming stories Aboriginal and Torres Strait Islander beliefs about how the universe came to be, how human beings were created and how people should function within the world

As British settlement spread, the demand for land, and the resulting demand upon those on it to leave, increased. Europeans cut down trees and put up fences around traditional lands, claiming them as their own. This inevitably led to tension. For as many stories that exist of Aboriginal and Torres Strait Islander peoples who peacefully welcomed settlers, there are countless more in which the local populations were given little compensation for their land or were violently forced off at gunpoint.



▲ **Source 8.11** This print was created by Louis Claude Desaulses de Freycinet (1779–1842) as an account of a French voyage around the world between 1817 and 1820, when Australia was known as 'New Holland'. This encounter took place at Shark Bay on the Ile Peron in what is now Western Australia. Aboriginal and Torres Strait Islander peoples are portrayed here as suspicious 'savages' accepting gifts from Europeans.

3 Find out more about the smallpox epidemic from the National Museum of Australia at the following link: https://cambridge.edu.au/redirect/9661

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ACTIVITY 8.3

Map analysis

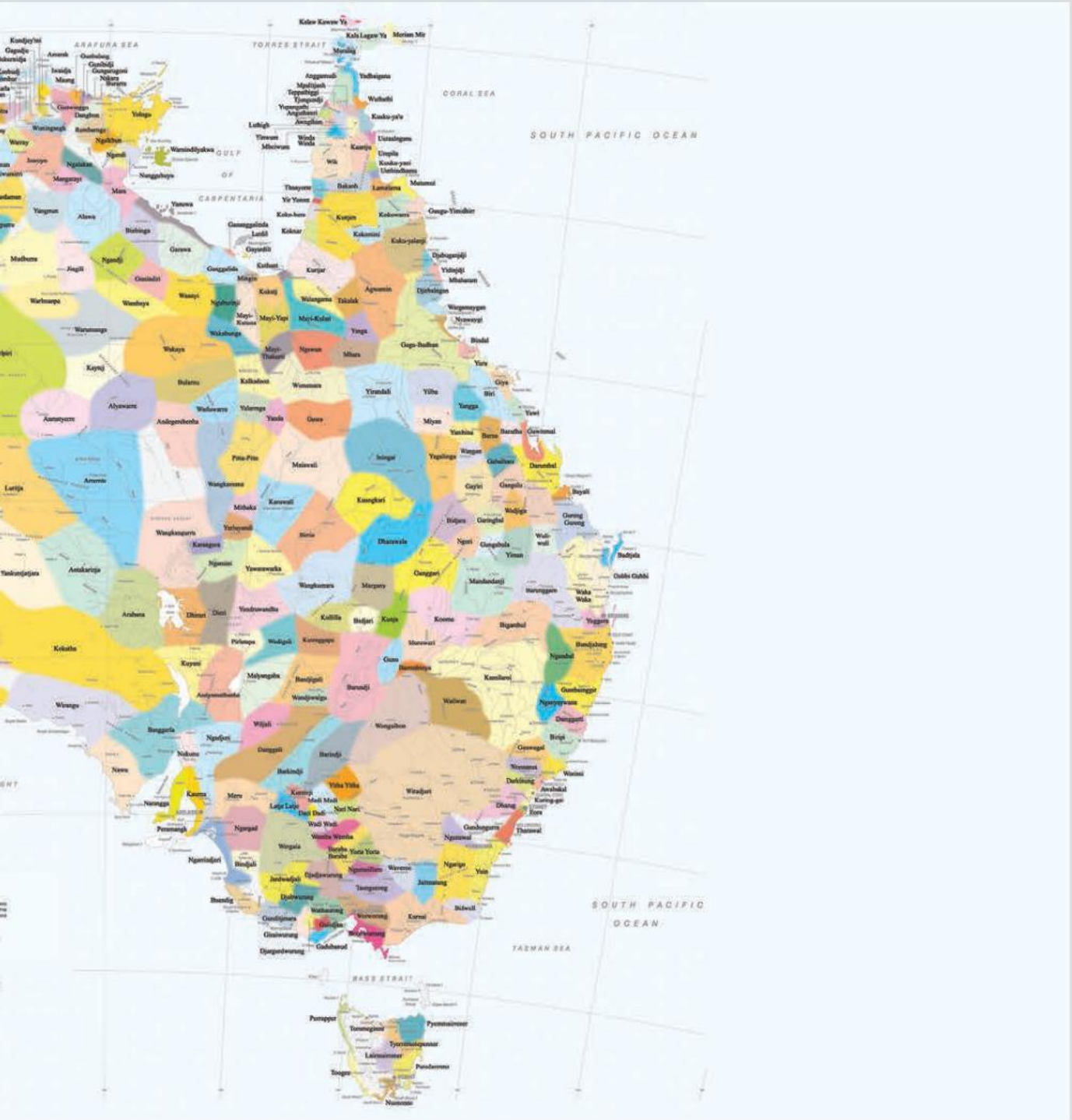
Examine this map of Indigenous Australia.



▲ **Source 8.12** This map attempts to represent the language, social or nation groups of Aboriginal Australia. It shows only the general locations of larger groupings of people which may include clans, dialects or individual languages in a group. It used published resources from 1988–1994 and is not intended to be exact, nor the boundaries fixed. It is not suitable for native title or other land claims.
Source: David R Horton (creator), © AIATSIS, 1996. No reproduction without permission. To purchase a print version visit: https://shop.aiatsis.gov.au/.

Please note that you can zoom in on this map in the digital versions of this textbook.

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Responding to the source

In relation to the definition of *terra nullius* given earlier in the chapter, what does this map tell you about Australia's Aboriginal and Torres Strait Islander population prior to European arrival?

Key concepts: sources and evidence **HASS skills:** analysing, evaluating

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CASE STUDY 8.1

Dispossession: the Pinjarra Massacre

For many years known as the 'Battle of Pinjarra', the 1834 Pinjarra Massacre was the result of a military action led by the WA Governor of the time, James Stirling. Shortages of food and disputes over land had brought the British settlers into conflict with the local Nyungar people, and killings on both sides of the conflict inflamed the situation. An attack by members of the Binjareb people, in the Peel district, led to the death of a white servant, Hugh Nesbit, in July. By October, Stirling was determined to act.

A party of 26 police, soldiers and settlers set out for the Peel region on 25 October and, in the early morning of 27 October, surrounded and advanced upon a large Nyungar camp on the Murray River, where Pinjarra is located today. The death of a Captain Ellis was the only casualty on the settlers' side but, of their Aboriginal opposition, the British reported 15–30 people died. It has been estimated since that this figure is more likely to have been in the hundreds, and included many women and children.

The fears of the settlers remained, but there were no significant 'payback' reprisals, and there were no further massacres of comparable size in the south-west. A plaque exists at the site today but does not mention the number of Aboriginal deaths, nor use the term 'massacre'.



▲ **Source 8.13** A plaque commemorating the Pinjarra Massacre of 1834

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 8.1

Understanding different perspectives

1. How would you describe the difference between a 'battle' and a 'massacre'?
2. Explain what term you think is more accurate in this case, and why.
3. What reasons do you think there were for conflict between settlers and Aboriginal peoples in the early years of the colony? Do any of these still exist?
4. What impression is given by the plaque?
5. What would you have written in the dedication? Write an alternative plaque of 60 words or less.

Key concepts: sources, evidence, continuity and change, cause and effect, perspectives, empathy, contestability

HASS skills: analysing, evaluating, communicating and reflecting

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Dispossession: the 'sale' of Melbourne

On 3 April 1835, British entrepreneur and explorer John Batman met with **Wurundjeri** Elders on the banks of the Yarra River in what would become modern-day Melbourne. He presented a written 'land use agreement' to the Elders. This agreement supposedly granted Batman the use of the land around the Yarra. Even though the British Crown did not recognise that Aboriginal and Torres Strait Islander peoples had any claim to their land, Batman felt it necessary to 'buy' access to this land by giving the Wurundjeri Elders a collection of small items like blankets, knives and flour. Today over four million people live on Wurundjeri land.

Wurundjeri Indigenous nation in Victoria where territory extends between the Great Dividing Range, Mount Baw Baw, Mordialloc Creek and the Werribee River

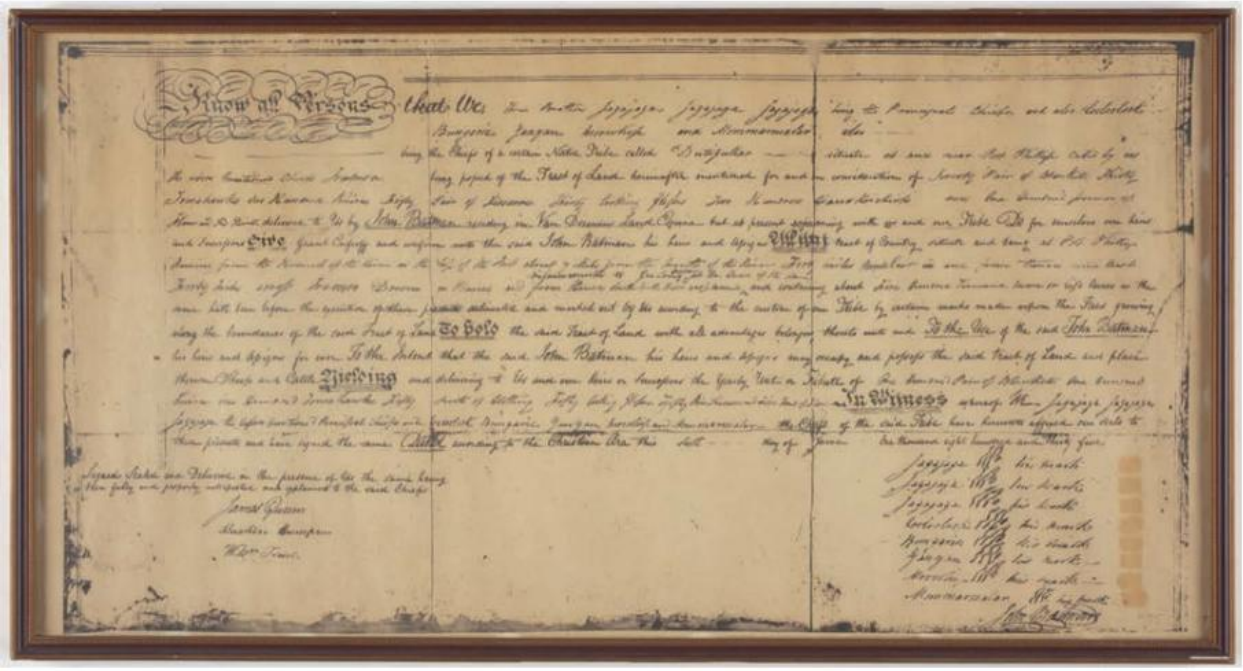
As the European population expanded across Australia, more and more Aboriginal and Torres Strait Islander peoples were forced from their land. Tactics for the dispossession of Aboriginal and Torres Strait Islander peoples varied from forced removal to outright genocide. As early as the 1820s, Aboriginal peoples in Tasmania were the target of an open war declared by European settlers. At a meeting in Hobart in the late 1830s, Solicitor-General Alfred Stephen discussed escalating clashes between local Aboriginal peoples and the growing population of settlers. Stephen was discussing what should be done with the 'Aboriginal problem' when he openly used the term 'extermination'.



▲ **Source 8.14** Location of Wurundjeri land (shown in orange)

> I declare openly, that if I was engaged in the pursuit of blacks, and that I could not capture them, which I would endeavour to do by every means in my power, I would fire upon them … Capture them if you can, but if you cannot, destroy them.

▲ **Source 8.16** Alfred Stephen, Solicitor-General of New South Wales, c. 1830s[4]



▲ **Source 8.15** Copy of the 'land use agreement' John Batman signed with Wurundjeri Elders

4 Moses, A. Dirk (ed.), *Genocide and Settler Society: Frontier Violence and Stolen Indigenous children in Australian history*, 2004, p. 143

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Additional content
Access the Interactive Textbook to examine a map of massacres of Aboriginal and Torres Strait Islander peoples in Victoria.

ACTIVITY 8.4

Using historical sources as evidence

Here are two pictures that depict two perspectives on frontier violence. The paintings are by Australian artist Samuel Thomas (S.T.) Gill (1818–80).

Source A



▲ **Source 8.17** *Attack on Store Dray*, 1865, by S.T. Gill

Source B



▲ **Source 8.18** *The Avengers*, 1869, by S.T. Gill

Responding to the sources

1. Do these paintings suggest that there was a cycle of violence and retribution on the Australian frontier? Explain your response.
2. How do the words in the captions – 'attack' and 'avengers' – influence your thinking about the incidents depicted? Would it make any difference to your reading of these paintings if the first picture was captioned 'avengers' and the second 'attack'?
3. Would there be a danger in generalising, from these two paintings alone, about the nature of, and motives for, frontier violence? Explain your response.

Key concepts: sources, evidence, perspectives, contestability

HASS skills: analysing, evaluating, communicating and reflecting

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Language, culture and 'protection'

In the new Australian colony, Aboriginal **reserves** were set up when **Aborigines Protection Boards** were established across Australia in the late 1800s. In an era of social Darwinism, the idea of 'racial hierarchies' was common. The colonial authorities determined that Aboriginal and Torres Strait Islander peoples needed 'protection' to separate them from the effects of European colonisation. Parcels of land were set aside where Aboriginal and Torres Strait Islander peoples could live, based on the assumption that they could not look after themselves. What began as a collective effort between governments and religious missions, which sought to 'save' Aboriginal and Torres Strait Islander peoples by converting them to Christianity, soon became a government-led system of forced assimilation and persecution. Between 1883 and 1969 the NSW Government controlled every aspect of the lives of Aboriginal and Torres Strait Islander peoples in the name of their 'protection'.[5]

This removal had a disastrous effect on Aboriginal and Torres Strait Islander peoples across Australia, forcing them off the land that connected them to the stories of the Dreaming, their ancestors, their language and their culture. In most cases, English was the enforced language on a reserve. Aboriginal and Torres Strait Islander traditions that had stood for tens of thousands of years were banned. This made it increasingly difficult for Aboriginal and Torres Strait Islander cultures to survive, and for Aboriginal and Torres Strait Islander peoples to make any claim to the land they had once inhabited. Not only had they been denied their own land, they had been denied their culture and identity as well.

Life on the reserves

reserves parcels of land set aside for Aboriginal people to live on

Aborigines Protection Board Australian Government institution responsible for regulating the lives of Aboriginal and Torres Strait Islander peoples

Gai Wurrung language group of the Dhauwurd Warrung people from western Victoria

One Aboriginal reserve was the Framlingham mission, located near modern-day Warrnambool, Victoria, on **Gai Wurrung** lands. Established in 1867, the reserve's living conditions were extremely basic. Reserve inhabitants were provided with rations of flour, sugar and tea, and essential clothing (but no boots). There was no meat available, and no teacher in the reserve's school until 1878.

Ivan Cousins recalls growing up at Framlingham.

> I was born at the Framlingham Aboriginal Reserve and I lived out there in little old huts, in the scrub, in the early days. Just a dirt floor and hessian bags for window screens.[6]

▲ **Source 8.19** Ivan Cousins, former resident of Framlingham Aboriginal Reserve[6]

Debai Baira grew up on a mission on Thursday Island, in the Torres Strait.

> Yeah in those days looking for job – I can't explain why – you have to ask council, you have to get permission. It is all up to them. If they say, 'Yes you can go,' you go. If they say, 'No,' you stay home. If you just go, like run away, you're in trouble. They lock you up. You go in the prison line … you have no job.[7]

▲ **Source 8.20** Debai Baira[7]

ACTIVITY 8.5

Using historical sources as evidence

Read the quotes from Ivan Cousins and Debai Baira.

Responding to the sources

1 What do sources 8.19 and 8.20 and the text on this page tell us about living conditions for Aboriginal and Torres Strait Islander peoples on missions? What does this suggest about the prevailing attitudes towards First Nations peoples at the time?

5 For more information on the Aborigines Protection Board, see the article 'Capturing the lived history of the Aborigines Protection Board while we still can', *The Conversation*, 4 September 2015 at the following link: https://cambridge.edu.au/redirect/9662

6 To watch an interview with Gunditjmara Elder Ivan Couzens by Culture Victoria please follow the link: https://cambridge.edu.au/redirect/9663

7 You can find more interviews from 13 Indigenous and non-Indigenous Australians in *From Little Things Big Things Grow* by the National Museum of Australia exhibition website, which explores personal stories of discrimination, injustice and survival from the 1940s to the 1970s through the following link: https://cambridge.edu.au/redirect/9664

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2 How does the notion of social Darwinism explain the actions of the Protection Board and the actions of people like John Batman?

3 How did the creation of reserves affect Aboriginal and Torres Strait Islander peoples cultures around Australia?

Key concepts: sources, evidence, cause and effect, perspectives, empathy

HASS skills: analysing, evaluating

Aborigines Act 1905 the official name for the first law targeting Aboriginal children, in particular, in WA. There had also been an earlier Act (1886) and earlier instances of the removal of Aboriginal children.

Stolen Generations collective name for the children of Australian Aboriginal and Torres Strait Islander descent who were removed from their families by Australian federal and state/territory government agencies and church missions, under protection policies, between 1910 and 1970

intergenerational trauma psychological theory that suggests trauma can be transferred between generations – in the study of the Stolen Generations, it has been recorded that trauma experienced by grandparents (as members of the Stolen Generations) is passed on to parents and children in the form of mental illness, substance abuse and a cycle of disadvantage

The Stolen Generations

The devastation of dispossession was compounded by the forced removal of Aboriginal and Torres Strait Islander children from their families. This is one of the darkest chapters of Australia's history, beginning in the late 1880s, and it continued as part of Protection policy until the 1960s and 1970s. Prevailing social Darwinian ideas assumed that Aboriginal and Torres Strait Islander peoples would eventually 'die out'. These ideas also supported the removal of children who had parents from Aboriginal and Torres Strait Islander and non-Indigenous backgrounds. These children were taken from their families to be forcibly assimilated into white society. They were taught domestic and labour skills and dressed, fed and instructed in European ways. They were also forced to abandon their Aboriginal and Torres Strait Islander identity.

In Western Australia, the ***Aborigines Act 1905*** formalised the forced removal of Aboriginal babies from their parents at birth, and the removal of Aboriginal children from their families by police and local authorities. The 1997 *Bringing them Home* report estimated at least 100 000 children were removed from their parents nationwide, under Protection policy more broadly. A 2018 survey estimated that at least one in seven Aboriginal or Torres Strait Islander people was taken from their parents. This group of people are called the **Stolen Generations** because these policies affected not just one generation, but several generations of Aboriginal and Torres Strait Islander peoples.

Taken to foster homes, orphanages and religious schools, many of these Aboriginal and Torres Strait Islander children would never see their parents again. Entire family trees, oral histories and languages were irreparably damaged. Many people never even knew until later on in life that they were an Aboriginal or Torres Strait Islander person. They had been told that their parents didn't love them, or that their parents had abandoned them. Over the decades, many children were subjected to physical, emotional and sexual abuse and faced extraordinary pain in later life, with their children and grandchildren experiencing what became known as **intergenerational trauma**.[8]



▲ **Source 8.21** Governor Sir Charles and Lady Gairdner with Abbot Gomez inspecting the children of St Joseph's Orphanage in New Norcia, Western Australia

8 For more information on intergenerational trauma from the Healing Foundation (which offers a wide range of resources on trauma and healing for Stolen Generations survivors, their descendants, families and communities, along with other Aboriginal and Torres Strait Islander peoples), please follow this link: https://cambridge.edu.au/redirect/9665

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▲ **Source 8.22** Marita Ah Chee was taken from her family in 1947

Marita Ah Chee was sent to Garden Point Mission on Melville Island. After 13 years she came back to Alice Springs to work as a nanny. Her mother, having heard that she was somewhere in Alice Springs, went door knocking, and they were finally reunited after 15 years. 'I'm one of the lucky ones,' says Marita.

Uncle Jack Charles, an acclaimed actor and a member of the Stolen Generations, was taken from his mother just after he was born.

Additional content
Access the Interactive Textbook to watch a video about intergenerational trauma.

I was born on 6th September 1943 … stolen from Royal Women's Hospital and raised in an institution in Melbourne – Box Hill … and the program in there, besides the sexual abuse and the unusual punishments was to dissuade me, the lone Aboriginal – registered Aboriginal – in that Box Hill boys home … against any sense of his Aboriginality.

▲ **Source 8.23** Uncle Jack Charles



▲ **Source 8.24** Actor Uncle Jack Charles

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 8.2

Developing empathy

Read the stories of people who are part of the Stolen Generations.

Source A

Bill Simon's story

It was winter 1957, seven o'clock in the morning. The sun was up and the sounds of birds drifted down into our small kitchen. My brother Lenny was sitting on the floor, eating toast; my brothers Murray and David and I, rubbing our eyes in a state of half sleep, were waiting for mum to smear Vegemite on our bread before we dressed for school. A routine day in the Simon household.

Someone rapped loudly on the door. My mother didn't answer it. We hadn't heard anyone come up the path. The knocking got louder, and finally my mother, who was reluctant to answer any callers when my father wasn't home, opened the door and exchanged words with three people. We strained to hear what they were saying. Three men then entered the room.

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A man in a suit ordered my mother to pick up Lenny and give him to me. My mother started to scream. One of the policemen bent down and picked up my brother and handed him to me. My mother screamed and sobbed hysterically but the men took no notice, and forced my brothers and me into a car.

My mother ran out onto the road, fell on her knees and belted her fists into the bitumen as she screamed. We looked back as the car drove off to see her hammering her fists into the road, the tears streaming down her face...

▲ **Source 8.25** Bill Simon, 'A long way from home', *Sydney Morning Herald*, 23 May 2009, cited on the Creative Spirits website

Source B

Kenny Windly's story

We had no choice, couldn't do anything, the parents couldn't do anything either … The abuse affected a lot of people. It's in the back of your mind, and you think a lot about what you can do. Sometimes you feel bad about yourself, you think about what you were taken for. I used to try to ask them [about my parents] but got flogged. Once you asked questions you would get a flogging.

▲ **Source 8.26** Kenny Windly, '"You're not given any love": the stories of Australia's stolen generations – photo essay', *The Guardian*, 12 February 2016[9]

Source C

Zita Wallace's story

It was a very sad night the first night we went to bed and it was the first time I hadn't gone and sat beside my grandfather before I went to bed. Every night I would go and sit beside him, just sit, just to be next to him. We were very close.

I found out years later from the old men that him and a cousin brother, they walked from Alice Springs, from the homelands out here, to Darwin to look for me. When they got to Darwin they were told by one of the brothers that all of us children were dead – 'Your little sister is dead, they all died' – because they didn't want them looking for us any further.

They flogged us from day one, to stop us speaking language. They told us we were pagans and that we were spawn of the devil and that the language was evil and we couldn't speak it. So we got belted every time.

▲ **Source 8.27** Zita Wallace, '"You're not given any love": the stories of Australia's stolen generations – photo essay', *The Guardian*, 12 February 2016

Responding to the sources

1. Imagine if one day you were at home with your parents and government officials came and took you away to live with strangers, telling you that you had to learn to live, eat, speak and dress differently than you were used to. How might that experience continue to affect you throughout your life?
2. Carefully read the experiences of the members of the Stolen Generations in Sources A, B and C. How does each person define their experience?
3. How do these people's experiences explain the impact of the Stolen Generations on parents of Aboriginal and Torres Strait Islander children?
4. Evaluate the impact of the Stolen Generations in the history of dispossession of Aboriginal and Torres Strait Islander peoples. How would it affect the preservation of language, culture and identity for Aboriginal and Torres Strait Islander peoples?

Key concepts: sources, evidence, significance, empathy

HASS skills: analysing, evaluating, communicating and reflecting

9 For the complete photo essay, follow this link: https://cambridge.edu.au/redirect/9666

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▲ **Source 8.28** The Day of Mourning protest, 1938

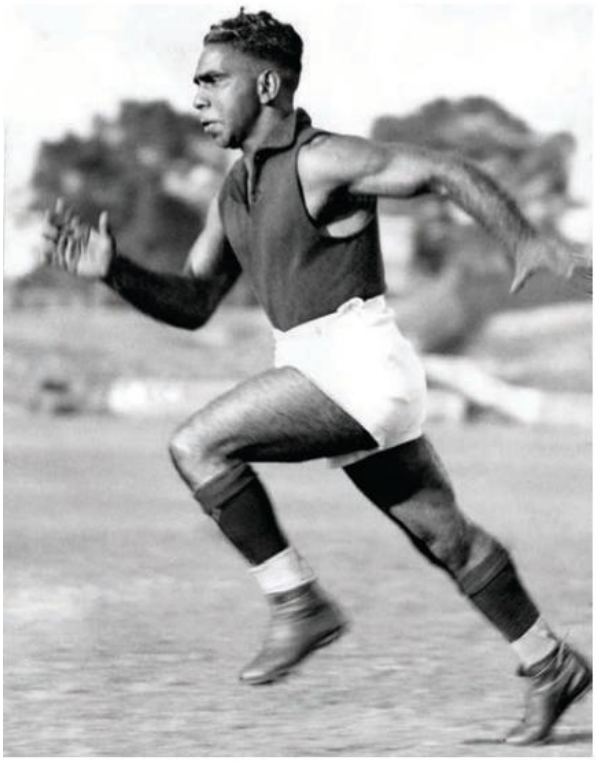
The Day of Mourning protest

In 1937 Jack Patten formed the **Aborigines Progressive Association** in Sydney. Patten was a boxer, labourer and a former resident of the Cummeragunja station. Hitchhiking around New South Wales, Patten entered Aboriginal reserves and stations to gather evidence of life under government protection. His intention was to bring this evidence to the government and force reform from the Aboriginal Protection Board.

Aborigines Progressive Association civil rights group involved in political organisation, rallies and protests in both Aboriginal reserves and major cities

In 1938 Patten and fellow Aboriginal organiser Bill Ferguson met with William Cooper and emerging Melbourne-based activist and footballer Doug Nicholls. The four men proposed a Day of Mourning to coincide with the 150th anniversary of the landing of the British First Fleet in 1788. The protest was to take place in Sydney on Australia Day, 26 January 1938.

In that same month, Patten produced a political pamphlet titled 'Aborigines Claim Citizens Rights' that explained the reason for a Day of Mourning.



▲ **Source 8.29** 4 April 1978: Pastor Sir Douglas Nicholls in his football days

> 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' so-called 'progress' in Australia commemorates also 150 years of misery and degradation imposed upon the original native inhabitants by the white invaders of this country … ask yourself honestly whether your 'conscience' is clear.

▲ **Source 8.30** From 'Aborigines Claim Citizens Rights' by Jack Patten, 1938

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News of the protest was published in major Melbourne and Sydney newspapers. Patten took to Sydney radio to make his claim to the public.

> …the time has come now, after one hundred and fifty years of so-called progress, for the white people of Australia to face up to their responsibilities … we now ask for freedom and equal citizenship. Our only hope of obtaining justice is to arouse the conscience of the white people of Australia, and to make them realise how lacking they have been in regard to accepting their responsibilities towards us, the original owners of the land.

▲ **Source 8.31** Jack Patten, on radio station 2SM in Sydney as cited in the article 'We hereby make protest' on the AIATSIS site.

Gadigal members of the Eora nation, whose land stretched north and south of modern-day Sydney, and who were among the first to encounter the British First Fleet in 1788

Menindee Mission Aboriginal peoples' mission located in western NSW

Ngiyaampaa Aboriginal peoples inhabiting the area around the Darling River in NSW

Aboriginal civil rights movement collective term for the various individuals and groups who have worked towards Aboriginal and Torres Strait Islander civil rights in Australia

Yorta Yorta Indigenous nation inhabiting the areas in Victoria and southern NSW that surround the Goulburn and Murray rivers

The protest took place amid a day of festivities in Sydney. Among the festivities was an official re-enactment of the landing of the First Fleet, and included a group of Aboriginal and Torres Strait Islander performers who had been forcibly shipped in from far western New South Wales to represent the **Gadigal** people, who had first met the First Fleet at the eastern NSW coast of Port Jackson. These performers were forced to participate – they were collected from **Menindee Mission** on the back of a truck and told if they did not perform the re-enactment, their families would starve.

Ngiyaampaa Elder Dr Beryl (Yungha-Dhu) Philp-Carmichael remembers the day the trucks came.

> Whether they were taking them away to be massacred or what, no-one knew. The community went into mourning once they were put on the mission truck … They came back very quiet.

▲ **Source 8.32** Dr Beryl (Yungha-Dhu) Philip-Carmichael (https://www.abc.net.au/news/2018-01-25/eighty-years-since-forced-first-fleet-reenactment/9358854)

The delegates from the Aborigines Progressive Association met in a hall in Sydney's Elizabeth Street. Each had their chance to speak and voice their protest and demands for change. The meeting was attended by 100 people. After the meeting closed, a delegation went to meet with Prime Minister Joseph Lyons. The protest achieved no tangible change, and no official response from the Australian Government. However, it did mark an important moment. Aboriginal leaders from around the nation had met to coordinate their protests. The **Aboriginal civil rights movement** had begun.

The Cummeragunja walk-off: 1939

In February 1939, 200 residents of the Cummeragunja station walked off the station in protest against their living and working conditions. It was the first mass action against station life and a major spark for Aboriginal people around the nation.

Yorta Yorta Elder Uncle Ruben Baksh recalls the conditions at Cummeragunja.

> They lived in the old tin huts with hessian bags. They had no running water, no electricity, no proper sewerage.

▲ **Source 8.33** Uncle Ruben Baksh (https://www.abc.net.au/news/2018-06-05/cummeragunja-walk-of-shepparton-mooroopna-flats-walk/9820834)

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Former Cummeragunja resident Jack Patten, now the new figurehead of Aboriginal and Torres Strait Islander civil rights, was asked to return to the station to help improve the squalid conditions. Upon his arrival, Patten inspired Cummeragunja residents to pack up their belongings and simply walk off the station. This was no easy decision. Challenging the Cummeragunja authorities could mean severe punishment. There were no guarantees of a better life off the station. Many ex-Cummeragunja residents would go on to settle in Echuca, Shepparton and Mooroopna.[10]

> This wasn't just a walk out. This was people feeling that they had no alternative but to walk away from their country. So it's a very powerful statement … Yorta Yorta people, over 200 years, have demonstrated a real commitment to country and the strike in 1939 was one of the examples of the way those people weren't prepared to suffer injustice on their land.

▲ **Source 8.34** Professor Heather Goodall, University of Technology Sydney

The Cummeragunja Station walk-off achieved little in terms of tangible change for the Yorta Yorta people. The man in charge of the station was removed from his position, but the walk-off depleted the station's population significantly, since many people were not allowed to return. The walk-off did, however, set the tone for future civil rights protest. It set Australia on a path to recognise Aboriginal and Torres Strait Islander rights.



▲ **Source 8.35** 1893: Looking across the Murray River to the Cummeragunja Station

CASE STUDY 8.2

The Pilbara strike

What was the Pilbara strike?

On May 1, 1946, 800 Aboriginal pastoral workers from 27 stations in Western Australia walked off the job for better pay and conditions.

This was the first industrial action by Aboriginal people since colonisation in 1788 and predates the famous Wave Hill strike in the Northern Territory by 20 years.

The Pilbara strike lasted until 1949, making it the longest strike in Australia's history.

History leading to the 1946 Pilbara strike

From the 1890s to the 1920s it was common for Aboriginal workers to be paid only in rations of food and clothing. During the 1920s some workers began to receive minimal wages. The 1936 *Native Affairs Act* legally compelled pastoralists to provide shelter and meet the medical needs of their workers, but this was never enforced by the government.

»

10 https://www.abc.net.au/news/2019-02-04/cummeragunja-80th-anniversary/10771824

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Aboriginal stockmen were housed in corrugated iron humpies, without floors, lighting, sanitation, furniture or cooking facilities. It was illegal for the Aboriginal people to leave their place of employment, and it was even illegal to pay them wages equal to the white people's.

In 1942, there was a secret Aboriginal law meeting to discuss a strike proposal, an idea first discussed by white labourer and prospector Don McLeod and Aboriginal people Clancy McKenna, Dooley Bin Bin and Nyamal Elder Peter 'Kangushot' Coppin from the Pilbara community, who were instrumental in calling together the 1942 meeting.

200 law men from 23 Aboriginal groups gathered, and after six weeks a consensus was reached to begin a strike on May 1, the international day of workers' struggle and the beginning of the shearing season, thereby putting maximum pressure on the squatters. However, the strike was postponed until after the Second World War had ended.

How the Pilbara strike was organised

On the stations there were no phones or radios and the Aboriginal workers couldn't read or write English.

Dooley was responsible for spreading word of the strike. He visited each station pretending to be a 'visiting relative just passing through' to avoid any suspicion.

Dooley distributed calendars to the workers on all stations, made from labels from jam tins, on which they marked off each passing day so they would all go out at the same time.

The strike begins: outback stations are paralysed

The strike began on 1 May 1946, at the beginning of shearing season, when the pastoralists were most vulnerable to a loss in Aboriginal labour. Hundreds of Aboriginal workers left 20 stations, affecting 10 000 square km of sheep farming country. They gathered at strike camps – Twelve Mile outside Port Hedland and Moolyella near Marble Bar – where they would spend much of the following three years.

At its height, at least 800 people were on strike. The sheep stations were paralysed without Aboriginal labour.

In order to survive, the strikers coordinated the collection of bush food and pearl shells and hunted kangaroos and goats to sell the skins. Many Aboriginal people had their first taste of economic independence. However, many Aboriginal strikers were jailed for their participation in the strike, some even put in chains for several days.

Although the striking stockmen won award rates in 1949, many never returned to the stations and instead earned their own money with their new-found economic independence.

Measured against the workers' initial demands, the three-year Pilbara strike was not a complete victory. But the strike was of great historical significance, providing a powerful example of Aboriginal people's resolve to struggle against their slave-like conditions.

The struggle for equal wages was finally won in the wake of the 1966 Gurindji strike in Wave Hill, Northern Territory. It led to the 1966 Equal Pay Case, and by 1968 station workers were entitled to equal pay. Unfortunately, this led to some Aboriginal job losses. In 1975, a new law was passed by the Whitlam government – the *Racial Discrimination Act* – which meant the end of unequal wages across Australia.

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Some families saved enough money to purchase stations in the 1950s. In 1959, a group of Aboriginal people around Ernie Mitchell and Peter Coppin purchased Yandeyarra Station and operated it successfully for many years. Another group, led by Don McLeod, purchased Strelley Station (Njamal country, still Aboriginal owned today), Warralong Station and others.

▲ **Source 8.36** Text from Jens Korff, '1946 Pilbara strike – Australia's longest strike', posted 8 February 2019 on the Creative Spirits website

ANALYSIS QUESTIONS

1 Why was this strike successful? Consider the importance of leaders, collective action and wool in the Australian economy at the time, and changing attitudes in Australia after World War II.
2 What changed for the Aboriginal workers in the Pilbara as a result of the strike? What stayed the same?
3 In what ways was this strike a significant period for Aboriginal people?
4 Many of the leaders of the strike were labelled as communists at the time. Can you explain why?

Key concepts: significance, continuity and change, cause and effect

HASS skills: analysing, evaluating, communicating and reflecting

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 8.3

Sequencing significant events in chronological order to determine cause and effect

When studying History, we examine a series of events and ideas that, at first glance, could seem unrelated or, on their own, insignificant. However, when we create a short timeline of events in **sequence**, we are afforded the opportunity to step back and make sense of the bigger picture. When building the timeline of events, we can start to identify **causes** that may have built momentum or be linked like a chain to other events. When looking at the end of the timeline, we can start to understand how the events are connected and begin to analyse the **effects** or **consequences** of these events over time.

1 Build a short timeline of events of the Pilbara strike.
2 Explain how the use of political pressure affected the rights of Aboriginal and Torres Strait Islander peoples at this time.
3 Examine the events of the Cummeragunja walk-off. What do you see as the longer-term **causes** of this event?
4 Can you predict the **effects** or **consequences** of these actions? What might they mean for the future of Australia's Aboriginal and Torres Strait Islander civil rights movement?

Key concepts: cause and effect

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

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END OF SECTION REVIEW 8.5

Review questions

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

Recall

1 When and why was the Universal Declaration of Human Rights (UDHR) made?
2 What were some of the key points of the UDHR?
3 Define the term *terra nullius*. Why was it used?
4 Explain the impact of disease on Aboriginal and Torres Strait Islander peoples after 1788.
5 Explain the ways Aboriginal and Torres Strait Islander peoples were displaced from their land.
6 Why did 'protection' of Aboriginal and Torres Strait Islander peoples exist?
7 What was life like on Aboriginal reserves?
8 Who are the Stolen Generations?
9 What were the short- and long-term effects of the Stolen Generations?
10 How did Jack Patten contribute to the Day of Mourning protest?
11 Why did the Cummeragunja walk-off occur?

Interpret

12 Using the source below, why was the UDHR a challenge to the Australian Government's treatment of Aboriginal and Torres Strait Islander peoples?
13 What did the Day of Mourning protest?
14 What did the Cummeragunja walk-off signify?



◄ **Source 8.37** The handwriting underneath this 1934 newspaper clipping reads, 'I like the little girl in centre of group, but if taken by anyone else, any of the others would do, as long as they are strong.'

Argue

15 The forced removal of Aboriginal and Torres Strait Islander children was the worst of a series of violations committed against Aboriginal and Torres Strait Islander peoples. To what extent do you agree?

Extension

1 Did reserve life make protest inevitable? Use evidence in your response.

Key concepts: sources, evidence, significance, continuity and change, cause and effect, perspectives

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

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8.6 The US civil rights movement and its influence on Australia

FOCUS QUESTION

How did the civil rights movement evolve in the United States?

After World War II a civil rights protest movement was also brewing in the US as African American groups began to organise and demand their own voices be heard.

Since the time in the early 1600s, when the Americas were settled by explorers and religious exiles from Europe, African enslaved people had been used as labour to build the new colonies. Taken by force from West Africa, enslaved people were chained and sent on ships across the Atlantic Ocean to be sold as workers on tobacco, cotton and sugar plantations throughout the American continent. By the 1800s trade in African enslaved people had become a cornerstone of the North American economy. Men, women and children were bought and sold at auction like cattle. In many cases, the treatment of enslaved people was brutal – they were considered a commodity, rather than human beings.

The American Civil War (1861–65) brought an end to slavery in the US as Northern armies fought the Southern Confederates to keep the American Union together. Slavery was not the defining reason for the civil war beginning, but it became a fundamental one as the war progressed. Pressure from anti-slavery groups in the north and a growing **emancipated slave** population contributed to the abolition of slavery upon the North's victory.

Some historians regard the use of the word 'slave' as dehumanising, and recommend that 'enslaved person' should be used instead. In this section, the term 'slave' has been used at times; but it is not meant to offend.

emancipated slave an enslaved person who has been granted their freedom

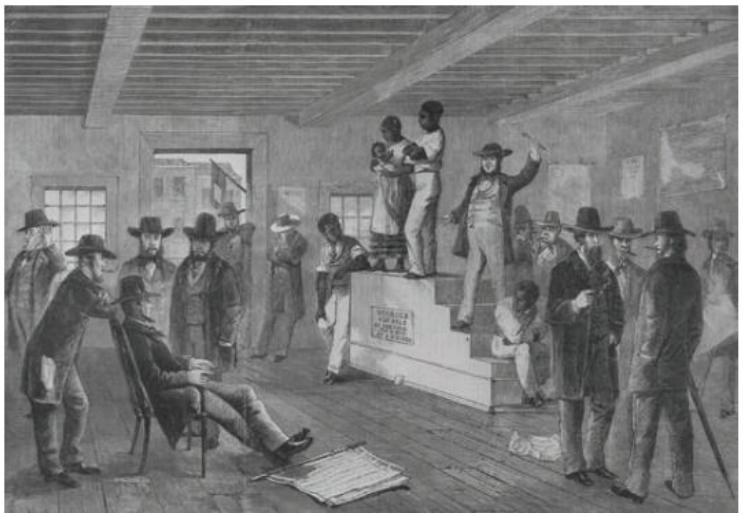
Jim Crow derogatory term for black men that also served as the nickname for a set of laws that enforced segregation in the US

Segregation and Jim Crow

The end of slavery in the US did not mean the end of discrimination. In many states across the newly united states, African American people were legally segregated from white society. While these laws were most prominent in southern states like Alabama, Kentucky and Georgia, they stretched as far west as California and as far north as Illinois. In the south, these laws were referred to as **Jim Crow** laws, based on a derogatory term for black men. They were wide-ranging laws intended to keep black people separate and unequal. From schools to marriage and travel on public transport, the everyday lives of African American people were given inferior status.

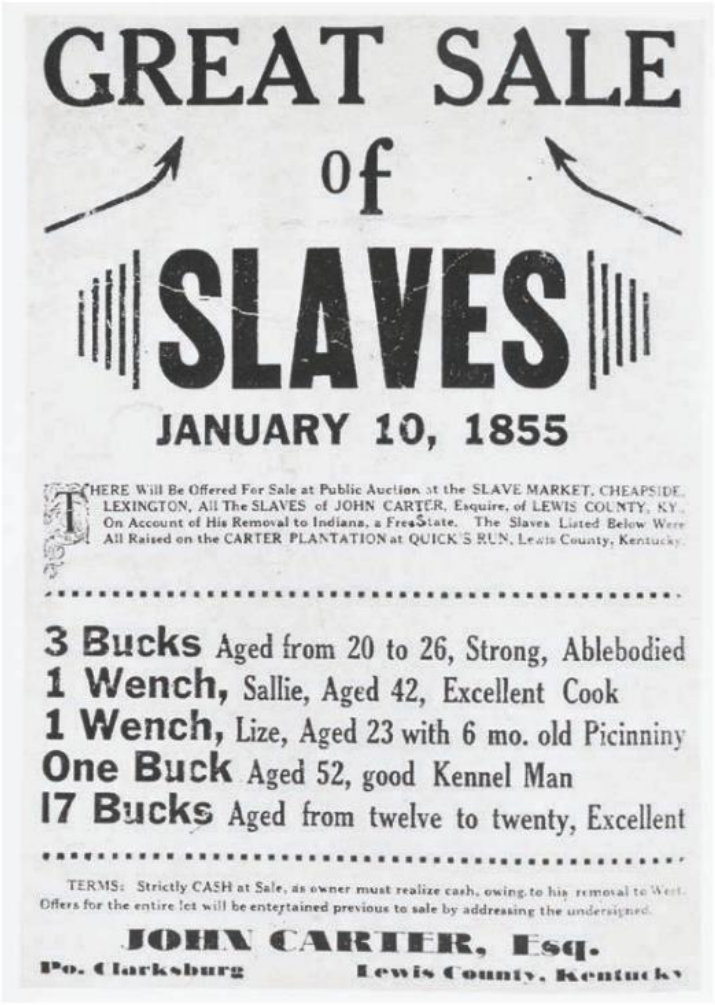
African American people could not attend the same cinemas as whites. They could not have their hair cut in the same place or drink from a water fountain that a white person might use. These laws prevented African American people from gaining an education and lifting themselves out of poverty.

By the 1950s several key events began to push the demand for civil rights forward.



▲ **Source 8.38** 1861: A slave auction in Virginia, USA. A black family are being auctioned. A newspaper, the *New York Herald*, lies on the floor.

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GREAT SALE
of
SLAVES
JANUARY 10, 1855

THERE Will Be Offered For Sale at Public Auction at the SLAVE MARKET, CHEAPSIDE, LEXINGTON, All The SLAVES of JOHN CARTER, Esquire, of LEWIS COUNTY, KY., On Account of His Removal to Indiana, a Free State. The Slaves Listed Below Were All Raised on the CARTER PLANTATION at QUICK'S RUN, Lewis County, Kentucky.

3 Bucks Aged from 20 to 26, Strong, Ablebodied
1 Wench, Sallie, Aged 42, Excellent Cook
1 Wench, Lize, Aged 23 with 6 mo. old Picinniny
One Buck Aged 52, good Kennel Man
17 Bucks Aged from twelve to twenty, Excellent

TERMS: Strictly CASH at Sale, as owner must realize cash, owing to his removal to West. Offers for the entire lot will be entertained previous to sale by addressing the undersigned.

JOHN CARTER, Esq.
Po. Clarksburg Lewis County, Kentucky

▲ **Source 8.39** Poster advertising an auction of enslaved people, listing men and women of various ages along with the jobs they can perform



▲ **Source 8.40** This poster dates from 1836, and shows the actor Thomas Dartmouth Rice playing the character 'Jim Crow'. The character popularised stereotypical negative perceptions of African Americans. Why do you think they chose that name for the character?

ACTIVITY 8.6

Using historical sources as evidence

Use the images in Sources 8.41 to 8.43 to write a paragraph about life under Jim Crow laws. Imagine you are visiting the US south for the first time and write a newspaper article that explains the extent of Jim Crow laws.

Source A



◄ **Source 8.41** People holding signs and American flags protesting the admission of the Little Rock Nine to Central High School. The Little Rock Nine was a group of nine African American high school students who enrolled at Little Rock Central High School in 1957, following the 1954 US Supreme Court decision that segregated schooling was unconstitutional.

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Source B



▲ **Source 8.42** November 1939: The Rex Theatre in Leland, Mississippi, which was segregated under the Jim Crow laws

Source C



▲ **Source 8.43** A passenger exits the 'Colored Waiting Room' at the Trailway Bus Terminal in Jackson, Mississippi.

Key concepts: sources, evidence, empathy

HASS skills: analysing, evaluating, communicating and reflecting

The murder of Emmett Till

In August 1955 Emmett Till, a 14-year-old African American boy, was murdered for allegedly flirting with a white woman in the small town of Money, Mississippi. Till was from Chicago and was visiting family in Mississippi when he was taken in the night and brutally murdered by the husband and brother of the woman he was said to have **wolf whistled** at. He was so brutally beaten that his body was almost unrecognisable.

Sadly, such incidents were not isolated. White supremacist organisation the **Ku Klux Klan** had led many anonymous campaigns of intimidation and violence that had prevented most African American people in the south from speaking out.

wolf whistle whistling at someone to show interest in them, often directed by men at women they find attractive

Ku Klux Klan US-based illegal white supremacist hate group who led a campaign of terror and violence against African American people

At the murder trial of Emmett Till it took an all-white jury one hour to deliver a 'not guilty' verdict for the two accused men on the grounds that they could not prove the dead body was actually that of Emmett Till. Mose Wright, Till's uncle, who had positively identified the two white men in his testimony, went into hiding after the trial.

At Till's funeral in Chicago, his mother made the gruesome decision to have an open casket service. She wanted all who attended to see what these men had done to her 14-year-old son. Thousands came out to see the body and farewell Till. His murder and subsequent funeral became national news.



▲ **Source 8.44** Fourteen-year-old Emmett Till



▲ **Source 8.45** Mourners at Emmett Till's funeral in Chicago

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Rosa Parks and the Montgomery Bus Boycott

In December 1955, four months after Emmett Till's funeral, seamstress and civil rights activist Rosa Parks boarded a segregated bus in Montgomery, Alabama. While sitting in the designated white area of the bus, Parks refused to move when the bus began to fill with white passengers. She was removed from the bus and arrested for refusing to give up her seat. Her protest set off the Montgomery Bus Boycott and set the tone for the civil rights movement. The doctrine of **passive resistance** became the defining tactic of civil rights protest.

passive resistance nonviolent opposition to authority, especially a refusal to cooperate

National Association for the Advancement of Colored People (NAACP) US-based civil rights organisation formed in 1909 to advance justice for African American people



▲ **Source 8.46** Photo of Rosa Parks at the time of her arrest for refusing to give up her bus seat for a white passenger

▼ **Source 8.47** Illustrated dramatic recreation of Rosa Parks sitting in the front of the bus



> People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

▲ **Source 8.48** Rosa Parks

Organised by civil rights group the **National Association for the Advancement of Colored People (NAACP)**, African American people in Montgomery decided to boycott the city's bus services altogether. For 381 days, the protestors, who made up 75 per cent of the bus company's customers, refused to board any bus. Instead they walked or shared taxis and cars. This economic pressure forced the bus company and local courts to desegregate the bus services in 1957. The protest resulted in two things: it proved that mass action of African American people could be successful, and it inspired a new leader to emerge in the form of a 26-year-old pastor named Martin Luther King Jr.



▲ **Source 8.49** 26 December 1956: US Civil Rights leader Reverend Martin Luther King Jr stands in front of a bus at the end of the Montgomery Bus Boycott.

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Woolworths sit-ins

Such methods of passive resistance to authority, when organised en masse, exposed the violence and racism of lawmakers in the southern states. In 1960 protests began to be organised at segregated lunch counters in Woolworths stores in Greensboro, North Carolina. Black and white students would enter the stores together, sit in white seats at the lunch counter and wait to be served. Both white and black students were refused service, with threats of violence and intimidation following. Drinks were tipped over their heads, lit cigarettes were thrown and a tirade of verbal abuse was hurled at the protestors, who said nothing and did not move. The refusal of the protestors to respond to provocation only served to highlight the impact of segregation and racism. These protests continued as restaurants across the south slowly abandoned segregated counters.



▲ **Source 8.50** A policeman speaks with protesters during a sit-in at Brown's Basement Luncheonette in Oklahoma.



▲ **Source 8.51** Segregation protesters Professor John R. Salter, Joan Trunpauer and Annie Moody remained at a sit-in at a lunch counter in Jackson, Mississippi, even after Professor Salter was sprayed with condiments and beaten on the back and head by spectators in the crowd.



▲ **Source 8.52** Volunteer civil rights activists undergo tolerance training in preparation for sit-in demonstrations.

The Freedom Rides

The following year, the NAACP organised another passive protest known as the **Freedom Rides**. In order to expose the segregation of interstate bus travel, protesters boarded a Greyhound bus and used 'white only' restrooms, lunch counters and waiting rooms across the US. Departing from North Carolina, as the protesters travelled south, they experienced progressively greater levels of violence. Upon arrival in South Carolina, some of the riders were attacked as they entered a whites-only area.

Freedom Riders civil rights activists who rode buses through the southern United States in 1961 to challenge segregation at bus stations and in southern US communities

National Guard a reserve military force made up of ordinary US citizens

When they reached Alabama an angry mob followed the bus in cars, forcing it to a halt. A bomb was thrown into the bus and the protestors barely escaped with their lives. Bull Connor, the police commissioner of Birmingham, Alabama, refused to provide the riders with any protection. It was not until a mob set upon the riders with baseball bats and clubs that the federal government intervened and sent 600 **National Guard** soldiers to Birmingham to protect the riders.

Images of the violence were splashed across newspapers and news services all over the country. The violence of racism and segregation was now in the national and international spotlight.

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▲ **Source 8.53** Freedom Rider James Peck is attacked at the bus station in Birmingham, Alabama.



▲ **Source 8.54** Freedom Riders on a Greyhound bus sponsored by the Congress of Racial Equality (CORE) sit on the ground outside the bus after it was set on fire by a group of whites when it arrived in Anniston, Alabama.

Martin Luther King Jr

Civil rights leader Martin Luther King Jr believed in the policy of nonviolence. Having studied the success of **Mahatma Gandhi's** use of passive resistance to drive the British Empire out of India in 1949, King determined that the only way to defeat a stronger, more violent oppressor was with nonviolence. He spoke about the importance of nonviolent resistance.

> ... nonviolent resistance does not seek to defeat or humiliate the opponent, but to win his friendship and understanding ... The end is redemption and reconciliation. The aftermath of nonviolence is the creation of the beloved community, while the aftermath of violence is tragic bitterness.

▲ **Source 8.55** Mahatma Gandhi

Mahatma Gandhi leader of the Indian independence movement in the 1940s

Brown v. Board of Education landmark decision of the US Supreme Court that ruled racial segregation in public schools to be illegal

These tactics saw King and the US civil rights movement spread across the country. A number of key events brought the movement success. Since the landmark 1954 ***Brown v. Board of Education*** decision, momentum had been building to desegregate schools in the south. In 1957, as nine African American students attempted to attend Little Rock's desegregated Central High School in 1957, they were harassed by the local community all the way to the front door. At the door they were met by Arkansas Governor Orval Faubus, who refused them entry to the school. The US Government again intervened and the students were eventually able to legally attend a school (with an army escort) that had formerly been off limits to African American students.

In 1963 King and the NAACP turned their attention to the city of Birmingham and its state of Alabama, home to some of the harshest segregation laws in the US south. Sit-ins, economic boycotts and public marches brought a severe police response and more national media attention.

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King himself was arrested, as were so many protestors that the Birmingham jails could no longer cope with the influx of arrests. Dogs and high-pressure hoses were used on student protestors, who calmly submitted to arrest. These images brought even more negative attention to segregation. Despite the symbolic victories of the protests, on 15 September 1963 members of the Ku Klux Klan planted a bomb at the 16th Street Baptist Church in Birmingham, killing four African American schoolgirls. The four perpetrators of this crime were not charged until 1977.

◄ **Source 8.56** Elizabeth Eckford ignores the screams and stares of fellow students on her first day at Central High School in Little Rock, Arkansas.

ACTIVITY 8.7

Check your understanding

1 Explain the contribution of significant individuals in the US civil rights movement between 1955 and 1963.
2 Explain the significance of nonviolent protest from large groups between 1955 and 1963.
3 Which do you see as the most important element of civil rights action? Explain your response with evidence.

Key concepts: significance, cause and effect

HASS skills: evaluating

ACTIVITY 8.8

Using historical sources as evidence

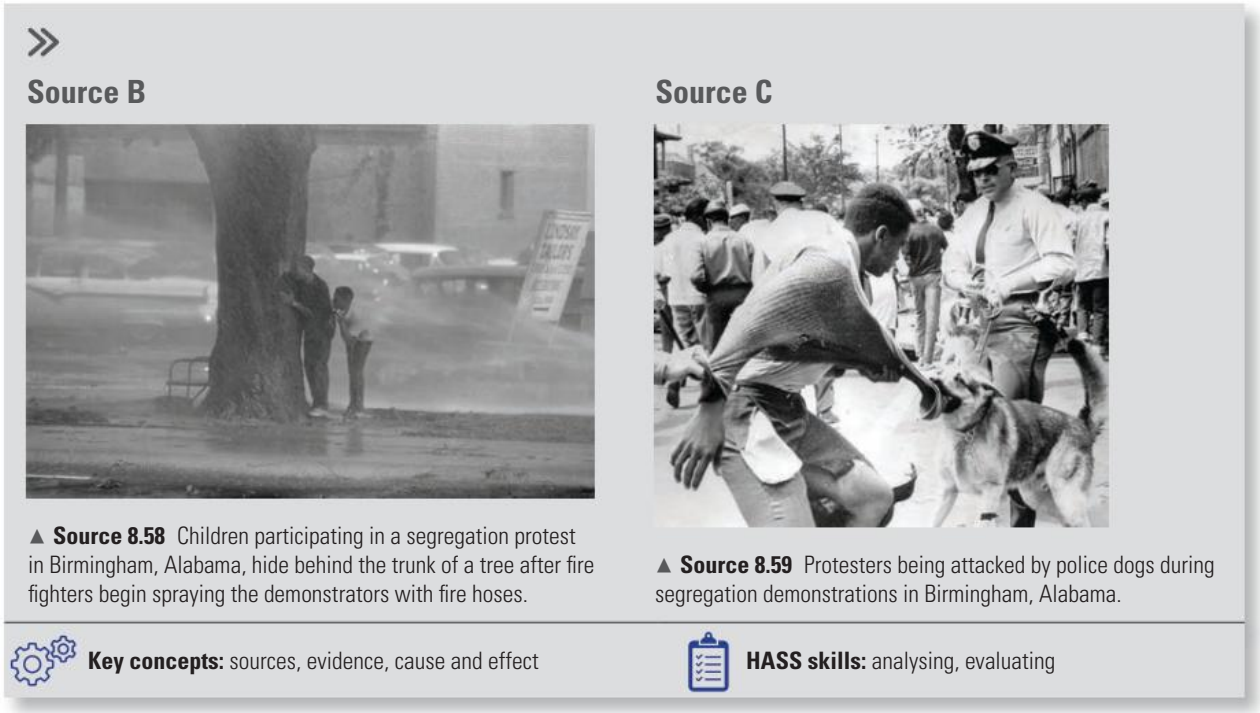
Examine the images of the Birmingham protest. Use the images to explain why these events changed US citizens' opinions about civil rights.

Source A



◄ **Source 8.57** Children are attacked by dogs and water cannons during a protest against segregation organised by Reverend Dr Martin Luther King Jr and Reverend Fred Shuttlesworth in Birmingham, Alabama.

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Source B

▲ **Source 8.58** Children participating in a segregation protest in Birmingham, Alabama, hide behind the trunk of a tree after fire fighters begin spraying the demonstrators with fire hoses.

Source C

▲ **Source 8.59** Protesters being attacked by police dogs during segregation demonstrations in Birmingham, Alabama.

Key concepts: sources, evidence, cause and effect

HASS skills: analysing, evaluating

The *Civil Rights Act*: 1964

On 28 August 1963, 250 000 protesters marched to the Washington Monument in the US capital to demand better employment and to protest against abuses of the civil rights of African Americans.

On 2 July 1964, US President Lyndon B. Johnson signed the *Civil Rights Act*, which declared racial discrimination in employment to be illegal. The law also declared voting to be free and accessible to all, and enforced the desegregation of public facilities and education. This win was a high-water mark for the civil rights movement.

Video
▲ **Source 8.60A** Extract from 'I have a dream' speech



▲ **Source 8.60** 28 August 1963: Dr Martin Luther King Jr addresses a crowd of demonstrators outside the Lincoln Memorial during the March on Washington for Jobs and Freedom.

Additional content
Head to the Interactive Textbook to analyse the power of Martin Luther King's famous speech.

▼ **Source 8.61** 2 July 1964: US President Lyndon B. Johnson shakes hands with civil rights leader Martin Luther King Jr at the signing of the *Civil Rights Act*.



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▲ **Source 8.62** Civil rights campaigner Malcolm X

Radical movements: Malcolm X

To some within the civil rights movement, the policy of nonviolence was not enough. A long history of persecution and violence had angered many within the African American community and some were calling for a stronger, more aggressive approach. **Malcolm X**, a member of the **Nation of Islam**, was an advocate of black nationalism.

Articulate and charismatic, Malcolm X directly criticised King's approach of nonviolence. On 28 June 1964 he gave a speech in New York that defined his approach:

> We want freedom by any means necessary. We want justice by any means necessary. We want equality by any means necessary. We don't feel that in 1964, living in a country that is supposedly based upon freedom, and supposedly the leader of the free world, we don't think that we should have to sit around and wait for some segregationist congressmen and senators and a President from Texas in Washington, DC to make up their minds that our people are due now some degree of civil rights. No, we want it now or we don't think anybody should have it.

▲ **Source 8.63** Malcolm X

Malcolm X would be assassinated a year later. A dispute between members of the Nation of Islam was blamed for the killing, but his open criticism of the US Government had drawn the attention of the **Federal Bureau of Investigation (FBI)**. After Malcolm X's assassination, an era of distrust between African American activists and the US government would follow.

Radical movements: the Black Panthers

The **Black Panther Party** formed in California in 1966 in response to Malcom X's assassination and the Watts Riots of 1965. These riots took place over five days in a neighbourhood near Los Angeles as an outbreak of the rising tension between police and the African American community. The Black Panther Party was formed with the aim of protecting African American people with force. Around the nation, this movement grew as armed members of the group protected African American businesses and drew even more attention from the FBI for their socialist tendencies. The Black Panthers promoted a militant version of black nationalism that embraced African American identity, fashion and culture in a way that seemed far more aggressive than anything Martin Luther King Jr had proposed. The shooting death of 21-year-old Black Panther leader Fred Hampton in 1969 at the hands of the FBI further stoked distrust between radical African Americans and the broader authorities.

Malcolm X (born Malcolm Little) US civil rights campaigner who directly challenged the mainstream civil rights movement for its lack of action and use of nonviolence

Nation of Islam US-based African American political and religious movement

Federal Bureau of Investigation (FBI) the domestic intelligence and security service of the United States

Black Panther Party US-based African American revolutionary party founded to combat racism and empower black people

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ACTIVITY 8.9

Check your understanding

1 Evaluate the methods proposed by the radical African American civil rights movements. What were the common outcomes for the leaders who proposed an aggressive approach?
2 How does this compare to the methods that Martin Luther King Jr advocated?
3 Consider the events that followed the signing of the *Civil Rights Act*. Why would so many within the African American community still harbour anger?

Key concepts: cause and effect, perspectives **HASS skills:** analysing, evaluating



▲**Source 8.64** Two men hold their hands up against the wall of a dry cleaners while being arrested by state troopers during the Watts Riots in Los Angeles, California.



▲ **Source 8.65** 2 May 1967: Two members of the Black Panther Party are met on the steps of the State Capitol in Sacramento, California, by Police Lt Ernest Holloway, who informs them they will be allowed to keep their weapons as long as they cause no trouble and do not disturb the peace.

Rhodesia former name of the African nation of Zimbabwe

Additional content
The civil rights movement also involved celebrities and musicians. Access the Interactive Textbook to discover the contributions Nina Simone and Muhammad Ali made to the movement, and the consequences of their actions.

The assassination of Martin Luther King Jr

On 4 April 1968, Martin Luther King Jr was assassinated. White supremacist James Earl Ray was arrested for this crime 65 days later while attempting to board a plane to **Rhodesia**. Ray's fingerprints were found on a gun near the scene.

King's death was mourned across the US. In a year when anti-Vietnam War protests threatened to tear the nation apart, the assassination of this revered civil rights leader served to only widen the divide between black and white America. Many people were angered and driven towards more radical movements like the Black Panthers. Riots broke out in Chicago as tensions in predominantly African American communities reached fever pitch. Many historians argue that King's death marked the end of the civil rights movement.

King's advocacy of the importance of nonviolence, eloquence and patient change are greatly respected across the country. Today the US remembers him with the annual Martin Luther King Day, which is a national holiday across the country.

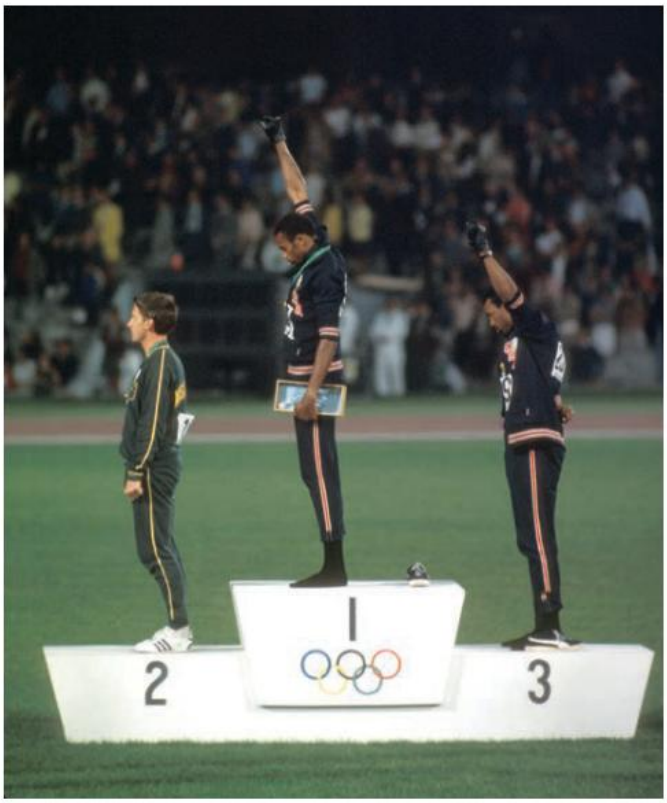
The Mexico City Olympic Games

The Black Power movement was immortalised when two American athletes made a Black Power salute while accepting their medals at the Mexico City Olympics in 1968.

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▲ **Source 8.66** Chicago, Illinois, April 1968: Views of looted businesses during the West Side riots that followed the assassination of Martin Luther King Jr



▲ **Source 8.67** October 1968: US athletes Tommie Smith (gold medal) and John Carlos (bronze medal) raise their fists in the Black Power Salute during the national anthem at the Olympics in Mexico City. Australian Peter Norman won silver. How do you think he would have felt on the winner's podium?

Additional content

Access the Interactive Textbook to discover the details of the Black Power event and the Australian connection to this famous moment.

END OF SECTION REVIEW 8.6

Review questions

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

Recall

1. Explain why African slaves were used in the colonisation of America.
2. Describe how slaves were treated.
3. Why was the American Civil War fought? How did it lead to the abolition of slavery?
4. What were the Jim Crow laws?
5. What were the consequences of Emmett Till's murder?
6. Use evidence to explain how nonviolent protest was used to force change in the US.
7. What did the 1964 *Civil Rights Act* signify?
8. Why did black radicalism and nationalism arise after 1966?

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Interpret

9 Explain how Emmett Till's murder was the catalyst for the civil rights movement.

10 Why was the tactic of nonviolence so successful before 1964?

11 Using the image below, explain the contribution of Martin Luther King Jr to the civil rights movement.



▲ **Source 8.68** Martin Luther King Jr and his wife, Coretta Scott King, lead a march for black voting rights from Selma, Alabama, to the state capital of Montgomery on 30 March 1965

Argue

12 Evaluate the consequences for those who stood up to protest racism. Was it worth it? Using evidence, explain the consequences of their protests.

Extension

1 Consider what you have learned about Aboriginal and Torres Strait Islander peoples' civil rights in Australia. What lessons could be learned from the events that took place in the US?

Key concepts: sources, evidence, significance, continuity and change, cause and effect

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

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8.7 The significance of key events in changing Australian society: the 1967 Referendum

FOCUS QUESTION

How did the Aboriginal and Torres Strait Islander peoples' civil rights movement find momentum in Australia?

Timeline of Aboriginal and Torres Strait Islander peoples' civil rights in Australia

1940s
- Jessie Street's activism and research expose injustice to an international audience

1946
- Pilbara Strike

1957
- Warburton Ranges controversy

1958
- The Federal Council for the Advancement of Aborigines (later the Federal Council for the Advancement of Aborigines and Torres Strait Islanders) begins a 10-year campaign to end the Australian Constitution's discrimination against Aboriginal and Torres Strait Islander peoples

1962
- All Aboriginal and Torres Strait Islander people are allowed to vote in Commonwealth elections

1963
- The Yirrkala Bark petitions

1963
- Lake Tyers campaign

1965
- Freedom Rides – Charles Perkins

1966
- Wave Hill walk-off

1967
- In a national referendum 90.7 per cent of Australians vote to count Aboriginal and Torres Strait Islander peoples in the census and to give the Commonwealth Government the power to make laws for them



▲ **Source 8.69** February 1965: Charles Perkins meets a supporter of the Aboriginal Freedom Ride. Perkins was inspired by the public focus the Freedom Rides had given to racial inequality in the southern parts of the US.

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The road to recognition

In 1967, a question was put to the Australian people. Should the constitution be changed to include Aboriginal and Torres Strait Islander people in the national census, and should the Federal Government be allowed to make laws for them?

> *The victory of the 1967 referendum was not a change of white attitudes. The real victory was the spirit of hope and optimism which affected blacks all over Australia. We had won something … We were visible, hopeful and vocal.*
>
> ▲ **Source 8.70** Kath Walker (Oodgeroo Noonuccal), 1967 Referendum Campaign National Coordinator

suffragette political group of women seeking the right to vote through protest

In the years that followed World War II, Australia took on a more visible and accountable place in the world. Australian delegate Dr Herbert Evatt had presided over the UDHR on 10 December 1948. However, little had changed for Aboriginal and Torres Strait Islander peoples. The attention of the world, and of Australians who themselves were ignorant of the plight of Aboriginal and Torres Strait Islander peoples, would soon focus on their fight for recognition.

> *Aboriginal people are the skeletons in the cupboard of Australia's national life… outcasts in our own land.*
>
> ▲ **Source 8.71** Pastor Doug Nicholls, 1938

Jessie Street and the Anti-Slavery Society

In 1956, prominent feminist Jessie Street was investigating the possibility of human rights abuses in Australia. A **suffragette** and human rights activist, Street was working with the London-based Anti-Slavery Society, investigating a case to bring the Australian Government to the attention of the United Nations.

Slavery had been outlawed throughout the British Empire in 1833. However, the use of Aboriginal and Torres Strait Islander people's labour under 'protection' laws was being abused in a manner that suggested it had not truly been outlawed in Australia. Aboriginal and Torres Strait Islander people had been employed as interpreters, trackers, troopers, servants, labourers, stockmen and divers since 1788. Few of them had been paid wages that fairly compared to the wages of non-Indigenous workers. Many had been paid in rations instead of money.

In the case of those Aboriginal and Torres Strait Islander people who did receive payment for their work, their wages were often withheld from them by the bosses they worked for, or by police and government authorities. In Western Australia, Aboriginal and Torres Strait Islander people's wages were under 'total government control' up until 1968.[11] In many states, Aboriginal Protection Boards withheld payment from Aboriginal and Torres Strait Islander workers. It is estimated that the Queensland Government still owes Aboriginal and Torres Strait Islander workers around A$500 million in unpaid wages.

Street calls for a referendum

Street travelled Australia and made a detailed case for the need to improve conditions, socially, economically and legally for Aboriginal and Torres Strait Islander peoples. Her conclusion was that the Australian Constitution needed to be changed to allow the federal government to control the laws that were made for Aboriginal and Torres Strait Islander peoples.

11 https://www.creativespirits.info/aboriginalculture/economy/stolen-wages/stolen-wages#toc1

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ACTIVITY 8.10

Using historical sources as evidence

> A woman reported to me that as a young woman she slept in a shed. Her day began before dawn when she commenced to prepare the employer's family's breakfast, then attended to the invalid grandmother, had breakfast on enamel utensils specially set apart for her, cleaned up the kitchen, did some housework then did ploughing or fencing with the farmer, returned at dusk to make the meals, cleaned up and put the grandmother and then herself to bed.
> This woman had no other company, was not taken on or given outings and had no means to travel, had no holidays, was paid no money and chose no item of clothing for herself until after she ran away when she was about 30 years old.

Source 8.72 Anonymous submission to the Stolen Wages Commission, 2006

1. Carefully read the Stolen Wages report. What indication does it give that some Aboriginal and Torres Strait Islander workers were treated as slaves?
2. What does the other evidence tell you about the treatment of Aboriginal and Torres Strait Islander peoples? Does it amount to slavery?
3. Did Jessie Street have a case? Explain your response with evidence.

Up until this point, each individual state and territory had made its own laws:

- In Queensland, the Director of Native Welfare was the legal guardian of all Aboriginal children until 1965, whether their parents were alive or not.
- In Western Australia, the *Aborigines Protection Act* of 1886 and *Aborigines Act 1905* gave wide powers to the Board and Protectors and empowered magistrates to apprentice Aboriginal children to work up until the age of 21 years.
- The 1911 *South Australian Aborigines Act* provided for the removal of an Aboriginal child to an institution under the control of the State Children's Council.
- The *Aborigines Protection Amending Act (NSW) 1915* gave power to the Aboriginal Protection Board to separate Aboriginal children from their families without having to establish in court that they had been neglected.

Street's detailed written report revealed a compelling case to pressure the Australian Government to make a case for a referendum to change the Constitution and to recognise the plight of Aboriginal and Torres Strait Islander peoples.

The Warburton Ranges controversy – 1957

As an ally of Britain and the United States, Australia was a key player in the Cold War. The remote deserts of South Australia and Western Australia were controversially chosen as sites for nuclear weapons testing. In Maralinga, part of the Woomera prohibited area in South Australia, seven atomic bomb tests were completed between 1955 and 1963.



▲ **Source 8.73** Woomera, South Australia: unexploded ordnance warning sign

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In February 1957, William Grayden, a war veteran, and Aboriginal activist Doug Nicholls journeyed from Perth into **Ngaanyatjarra** country in the Warburton Ranges, north-west of the Woomera atomic bomb test zone, under the potential flight path of missiles. Grayden had visited Woomera before and had been shocked by the conditions at the Aboriginal missions he had seen in 1953.

> To think that people could survive under those conditions was extraordinary. They were very deprived. I realised there was such a tremendous amount to do for the Aborigines of Western Australia.

▲ **Source 8.74** William Grayden (https://press-files.anu.edu.au/downloads/press/p170581/html/ch05.xhtml?referer=&page=6)

Ngaanyatjarra Indigenous nation that stretches between the Sandy and Great Desert regions of Western Australia and the Northern Territory

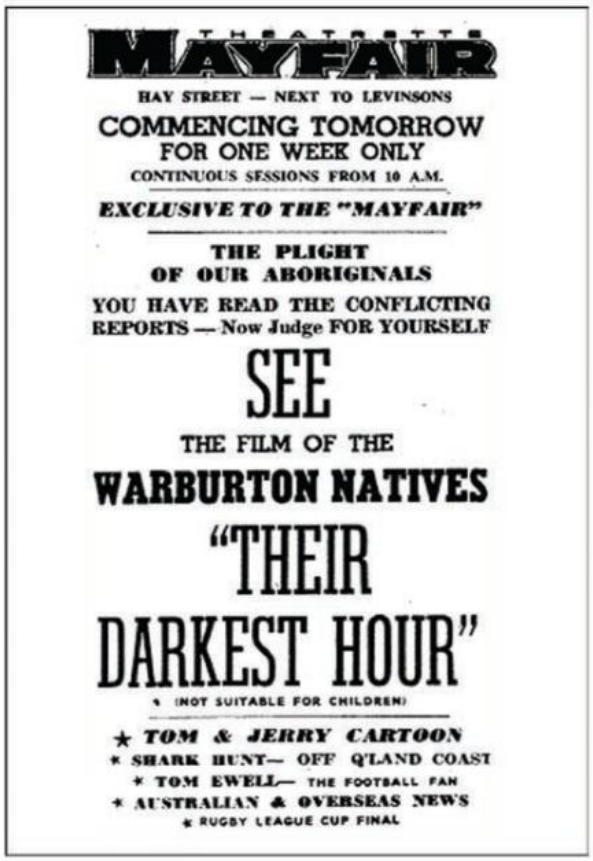
Aborigines Advancement League the oldest Aboriginal organisation in Australia, both a welfare body and an activist body for Aboriginal and Torres Strait Islander peoples' rights

Grayden had little luck convincing the South Australian Government to help. Mainstream media in Australia was also sceptical.

Adelaide journalist Rupert Murdoch had flown over Central Australia and claimed that, 'These fine native people have never enjoyed better conditions.'[12] Grayden and Nicholls were looking to report back on the living conditions of the Ngaanyatjarra people living on the Ranges Mission, which was located to the north-west of the flight path of some of the weapons being tested at Woomera.

They found a group of people on the verge of death from starvation and disease. There was a severe lack of medical supplies, food and accommodation. Using a 16mm camera (a small, durable film camera that could be used to make cheap movies), Grayden and Nicholls were able to record the film *Their Darkest Hour*. This film depicted the malnourished and impoverished community.

Their Darkest Hour was shown in theatres across Australia, at meetings and even on television.



▲ **Source 8.75** Movie theatre advertisement announcing the screening of *Their Darkest Hour*

The film brought real-life images of mission life into the public eye. Newspaper headlines decried the abandonment of the Ngaanyatjarra people and inspired Australians to respond by writing letters to the Prime Minister of Australia, demanding an improvement to the Ngaanyatjarra people's conditions. This film started a public debate about Aboriginal and Torres Strait Islander peoples' civil rights that would continue for years to come.

The Federal Council for the Advancement of Aborigines – 1958

In 1958, the **Aborigines Advancement League** was formed. The work of Jessie Street had led to a plan for the Anti-Slavery Society to approach the United Nations, and had also created momentum for Aboriginal and Torres Strait Islander activists around Australia. The Warburton Ranges controversy and the screening of *Their Darkest Hour* had brought national and international attention to Aboriginal and Torres Strait Islander peoples' civil rights.

12 https://www.nma.gov.au/explore/features/indigenous-rights/civil-rights/warburton-ranges/expansion-folder/overview-of-the-warburton-ranges-controversy

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The formation of the **Federal Council for the Advancement of Aborigines** created a united voice for all Aboriginal and Torres Strait Islander peoples, a voice that could be used to speak to the federal government. It created a platform and a group that could campaign for equal wages, for land rights, and for a referendum to change the Australian Constitution.

The right to vote – 1962

Depending on which state or territory they lived in, some Aboriginal and Torres Strait Islander people could cast a vote in state and territory elections.

However, it was not until 1962 that the federal government extended this right to all Aboriginal people around Australia. At the same time, however, it was declared an offence to encourage Aboriginal people to vote.[13]

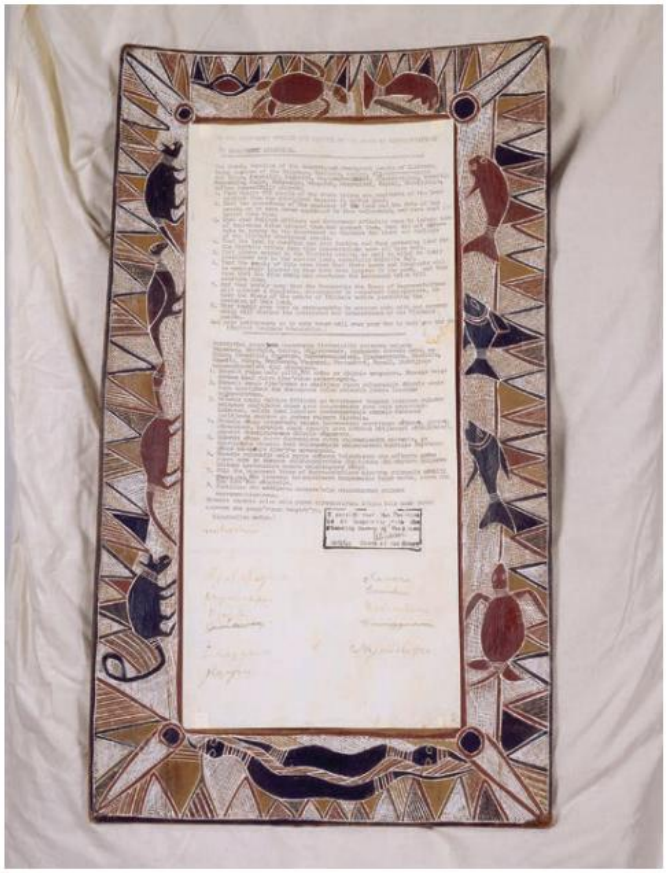
The Yirrkala Bark Petitions – 1963

In 1963, 300 square km of the **Arnhem Land** area of the Northern Territory was taken without any consultation from the **Yolngu** people who lived there. The land was leased to an international mining company for mining and exploration. Yolngu Elders decided to petition the federal government and protest the mining project. The petitions they prepared, written on a combination of bark and paper, included the thumbprints of Yolngu Elders. Their message was simple.

> This [is] aboriginal people's place. We want to hold this country. We do not want to lose this country.

▲ **Source 8.76** From the Yirrkala Bark Petitions (https://www.creativespirits.info/aboriginalculture/land/the-1963-yirrkala-bark-petitions#toc0)

The Yolngu Elders requested a federal inquiry into the process of awarding the mining contract. Two parliamentarians, Kim Beazley Snr and Gordan Bryant, presented the bark petitions to the **House of Representatives** in 1963. The House acknowledged, for the first time, that Aboriginal and Torres Strait Islander law should be recognised by the Australian Government. The protests of the Yolngu Elders were unsuccessful, however, and construction of the mine eventually proceeded. However, the Yirrkala Bark Petitions set an important precedent, because Australian courts had recognised Aboriginal and Torres Strait Islander peoples' place on Australian land and acted to protect Aboriginal and Torres Strait Islander peoples' **sacred sites** from destruction. This would also act as another important stepping-stone on the road to Aboriginal and Torres Strait Islander peoples' civil rights.



▲ **Source 8.77** The Yirrkala Bark Petitions printed in English

Lake Tyers campaign – 1963

The Aboriginal mission at Lake Tyers, in the eastern Gippsland region of Victoria, was established in 1861 on the traditional lands of the **Bung Yarnda** people.

Federal Council for the Advancement of Aborigines organisation dedicated to lobbying the Australian Government to improve conditions for all Indigenous people

Arnhem Land largest area of Indigenous owned land in Australia, located in the north-eastern corner of the Northern Territory

Yolngu Indigenous nation inhabiting north-eastern Arnhem Land

House of Representatives lower house of the Australian Parliament, in which new laws can be introduced and debated

sacred sites physical locations of great spiritual or historical significance to Aboriginal and Torres Strait Islander peoples

Bung Yarnda Indigenous nation from eastern Victoria

13 https://www.creativespirits.info/aboriginalculture/selfdetermination/voting-rights-for-aboriginal-people#toc2

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Over the next century, residents of the Ramahyuck, Condah and Coranderrk missions would be moved there. This region has a dark history. In places like Butchers Creek and Slaughterhouse Gully it is estimated that at least 450 Aboriginal people were massacred during settlement.[14] In 1963 Lake Tyers Mission was a remote and segregated home for Aboriginal and Torres Strait Islander peoples from all over Victoria. It is said to have housed more than half of Victoria's dispossessed Aboriginal and Torres Strait Islander population by the turn of the twentieth century. In 1960, the Victorian Government decided to close the mission and assimilate its remaining population into the broader community. Few people knew where they were going, only that they would be dispersed across the state, away from the homes they had made at Lake Tyers.



▲ **Source 8.78** Victorian Parliament House, May 1963: Pastor Doug Nicholls speaks with Clyde Stoneham about Aboriginal welfare.

Pastor Doug Nicholls led the campaign to save the mission. Lake Tyers residents protested and petitioned the government to allow the mission to become an Aboriginal-run independent community. By this time Nicholls had become an influential voice in Melbourne. He was able to bring the civil rights cause to the attention of influential politicians. Nicholls was ultimately unsuccessful though, and the Victorian Government nearly closed the reserve. However, local residents continued their fight and eventually won. Lake Tyers was declared a permanent Aboriginal reserve in 1965. Six years later, the remaining residents were granted parcels of land and the right to run a 'self-governing community'.

The Freedom Ride: 1965

In 1965, inspired by the Freedom Rides in the southern states of the US, Aboriginal activist and academic Charles Perkins decided to lead a bus tour of rural New South Wales to expose the racism and segregation experienced by Aboriginal and Torres Strait Islander peoples in outback towns. Travelling with 29 students from the University of Sydney, Perkins planned a tour of the towns of Walgett, Gulargambone, Kempsey, Bowraville and Moree.

ACTIVITY 8.11

Check your understanding

1 Carefully examine the image of Pastor Doug Nicholls. Using the examples in Sources 8.78 to 8.80, what was the significance of peaceful protest methods like petitions and consultation with governments? What were these methods able to achieve?

2 What was the significance of individuals like Pastor Doug Nicholls in bringing the plight of Aboriginal and Torres Strait Islander peoples to public view?

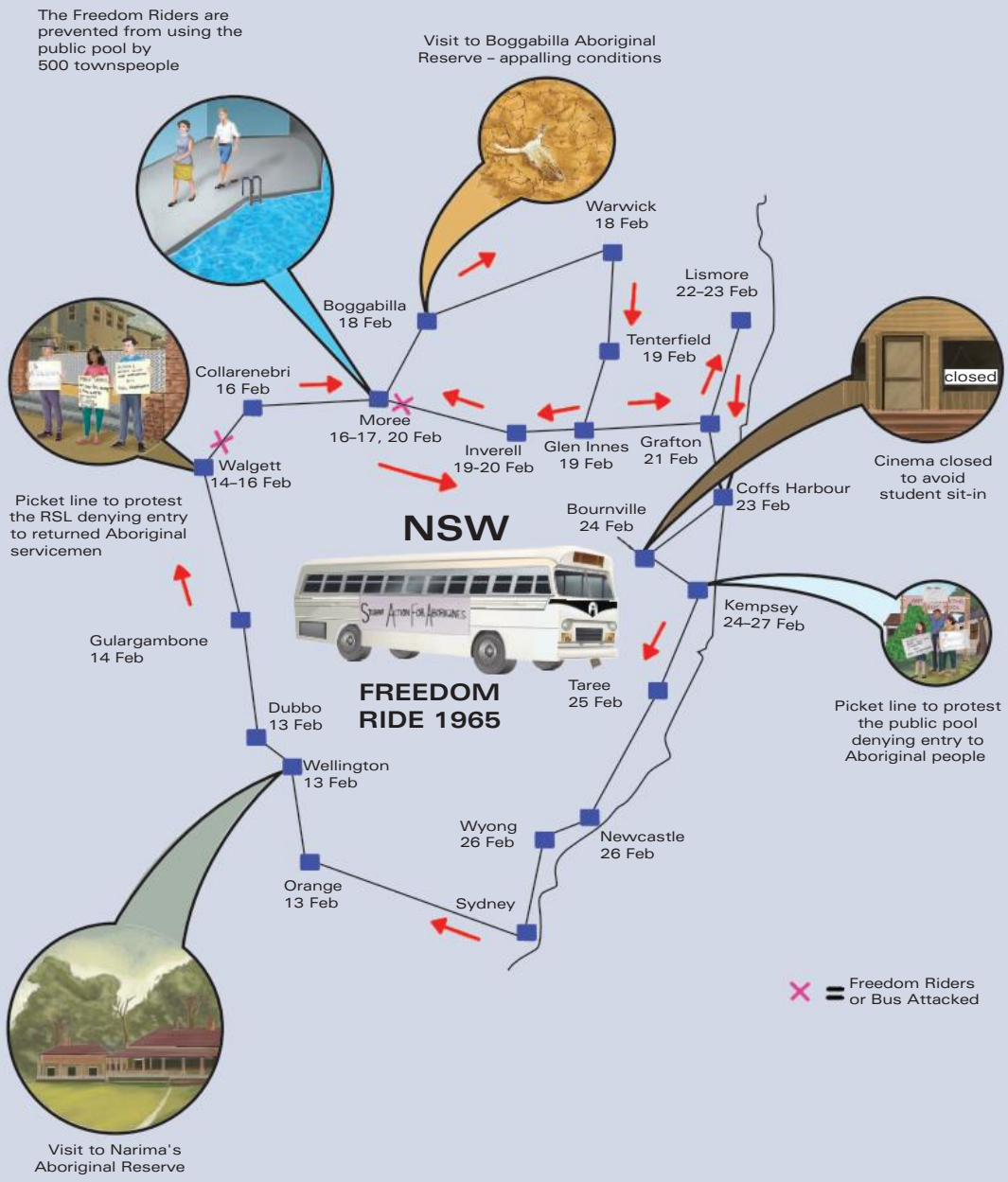
Key concepts: sources, evidence, significance, cause and effect, empathy

HASS skills: analysing, evaluating

14 https://www.theage.com.au/national/victoria/australia-day-nothing-to-celebrate-in-lake-tyers-mission-20170126-gtzfh1.html

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THE FREEDOM RIDE ROUTE



▲ **Source 8.79** Route of the 1965 Australian Freedom Ride showing locations of significant incidents

ACTIVITY 8.12

Check your understanding

1 Compare these protest techniques to those used in the US at the same time. What similarities and differences can you see?

2 Consider what you have learned about World War II and the changes experienced in Australia by that point in history. Why do you think governments and activists were becoming more sympathetic to the cause of Aboriginal and Torres Strait Islander peoples?

Key concepts: sources, evidence, cause and effect

HASS skills: analysing, evaluating



▲ **Source 8.80** 24 February 1965: Aboriginal activist Charles Perkins talks to a resident in Bowraville, New South Wales, during the Freedom Ride.

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FAMOUS FACE

CHARLES PERKINS

Charles Perkins was a civil rights activist who dedicated his life to achieving justice for Aboriginal and Torres Strait Islander peoples.



Timeline of Charles Perkins' life

1936
Born to Hetti Perkins and Martin Connelly at the Bungalow near Alice Springs

1945
Starts education in Adelaide and begins to understand the extent of discrimination against Aboriginal people

1957
Plays soccer for Everton, England

1961
Captains and coaches for Pan Hellenic (later known as Sydney Olympic FC) in Sydney, enabling him to finance his university studies

1965
Organises a group of students to travel around NSW to protest against discriminatory treatment of Aboriginal and Torres Strait Islander peoples; becomes manager of the Foundation for Aboriginal Affairs

1966
Graduates with a Bachelor of Arts from the University of Sydney, one of the first Aboriginal people to graduate from university

1969
Moves to Canberra to begin work in the Office of Aboriginal Affairs, set up by Prime Minister Harold Holt

1972
Joins the Tent Embassy in Canberra, calling for compensation and recognition of Aboriginal land and human rights

1984
Becomes the first Aboriginal Secretary of the Department of Aboriginal Affairs

1987
Awarded an Order of Australia medal

1993
Elected Commissioner of the Aboriginal and Torres Strait Islander Commission (ATSIC)

2000
Passes away in Sydney, aged 64



▲ **Source 8.81** Timeline of Charles Perkins' life
Source: University of Sydney, Charles Perkins Centre website

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Amazing but true …

In the 1950s, Charles Perkins played professional football (soccer) in England. A talented footballer as a teenager, he earned a trial at Everton Football Club in Liverpool while working at the Liverpool shipyards, located on the River Mersey. It was those muddy pitches and tough working-class conditions that forged his desire to fight racism. After playing an amateur match on the pristine fields of Oxford University, Perkins became determined to educate himself. He turned down a trial with Manchester United, and returned to Australia to play football in Adelaide and Sydney. In 1966 he became the first Aboriginal person to graduate from university in Australia.

Jim Speigelman was a Freedom Rider and student. Like many on the bus, Jim didn't know what awaited him.

> We knew there were problems, but no one really knew the nature of extent of it … Most of us were city kids and didn't really know what was going on in rural NSW.

▲ **Source 8.82** Jim Speigelman, Freedom Rider (https://www.sbs.com.au/nitv/video/420295747743/Living-Black-S22-Ep2-Freedom-Rides)

The students planned to protest at segregated hotels, pools and cinemas and to speak to local Aboriginal and Torres Strait Islander people about their own experiences. The students were shocked at the conditions of Aboriginal and Torres Strait Islander peoples in these towns. Many lived in squalid conditions, as Ann Curthoys, a student on the ride noted.

> Houses of tin, mud floors, very overcrowded, kids had eye diseases, had to cart water (very unhealthy) from river…

▲ **Source 8.83** Ann Curthoys, Freedom Rider (https://aiatsis.gov.au/exhibitions/1965-freedom-ride)

The Freedom Riders found the same kind of segregation and discrimination that their US counterparts were being violently confronted by. At the Walgett **Returned Servicemen's League (RSL)** Club, the Freedom Riders began a protest against the segregation experienced by Aboriginal and Torres Strait Islander servicemen. These Aboriginal and Torres Strait Islander ex-soldiers were not allowed access to the club, and were only served alcohol through the club's back window on special occasions. Perkins recalled the scene:

> *All the members of the RSL had to pass right past us and they read the banners. They either laughed at us or spat at us or on the banners. Some of them got banners and tore them up. Some of the local smarties wanted to bash a few of us up. They said, 'You're stirring up trouble. The dirty niggers don't deserve any better and they are happy how they are'.*

▲ **Source 8.84** Charles Perkins, in his book A *Bastard Like Me*, 1975

Returned Servicemen's League (RSL) support organisation for men and women who have served or are serving in the Australian Defence Force

On the way out of town, the Freedom Ride bus was sideswiped by a large truck and forced off the road. The incident was reported and made national headlines.

At the next stop in Moree, the Freedom Riders attempted to enter the local swimming pool, where Aboriginal and Torres Strait Islander people were rarely allowed. After a brief consultation, the local council agreed to change the laws to allow Aboriginal and Torres Strait Islander people to swim, but only for the duration of the Freedom Riders' stay.

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As soon as Perkins and the students had left, the laws were revoked. Perkins and the Riders returned to Moree with some Aboriginal and Torres Strait Islander children and attempted to enter the pool. Hundreds of local residents came out to block their path. Jim Speigelman was assaulted and knocked unconscious. The violence was again featured on the national news. Following the confrontation, the town voted to permanently lift the segregation of the pool.[15]

In the remaining towns they visited, the Freedom Riders found further evidence of segregated pubs, hotels and swimming pools. The ride had made Australian and international news, with even the *New York Times* reporting on the journey. As Charles Perkins later stated at a meeting in Canberra, 'the problem is out in the open now'.[16]



▲ **Source 8.85** Crowds gather as the Freedom Riders attempt to enter the Moree swimming pool.

ACTIVITY 8.13

Using historical sources as evidence

Source A

The mob from the hotel across the road decided that they were going to show these university students and niggers and black so-and-sos whose town this was. They came over and did most of the kicking, throwing and punching and the spitting.

▲ **Source 8.86** Charles Perkins

Source B

The mayor ordered the police to have us removed from the gate entrance. They took hold of my arm and the struggle started. There was a lot of pushing and shoving and spitting. Rotten tomatoes, fruit and eggs began to fly, then the stones were coming over and bottles too.

▲ **Source 8.87** Charles Perkins

Source C

The police came up and warned us that if we stayed the violence would get much worse. We decided to stay, continuing to insist on being allowed to enter the pool with the Aboriginal children. Tomatoes and eggs continued to be thrown.

▲ **Source 8.88** Ann Curthoys

1 What do these sources tell you about the actions of some of the locals in Moree?
2 What do these sources tell you about the role of the authorities in responding to the public's reaction to the protests?
3 Using quotes from the sources, explain why this event would have gained national attention in the news media.
4 Using quotes from the sources, explain the significance of the Freedom Riders' protest in Moree.

Key concepts: sources and evidence, significance **HASS skills:** analysing, evaluating

15 https://www.sbs.com.au/nitv/video/420295747743/Living-Black-S22-Ep2-Freedom-Rides
16 https://aiatsis.gov.au/exhibitions/1965-freedom-ride

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The beginning of the end of the White Australia Policy: 1966

The election of Harold Holt as Australia's Prime Minister, succeeding Australia's then-longest-serving Prime Minister Robert Menzies, heralded a new age for Australia's policy towards Aboriginal and Torres Strait Islander peoples and immigrants. One of the first policies Holt targeted was the White Australia Policy. Since 1901, various migration acts had directly discriminated against non-European migrants to Australia. These laws had been used to restrict the number of non-white migrants and to make it easier to deport non-white migrants who were already in the country. This was seen as a way to protect Australia's links to Britain. In the 1940s, Aboriginal and Torres Strait Islander peoples and 'non-white' Australians made up less than 2 per cent of the Australian population.[17]

After the conclusion of World War II, Arthur Calwell, Australia's first-ever Minister for Immigration, made a speech which stated that, in a post-World War II world, Australia needed to 'populate or perish' to survive whatever came next.[18] This meant that Australia had to relax its views on immigration. The immigration laws began to change almost immediately and thousands of 'displaced persons' from postwar Europe were accepted. This was followed by immigration agreements with dozens of non-British countries – most significantly Italy and Greece. Japanese war brides were also accepted in the 1950s (the wives of Australian soldiers who they had met while serving overseas in the war). By 1966 the Australian Government, under Holt, passed the *Migration Act*, which made it easier for people of any nation around the world to migrate to Australia. Some of the first peoples to take up this offer were from Turkey. While it would take many years for this act to result in a properly multicultural population, it heralded a new era in Australian thinking.

Gurindji Indigenous group from the Victoria River region of the Northern Territory

The Wave Hill walk-off: 1966

On 23 August 1966, 200 Aboriginal and Torres Strait Islander stockmen and labourers and their families walked off the remote Wave Hill cattle station in the Northern Territory. This was a strike to protest low pay and poor conditions. The station was owned by the English aristocratic Vestey family, who paid their Aboriginal and Torres Strait Islander workers at least 50 per cent less than non-Aboriginal and Torres Strait Islander workers.[19] During the strike, the **Gurindji** community, led by Vincent Lingiari, decided to make a claim for the return of their traditional lands, the very lands they had walked off in protest.

In August 1967, as negotiations between the strikers and the Vestey family continued, Lingiari and the Gurindji people made camp at Daguragu (Wattie Creek). This site was closer to Gurundji sacred sites. The move was symbolic of their connection to, and custodianship of, their land. Their demands for access to their land would develop into an eight-year struggle of wills. While it was deemed that the occupation of Daguragu was illegal, the remote geographic location meant that the Gurundji people had some bargaining power. Lingiari and his people knew how to make a claim in the language of white Australians. They wrote a sign in English, erected it and staked their claim.

ACTIVITY 8.14

Check your understanding

1 What was the White Australia Policy? Why did it exist?
2 What does the existence of the White Australia Policy since 1901 say about Australian Government attitudes towards non-European Australians?
3 Given what you have learned about the conditions that Aboriginal and Torres Strait Islander peoples endured up to 1966, how does the White Australia Policy explain some of these conditions?

Key concepts: continuity and change, cause and effect **HASS skills:** analysing, evaluating

17 https://www.nma.gov.au/defining-moments/resources/end-of-the-white-australia-policy
18 https://www.nma.gov.au/defining-moments/resources/end-of-the-white-australia-policy
19 https://www.abc.net.au/news/2016-08-18/timeline-of-wave-hill-land-rights/7760300

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▲ **Source 8.89** Wave Hill Station, Northern Territory, 1966: Vincent Lingiari and Mick Rangiari by the sign they made outside the station

The strikers patiently settled in for a slow strike. Meanwhile, important moves were being made elsewhere in the struggle for Aboriginal and Torres Strait Islander peoples' civil rights.

The Referendum: 1967

The work of Jack Patten, Jessie Street, Doug Nicholls, Charles Perkins and countless other people came to fruition when the Australian people voted on 27 May 1967 to change the wording of the Australian Constitution so that Aboriginal and Torres Strait Islander people could finally be included in the national census. There was a huge number of signatures on the Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI) petition in support of the referendum. This change of wording also allowed the federal government to take charge of laws that related to Aboriginal and Torres Strait Islander peoples. The Australian Constitution had previously included words that directly discriminated against Aboriginal and Torres Strait Islander peoples in the eyes of the law.

Prime Minister Harold Holt announced in February, 1967 that:

> ...the Government has been influenced by the popular impression that the words now proposed to be omitted from section 51(xxvi) are discriminatory – a view which the Government believes to be erroneous …

▲ **Source 8.90** Australian Prime Minister Harold Holt

The Referendum asked the Australian Government for:

> 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…

▲ **Source 8.91** From the Constitution Alteration (Aboriginals) 1967 referendum

The lead-up to the referendum saw a determined 'Yes' campaign from a small team of activists who toured the country, speaking at town halls, churches, rallies and community meetings, urging Australians to vote to improve Aboriginal and Torres Strait Islander peoples' rights.

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▲ **Source 8.92** May 1967: Bill Onus, President of the Victorian Aborigines' Advancement League, took part in the march for the Aboriginal Rights referendum.

Joe McGuiness, Faith Bandler and Pearl Gibbs worked for a range of Aboriginal and Torres Strait Islander activist groups and travelled the country extensively to hand out pamphlets and press their cause. For Faith Bandler, it became an obsession.

The work of these activists was a success. More than 90 per cent of Australians voted in favour of changing the wording of the Constitution. A momentous turning point in Australia's history had been reached. Aboriginal and Torres Strait Islander peoples were now recognised and counted in the national census, and the federal government, not the state or territory governments, could take charge of improving the lives of Aboriginal and Torres Strait Islander peoples. It should also be noted that before this time, only 4 of 25 referendums had been successful, making the 1967 result even more significant.

I used to get very emotional because it possessed me. I became totally obsessed with that campaign. There were times when I would take as many as three meetings in a day. And I did things I would never have dreamed of doing: like going to a pulpit and talking to church congregations, and putting up with people whose ideas were totally foreign to me.

▲ **Source 8.93** Faith Bandler

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Kim Beazley Snr was a politician and member of the Australian Labor Party who had helped the Yirrkala Bark Petitions reach parliament. He recalled being actively involved in the 'Yes' campaign.

> *The massive vote was not a vote for correcting the grammar of the Constitution. It was an explosion of compassion and concern on the part of the Australian people.*

▲ **Source 8.94** Kim Beazley, *The Canberra Times*, 1 June 1967

ACTIVITY 8.15

Check your understanding

1 How did the 1967 Referendum campaign begin?
2 What events prior to the 1967 Referendum inspired the government to ask the Australian public these questions?
3 What does the result of the 1967 Referendum tell you about the changing attitudes of non-Indigenous Australian people? Use evidence in your response.

Key concepts: cause and effect, perspectives **HASS skills:** analysing, evaluating

END OF SECTION REVIEW 8.7

Review questions

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

Recall

1 Who was Jessie Street?
2 What contribution did Street make to the Aboriginal and Torres Strait Islander peoples' civil rights movement in Australia?
3 What was the Warburton Ranges controversy?
4 Why were the Yirrkala Bark Petitions significant?
5 Why was the Lake Tyers Mission campaign important?
6 Why was the Freedom Ride organised?
7 Why did the Wave Hill walk-off occur?
8 What was the key purpose of the 1967 Referendum?
9 What was the outcome of the 1967 Referendum vote?

Interpret

10 How did media involvement in events like the Warburton Ranges controversy and the Freedom Ride influence the Aboriginal and Torres Strait Islander peoples' civil rights movement in Australia?

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11 What did the abolition of the White Australia Policy say about the change in attitudes of Australian people in 1966?

12 Evaluate the contribution of Aboriginal and Torres Strait Islander leaders leading up to the 1967 Referendum.

Argue

13 'After World War II, Australia's new place in the world meant it had no choice but to recognise the rights of Aboriginal and Torres Strait Islander peoples'. Discuss.

Extension

1 The 1967 Referendum was a hollow victory. To what extent do you agree?

Key concepts: significance, continuity and change, cause and effect

HASS skills: analysing, evaluating, communicating and reflecting

8.8 Change through activism for Aboriginal and Torres Strait Islander peoples

FOCUS QUESTIONS

- How did the Aboriginal and Torres Strait Islander peoples' civil rights movement evolve after the 1967 Referendum?
- Why did the Australian Government apologise to Aboriginal and Torres Strait Islander peoples?

Timeline of Aboriginal and Torres Strait Islander peoples' civil rights after 1967

1968
Birth of the Redfern Black Power Movement

1970
The Redfern Aboriginal Legal Service opens its doors

1971
The South African Springboks Rugby team tours Australia and faces protest

1972
An Aboriginal Tent Embassy is established outside Parliament House in Canberra

1973–74
The Aboriginal Land Rights Commission, or Woodward Royal Commission, is held to consider ways to recognise Aboriginal claims to land in the Northern Territory

1975
The Wave Hill walk-off is resolved

1976
The *Aboriginal Land Rights Act* is passed by the Fraser federal government, allowing Aboriginal people to make land rights claims in the Northern Territory. This led to similar Acts in New South Wales and South Australia.

1982
Eddie Mabo launches legal proceedings to win back ownership of his traditional lands in the Torres Strait

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On 17 December 1967, Australian Prime Minister Harold Holt went swimming off the coast near Portsea, Victoria. He was never seen again and was presumed drowned. Wild rumours circulated about his disappearance. Some went as far as suggesting it was a Cold War plot. For Aboriginal and Torres Strait Islander activists, it was a sombre moment for another reason. Holt had been the Prime Minister tasked with taking the 1967 Referendum result forward. He had promised to acknowledge the will of the Australian people and change conditions for Aboriginal and Torres Strait Islander peoples for the better. Yet, as Aboriginal activist Gary Foley was to later state:

> *When Holt went on his fateful swim on 17 December 1967, all hopes that the referendum would result in positive change drowned with him.*

▲ **Source 8.95** Gary Foley (https://www.theguardian.com/australia-news/2017/may/27/harold-holts-death-and-why-the-1967-referendum-failed-indigenous-people)



▲ **Source 8.96** 1966: Australian Prime Minister Harold Holt spear-fishing at Portsea, near Melbourne. Holt went missing while swimming the following year, and was presumed drowned.



▲ **Source 8.97** Clothes and spearfishing equipment left on Cheviot Beach near Portsea, Victoria, by Australian Prime Minister Harold Holt

Holt's replacement as Australian Prime Minister was John Gorton. Gorton was a more conservative politician than Holt. He changed the direction of government policy towards Aboriginal and Torres Strait Islander peoples. As Gary Foley has stated:

> The next three years would prove disastrous for Aboriginal affairs insofar as the Gorton Administration proved to be completely disinterested in the situation of Aboriginal people.

▲ **Source 8.98** Gary Foley (http://www.kooriweb.org/foley/essays/pdf_essays/black%20power%20in%20redfern%201968.pdf)

From this moment on, a new and more aggressive approach was taken by some Aboriginal and Torres Strait Islander civil rights activists.

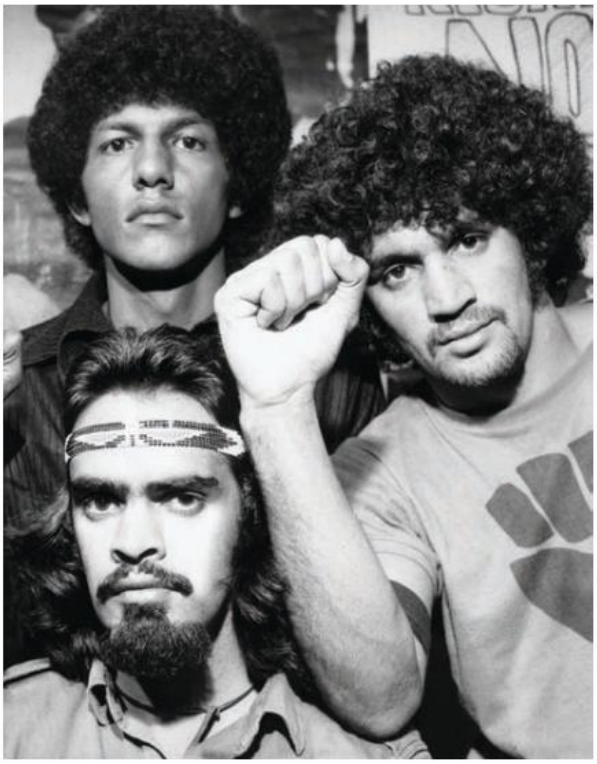
The Redfern Black Power movement

In 1968, the Black Power movement took hold in **Redfern**, a Sydney suburb with one of Australia's largest urban populations of Aboriginal and Torres Strait Islander peoples. A small group of activists, inspired by the aggressive approach of the Black Panther and Black Power movements of the US, began to closely monitor the NSW police, who they accused of harassment and discrimination against Aboriginal and Torres Strait Islander peoples. In a time of political unrest around the globe,

Redfern inner-city suburb of Sydney, home to one of Australia's largest urban Aboriginal and Torres Strait Islander populations

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the group soon came under surveillance from the Australian Security and Intelligence Organisation (ASIO), the Australian Government's espionage and security agency, such was its notoriety.



▲ **Source 8.99** 16 January 1972: Australian Black Power party members Dennis Walker (top left), Gary Foley (bottom left) and Billie Craigie (right)



▲ **Source 8.100** Two men walk along the street in Redfern, Sydney

Activist Paul Coe stated that the goal of the Australian Black Power movement was:

> … to take control both of the economical, the political and cultural resources of the people and of the land … so that they themselves have got the power to determine their own future.

▲ **Source 8.101** Paul Coe (http://www.kooriweb.org/foley/essays/pdf_essays/black%20power%20in%20redfern%201968.pdf)

DEVELOPING HISTORICAL CONCEPTS AND SKILLS 8.4

Explaining cause and effect

The year 1968 was a tumultuous one for the US and Australia. Research the key events of 1968 and list the most significant events you can find. It may help to investigate:

- political assassinations in the USA
- political protests
- the Vietnam War.

1 What was happening around the globe that may have inspired the Black Power movement in Australia to take action?

2 In light of these events, why do you think the Black Power movement was being monitored by Australia's top security agency?

Key concepts: cause and effect

HASS skills: questioning and researching, analysing, evaluating

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Koori collective term often used to refer to Aboriginal people from New South Wales and Victoria

Nelson Mandela political activist and anti-apartheid campaigner who became President of South Africa after serving 27 years in prison for his activism

Gary Foley was the self-described 'field marshal' of this group. It was a group made up of young Aboriginal political activists who had grown impatient and frustrated by the slow and limited action that had taken place since the 1967 Referendum. They wanted more, and they wanted it sooner.

The Redfern Aboriginal Legal Service

The Redfern Aboriginal Legal Service was established in 1970 to provide legal advice, protection and assistance to Aboriginal and Torres Strait Islander peoples who had begun moving to Redfern to live. Following the rise of the Black Power movement, as Gary Foley states, activists began to realise that all the work of Charles Perkins, Doug Nicholls and the 1967 Referendum had amounted to very little:

> It seemed to the young radicals that the old-style organisations that had fought the referendum campaign were ineffective, especially after the referendum had delivered so little in terms of real reforms on the ground. On the streets of Redfern, young **Kooris** were confronted on a daily basis with the brutal reality of dealing with a racist and corrupt NSW police force.

▲ **Source 8.102** Gary Foley (http://www.kooriweb.org/foley/essays/pdf_essays/black%20power%20in%20redfern%201968.pdf)

On 29 December 1970, a shop front was opened in Redfern, staffed by volunteer lawyers who provided free legal advice to Aboriginal and Torres Strait Islander peoples. Foley recalls the moment clearly.

> … a surge of confidence swept through the Aboriginal community in Sydney. For the first time Aboriginal people were being represented in Sydney courts and were defending charges bought against them by Police.

▲ **Source 8.103** Gary Foley (https://www.sbs.com.au/nitv/nitv-news/article/2018/04/12/long-shadow-racism-australian-sporting-history)

The Springbok Tour: 1971

Since 1948, the white South African Government had mandated its policy of apartheid. It had made clear laws that stated white and black South Africans were to live separately. This resulted in severe disadvantage for anyone of African or mixed descent in the former British and Dutch colony. International protest had been building against South Africa, demanding an end to the system of apartheid and the release of political prisoner and civil rights activist **Nelson Mandela**. South Africa had become increasingly isolated on the global stage. One of the few ways it still interacted with the outside world was through sport, specifically rugby union.

In 1963 the Australian rugby team (the Wallabies) toured South Africa. Prominent Aboriginal rugby player Lloyd McDermott refused to go on the tour, despite being promised by the South African Government that he could be an 'honorary white' for the purposes of the tour. While touring South Africa, Australian rugby player Jim Boyce was shocked at what he saw.

> You never really realise how bad it is until you get there and how the country was absolutely split in two and how blacks and coloured people got such a raw deal out of the whole arrangement.

▲ **Source 8.104** Jim Boyce (https://www.sbs.com.au/nitv/nitv-news/article/2018/04/12/long-shadow-racism-australian-sporting-history)

The South African national rugby team, known as the Springboks, was and is a source of national pride to all South Africans to this day. It was during this 1963 tour that Boyce witnessed South African Minister for Justice, John Vorster, proudly declaring that:

> …no black man will ever wear the Springbok jersey.

▲ **Source 8.105** John Vorster, South African Minister for Justice, 1963

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In 1971, violent protests broke out across Australia when the Springboks toured Australia in a series of matches against The Wallabies. Police were out in force in Perth, Adelaide, Melbourne, Sydney and Brisbane. The global anti-apartheid movement had become popular in Australia, and thousands of people turned out to protest against the tour. Violent scuffles occurred in Perth between protesters and police. In Sydney, police put barbed wire around the Sydney Cricket Ground to stop protestors running onto the field. Anger about the tour had mobilised young political activists all over the nation.

It had also further angered the Black Power movement, as Gary Foley recalled.



▲ **Source 8.106** Sydney, 6 July 1971: Police control anti-apartheid demonstrators during a rugby union match between Australia and the Springboks at the Sydney Cricket Ground. Australia's anti-apartheid movement held demonstrations throughout the South Africans' six-week tour.

> At one of those rallies, Paul Coe jumped out and commandeered the microphone and issued a challenge to the members of the Australian anti-apartheid Movement. He said, you know, how is it that you people can come out here in these sorts of numbers on the streets of Australia in opposition to racism halfway around the planet and yet you ignore what's going on in this country?

▲ **Source 8.107** Gary Foley (https://www.sbs.com.au/nitv/nitv-news/article/2018/04/12/long-shadow-racism-australian-sporting-history)



Jim Boyce, by now a former Wallaby, had been given Springboks jerseys on the 1963 tour. He and three other former players decided to give them to Gary Foley, Paul Coe and their fellow activists Billie Craigie and Gary Williams. The four activists walked to the hotel where the South African players were staying in Sydney and, in defiance of John Vorster's statement, proudly wore the jerseys.

◄ **Source 8.108** Sydney, 10 July 1971: Gary Foley demonstrates outside the Squire Inn in Sydney, where the South African rugby union team stayed during its Australian tour.

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> … the NSW Special Branch of Police who saw us automatically assumed that we'd stolen them, so they grabbed both of us, dragged us inside the motel and paraded the entire South African rugby team in front of us demanding to know which one of them that we'd stolen these football jerseys off. And these South African rugby players were absolutely furious.

▲ **Source 8.109** Gary Foley (https://www.nma.gov.au/defining-moments/resources/aboriginal-tent-embassy)

The defiance shown by Foley, Coe, Craigie and Williams made national and international news and brought the world of radical Aboriginal activism to international attention. It also put Aboriginal activism back into the minds of Australians. It gave the Black Power movement momentum, attention and an idea. They would set up an Aboriginal 'embassy' on the lawn of Parliament House in Canberra.

ACTIVITY 8.16

Check your understanding

1. Explain how and why the Aboriginal Black Power movement formed.
2. Why was the formation of the Redfern Aboriginal Legal Service significant?
3. Why did so many Australians protest the 1971 Springbok tour?
4. In your own words, how did Paul Coe point out the hypocrisy of the anti-apartheid movement? Use evidence in your response.
5. Consider what you have learned about both the Australian and US civil rights movements. What is the importance of creating media attention for a political cause?

Key concepts: sources, evidence, significance, cause and effect, perspectives, empathy

HASS skills: analysing, evaluating, communicating and reflecting

The Aboriginal Tent Embassy: 1972

Aboriginal Tent Embassy unofficial embassy set up on the lawn of Parliament House in Canberra to represent the Aboriginal and Torres Strait Islander peoples of Australia in government

On 26 January 1972, four young men marched onto the lawn of Parliament House, pitched an umbrella and declared the space an **Aboriginal Tent Embassy**. Their protest came a day after Australian Prime Minister William McMahon had declared he would reject any proposal for granting Aboriginal and Torres Strait Islander peoples their traditional land rights. Instead, he said that he wanted to grant them the opportunity to 'lease' land from the government.

Incensed that McMahon would make such a claim when the Lake Tyers, Yirrkala and Wave



▲ **Source 8.110** Canberra, 27 November 1972: At the Aboriginal Tent Embassy on the lawns of Parliament House, Mike Anderson, Vice-Chairman of the Aboriginal Lands Board, with Billie Craigie of Moree and Bert Williams of Nowra, hold signs protesting against the government's decision not to grant full land rights to Aboriginal Australians.

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Hill disputes were still continuing, Aboriginal activists declared that a public statement about Aboriginal land rights needed to be a priority. In setting up the embassy, Gary Foley stated that Aboriginals were:

> ...aliens in our own land, so, like other aliens, we needed an embassy.

▲ **Source 8.111** Gary Foley (https://www.nma.gov.au/defining-moments/resources/aboriginal-tent-embassy)

On 6 February 1972, the embassy inhabitants made a list of demands:

- complete rights to the Northern Territory as a state within Australia and the installation of a primarily Aboriginal State Parliament. These rights would include all mining rights to the land.
- ownership of and mining rights over all other Aboriginal reserve lands in Australia
- the preservation of all sacred sites in Australia
- ownership of areas in major cities, including the mining rights
- compensation for lands that were not able to be returned, starting with A$6 billion and including a percentage of the gross national income every year.[20]

The embassy's popularity grew. Students from the Australian National University in Canberra joined the protests, and a visit from federal Opposition Leader Gough Whitlam gave the protesters legitimacy in the eyes of voters. The Embassy became a focal point of protest for all Aboriginal issues.

Anger rose in May 1972 when the Australian Capital Territory Government made camping on unleased land illegal, thus paving the way for the removal of the Tent Embassy. On 20 July 1972, police clashed violently with hundreds of protesters as the tents were removed, only for the protesters to return the following Sunday and re-erect the tents, and for police to again tear them down. On 31 July 1972, more than 2000 people witnessed the tents being re-erected and then removed by protesters in a peaceful demonstration.[21]

Prominent activist Chicka Dixon remembers the demonstration for another reason: it was one of the first public appearances of the Aboriginal flag.

> I was a wharfie at the time and joined them on the Friday. The Member for the ACT, Kep Enderby, informed me that there was no legislation under the Federal Act to remove campers, so we put up eight tents and gave ourselves portfolios. A dear, kind lady from Canberra gave us a big blue tent which became the official 'Tent Embassy'. Like all embassies we needed a flag, so Harold Thomas, [designer of the Aboriginal flag] from Adelaide, gave us his flag to fly.

▲ **Source 8.112** Chicka Dixon

ACTIVITY 8.17

Check your understanding

1. What is the significance of 26 January as the day the Tent Embassy was set up?
2. Carefully read through the demands of the Tent Embassy. What stands out to you?
3. The demands were seen as unreasonable by the Australian Government. Why do you think the protestors chose such demands?
4. Beyond the list of demands, what do you think a tent embassy on the lawns of Parliament House would symbolise to the rest of the Australian public?

Key concepts: sources and evidence, significance **HASS skills:** analysing, evaluating

20 https://www.nma.gov.au/defining-moments/resources/aboriginal-tent-embassy
21 https://www.naidoc.org.au/about/indigenous-australian-flags

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This flag became the official flag for the Aboriginal Tent Embassy in Canberra after it was first flown there in 1972. Today it is a symbol of the unity and identity of Aboriginal and Torres Strait Islander people.[22]

The Tent Embassy would be closed and removed and would reappear over the next few decades. Today it still exists as a symbol of Aboriginal protest and unity on the lawns of the original Parliament House in Canberra. It is currently listed by the Australian Government as an Australian heritage landmark.

◄ **Source 8.113** Canberra, 30 July 1972: Aboriginal Tent Embassy officials arrive at the embassy after it has been re-erected on the lawns of Parliament House

MAKING THINKING VISIBLE 8.2

Circle of viewpoints

1 What excites you about the achievements of the Tent Embassy? What's the upside?
2 What do you find worrisome about this event? What's the downside?
3 What else do you need to know or find out about the significance of the Aboriginal Tent Embassy?
4 What is your current stance or opinion on the achievement of the Tent Embassy?

Key concepts: perspectives, empathy

HASS skills: questioning and researching, communicating and reflecting

What did the Aboriginal Tent Embassy achieve?

The initial demands of the Aboriginal Tent Embassy were not met. However, it forced the focus of Australian politics and social movements back towards the improvement of Aboriginal and Torres Strait Islander peoples' lives. It united Aboriginal and Torres Strait Islander peoples' civil rights movements around the country and brought thousands of non-Indigenous Australians to the Aboriginal and Torres Strait Islander peoples' cause. In the long term it would lead to a genuine public and political debate on the issue of land rights, but in the short term it contributed to a significant change in the Australian political landscape.

socially progressive belief that advancements in science, technology, education, health and social organisation are vital to the improvement of society

The Whitlam Government: 1972

In 1972, the Australia Labor Party led by Gough Whitlam won government in Australia. This ended 23 years of Liberal Party rule that had guided Australia out of the postwar years, through the darkest days of the Cold War, disbanded the White Australia Policy and granted Aboriginal and Torres Strait Islander peoples both the vote and the right to exist as Australians. However, the later years of the 1960s saw a radical shift in politics in both the US and Australia as the population shifted towards more **socially progressive** ideas.

Under Whitlam, the new Australian Government made huge reforms in education, health and the treatment of Aboriginal and Torres Strait Islander peoples, women and migrants. One of the first acts of the Whitlam Government was to address the issue of Aboriginal land rights. As part of

22 https://www.whitlam.org/whitlam-legacy-aboriginal-and-torres-strait-islander-peoples

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his election campaign, Whitlam claimed his party would:

> … legislate to give Aborigines land rights – not just because their case is beyond argument, but because all of us as Australians are diminished while the Aborigines are denied their rightful place in this nation.

▲ **Source 8.114** Gough Whitlam, election campaign speech, 1972

Three years later the Whitlam Government made a symbolic gesture that changed the course of Aboriginal and Torres Strait Islander peoples' civil rights.



▲ **Source 8.115** 21 July 1972: Australian Opposition Leader Gough Whitlam with singer Little Pattie wearing T-shirts announcing 'It's Time', for his federal election campaign

The end of the Wave Hill walk-off: 1975

On 16 August 1975, Prime Minister Whitlam returned traditional lands in the Northern Territory to the Gurindji people. The Gurindji people, led by Vincent Lingiari, had walked off the Wave Hill cattle station in 1966 in protest against low wages, poor conditions and discrimination. The protest had quickly turned into a demand not simply for wages, but for land.

The Australian Government purchased the Wave Hill station from the Vesteys and gave it back to Lingiari and the Gurindji people. At the station, Whitlam made a short speech.

> On this great day, I, Prime Minister of Australia, speak to you on behalf of all Australians who honour and love this land we live in. For them, I want: first, to congratulate you and those who have shared your struggle on the victory you have won in that fight for justice begun nine years ago when, in protest, you walked off Wave Hill station;
>
> Second, to acknowledge we have still much to do to redress the injustice and oppression that has for so long been the lot of black Australians; third, to promise you that this act of restitution we perform today will not stand alone. Your fight was not for yourselves alone, and we are determined that Aboriginal Australians everywhere will be helped by it; fourth, to promise that, through their government, the people of Australia will help you in your plans to use this land fruitfully for the Gurindji;
>
> Finally, to give back to you formally, in Aboriginal and Australian law, ownership of this land of your fathers.

▲ **Source 8.116** Australian Prime Minister Gough Whitlam, Wave Hill Station, 1975

After his speech, Whitlam poured a handful of earth into the hands of Vincent Lingiari in a symbolic gesture of returning the land to the Gurindji.

The following year, the Australian Government drafted a law that would grant some but not full land rights to Aboriginal and Torres Strait Islander peoples who could prove they were the traditional owners of their land. This law would be passed within the next few years. The end of the Wave Hill protest signified a momentous moment in Aboriginal and Torres Strait Islander peoples' civil rights.

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MAKING THINKING VISIBLE 8.3

Headlines

Write a headline about the resolution of the Wave Hill walk-off in a way that captures the most important aspects of this event.

Key concepts: empathy

HASS skills: analysing, evaluating, communicating and reflecting

Additional content
Access the Interactive Textbook to learn how the Wave Hill walk-off was immortalised in one of Australia's most famous songs.

Eddie Mabo

In 1972, Eddie Koiki Mabo was planning to visit his dying grandfather on the Torres Strait island of Mer (Murray Island). Mabo had always understood Mer to be the traditional land of his people. The Queensland authorities refused his plans to visit.



▲ **Source 8.117** Torres Strait Islander activist Eddie Koiki Mabo

Mabo's daughter Gail recalled:

> They said Eddie was a non-Islander, because he hadn't lived there for so long. They thought he was too political and would stir up trouble … Six weeks later my father received a telegram saying that his father had died. My father cried. We never had the chance to meet our grandfather. My father never forgave the government authorities for this injustice. It fuelled his determination for recognition and equality in society. This began his ten-year battle for justice and political status.

▲ **Source 8.118** Gail Mabo

In 1981, Mabo made a speech at Queensland's James Cook University in which he explained the complex system of inheritance that governed the traditional ownership of Mer. Lawyers in the audience approached Mabo, suggesting that his claim to his land could be tested in Australia's court system.



▲ **Source 8.119** Prime Minister Gough Whitlam pours soil into the hands of traditional land owner Vincent Lingiari, Northern Territory 1975, printed 1999

Source: Mervyn Bishop (Australia, b.1945)
Type R3 photograph, 30.5 × 30.5 cm
Art Gallery of New South Wales
Hallmark Cards Australian Photography Collection Fund 1991

© Mervyn Bishop/ Department of the Prime Minister and Cabinet Photo: AGNSW
58.2000

For 10 years Mabo fought his case in court. In doing so, he rejected more radical solutions from other activists. Mabo was determined to prove British and Australian ownership of land to be based on a long-believed fallacy.

On 20 May 1982, Mabo was the plaintiff in a High Court case to claim ownership of his traditional land. Central to the debate was the notion of *terra nullius*. The court ruled that this long-held legal notion – that Australia had belonged to no one when the British First Fleet arrived – was incorrect. It agreed with Mabo's assertion that Aboriginal and Torres Strait Islander peoples had inhabited Australia for thousands of years and could rightfully make legal claims to traditional land. This decision overturned over 200 years of British claims to the ownership of Aboriginal land.

Mabo did not live to see his people reclaim their land. He died at the age of 56, only months before the decision on 3 June 1992 in which the High Court of Australia decided in favour of Mabo's Meriam people.

The High Court judges had agreed that Aboriginal and Torres Strait Islander peoples had in fact lived in Australia for thousands of years and had a rich, recognised culture that signified proof of ownership of their traditional land.

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Queensland elder Douglas Bon was overjoyed at the ruling.

> *It gave us back our pride. Until Mabo, we had been a forgotten people, even though we knew that we were in the right.*
>
> ▲ **Source 8.120** Douglas Bon, Queensland Aboriginal Elder

However, other people around Australia were concerned that the Mabo Decision would lead to land rights claims on the homes of 'ordinary' Australians. Victorian State Premier Jeff Kennett claimed that suburban backyards would be under threat. He later admitted he was wrong. Such land rights claims have never been made. It is important to clarify that the basic requirements of Native Title are:

- continuous and traditional association with the land
- and no previous granting of freehold title to other parties.



▲ **Source 8.121** 1 June 1995: (left to right) Hubert Parerduj, Herman Malbunka, Joyce Malbunka and Jane Macpherson with solicitor Alfreda Ungwanaka at the Mabo judgment in the Federal Court.

ACTIVITY 8.18

Check your understanding

1 Why did Eddie Mabo launch his lands rights claim?
2 Why did the court rule that Mabo's case was successful?
3 What did the case change about the notion of *terra nullius*?
4 In your own words, explain why the Mabo Decision was so significant in the course of the Aboriginal and Torres Strait Islander peoples' civil rights movement.

Key concepts: significance, cause and effect **HASS skills:** analysing, evaluating

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ACTIVITY 8.19

Research task

1 For this jigsaw research task, gather in pairs, choose one of the individuals in the table below to research, and then present your findings to an 'expert group'. Once everyone presents their findings, copy and complete this table with the key points.

2 For your chosen individual, research and answer the following questions:

- **a** What was their role in the civil rights movement? What did they do and when?
- **b** What do you feel was their most significant contribution?
- **c** Explain their methods of protest. Were they successful?

Doug Nicholls	Charles Perkins	Jack Patten	Gary Foley
Marcia Langton	**Sally Russell Cooper**	**Bruce McGuiness**	**Gough Whitlam**
Eddie Mabo	**Paul Coe**	**Pauline Pickford**	**Vincent Lingiari**

Significant individuals in the history of the Australian Aboriginal and Torres Strait Islander civil rights movement

3 When your research task is complete, you need to meet with a panel of 'experts', who have researched the role of other Aboriginal and Torres Strait Islander activists so you can copy and complete the table. Use your collated research to answer the questions below:

- **a** Which three activists do you consider to have had the greatest impact? Explain your choices with evidence.
- **b** How have some activists benefited from the work of others? Explain your response with evidence.
- **c** How does the success of nonviolent, political and legal action compare to more public displays of defiance? What role has each one played in the development of Aboriginal and Torres Strait Islander peoples' civil rights?

Key concepts: significance, cause and effect

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

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ACTIVITY 8.20

Check your understanding

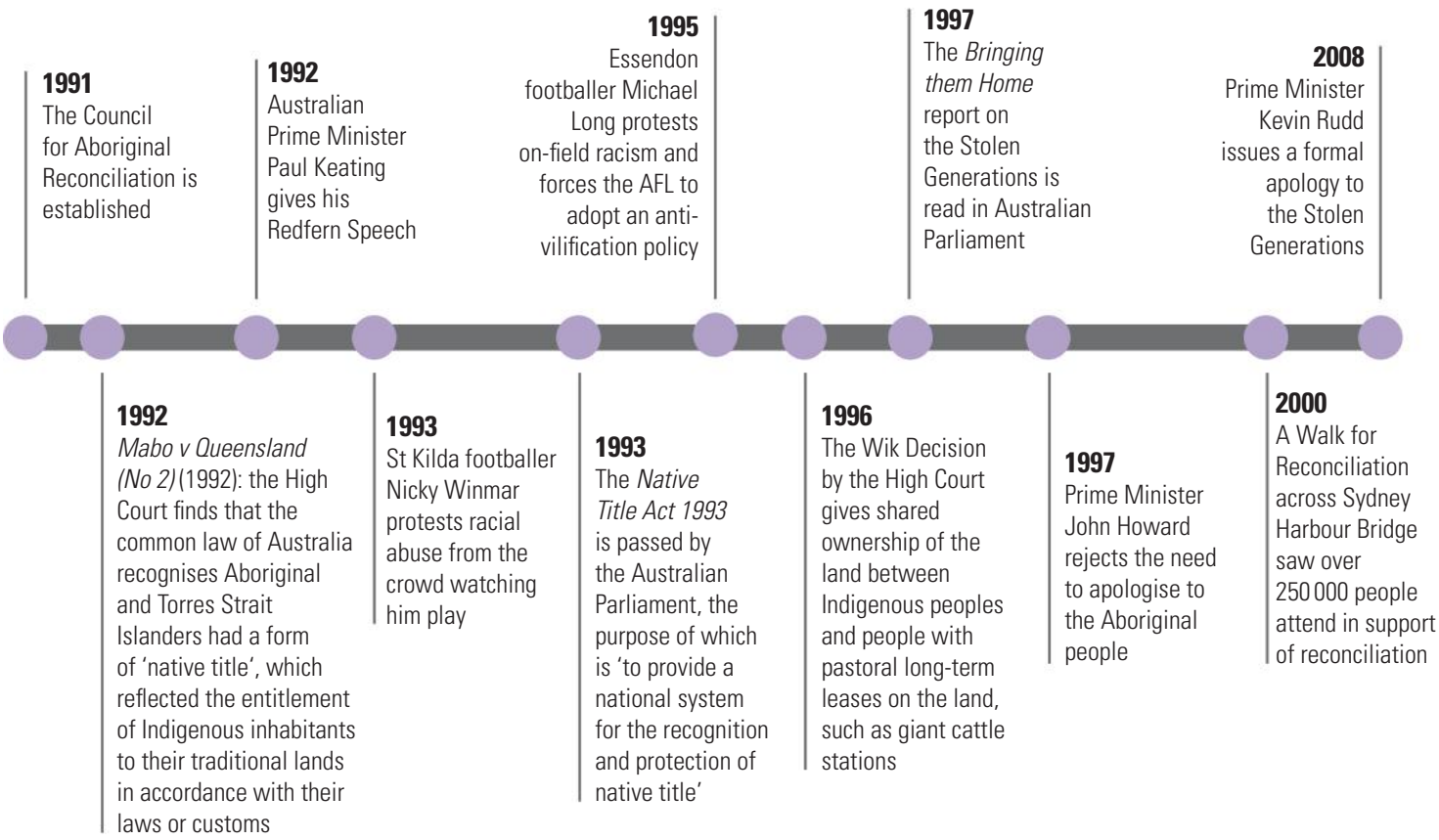
1 What was the Black Power movement?
2 What is the Redfern Aboriginal Legal Service?
3 Why was the 1971 Springbok tour the focus of protest?
4 How did Gary Foley protest the Springboks?
5 Why did the Tent Embassy protest begin?
6 What changes arrived with the election of the Whitlam Government?
7 How was the Wave Hill walk-off resolved?
8 What was decided in the Mabo Decision?
9 How did the death of Harold Holt spur the Black Power movement?
10 What did the Aboriginal Tent Embassy protest achieve?
11 Explain how the Springbok protest helped promote the cause of Aboriginal and Torres Strait Islander peoples.
12 Eddie Mabo's victory in 1992 was the result of a decades-long fight for recognition. To what extent do you agree?
13 No one protest or individual can make change. Discuss the success and failure of different protest methods in the Aboriginal and Torres Strait Islander peoples' civil rights movement.

Key concepts: continuity and change, cause and effect, perspectives

HASS skills: analysing, evaluating, communicating and reflecting

Continuity and change for Aboriginal and Torres Strait Islander peoples

Timeline of Aboriginal and Torres Strait Islander peoples' civil rights after 1991



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Reconciliation

The path to **reconciliation** between Aboriginal and Torres Strait Islander peoples and the broader Australian community has been a slow and, arguably, still unfinished journey. Successive Australian governments have been reluctant to make clear and definite progress in improving the lives of Aboriginal and Torres Strait Islander peoples. Existing prejudices within the Australian community as a whole have also made progress difficult. Aboriginal and Torres Strait Islander peoples have long fought, not only to be recognised legally, but to be recognised socially as well. Racism is not a uniquely Australian problem – it exists in every corner of the globe and must be challenged by leaders and individuals just as many have done so throughout Australia's history.

reconciliation the process of restoring peaceful or friendly relationships after a period of conflict or trouble

bicentenary 200-year anniversary

The Council for Reconciliation: 1991

The 1980s was a decade of slow progress for Aboriginal and Torres Strait Islander peoples. While the outcomes of the Mabo Decision were still pending, the victories of the 1970s had inspired many to seek the return of their land. However, few native title claims had made any meaningful progress. On 26 January 1988, more than 40 000 people, including Aboriginal and Torres Strait Islander peoples and non-Indigenous people from across Australia, protested as Australia celebrated its **bicentenary**. It had been 200 years since the landing of the First Fleet. The size of this protest was significant, marking a date that Aboriginal and Torres Strait Islander peoples see as the start of an invasion, and also criticising the lack of action from the Australian Government towards improving the lives of Aboriginal and Torres Strait Islander peoples.



▲ **Source 8.122** Sydney, 26 January 1988: Aerial view of a flotilla of ships in Sydney Harbour as part of the Parade of Sails, an event in honour of Australia's Bicentennial



▲ **Source 8.123** Protestors at a rally during the 1988 Australian Bicentennial year

To reinforce this point, the Australian Government had begun an investigation into the rising number of Aboriginal and Torres Strait Islander peoples who had died while in police custody. It had become clear that, despite the progress of previous decades, there were huge disparities between social, economic and legal outcomes for Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians. Specifically, Aboriginal and Torres Strait Islander peoples were dying in police custody at alarming rates. These deaths were often poorly explained. Between 1980 and 1991, 99 Aboriginal and Torres Strait Islander peoples had died while under the protection of the police.

> *One of the fundamental lessons of the royal commission was that Aboriginal people die in custody too often because they're in custody too often and we need to stop locking up people for minor offences.*

▲ **Source 8.124** Jonathon Hunyor, lawyer (https://www.creativespirits.info/aboriginalculture/law/royal-commission-into-aboriginal-deaths-in-custody)

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The release of the report in 1991 made two key points:

1 Aboriginal people do not die at a higher rate than non-Aboriginal people in custody.
2 However, the rate at which Aboriginal people are taken into custody is overwhelmingly different.

The **Council for Reconciliation** was established in 1991 as a direct result of the *Report into Aboriginal Deaths in Custody*. It was obvious that much deeper social problems needed to be tackled within the Australian community. This needed to start with a process of reconciliation. Over its 10-year existence, the council created media campaigns, public information services and education programs that sought to bring the wider Australian community together with Aboriginal and Torres Strait Islander peoples so they could share a dialogue about the past and the future.

Years later, Australian actor Ernie Dingo would sum up the need and purpose of the reconciliation movement, particularly the purpose it served for non-Indigenous Australians.

> Reconciliation is not for Aboriginal people. Reconcile the injustices that your forefathers have done, sit down, think about it, talk about it, get it out of the way and we'll acknowledge your apology and move on. You want to bridge the gap? Try it from our angle.

▲ **Source 8.125** Actor Ernie Dingo on the reconciliation movement (https://www.sbs.com.au/nitv/article/2016/05/27/10-selfdeterminationvic-take-away-moments)



◄ **Source 8.126** Ernie Dingo, Aboriginal activist, actor, and media personality

The Redfern Speech: 1992

On 10 December 1992, Australian Prime Minister Paul Keating made a landmark speech in Redfern. It was the first time an Australian political leader had acknowledged the devastating impact of white settlement on Aboriginal and Torres Strait Islander peoples.

Council for Reconciliation organisation created by the Australian Government in 1991 to raise public awareness and consult on a 'Document of Reconciliation' within a 10-year period

> *... the starting point might be to recognise that the problem starts with us non-Aboriginal Australians. It begins, I think, with that act of recognition. Recognition that it was we who did the dispossessing. We took the traditional lands and smashed the traditional way of life. We brought the diseases. The alcohol. We committed the murders. We took the children from their mothers. We practised discrimination and exclusion. It was our ignorance and our prejudice. And our failure to imagine these things being done to us.*

▲ **Source 8.127** Australian Prime Minister Paul Keating

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ACTIVITY 8.21

Check your understanding

1 Examine Paul Keating's Redfern Speech. What stands out to you?
2 Consider what you have learned to this point. What events and practices of the past is Keating referring to?
3 What do you see as the main significance of this speech?

Key concepts: sources, evidence, significance

HASS skills: analysing, evaluating

Reconciliation in sport

Aboriginal and Torres Strait Islander athletes and migrants to Australia have long found a way to excel on the sporting field and gain the acceptance of the broader Australian community. Sport is a central pillar of the Australian identity. Aboriginal and Torres Strait Islander athletes who played in the Australian Football League – pioneers like Polly Farmer, Maurice Rioli and the brothers Jim and Phil Krakouer – were trailblazers who forged legendary careers despite all of them suffering racist abuse from beyond the fence.



▲ **Source 8.129** Melbourne, Australia, 1990: (left to right) Dale Kickett, Gilbert McAdam and Nicky Winmar of the St Kilda Saints pose following an AFL match

By 1993, Aboriginal and Torres Strait Islander players had been well established within the AFL, but a 1993 players' survey found that 36 per cent of all AFL players had racially abused an opponent. Collingwood player Tony Shaw later stated:

> I'd make a racist comment every week if I thought it would help win the game.

▲ **Source 8.128** Collingwood footballer Tony Shaw (https://www.theguardian.com/sport/2018/apr/17/black-and-proud-remembering-the-day-nicky-winmar-changed-footy-forever)

Noongar collective term often used to refer to Aboriginal people from south-western Western Australia

On 17 April 1993, legendary St Kilda footballer and **Noongar** man Nicky Winmar decided to take a stand against racism. His team were playing against the Collingwood Football Club at their home ground of Victoria Park. The Collingwood supporters' cheer squad had a reputation for racial abuse. Winmar and his teammate Gilbert McAdam were watching the reserves game (a curtain-raiser to the senior game) on the sidelines when the crowd began abusing them. As McAdam recalls:

> I don't want to say what it was, but it was full-on. I'll just say that it was racial and it was bad – it was terrible.

▲ **Source 8.130** Gilbert McAdam (https://www.theage.com.au/sport/afl /the-day-nicky-winmar-drew-the-line-20130416-2hydd.html)

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▲ **Source 8.131** The iconic moment Nicky Winmar raised his jumper and pointed to his chest in the face of racist abuse from the crowd

Winmar went on to star in a 22-point win over Collingwood. The abuse from the cheer squad and around the ground only intensified after the final siren. The St Kilda player decided to make a clear stand. Facing the cheer squad, he lifted his jumper and pointed to his chest, stating, 'I'm black and I'm proud to be black!'

The image was captured by a newspaper photographer and plastered across the front page of the following day's paper. The reaction to the incident was varied. While the majority of the public came to support Winmar's stance, Alan McAlister, the President of Collingwood Football Club, issued a statement that said, in part:

> As long as they conduct themselves like white people, well, off the field, everyone will admire and respect … As long as they conduct themselves like human beings, they will be all right. That's the key.

▲ **Source 8.132** Alan McAlister, President, Collingwood Football Club (https://www.smh.com.au/opinion/afl -the-ugly-game-of-enlightened-racism-20130416-2hy9b.html)

Winmar would play in an AFL grand final years later and end up playing for the Western Bulldogs in following years. As a Bulldogs player, he was set to appear on the controversial *Footy Show* television program in 1999. When he did not turn up for his interview, panellist Sam Newman appeared before the audience in **blackface**.

blackface racist act in which a non-black person paints their face black to caricature black people – blackface's origins come from the US, where white performers often played derogatory representations of African Americans while wearing black makeup

ACTIVITY 8.22

Check your understanding

1 Reflect on the words of Collingwood president Alan McAlister and the actions of popular television personalities like Sam Newman. Compare them to what you have learned about attitudes towards Aboriginal and Torres Strait Islander peoples over the previous decades. What stands out to you?

2 How do attitudes like this help explain the inaction of Australian politicians in recent decades when Aboriginal and Torres Strait Islander peoples have demanded an improvement in their lives?

Key concepts: sources, evidence, empathy

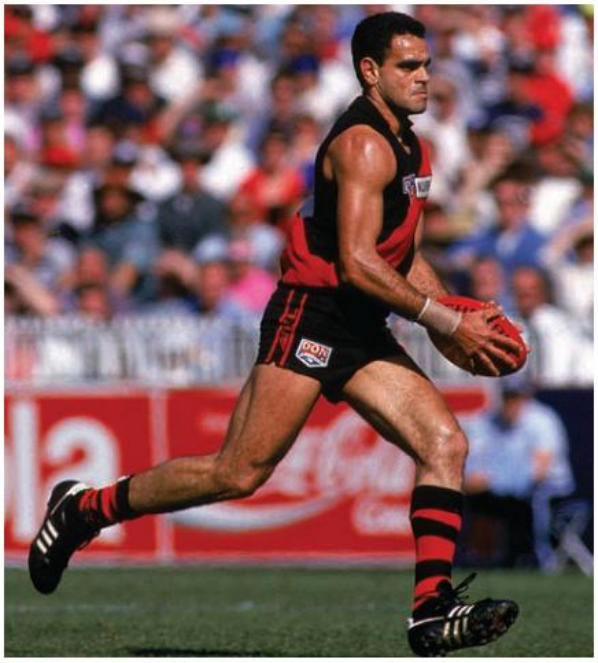
HASS skills: analysing, evaluating

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Michael Long: 1995

Tiwi Islander Michael Long was a longstanding star player of the Essendon Football Club. In 1995, during the first-ever AFL match held as part of national Anzac Day celebrations, Collingwood player Damien Monkhorst racially abused Long on the field. Long decided to make an official complaint to the AFL. At the time the AFL had no policy to deal with racist abuse on field. After a long meeting between the two players and AFL management, the two men were asked to shake hands for news media cameras. Long appeared furious. Ross Oakley, CEO of the AFL in 1995, remembers the infamous press conference.

▼ **Source 8.133** Melbourne Cricket Ground, 1993: Michael Long in action during the AFL Preliminary Final match between the Essendon Bombers and the Adelaide Crows



▼ **Source 8.134** Damien Monkhorst and Michael Long immediately after the two players met with the AFL to discuss Monkhorst's on-field racist abuse of Long



> It all went wrong from that point. When the two players came out of the room, after what seemed ages, to face the impatient media, our assumption was that the matter had been resolved and an apology had been offered. It later emerged that this was not the case, and Long was seething. Monkhorst had not apologised. Long made no comment to those of us waiting outside the room. Without further discussion, Long, Monkhorst and I went to a press conference. It turned out to be an embarrassment for all present. Long remained deeply angered by what had happened and it clearly showed on his face.

▲ **Source 8.135** Ross Oakley, former AFL CEO (https://www.essendonfc.com.au/news/710993/long-incident-was-a-turning-point)

Long did not give in to the staged gesture of reconciliation. Migrant and Aboriginal and Torres Strait Islander players across the league began to demand action. Oakley describes the response to these demands:

> Long's actions set in motion a profoundly transformative chain of events. The League's Indigenous players were beginning to demand action … Immediately afterwards I organised to interview every Indigenous player in the League. I wanted to understand first-hand the scope of the problem and get a sense of how we could handle any future racial abuse.

▲ **Source 8.136** Ross Oakley, former AFL CEO (https://www.essendonfc.com.au/news/710993/long-incident-was-a-turning-point)

As a result of Long's protest, Oakley was to learn of the scale of racial abuse faced by migrant and Aboriginal and Torres Strait Islander players. He immediately introduced the league's Racial Vilification Code, which coupled penalties for serial offenders with educational support. The AFL followed up with an advertising campaign to educate supporters of the game, including the threat to evict supporters who racially abused players.

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ACTIVITY 8.23

Check your understanding

1 Why did Michael Long take a stand against racist abuse?
2 What do you think Long learned from Nicky Winmar's experience? How do you think that guided his actions?
3 Read through the reflections of AFL CEO Ross Oakley. What was the significance of Michael Long's protest?
4 What do the experiences of players like Long, Winmar and others tell us about the broader struggle that faced Aboriginal and Torres Strait Islander activists in the 1990s?
5 What is the significance of the protests made by AFL players in the 1990s? Consider the popularity of sport in the Australian community and the potential it has for moving the cause of reconciliation forward.

Key concepts: sources, evidence, significance, continuity and change, cause and effect, empathy

HASS skills: analysing, evaluating

The *Bringing them Home* report: 1997

In 1997, an Australian Government report into the effects of the policy of removing Aboriginal and Torres Strait Islander children from their families was read in Federal Parliament. The ***Bringing them Home*** report revealed the statistical and personal impact of the forced removal of the Stolen Generations. A key plank in the path towards reconciliation, this report was instrumental in sharing the stories of forced removals with the wider Australian public, who would have otherwise been unaware. Several politicians wept as they read personal accounts from individuals as the policy was, for the first time, properly examined and questioned in public.

Bringing them Home Australian Government report dedicated to uncovering the impact of the Stolen Generations

Among the *Bringing them Home* report's key findings were:

- between 1910 and 1970, approximately between 1 in 3 Aboriginal and 1 in 10 Torres Strait Islander children were forcibly removed from their families
- 1 in 5 of those Aboriginal and Torres Strait Islander children were fostered or adopted
- 1 in 10 of those Aboriginal and Torres Strait Islander children were sent to institutions, and had reported being sexually abused at those institutions
- many of those children were never paid wages for their labour as apprentices, domestics and farm boys
- under international law, policies of forcible removal amounted to genocide after 1946, and racial discrimination after 1950.

Significantly, the report highlighted the generational impact of forced removal – the children and grandchildren of the Stolen Generations had also suffered as a result of these policies. The report found that descendants of the Stolen Generations were:

- 50 per cent more likely to be charged by police
- 30 per cent less likely to be in good health
- 10 per cent less likely to have a job.

The authors of the report recommended that the Australian Government fund and establish a service that allowed members of the Stolen Generations to find and connect with lost family members. It also recommended an official acknowledgement of these policies and an apology for their effects from all Australian state and federal governments. All states and territories issued apologies soon after, but there was a long period during which the Australian Government refused to apologise.

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ACTIVITY 8.24

Class discussion

1 Search online for a copy of the *Bringing them Home* report and download it (you don't need to read the whole report – it's long!). Search through the report for the section titled, 'The effects of separation from the Indigenous community'. Read this section and collect two examples that detail the impact of the forced removals. Report back to your class and share what you have found. What is your reaction?

2 The report's use of the word 'genocide' was controversial. Why was the word used? What are your thoughts? Do these policies and their effects compare to other genocides that have taken place in other parts of the world in the past? How are they different? How are they similar?

Key concepts: sources, evidence, perspectives, empathy

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

Saying Sorry: 2001–08

Aboriginal Reconciliation Convention 1997 forum for Australians to gather and discuss Indigenous issues. Almost 1800 people attended, including lawyers, teachers, health workers, religious leaders, government officials and students

In 1997 Australian Prime Minister John Howard refused to apologise to Aboriginal and Torres Strait Islander peoples on behalf of the Australian Government. He issued a statement that expressed regret for the actions of the past, but stopped short of apologising. Howard's position was that modern Australians should not be made to feel sorry for the actions of their ancestors, a position he called 'a black armband view of history'. At the time, he stated:

> The Australian people know that mistakes were made in the past, the Australian people know that injustices occurred, the Australian people know that wrongs were committed … But for the overwhelming majority of the current generations of Australians, there was no personal involvement of them or of their parents and to say to them that they are personally responsible and that they should feel a sense of shame about those events, is to visit upon them an unreasonable penalty and an injustice.

▲ **Source 8.138** Australian Prime Minister John Howard



▲ **Source 8.137** National Sorry Day 2007 marked 10 years since the release of the *Bringing them Home* report into the Stolen Generations

At the **Aboriginal Reconciliation Convention** in the same year, Howard gave a speech on reconciliation. As his speech began, Aboriginal and Torres Strait Islander peoples and non-Indigenous members of the audience stood and turned their backs on the Prime Minister as an act of protest.

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ACTIVITY 8.25

Saying sorry – class discussion

1 Stop and share Prime Minister John Howard's quote with a partner in your class. Howard's position was controversial, but it is one he still stands by today. What is your view? Why would Howard make such a claim? What would be the counter-argument to his position?

2 Why do you think attendees at the Aboriginal Reconciliation Convention turned their backs on the Australian Prime Minister?

Key concepts: sources, evidence, perspectives, empathy

HASS skills: analysing, evaluating, communicating and reflecting

The Sydney Olympics: 2000

The refusal of the Australian Government to offer an apology to Aboriginal and Torres Strait Islander peoples led to the first national **Sorry Day** protest in 1998. These protests would continue annually for 10 years. It was in 2000, however, that the demand for an apology placed Australia on the world stage.

With Sydney as the host of the 2000 Olympic Games, Australia was on the global stage, ushering the world into the new millennium. Months earlier, at the annual Sorry Day protest, 300 000 Australians had marched across Sydney Harbour Bridge and in other capital cities around the country, seeking an apology. During the Olympics, many people took the opportunity to raise their demands for an apology before a global audience. At the Olympic opening ceremony, rock band Midnight Oil took to the stage in black clothing branded with the word 'Sorry'. Later, after winning the gold medal for the 400 metres race, Aboriginal athlete Cathy Freeman ran a victory lap carrying both the Australian and the Aboriginal flags. Public debate was once again stimulated about the rights of Aboriginal and Torres Strait Islander peoples to express their identity and to push the case for reconciliation forward.

Sorry Day national march in 1998 to demand an official apology to the Stolen Generations – Sorry Day still exists today to remember and commemorate Aboriginal and Torres Strait Islander peoples

▼ **Source 8.139** Sydney, 2000: Sky-writers trace the word 'Sorry' above the Sydney Opera House during the Sorry Day protests





▲ **Source 8.140** Sydney, 25 September 2000: Cathy Freeman after winning the 400 metres race at the Sydney Olympics

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The Intervention

The Intervention set of Australian Government policies enforcing strict controls on the lives of Aboriginal and Torres Strait Islander peoples in the Northern Territory, established in response to the *Little Children are Sacred* report, which found conditions for Aboriginal and Torres Strait Islander children in remote communities to be at 'crisis levels'

Little Children are Sacred 2007 Australian Government report which stated that neglect of children in Aboriginal communities had reached crisis levels, demanding that it 'be designated as an issue of urgent national significance by both the Australian and Northern Territory governments'

In 2007, in response to reports of child neglect in Aboriginal and Torres Strait Islander communities in the Northern Territory, one of the last acts of the Howard Government was to launch **The Intervention** into Aboriginal communities. Directly targeting 73 Aboriginal and Torres Strait Islander communities in the Northern Territory, the results of this policy included:

- withholding 50 per cent of welfare payments from Aboriginal and Torres Strait Islander welfare recipients
- banning alcohol and pornography
- increasing police presence in Aboriginal and Torres Strait Islander communities in the Northern Territory
- enforcing compulsory health checks for all Aboriginal children
- granting power to the Australian Government to take possession of Aboriginal and Torres Strait Islander peoples' land and property.

The Intervention was a controversial act. While some saw it as an attempt by the Australian Government to control the lives of Aboriginal and Torres Strait Islander peoples, the 2007 ***Little Children are Sacred*** report painted a picture of a genuine emergency in some communities. Others believed that some action, rather than none, was important. Interestingly, The Intervention only acted upon two of the 97 recommendations made in the *Little Children are Sacred* report.

Aboriginal activist Marcia Langton was one voice who came out in support of The Intervention.

> There's a cynical view afoot that the emergency intervention was a political ploy – a Trojan Horse – to sneak through land grabs and some gratuitous black head-kicking disguised as concern for children. These conspiracy theories abound, and they are mostly ridiculous. Those who did not see The Intervention in the Northern Territory coming were deluding themselves.

▲ **Source 8.142** Professor Marcia Langton (https://www.abc.net.au/news/2008-02-13/long-journey-to-national-apology/1041564)

The Intervention would be built upon by Australia's next Prime Minister, Kevin Rudd. A decade later, a review of The Intervention reported some improvements in the health of children and adult members of these communities, but many people point out that very little had changed socially and economically, and that many of the problems outlined in the 2007 report remained. Issues with community violence remain a concern, and in recent years the prison population of Aboriginal and Torres Strait Islander peoples in the Northern Territory has exploded.



◄ **Source 8.141** Large sign detailing acts of criminally offensive conduct in the Northern Territory, part of the Northern Territory Intervention effort initiated by the Australian Government

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ACTIVITY 8.26

Check your understanding

Compare the intentions of The Intervention and Marcia Langton's response.

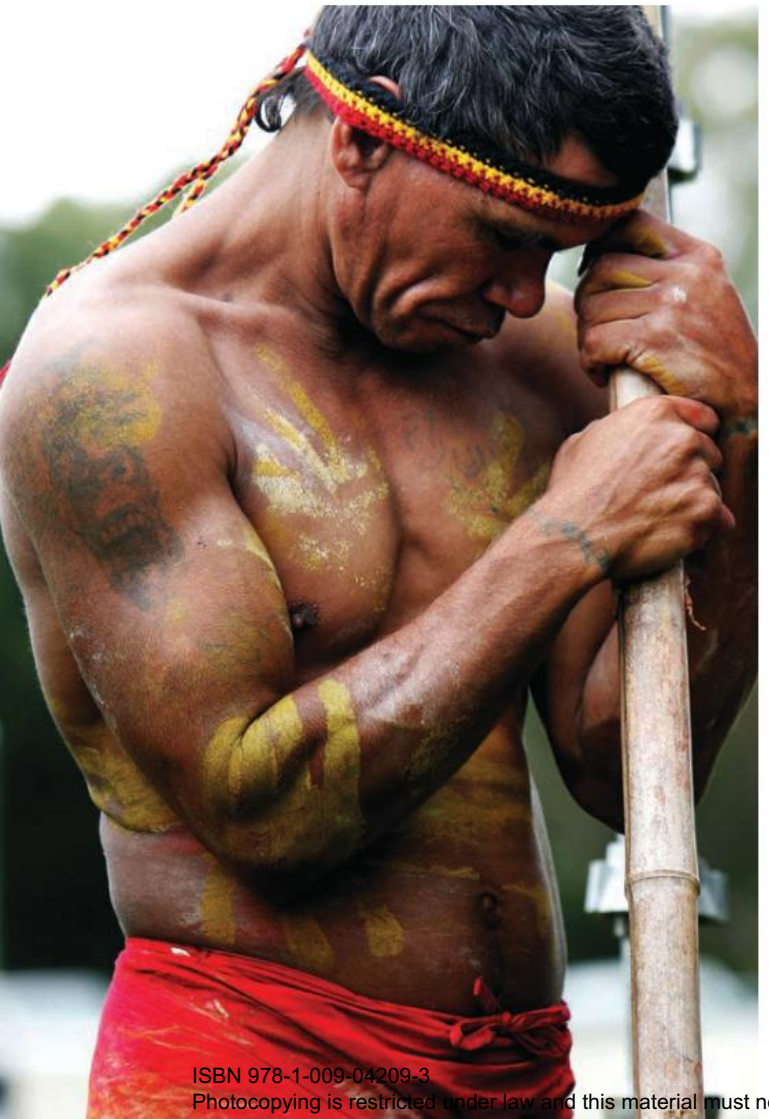
1. What do the intentions of The Intervention remind you of?
2. Why do you think Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians may have been concerned by The Intervention?
3. What do you think Marcia Langton means by the term 'Trojan Horse'?
4. What do you think about her response to The Intervention? What message is she trying to communicate?
5. What impact do you think The Intervention would have had on the process of reconciliation?



▲ **Source 8.143** Activist and academic Marcia Langton

Key concepts: sources, evidence, continuity and change, cause and effect, perspectives, empathy

HASS skills: analysing, evaluating, communicating and reflecting



The Apology: 2008

In 2008, newly elected Prime Minister Rudd made good on an election promise and moved a motion in the Federal Parliament that, in recognition of the recommendations of the *Bringing them Home* report, apologised to the Stolen Generations.

'The time has now come for the nation to turn a new page in Australia's history by righting the wrongs of the past and so moving forward with confidence to the future.

We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians.

Video
▲ **Source 8.144A** Extract from former prime minister Rudd's 'Sorry' speech

◄ **Source 8.144** Canberra, 13 February 2008: A man bows his head on the Australian Parliament lawn as Australian Prime Minister Kevin Rudd delivers an apology to Aboriginal and Torres Strait Islander peoples for injustices committed over two centuries of white settlement.

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We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.

For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.

To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry.

And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.

We, the Parliament of Australia respectfully request that this apology be received in the spirit in which it is offered as part of the healing of the nation.

For the future we take heart; resolving that this new page in the history of our great continent can now be written.

We today take this first step by acknowledging the past and laying claim to a future that embraces all Australians.

A future where this Parliament resolves that the injustices of the past must never, never happen again.'[23]

Australian Prime Minister Kevin Rudd, 'Apology to Australia's Indigenous Peoples'

Around the country crowds gathered in front of big screens. Schools held assemblies and people stopped what they were doing to watch the speech that finally, it seemed, made a crucial step forward in the process of reconciliation.



▲ **Source 8.145** Melbourne, 13 February 2008: Thousands of people gather in Melbourne's Federation Square to watch Prime Minister Kevin Rudd deliver an historic apology to the Aboriginal and Torres Strait Islander peoples of Australia for injustices committed over two centuries of white settlement.

ACTIVITY 8.27

Check your understanding

1 Examine the Apology speech in detail. What did Prime Minister Kevin Rudd apologise for?
2 Consider what you have learned so far. Why is this apology so significant?
3 Some people within the Aboriginal and Torres Strait Islander community did not feel the apology went far enough. What do you think could be missing from this apology?

Key concepts: sources, evidence, significance, perspectives

HASS skills: analysing, evaluating, communicating and reflecting

23 https://www.australia.gov.au/about-australia/our-country/our-people/apology-to-australias-indigenous-peoples

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Continuity and change

In Kevin Rudd's famous Apology speech he stated that:

> The time for denial and the time for delay is over ... human decency demands we step forward and right a historical wrong.

▲ **Source 8.146** A quote from Kevin Rudd's Apology speech in 2007

Has this taken place?



▲ **Source 8.147** Prime Minister Kevin Rudd delivering the Apology speech to parliament and the nation

Since the Apology to Aboriginal and Torres Strait Islander peoples, the fight for rights and freedoms has been somewhat completed. However, many argue that the fight is not over. Should the Australian Government sign a treaty with Aboriginal and Torres Strait Islander peoples? Should Aboriginal and Torres Strait Islander peoples officially be acknowledged and recognised within the Australian Constitution as the original inhabitants of the country?

These debates have continued while the plight of ordinary Aboriginal and Torres Strait Islander peoples still requires urgent attention.

Closing the Gap

An Australian Government initiative has endeavoured to 'close the gap' between Aboriginal and Torres Strait Islander peoples and non-Indigenous people.

> **Closing the Gap** aims to improve the lives of all Aboriginal and Torres Strait Islander Australians. Since 2008, Australian governments have worked together to deliver better health, education and employment outcomes for Aboriginal and Torres Strait Islander people, and to eliminate the gap between Indigenous and non-Indigenous Australians.

▲ **Source 8.148** From the the 2019 *Closing the Gap* report

The 2019 *Closing the Gap* report to Federal Parliament indicated that improvements had been made with respect to enrolling Aboriginal and Torres Strait Islander children in early childhood education and that Year 12 graduation rates have improved. However, the following targets were still, over a decade later, not on track:

- Aboriginal and Torres Strait Islander peoples' life expectancy was still significantly lower than that of non-Indigenous Australians
- school attendance rates for Aboriginal and Torres Strait Islander children were still significantly below those of non-Indigenous children
- targets for increasing Aboriginal and Torres Strait Islander peoples' literacy, numeracy and employment were not on track.

Closing the Gap Australian Government strategy that aims to reduce disadvantage among Aboriginal and Torres Strait Islander peoples with respect to life expectancy, child mortality and access to early childhood education

Over two decades on from the *Bringing them Home* report, a significant number of Aboriginal and Torres Strait Islander children are living away from their families in state or 'out of home' care.

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A 2017 report to the Federal Parliament noted that Aboriginal and Torres Strait Islander children are about nine times more likely to be removed from their families by authorities, compared to their non-Indigenous peers, and that around 15 000 Aboriginal and Torres Strait Islander children are in state care.[24] Aboriginal and Torres Strait Islander community elders have warned that another Stolen Generation is being created. However, the response from the federal government in 2017 was:

> Where children are genuinely at risk, are being neglected or abused, the state has a responsibility to take action and that should be regardless of whether a child is Indigenous or non-Indigenous.

▲ **Source 8.149** From 'Bringing Them Home: 20 years after report, Indigenous children worse off than before', ABC News

Contemporary debates

Where to from here? The process of reconciliation has been slow to acknowledge the crimes and mistakes of the past. There still remain a number of challenging issues that serve to create a social, legal and economic gap between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.

Read through the following two contemporary issues and choose one to investigate in the digital edition of this book.

Adam Goodes

Two-time AFL Brownlow medallist and Australian of the Year Adam Goodes spent two years being booed by crowds around the nation. This booing started immediately after Goodes had stopped play to call out racist abuse from the crowd, and after, in a later game, he had performed a traditional Aboriginal war dance in response to scoring a goal.

Public debate exploded over exactly why Goodes was being booed. Was it racism? In 2019, the documentary *The Final Quarter* was released, attempting to explain the public's reaction to Adam Goodes and the issues of racism in Australian society.

Change the date

In 2017, popular national youth radio station Triple J announced it would no longer play its annual Hottest 100 list of the most popular songs of the year on Australia Day. Given the rising debate about what Australia Day (or Invasion Day) means to Aboriginal and Torres Strait Islander peoples, the station asked their listeners to vote. Around 60 per cent of Triple J listeners voted to move the Hottest 100 to another date. Significant public debate immediately followed. Should all Australians respect the concept of Invasion Day? Or should the day the British First Fleet arrived on Australian shores remain Australia's national day of celebration?

Adam Briggs, a prominent Aboriginal musician and activist, summed up the debate from the Aboriginal and Torres Strait Islander peoples' perspective:

> They tell us to 'get over it, forget it and move on!' Move on? Well, Gallipoli was about 100 years ago, so let's f---ing move on from that too!

▲ **Source 8.150** Adam Briggs (https://www.smh.com.au/entertainment/lunch-with-briggs-its-a-new-conversation-20180111-h0gt7q.html)



▲ **Source 8.151** Rapper, writer, comedian, actor and activist Adam Briggs

Additional content
For a case study on contemporary social debate about Indigenous issues, centred on former AFL footballer Adam Goodes, access the Interactive Textbook.

Additional content
For a case study on contemporary legal debate about Indigenous issues, centred around the 'change the date' movement, access the Interactive Textbook.

24 https://www.abc.net.au/news/2017-05-26/bringing-them-home-report-20-years-on-children-worse-off/8560568

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ACTIVITY 8.28

Check your understanding

1 Consider what you have learned in this section about the statistical differences between the welfare of Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians. What do these statistics say to you?

Key concepts: sources, evidence

HASS skills: communicating and reflecting

END OF SECTION REVIEW 8.8

Review questions

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

Recall

1 Why was The Council for Reconciliation established in 1991?
2 What was the Redfern Speech?
3 Why was Nicky Winmar a significant individual?
4 Why was Michael Long a significant individual?
5 What did the *Bringing them Home* report investigate?
6 Why did Australian Prime Minister John Howard refuse to apologise to Aboriginal and Torres Strait Islander peoples?
7 What was significant about the 2000 Olympics for Aboriginal and Torres Strait Islander peoples?
8 What did The Intervention aim to achieve?
9 Who did Australian Prime Minister Kevin Rudd apologise to in his 2008 speech?

Interpret

10 What do Nicky Winmar and Michael Long's protests against the behaviour of AFL players and crowds say about the changes that need to occur in society to realise reconciliation?
11 Explain the relationship between the *Bringing them Home* and *Closing the Gap* reports.

Argue

12 Kevin Rudd's apology did not go far enough. To what extent do you agree?

Extension

1 Cathy Freeman's historic win at the 2000 Olympics was significant for her celebration of Aboriginal and Torres Strait Islander peoples' culture. Investigate Freeman's motivation for celebrating with both the Australian and Aboriginal flags. What does it tell you about the momentum that had grown for Aboriginal and Torres Strait Islander peoples' recognition by 2000?

Key concepts: significance, continuity and change, cause and effect, perspectives

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

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8.9 Conclusion: why does it matter?

The progress of the Aboriginal and Torres Strait Islander peoples' civil rights movement in Australia has been slow. Many historians, commentators and activists argue that it is still incomplete. Today, Aboriginal and Torres Strait Islander peoples are some of the most disadvantaged communities in terms of educational, health and employment outcomes. However, thanks to the work and sacrifice of so many past Aboriginal and Torres Strait Islander and non-Indigenous leaders and others, significant progress has been made to repair the damage of the past. Nevertheless, the quest for recognition, reconciliation and rights continues.

The murder of African American man George Floyd in police custody in Minneapolis, Minnesota, in May 2020 sparked numerous dramatic demonstrations both within the United States and around the world. The protests took place despite the raging threat of the COVID-19 pandemic and government directives for people to refrain from gathering in large numbers or in close proximity. *The Guardian's* Australian Edition reported that tens of thousands of Australians protested against the death of George Floyd. Reporters Luke Henriques-Gomes and Elias Visontay noted that crowds also gathered to voice their opinions on the related issues of 'racial profiling, police brutality and the more than 400 Indigenous people who have died in police custody since a royal commission into the problem was held in 1991'.[25]

Ky-ya Nicholson-Ward, 17, told a rally in Melbourne, 'It's the same story on different soil', referring to the similarities between what was happening in the US and Australia. The protests showed that the ongoing deaths in police custody of African Americans and Aboriginal and Torres Strait Islander peoples is a troubling issue that reminds us that despite the efforts of civil rights activists around the world, there is still much progress to be made before people of colour can truly claim equality.

▼ **Source 8.152** Protesters march down St Georges Terrace following the Black Lives Matter Rally at Langley Park on 13 June 2020 in Perth.



25 https://www.theguardian.com/australia-news/2020/jun/06/australian-black-lives-matter-protests-tens-of-thousands-demand-end-to-indigenous-deaths-in-custody

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8.10 End of chapter activities

Reflection

Self-assessment

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

Key terms

For each key term or name from the chapter, write a sentence explaining its significance:

- smallpox
- dispossession
- missions
- protection
- the Stolen Generations
- civil rights
- referendum
- nonviolence
- radical activism
- reconciliation.

Flow of main ideas

What ideas have you learned about the Aboriginal and Torres Strait Islander civil rights movement? Copy the table below and fill it in by explaining, in a few dot points, what each topic means for understanding the whole topic (one has been done for you).

The arrival of the British in 1788	• Aboriginal and Torres Strait Islander peoples had been living in Australia for 60 000 years • diseases like smallpox ravaged the local populations • James Cook did not declare *terra nullius*, but it was a concept used to later dispossess Aboriginal and Torres Strait Islander peoples and their land.
Dispossession of Aboriginal and Torres Strait Islander Peoples from their land	
Protest in America	
Protest before 1967	
Protest after 1967	
Reconciliation	

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Making thinking visible

Circle of viewpoints

Complete the following statements to consolidate your understanding of the topic. Be an actor – take on the character of your viewpoint. What questions do you have from this viewpoint? What new ideas do you have about this topic that you didn't have before? What new questions do you have?

1. I think the arrival of the British, from the point of view of Aboriginal and Torres Strait Islander peoples, was …
2. I am thinking about the *Aborigines Protection Act* from the point of view of …
3. I am thinking about the American civil rights movement from the point of view of …
4. I am thinking about the 1967 Referendum from the point of view of …
5. I am thinking about the Apology speech from the point of view of …

Analysis

Source analysis

Source A

> 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 8.153** *Bringing them Home*: Confidential submission 110, Queensland: woman removed in the 1940s

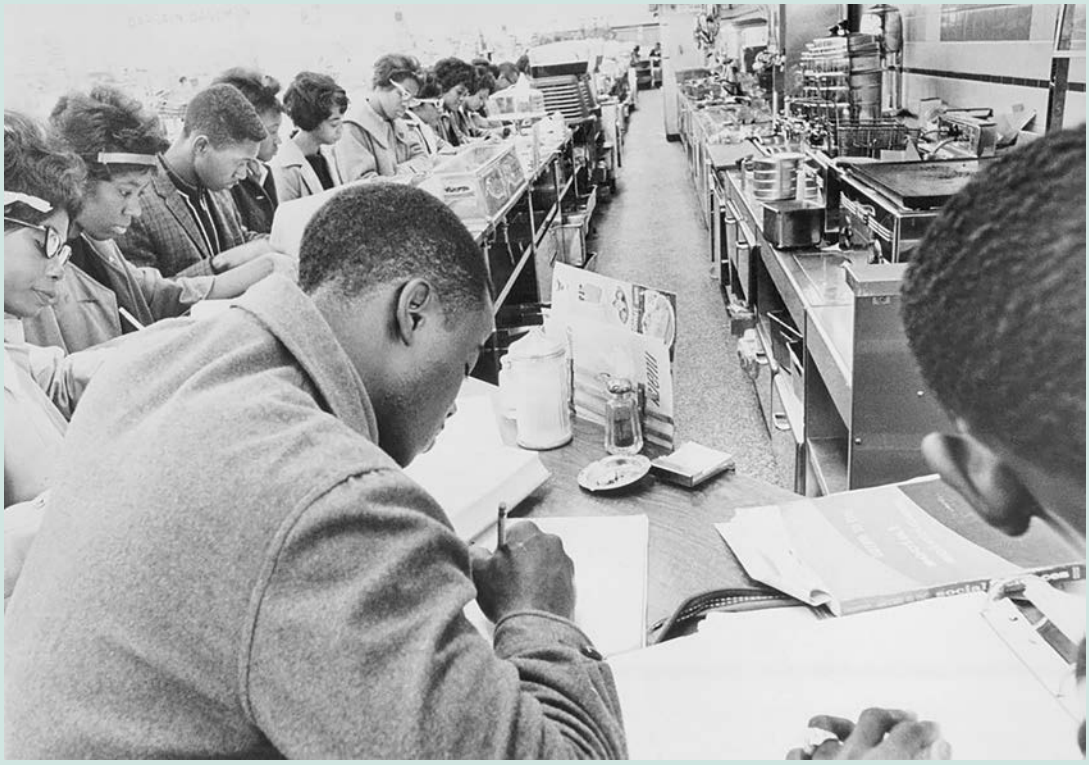
1. Using Source A and your own knowledge, explain why Aboriginal and Torres Strait Islander children were removed from their families between 1910 and 1970.
2. Using Source A and your own knowledge, explain the impact of forced removal on individuals.
3. Explain why the Apology speech of 2008 was an important step in the process of reconciliation.

Source B

4. Using Source B on the following page and your own knowledge, explain the purpose of the Woolworths sit-ins.
5. Using Source B and your own knowledge, explain how nonviolence was used in the US civil rights movement.
6. Explain the influence of the US civil rights movement on events and protests in Australia.

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Source B



▲ **Source 8.154** Little Rock, Arkansas, November 1962: Sit-in protesters at a Woolworths counter waiting for service, which they did not receive.

Source C

> On this great day, I, Prime Minister of Australia, speak to you on behalf of all Australians who honour and love this land we live in. For them, I want: first, to congratulate you and those who have shared your struggle on the victory you have won in that fight for justice begun nine years ago when, in protest, you walked off Wave Hill station;
> Second, to acknowledge we have still much to do to redress the injustice and oppression that has for so long been the lot of black Australians; third, to promise you that this act of restitution we perform today will not stand alone. Your fight was not for yourselves alone, and we are determined that Aboriginal Australians everywhere will be helped by it; fourth, to promise that, through their government, the people of Australia will help you in your plans to use this land fruitfully for the Gurindji;
> Finally, to give back to you formally, in Aboriginal and Australian law, ownership of this land of your fathers.

▲ **Source 8.155** Australian Prime Minister Gough Whitlam, 1975

7 Using Source C and your own knowledge, explain how the Wave Hill walk-off began in 1966.

8 Using Source C and your own knowledge, explain the events that contributed to the Wave Hill walk-off's resolution in 1975.

9 Analyse the significance of land rights struggles between 1963 and 1996.

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Source D

10 Analyse Source D from 2013.

- What is cartoonist Chris Johnston suggesting in his image?
- What might be the significance of the dates for the Aboriginal memorial?
- What is the significance of the dates on the soldier's memorial?
- How might different people react to this cartoon? Consider the view of:
  - an Aboriginal or Torres Strait Islander person
  - a veteran soldier from a recent overseas war
  - the Australian Government
  - the wider Australian public.
- What is your own view of this cartoon?



▲ **Source 8.156** Aboriginal War Memorial by Chris Johnston, *Eureka Street*, 21 April 2013

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Writing

Extended response

1 Explain how the Australian Black Power movement was able to highlight the cause of Aboriginal and Torres Strait Islander peoples' civil rights between 1968 and 1975.

2 Explain the significance of individuals and groups in the course of the Aboriginal and Torres Strait Islander civil rights movement.



▲ **Source 8.157** On 13 February 2008, students from Our Lady of Mount Carmel in Sydney gave a celebratory cheer after watching the live television broadcast of Australian Prime Minister Kevin Rudd delivering an official Apology to Aboriginal and Torres Strait Islander peoples, apologising in particular to the Stolen Generations.

Essay

Australia's reconciliation process was completed by the Apology speech in 2008. To what extent do you agree?

Key concepts: sources, evidence, significance

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

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Making connections: History and the other HASS topics

History has many connections with other subjects in the Humanities. Have you considered how what you have learned about World War II, and the Civil Rights movements in Australia and the USA relates to the other topics you will cover this year? Here's a sample:



Civics and Citizenship

Austerity measures in Australia during World War II

- How did the austerity measures introduced during World War II, such as rationing, affect politics in Australia, including after the war?
- What other measures did Prime Minister Curtin introduce?
- Do these measures reflect socialist principles?
- How did World War II affect Australia's roles and responsibilities at a global level? Consider the United Nations and ANZUS.
- Explain why the federal government introduced income tax during World War II. Why was this contested in the High Court after the war?

The Aboriginal civil rights movement and Australia's democracy

How important was Australia's involvement in the UN, and the Declaration of Human Rights, in changing policies and laws at home towards First Nations people? Research the Mabo Decision, and explain the role of the High Court in developing Aboriginal land rights in Australia, in comparison with the state/territory and federal parliaments. Use the Aboriginal civil rights movement to demonstrate the importance of protest and dissent in Australia's democracy.



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Economics and Business

Economic management during World War II

- How did World War II affect the economic indicators of inflation, unemployment and economic growth?
- What measures were introduced by the Australian Government to manage the economy at this time?
- What impact did the war have on the Australian economy in the late 1940s and 1950s?
- How did industry and business respond to World War II?

Living standards for Indigenous and non-Indigenous Australians

How do the living standards of Aboriginal peoples compare to those of non-Aboriginal Australians? What economic factors are responsible for these differences, and how could they be addressed through government economic policy?



Geography

The growth of the environment movement after World War II

- Why did the environment movement grow after World War II?
- What difference has nuclear science had on the world environment?
- How did their experiences in World War II affect the standards of living and economic development of the countries involved? In particular, you may want to consider the USA, Germany, Japan, Australia and the USSR.

Aboriginal and Torres Strait Islander relationships with the environment

How can you characterise the relationship between Aboriginal and Torres Strait Islander peoples and the environments in which they live? Explain how sustainability concepts are evident in traditional Aboriginal society and beliefs.

How can geographical concepts explain inequalities in Australia's Aboriginal and Torres Strait Islander communities, particularly those in remote areas? How has development, especially in mining, affected the wellbeing of some Indigenous peoples in recent times?



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Putting it all together: key concepts for your memory bank

Summarising your studies of the Humanities and Social Sciences in Year 10

Throughout your studies this year, we have asked you to take special notice of certain key concepts across the four HASS subjects. In the following activities, we would like you retrieve from your memory bank what you know about these seven key concepts, and demonstrate your understanding of the concepts in writing.

We hope the activities present another opportunity to see how the key concepts are related across the HASS subjects. We also hope the activities allow you to summarise your work in Humanities and Social Sciences in Year 10 and can be looked at again to revise your studies when you start Year 11.

It is important to be familiar with these concepts because the Year 7–10 concepts are continued in the Year 11 and 12 Humanities and Social Science curriculum areas, across many diverse subjects that you can specialise in, including Ancient History, Modern History, Geography, Politics and Law, Economics, Philosophy and Ethics, Career and Enterprise, Business Management and Enterprise, Religion and Life, Aboriginal and Intercultural Studies, and Accounting and Finance. The range of subjects is wide, but the same concepts underpin them all!

Activity 1 – Create a summary of how the concepts you've learned about this year connect to each other

Step 1: Go back through the chapters and identify what each of the concepts in the table below means. Reread the definition of the concepts in this book first. Now copy and complete the table by defining each concept in the table **in your own words** (one has been done for you).

Concept	Definition
Democracy	
Scarcity	
Economic performance and living standards	
Change	
Sustainability	The practice of sustainability recognises how environmental, health, social equity and economic strength are interconnected in order to create healthy, diverse and resilient communities for this generation and generations in the future. It also needs an organised approach and recognition of complexity.
Contestability	
Significance	

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Step 2: Identify links between these concepts by grouping them into pairs, or groups of three or more.

For example, you might decide that *Economic performance* and *Sustainability* are connected because increasing economic performance by many industries in developed countries has been reliant on energy generated by fossil fuels, and the use of fossil fuels is not sustainable.

Once you have decided which concepts you are connecting together:

- Write out your ideas in full sentences until you have used all of the concepts in the table.
- Share your sentences with a partner.
- How are the connections you made the same and/or different to your partner?
- Give your partner two pieces of warm (positive) feedback and offer two ideas that might help them improve their sentences.

Step 3: Create a diagram that demonstrates how these concepts are interconnected. Use arrows to show what/how each concept connects to each other and write your reason for making this connection along each arrow. An example is shown for you below.

Economic performance and living standards refers to when economies are producing more goods and services, more people are employed and are earning higher incomes. Better income allows a higher standard of living.

Reason: sustainability and economic performance are connected because sustainable energy and sustainable industries are necessary if we are to manage the impacts of human population growth on the planet. Increasing population growth means that our resources are spread thinner, many of the important sources of energy we use to power our world (including the technological advancements of the twenty-first century) are therefore not sustainable. Economic performance will suffer unless changes are made to sustainable practices. Standards of living are already worse in some places because of the environmental damage done by the unsustainable use of resources.



Example: future industrial sustainability requires a re-think of energy sources. At the moment, the majority of our industry still uses unsustainable fossil fuels. These fuels also have a very negative impact on the environment. There is no question that the future requires new ways of generating energy (i.e. solar, wind, tidal flow, hydroelectricity). Many new jobs will be created by a change to sustainable energy sources. Economic performance and environments will improve as a result.

Sustainability refers to whether our use of environmental resources (e.g. water) can continue to meet the needs of humans and other creatures without compromising the meeting of future needs.

Extension challenge: Can you interconnect all the seven concepts in one diagram?

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Activity 2 – Writing task: using key concepts meaningfully

In your studies of the Humanities and Social Sciences, you will need to confidently and correctly use the terms related to your subject. Write **an extended response to the question below that is 750–1000 words and at least 4 paragraphs long** (including an introduction) for the question below using all the key concepts listed.

Question: *Using examples, assess the extent to which the concepts you have learned in HASS over Year 10 relate to each other.*

Use these words correctly in your answer:

- democracy
- scarcity
- economic performance
- standard of living
- change
- sustainability
- contestability
- significance.

Ensure you:

- demonstrate your understanding of what each term means
- structure paragraphs properly
- use evidence to support your ideas.

Hint: *The question is asking you to do more than define each of these concepts and then put these definitions together in several paragraphs.*

To answer the question effectively, using well-constructed paragraphs, you will need to go through these steps:

Step 1: Identify the key words of the question. Highlight, underline or circle them. These will form the most important parts of your response and are useful for the topic sentences of your paragraphs.

Step 2: What does the word 'assess' in the question above mean? Define it. Write the definition down.

Step 3: Use the sentences and diagrams you constructed for Activity 1 to help you plan how you will address the key words in the question in your response. To make an effective plan you might draw a flowchart, brainstorm or use a graphic organiser. You might need to do more than one plan before you are happy with your final ideas.

Step 4: Before you start writing, analyse the assessment rubric on the next page for information on how you might structure a response that scores high marks. Highlight the key ideas in the right-hand column (the 5 mark column) of the assessment rubric, so that you know **exactly** what is expected of a response that gets top marks.

Quick review: Does the plan you wrote for 'Step 3' help you get the best marks on the marking key? If the answer is yes, start writing. If the answer is no, go back and adjust your plan. Ask a partner and/or your teacher for feedback on your plan before you start to write.

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Assessment rubric: Using key concepts meaningfully

Word limit: 750–1000 words

	0–1	2	3	4	5
Introduction	The introduction does not provide a clear indication of the response to the task or is not attempted.	States the topic/question and provides limited background information.	States the topic/question and provides some background information. Provides a simple proposition indicating direction to be taken in relation to the focus of the response.	States the topic/question and provides relevant background information. Includes a proposition which indicates the direction of the argument.	Defines the focus of the topic/question, defines key terms and provides relevant background information. Provides a proposition that articulates the direction of the response in terms of line of argument/viewpoint.
Understanding concepts	Makes general/superficial statements about the concepts.	Produces a simple narrative which is sometimes incorrect and makes minimal reference to the connection between concepts.	Produces a generalised narrative that identifies some connections across concepts.	Produces a relevant, comprehensive narrative that demonstrates an understanding of the relationships between concepts.	Produces a relevant, sophisticated narrative that demonstrates an understanding of the interrelationships between concepts.
Evidence	Little or no attempt has been made to use evidence.	Provides some relevant evidence. Uses evidence with some inaccuracy.	Uses relevant evidence in the essay. Uses this evidence at some appropriate points.	Uses relevant evidence with accuracy. Uses evidence at some points where it provides support for the argument/viewpoint.	Uses relevant evidence with accuracy and detail throughout. Uses evidence effectively at points where it provides support for the argument/viewpoint.
Argument	Makes limited or superficial, disjointed statements in relation to the topic/question.	Provides simple points/information in relation to the topic/question, the direction for argument may not be consistent or clear.	Produces a logically structured argument that shows some analytical thinking in relation to the topic/question.	Constructs a coherent, analytical argument in relation to the topic/question.	Constructs a sustained, logical and sophisticated argument which shows a depth of analysis in relation to the topic/question.
Effort and organisation	The response is incomplete or disorganised. No attempt to check spelling and grammar, indicating no planning, drafting or proofreading before submission.	The response is poorly presented, disorganised and contains several spelling and grammatical errors, indicating little planning, drafting and proofreading before submission.	The response is satisfactorily presented, contains some spelling and grammatical errors, indicating limited planning, drafting and proofreading before submission.	The response is well presented, contains few spelling and grammatical errors, and shows evidence of some planning, drafting and proofreading before submission.	The response is effectively presented, checked for spelling and grammar, and shows evidence of planning, drafting and proofreading before submission.

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Glossary

Civics and Citizenship

abdication to formally resign from a royal position of authority

activism activities and efforts aimed to support or oppose a controversial issue

adjudicate to make a decision on an issue after hearing information and evidence

advocacy to help protect and promote the rights of an individual or group

amended/amendment a change to legislation

appellate jurisdiction a court's right to hear a trial on appeal from a lower court

asylum a country providing protection to a refugee from another country

balance of power a concept where a small amount of individuals or members of a group can determine if a bill will pass or government remain in power

bicameralism when two chambers of parliament share law-making responsibility

Bill of Rights a list of rights of citizens of a country that is usually incorporated into a constitution

cabinet a group of senior ministers responsible for determining government policy

caste a hierarchical structure of social status in Indian society determined by birth

common law court-made law, a body of law derived from the decisions of cases tried in court

common law rights rights individuals have within court, such as the presumption of innocence, in addition to decisions made in courts that set precedent for future cases

communism/communist an economic ideology in which the factors of production or resources are owned by the state or the community

compulsory voting an electoral system where eligible citizens are legally required to vote in elections

constitutionalism an idea in which governments and countries are bound by the limits written in a constitution

corruption abuse of power or criminal action through dishonest means, for personal benefit or that of vested interests

demobilisation moving towards peace through disarming soldiers and disbanding military and militia groups

demonstration a public gathering of citizens in support of a change to the law

disarmament reducing, limiting or abolishing weapons

due process the concept in which everyone is allowed 'a day in court' to resolve disputes or present their case, as well as the fair and equal trial process for both parties

emigration to leave your country of origin and live elsewhere permanently

espionage to spy on others to gain information

executive the branch of government responsible for governing and enforcing the laws. In Australia, this includes the Queen, Governor-General, Prime Minister and government.

hierarchy a structure arranged from low to high based on importance or power

incitement to provoke negative or criminal behaviour

injunctions legal methods to stop someone from doing something

interest/pressure groups groups of people formed to promote change to the law in a particular area or issue

international organisations organisations with a membership of two or more countries established to manage and resolve international issues

judiciary the branch of government responsible for determining the validity of laws as well as making decisions when individuals break the law

jurisdiction the type of cases a court has the right to hear

Kremlin the symbol of Russian power and authority, as it is the residence of the President of Russia

legislative the branch of government responsible for developing and amending statute laws

lobbyist a person employed to persuade members of government to make decisions in favour of a particular group or individual

military junta a government led by a committee of military leaders

militia an armed group formed of ordinary citizens that may engage in rebel or terrorist actions

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native title a system of ownership by Indigenous people over their traditional lands

natural justice the concept of due process or fair court process for anyone who seeks to resolve a dispute

NGOs non-government organisations created by citizens, often in support of community building or humanitarian projects

offshore detention where asylum seekers arriving in Australia are sent to another country, such as Nauru or Papua New Guinea, and detained for processing

original jurisdiction a court's right to hear a legal dispute for the first time

petition a collection of signatures from citizens in support of a proposal or law

pluralist society a society comprised and tolerant of a diverse range of cultural and social groups

political parties groups of people with similar views who join together, with the aim of having their members elected to parliament, or forming government

post-colonial the legacy and consequences of colonisation and imperialism on the local people of colonised nations

provincial/province a region within a nation

ratify a country agreeing to be bound by the terms of a treaty and to incorporate them into its own laws

representative democracy citizens vote for representatives to act on their behalf in parliament (legislative body)

right to appeal the right to have the outcome of a trial reviewed by a higher court

sceptic a person who doubts accepted beliefs, values or ideas

sign signing a treaty demonstrates a country's support for the intention of a treaty

sovereignty a nation or country that is able to govern itself

state the organisation of a community or society that is governed, such as a country or nation

statutes parliament-made law

totalitarian the political system where control of government is absolute and no opposition party/ies are allowed, with strict control over society

treaty a binding agreement reached between two or more countries

ultra vires when a parliament or government acts beyond the authority given to them

vested interests individuals or groups that benefit directly from a government decision or change in the law

vet examine or investigate something to ensure it meets requirements

veto to decide against or reject a proposal

Economics and Business

boycott to stop buying or using the goods or services of a certain company or country as a protest

change fatigue a condition characterised by lingering mental and physical tiredness associated with organisational change

Consumer Price Index (CPI) a measure of the average change over time in the prices paid by households for a fixed basket of goods and services

credit history a record of a person's ability to repay debts and demonstrated responsibility in repaying them

debt trap a situation in which a debt is difficult or impossible to repay, typically because of high interest payments

economic growth an increase in the value in the goods and services produced by an economy over time. It is usually measured as a percentage change in real GDP

elasticity an economic term describing the change in the behaviour of buyers and sellers in response to a price change for a good or service

ethical company one that is not causing damage to the environment, exploiting its workforce by paying low wages, using child labour or producing products that are harmful or dangerous

finance money received from a financial institution in exchange for future repayment at a rate of interest

fluctuating changing or varying frequently between one level and another

food miles the distance food is transported from the time of its making until it reaches the consumer

GDP per capita a measure of a country's economic output that accounts for its number of people. It divides the country's gross domestic product by its total population

human capital the skills, knowledge and experience possessed by an individual or population, viewed in terms of their value or cost to an organisation or country

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Human Development Index (HDI) a statistic composite index of life expectancy, education and per capita income indicators

income the flow of money a person earns from providing their labour or other productive resources

inflation a general rise in the level of prices in an economy over time

interest money paid regularly at a particular rate for the use of money borrowed

inventory the array of finished goods waiting for sale or materials used in production held by a company

just-in-time inventory (JIT) a strategy of managing inventory and/or production that links the ordering of raw materials to production scheduling

Labour Force Survey a monthly survey that collects information about the employment status of Australians aged 15 and over

parameter a guideline, boundary or outer limit

progressive tax system imposes a greater percentage of taxation on people at higher income levels

qualitative indicator information that cannot easily be counted or measured numerically; often subjective measures

quantitative indicator information that can be counted or measured numerically

real GDP a measure of a country's gross domestic product that has been adjusted for inflation

real wages income expressed in terms of purchasing power as opposed to actual money received

social welfare a type of government support intended to ensure that all members of a society can meet basic human needs

standard of living the quantity and quality of material goods and services available to a given population

substitute a product or service that can be easily replaced with another by consumers

sustainable economic growth a rate of growth which can be maintained without creating other significant economic problems, especially for future generations.

trend the overall direction of movement in a set of information or data. Trends are usually increasing, decreasing, stable or fluctuating.

underemployment occurs when a person works fewer hours than they would ideally like or takes a job that does not reflect their actual training and skills

unemployment those of working age who are not in employment and are willing and able to work

wealth the stock of assets a person owns, including savings, properties, shares or valuable items

Geography

absolute wealth wealth compared to a fixed standard (for example, whether a person is above or below the national poverty level)

abundance of indigenous species number or amount of the particular species that occurs naturally within an environment

acidity measure of the amount of acid in water, measured using the pH scale

adult literacy rate (ALR) proportion of adults in a population who can read and write

ageing population population in which the proportion of people 65 years old or older is growing

Anopheles genus of mosquito containing 460 species, 100 of which can spread malaria

anthropocentrism a belief in humans and their existence as the most important and central fact in the universe

anthropogenic caused by human activity

artificial something produced by people, as opposed to something that occurs naturally

asylum seeker person who flees their home country, entering another country to apply for protection as a refugee

atmosphere mixture of gases that surround the Earth

berm long, narrow ridge of sand or gravel running parallel to the shoreline

biocentrism a belief that ethical treatment should be given to all living things

biodiversity the variety of living things within an environment, including plants, animals and microorganisms – the more living things in an environment, the higher its biodiversity

biosphere all living things which rely on the other three spheres (atmosphere, lithosphere, hydrosphere) for survival

Bollywood nickname for India's film industry, based in Mumbai (formerly Bombay – 'Bombay' + 'Hollywood' = 'Bollywood')

bycatch fish and other marine animals that are unintentionally caught in commercial fishing operations

canopy uppermost layer of a forest at the top of mature trees

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cartogram type of map in which the sizes of countries are manipulated to represent the variable being mapped

choropleth map map that uses shading or colours within defined areas to show the average value of a statistical variable within that area

climate long-term trends in the weather conditions of a place, for example, average rainfall and temperature

composite statistic measure that combines several other measures or variables into one value

continental shelf part of the edge of a continent that is submerged beneath shallow ocean

controlled burns (also known as prescribed burns) use of fire for forest management purposes, such as the reduction of fuel load

correlation relationship between variables – for example, if one variable increases when another variable increases, there is a correlation between those two variables

cost of living amount of money needed to afford basic necessities such as housing, food, clothing and health care

deforestation process of clearing land to turn a forest environment into a different type of land for uses such as agriculture, residential or urban

degradation reduction in the quality and health of a natural environment due to natural processes or human activities

demographic dividend potential economic growth that can occur when a greater share of the population is of working age

dependent variable variable whose value can be calculated based on the value of an independent variable

developed country country with a high GDP per capita, higher standards of living and greater access to medical care and technology

developing country country with a low GDP per capita and a low level of industrialisation

dissolved oxygen amount of oxygen contained in water, used by aquatic organisms for respiration

drainage basin area of land in which all precipitation collects and drains into a river system

ecocentrism a belief that humans are a part of nature and should act to care for its health

ecological relating to the environment

economic inequality differences in the wellbeing or wealth within a population, especially when the differences are uneven

ecosystem community of living organisms that interact with the non-living components within an environment

elevation the height of a place above sea level

emigrant person leaving their country of origin

environmental worldview an opinion, belief, idea or way of thinking about the value of the environment

erosion gradual wearing away and removal of rock, soil or sediment by wind, water or other natural forces

estuaries environments in which the mouth of a freshwater river meets the open sea

evaporation process of a liquid becoming a gas when it is heated

excreta faeces, urine and other waste material discharged from the body

exotic species non-indigenous plant species that have been introduced to an area

family planning services that help women to gain greater control over the number of children they have, and the timing between births

flow regulation controlling of a river's flow, water level and variability to meet the demands of domestic, industrial and agricultural use

food security measure of people's access to enough food to meet their dietary needs

food web links between what each organism eats, and what it is eaten by, within an ecosystem

fossil fuels resources such as coal and gas that were formed from the buried and decaying remains of organisms

fuel load amount of flammable material within an area

geographic characteristics physical and human characteristics of a place

Geographic Information System (GIS) digital tool used to collect and analyse spatial data using layers on an interactive map

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

greenhouse effect an increase in the amount of carbon dioxide and other gases in the atmosphere, that is believed to be the cause of a gradual warming of the surface of the Earth

gross domestic product measure of a country's economic activity based on the total value of goods produced and services provided in that country in one year

groundwater water located below the Earth's surface in porous soils and rocks

habitat area of an environment in which an organism lives

human wellbeing overall measure of the health and quality of life of a group of people

human-induced changes caused by human activities (in contrast to natural changes)

humanitarian aid short-term assistance to people who need help recovering from natural or human-made disasters

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hydrosphere the water on the Earth's surface, including water in gaseous, liquid and solid form

hyper-arid extremely dry and barren region receiving less than 100 mm of precipitation each year

immigrant person moving to a foreign country

independent variable variable whose changes in value are not determined by other values under consideration

indicators measures used to assess and track changes in progress and performance

industrialised country or region that has transformed its economy from one based on agriculture to one dominated by industries such as manufacturing

infant mortality rate (IMR) measure of the number of children per 1000 children born who die aged under one year of age

infill development development of an area of vacant urban land within an already existing city

infiltrate when water above the ground soaks into the soil

land cover the physical land type covering the Earth's surface, including vegetation, water, ice and bare soil

latitude measure of geographical position north or south of the equator, measured from 0° at the equator to 90° at the north and south poles

latrine communal toilet or a simple form of sanitation; for example, an open trench

lithosphere the mixture of rocks that make up the Earth's mass, including the solid land mass on the Earth's surface, the molten rocks beneath the crust and the mantle and the liquid rocks near the Earth's core

local extinction when a species no longer exists in a particular place or region

longshore drift transportation of sediment, such as sand, along a coast parallel to the shoreline owing to wave action

malnutrition medical condition resulting from a lack of nutrition by not eating enough food, eating an imbalance of foods or eating an excessive amount of food

migration temporary or permanent movement of people from one place to another

mindfulness technique for achieving a calm mental state by focusing awareness on the present moment

national a citizen of a country

native species species that are from a particular country, but not necessarily indigenous to the local region

nature strip area of public land between private property and the footpath or road

not-for-profit organisations organisation that does not operate for the profit or personal gain of its members

noxious weed a weed that is considered to be harmful to the environment

objective result or judgement that is not influenced by personal feelings or opinions

overfishing the taking of fish at a rate that the species cannot replenish itself

peri-urban regions located on the outskirts of a city where there is a transition between urban and rural land use

phenomena facts, circumstances or situations that can be observed; for example, GDP or life expectancy in each country

philanthropist person who donates their time and money to helping others

photosynthesis process by which plants convert solar energy and carbon dioxide into glucose and oxygen

physician medical practitioner, such as a doctor, nurse or surgeon

policy course of action proposed and carried out by a governing body

population density number of people per square kilometre

precipitation any type of water that falls from the atmosphere onto Earth's surface, such as rain, snow, sleet or hail

predation the action of one animal hunting, killing and consuming another

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

process series of natural steps or human actions that lead to change

propagate to use existing plants to grow more specimens of the same plant

public housing housing provided by governments for people with low incomes, including those who have experienced homelessness or family violence

qualitative data not based on numeric quantities, usually measured using techniques including observations, interviews and surveys

quantitative data based on numeric quantities that can be counted or measured

refugee person who has fled their home country and is unable or unwilling to return due to fear of being persecuted

region area with particular characteristics that distinguish it from other areas

rehabilitate restoring an area of land back to its original state after it has been damaged

relative wealth how a person's wealth compares with the other people around them

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remittances money that an international migrant earns that is sent back to an individual or family in their home country

replacement rate a total fertility rate (TFR) of 2.1 is the average number of babies women need to have within a country for its population to remain stable (this does not take into account population changes due to migration)

respiration inhalation and exhalation of air by humans and animals, during which oxygen is absorbed and carbon dioxide is released

revegetation process of replanting vegetation on land that was previously degraded

riparian relating to the banks of a river or lake

rural region located outside of cities, towns or other urban areas

salinity measure of the concentration of salt in water or soil

same language subtitles television or movie subtitles that are in the same language as the audio

satellite imagery images taken by satellites orbiting the Earth

scabies skin condition caused by microscopic mites burrowing under the skin

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

social security financial assistance, usually provided by the government, for people without an income (for example, elderly people or unemployed people)

soil erosion wearing away and removal of the topsoil layer, usually by wind or water

soil fertility ability of soil to grow plants, especially in agriculture

spatial association degree to which the spatial distribution of two phenomena are similar

spatial scale referring to various sizes in space; for example, local, regional, national or global scales

state of equilibrium a balance between all of the components within an ecosystem

sub-Saharan Africa term for countries in the region of Africa located south of the Sahara Desert

subjective result or judgement that is influenced by the personal feelings or opinions of an individual

suburb smaller region of a larger city, usually dominated by housing

sustainability whether or not an environment is able to maintain current needs without compromising its ability to meet the needs of future generations

temporal scale measurement of periods of time; for example. weeks, months, years or millennia

terrestrial relating to dry land

terrestrial fauna land-based animals in a particular area

thermal expansion increase in the volume of a material due to an increase in temperature

topography the relief, or shape, of the surface of a landscape

transpiration process of a plant absorbing water through its roots and releasing water vapour through pores in its leaves

treaty written agreement between two or more political authorities bound by international law

tributary river that flows into a larger river or a lake

turbidity measure of the transparency, or cloudiness, of a liquid, caused by the concentration of suspended particles within it

UNESCO the United Nations Educational, Scientific and Cultural Organization, an agency seeking to build peace through international cooperation in education, science and culture

United Nations (UN) international organisation, made up of over 150 countries, that seeks to maintain peace between nations

urban area with at least 1000 residents and a population density of more than 200 people per square km

urban renewal redevelopment of an area within a large city that was previously run-down and underutilised

urban sprawl growth of cities outwards into surrounding rural and bushland areas

urbanisation movement of people from rural areas to urban areas, causing the urban area to grow in size

variable characteristic, factor or quantity that increases or decreases over time

vegetation all the types of plants found in a place, for example, as grasses, shrubs and trees

water table the level below the surface of the ground at which you start to find water

water quality condition of water in terms of its chemical, physical and biological properties

wetland place where stagnant or flowing water covers the soil at various times throughout a year

History

abdicate when a monarch decides to give up their throne and title

Aboriginal civil rights movement collective term for the various individuals and groups who have worked towards Aboriginal and Torres Strait Islander civil rights in Australia

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Aboriginal Reconciliation Convention 1997 forum for Australians to gather and discuss Indigenous issues. Almost 1800 people attended, including lawyers, teachers, health workers, religious leaders, government officials and students

Aboriginal Tent Embassy unofficial embassy set up on the lawn of Parliament House to represent the Aboriginal and Torres Strait Islander people of Australia in government

Aborigines Advancement League oldest Aboriginal organisation in Australia, both a welfare body and an activist body for Indigenous rights

Aborigines Progressive Association civil rights group involved in political organisation, rallies and protests in both Aboriginal reserves and major cities

Aborigines Act 1905 the official name for the first law targeting Aboriginal children, in particular, in WA. There had also been an earlier Act (1886) and earlier instances of the removal of Aboriginal children.

Aborigines Protection Board Australian Government institution responsible for regulating the lives of Aboriginal and Torres Strait Islander peoples

Allies political and military alliance of the British Commonwealth, France, the United States and Russia, who forged an agreement to fight National Socialist Germany

apartheid ('separateness') system of laws in South Africa that legally separated non-white people from white society

appeasement practice of making concessions to satisfy someone with a greed for power

Arnhem Land largest area of Indigenous owned land in Australia, located in the north-eastern corner of the Northern Territory

Aryanism discredited theory that the so-called race of 'Europeans' were responsible for all of the progress that has benefited humanity, and were thus superior to all other races

atomic bomb a bomb that derives its destructive power from the rapid release of nuclear energy – the atomic bomb was developed by the top-secret US-based Manhattan Project between 1939 and 1945

Axis name given to the political and military alliance of Germany, Italy and Japan during World War II – unlike the Allies, these nations did not coordinate their fight against their enemies

Beer Hall Putsch violent attempt, begun in a beer hall, to overthrow the Bavarian Government

bicentenary 200-year anniversary

Black Panther Party US-based African American revolutionary party founded to combat racism and empower black people

blackface racist act in which a non-black person paints their face black to caricature black people – blackface's origins come from the US, where white performers often played derogatory representations of African Americans while wearing black makeup

Blitzkrieg ('lightning war') a media term for a coordinated military attack involving heavy aerial bombing followed by a rapidly moving and highly mobile force of tanks and infantry

Bringing them Home Australian Government report dedicated to uncovering the impact of the Stolen Generations

brown out in an attempt to deny the enemy the advantage of lights at night in potential raids, citizens were instructed to cover windows, and even car headlights, at night. While not a complete 'black out', it was considered useful in confusing the enemy

Brown vs the Board of Education landmark decision of the US Supreme Court that ruled racial segregation in public schools to be illegal

Bung Yarnda Indigenous nation from eastern Victoria

censorship deliberate prevention of information appearing in the media

Closing the Gap Australian Government strategy that aims to reduce disadvantage among Aboriginal and Torres Strait Islander people with respect to life expectancy, child mortality and access to early childhood education

Cold War period of 45 years of hostility between the United States and the Soviet Union (Russia), characterised by threats, propaganda and small military conflicts around the globe

concentration camp prison where political prisoners or members of persecuted minorities are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes so that they can provide forced labour

Council for Reconciliation organisation created by the Australian Government in 1991 to raise public awareness and consult on a 'Document of Reconciliation' within a 10-year period

crusade war of religious significance

cult of personality situation in which a public leader is deliberately presented to the people of a country as a great person who should be admired (even loved) and never questioned

death march forced march of prisoners of war in which those who die are left to lie where they fall

dive bombers planes that fly directly down towards their target to increase the accuracy of their bombs

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Dreaming stories Aboriginal and Torres Strait Islander beliefs about how the universe came to be, how human beings were created and how people should function within the world

economic bubble (or 'asset bubble') situation in which the rising prices for stocks, goods and other property appear to be based on over-enthusiastic views about the future

Einsatzgruppen ('deployment group') group of SS soldiers who acted as mobile killing units during the invasion of Poland and Russia – their orders were to identify, arrest and murder all enemies of the Reich: Jewish people, communists and any religious or political leaders who might oppose the National Socialist Government

emancipated slave a slave who has been granted their freedom

embargo when a nation bans trade with another nation

English Channel stretch of ocean that separates England from France

eugenics pseudoscience (since discredited) of improving a population by preventing people who are seen as 'physically inferior' from having children, sometimes by sterilising or murdering them

Federal Bureau of Investigation (FBI) the domestic intelligence and security service of the United States

Federal Council for the Advancement of Aborigines organisation dedicated to lobbying the Australian Government to improve conditions for all Indigenous people

Final Solution – *Endlösung* the term used by the Nazis for the genocide of the Jewish people of Europe

Freedom Riders civil rights activists who rode buses through the southern United States in 1961 to challenge segregation at bus stations and in southern US communities

Gadigal members of the Eora nation, whose land stretched north and south of modern-day Sydney, and who were among the first to encounter the British First Fleet in 1788

Gai Wurrung language group of the Dhauwurd Warrung people from western Victoria

Geneva Convention series of agreements made in 1864 by various countries relating to the way wounded and captured soldiers, as well as civilians, were to be treated in wartime

genocide deliberate killing of an entire group of people because of their national or ethnic identity

Gestapo German secret police force dedicated to finding, arresting and often torturing enemies of Hitler's National Socialist party

ghetto the term 'ghetto' originated from a sixteenth-century Jewish neighbourhood in Venice, Italy. Over the centuries, walled-off, crowded and heavily policed communities of Jewish people in European cities were referred to by this term. In National Socialist Germany, the term became synonymous with overpopulated, run-down areas of cities, where Jewish people were forced to live

Gurindji Indigenous group from the Victoria River region of the Northern Territory

half-caste outdated and offensive term that identifies a person whose parents are from different national or racial backgrounds

Heinrich Himmler leader of the SS, or 'Reichsführer SS'. Himmler was chief of the entire SS structure, which included the SS, the German Police and the whole concentration camp system. He reported directly to Hitler

Hermann Goering head of the *Luftwaffe* (Germany's Air Force), Goering was one of Adolf Hitler's closest advisors and an extremely powerful member of the National Socialist Party

Hopalong Cassidy fictional cowboy hero from Hollywood films of the 1930s and 1940s

House of Representatives lower house of the Australian Parliament, in which new laws can be introduced and debated

hyperinflation when the prices of goods and services rise by more than 50 per cent every month

Indochina collective name for the countries of Vietnam, Cambodia and Laos when they were under French colonial rule

intergenerational trauma psychological theory that suggests trauma can be transferred between generations – in the study of the Stolen Generations, it has been recorded that trauma experienced by grandparents (as members of the Stolen Generations) is passed on to parents and children in the form of mental illness, substance abuse and a cycle of disadvantage

internment camp prison camps for detaining people from foreign nations during times of war, based on the fear that they will help their home nations carry out acts of war

isolationism attempt to remain separate from the issues of other nations

Jim Crow derogatory term for black men that also served as the nickname for a set of laws that enforced segregation in the US

Joseph Goebbels propaganda minister of National Socialist Germany, Goebbels was responsible for the spread and control of the National Socialist messages and ideologies through the media

Koori collective term often used to refer to Aboriginal people from New South Wales and Victoria

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Ku Klux Klan US-based illegal white supremacist hate group who led a campaign of terror and violence against African American people

Lebensraum ('living space') the concept that Germany needed to expand its borders into other countries' territory so it could use those countries' resources, which were seen as Germany's by right of the National Socialists' perceived natural superiority of German people

lend-lease a strategic wartime policy of the USA between 1941 and 1945 where the US provided food, oil and war materiel to its allies

Little Children are Sacred 2007 Australian Government report which stated that neglect of children in Aboriginal communities had reached crisis levels, demanding that it 'be designated as an issue of urgent national significance by both the Australian and Northern Territory governments'

Maginot Line line of concrete fortifications designed by the French to defend their borders with Belgium and Germany

Mahatma Gandhi leader of the Indian independence movement in the 1940s

Malcolm X (born Malcolm Little) US civil rights campaigner who directly challenged the mainstream civil rights movement for its lack of action and use of nonviolence

manifesto public declaration of political ideas and aims

Menindee Mission Aboriginal mission located in western NSW

militia informal force of volunteer soldiers recruited from the civilian population and used to support the formal army of professional soldiers

missions closed communities created by churches or religious individuals to house Aboriginal and Torres Strait Islander peoples, train them in Christian ideals and prepare them for work

Molotov–Ribbentrop Pact controversial treaty between Germany and the Soviet Union to refrain from attacking one another

National Association for the Advancement of Colored People (NAACP) US-based civil rights organisation formed in 1909 to advance justice for African American people

National Guard reserve military force made up of ordinary US citizens

Nation of Islam US-based African American political and religious movement

Nelson Mandela political activist and anti-apartheid campaigner who became President of South Africa after serving 27 years in prison for his activism

Ngaanyatjarra language group that stretches between the Sandy and Great Desert regions of Western Australia and the Northern Territory

Ngiyaampaa Aboriginal peoples inhabiting the area around the Darling River in NSW

Noongar collective term often used to refer to Aboriginal peoples from south-western Western Australia

Nuremberg Laws antiSemitic and racist laws passed in Germany on 15 September 1935 – these laws were enacted by the German Government after a meeting in the city of Nuremberg

paean song of praise

paramilitary unofficial military organisation that behaves and is organised in an almost identical fashion to a legitimate military force

paratroopers highly trained soldiers who parachuted out of planes, often under fire and behind enemy lines

passive resistance nonviolent opposition to authority, especially a refusal to cooperate

Passover key Jewish religious festival that commemorates the liberation of the Israelites from slavery

pincer movement military tactic when an army splits in two and circles around an enemy to trap them

post-traumatic stress disorder (PTSD) a mental health condition that is caused by experiencing or witnessing a terrifying event – symptoms can include flashbacks, nightmares and severe anxiety

prisoner-of-war camps hastily assembled prison camps for holding captured enemy soldiers – imprisoned soldiers were held in such camps for the duration of the war to prevent them from fighting against their captors

propaganda deliberate spreading of biased information, usually political, to influence the behaviour and thought of a population

Rats of Tobruk nickname German propagandists gave the Australian soldiers at Tobruk, adopted by the Australian soldiers as their name for themselves

reconciliation the process of restoring peaceful or friendly relationships after a period of conflict or trouble

Redfern inner-city suburb of Sydney, home to one of Australia's largest urban Aboriginal and Torres Strait Islander populations

referendum general vote on a single political question which has been referred to the electorate for a direct decision

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Reich ('realm' or 'empire') The Reich, or more specifically the Third Reich, was a National Socialist concept that sought to establish the third great German empire, after the Holy Roman Empire of 800–1806 and the German Empire of 1871–1918. National Socialist propaganda claimed that the Third Reich would be established through war

reparations payment or other assistance given by those who have done wrong to those whom they have wronged

reserves parcels of land set aside for Aboriginal people to live on

Returned Servicemen's League (RSL) support organisation for men and women who have served or are serving in the Australian Defence Force

Rhodesia former name of the African nation of Zimbabwe

righteous among the nations name given to the non-Jewish people who risked their lives to save Jewish people during the Holocaust

Romani sometimes referred to as Roma or Gypsies (now considered a derogatory term), the Romani people are one of the European ethnic groups that were targeted by the National Socialists as part of their eugenics policies

sabotage to deliberately destroy or damage for political or military advantage

sacred sites physical locations of great spiritual or historical significance to Aboriginal and Torres Strait Islander peoples

safety nets government services and payments that are geared towards eliminating poverty, including unemployment payments, housing assistance, job placement and (in the case of the susso) ration tickets for food

scorched earth policy the act of an army destroying everything in an area such as food, buildings or equipment that could be useful to an enemy

shrapnel metal fragments of a bomb, shell or other object that are propelled by an explosion

signals military communication using tools like radio and telephone

smallpox contagious, life-threatening viral disease with symptoms that include fever and pustules that usually leave permanent scars

social Darwinism discredited theory that individuals, groups and peoples are subject to the same Darwinian laws of natural selection as plants and animals

socially progressive belief that advancements in science, technology, education, health and social organisation are vital to the improvement of society

Sonderkommando prisoners in German concentration and death camps who were forced to work in the gas chambers

Sorry Day national march in 1998 to seek an official apology to the Stolen Generations – Sorry Day still exists today to remember and commemorate Aboriginal and Torres Strait Islander Peoples

stalemate situation in which neither side in war can win or in which no progress is possible

Star of David six-pointed star, consisting of two overlapping triangles, used as a symbol to identify and represent Jewish people

'stiff upper lip' British wartime ideal of showing fortitude and strength in the face of adversity

Stolen Generations collective name for the children of Australian Aboriginal and Torres Strait Islander descent who were removed from their families by Australian federal and state/territory government agencies and church missions, under protection policies, between 1910 and 1970

strafing the use of machine guns, rather than bombs, by planes in combat

***Sturmabteilung* (SA)** ('storm division') unofficial and (due to the Treaty of Versailles) unarmed militia force of the National Socialist Party, notorious for their violence and intimidation of their political opponents

suffragette political group of women seeking the right to vote through protest

synagogue Jewish place of worship

terra nullius legal term for land that is unoccupied or uninhabited

The Blitz intense bombing attack on London by German planes in 1940

The Intervention set of Australian Government policies enforcing strict controls on the lives of Aboriginal and Torres Strait Islander people in the Northern Territory, established in response to the *Little Children are Sacred* report, which found conditions for Indigenous children in remote communities to be at 'crisis levels'

the susso (short for 'sustenance payments') government allowance given by the Australian Government to people who were unemployed

theatre of war entire area of land, sea and air that is – or may become – directly involved in a war

tube underground train stations that connect London's rail network

Universal Declaration of Human Rights an internationally recognised document that outlines fundamental rights and freedoms for all people

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war bonds a way for a nation's citizens to invest their savings in their government in order to pay for the material requirements of war, in return for earning interest on the investment after the war has concluded

war effort mobilisation of a nation's population to work and provide support for a war – in Australia during World War II, thousands of women took on jobs normally done by men (who were fighting overseas in the war) to ensure that food, supplies and ammunition were being produced

wolf whistle whistling at someone to show interest in them, often directed by men at women they find attractive

Wurundjeri Indigenous nation in Victoria whose territory extends between the Great Dividing Range, Mount Baw Baw, Mordialloc Creek and the Werribee River

Yolngu Indigenous nation inhabiting north-eastern Arnhem Land

Yorta Yorta Indigenous nation inhabiting the areas in Victoria and southern NSW that surround the Goulburn and Murray rivers

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